

EDUC90702 Curriculum Pedagogy and Assessment EC 1

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 36 Hours Total Time Commitment: 170 hours						
Prerequisites:	Admission to the Master of Teaching (Early Childhood) or Master of Teaching (Early Years)						
Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90703 Professional Practice and Seminar (EC) 1</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1, Semester 2	12.50
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EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1, Semester 2	12.50					
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>						
Coordinator:	Ms Sarah Young						
Contact:	sry@unimelb.edu.au (mailto:sry@unimelb.edu.au)						
Subject Overview:	<p>This subject introduces teacher candidates to major perspectives on curriculum, pedagogy and assessment that underpin learning and teaching in the early childhood years.</p> <p>Topics include: principles, practices and learning outcomes underpinning learning in the Early Childhood years, as articulated in the Early Years Learning Framework (EYLF), and the Victorian Early Years learning and Development framework (VEYLDF); the CLASS dimensions; the cycle of observation/assessment, planning for learning, programming, implementation, observation/assessment; and reflection/evaluation; theories of learning; play-based learning; interventionist teaching; setting up a productive learning environment; developing resources for learning; Indigenous education.</p>						
Learning Outcomes:	<p>On completion of this subject, students will have the knowledge, skills and ability to:</p> <ul style="list-style-type: none"> # Plan for learning based on their observation and assessment of the children's current understanding and needs; # Understand the relationship between curriculum, pedagogy and assessment; # Ensure a coherent implementation of the curricula operating across a range of learning environments; 						
Assessment:	There are two assessment tasks: Assignment 1, Essay; 2000 words (or equivalent) due mid-semester (50%) Assignment 2, Essay: 2000 words (or equivalent) the examination period (50%)						

	This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	Subject reading booklet Arthur, L., Beecher, B., Death, E., Dockett, S. & Farmer, S. (2012). Programming and Planning in Early Childhood Settings, 5th Edition. Victoria: Thomson.
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:	<p>On completion of this subject, students will be able to:</p> <ul style="list-style-type: none"> # Work productively within mandated frameworks. # Recognise the importance of theory to informed practice; # Understand the multi-dimensionality of learning; # Be skilled communicators who articulate effectively their professional standpoint.
Related Course(s):	<p>Master of Teaching (Early Childhood) Master of Teaching (Early Years)</p>