

EDUC40020 Navigating Professional Contexts

Credit Points:	12.5						
Level:	4 (Undergraduate)						
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Parkville, on-campus.						
Time Commitment:	Contact Hours: Lectures and tutorials totalling 36 hours Total Time Commitment: Not available						
Prerequisites:	You must have successfully completed the following subject/s prior to enrolling in this subject <table border="1" data-bbox="389 573 1485 719"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC30036 Professional Roles and Relationships</td> <td>Not offered 2016</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC30036 Professional Roles and Relationships	Not offered 2016	12.50
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EDUC30036 Professional Roles and Relationships	Not offered 2016	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>						
Contact:	Discontinued Subject						
Subject Overview:	In this subject, students are introduced to systemic dimensions such as governance, management, administration, sources of funding, marketing, policy development and program evaluation. Exploration of the roles of stakeholders emphasise the importance of networking and collaboration. Students will begin to integrate and reflect on every day practices of being an early childhood professional within the broader educational context, taking into account differing demands of various authorities responsible for funding and policy development. Implications for transition to employment as practitioners will be addressed.						
Learning Outcomes:	Information not available						
Assessment:	An assignment of 2000 words and a 2-hour written examination. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.						
Prescribed Texts:	None						
Recommended Texts:	Information Not Available						
Breadth Options:	This subject is not available as a breadth subject.						
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees						

Generic Skills:	Information Not Available
Related Course(s):	Bachelor of Early Childhood Education