

## EDUC90704 Curriculum Pedagogy and Assessment EC 2

<b>Credit Points:</b>	12.5								
<b>Level:</b>	9 (Graduate/Postgraduate)								
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus.								
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours								
<b>Prerequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90702 Curriculum Pedagogy and Assessment EC 1</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90702 Curriculum Pedagogy and Assessment EC 1	Semester 1	12.50
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<b>Corequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90707 Professional Practice and Seminar (EC) 2</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90707 Professional Practice and Seminar (EC) 2	Semester 1, Semester 2	12.50
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<b>Recommended Background Knowledge:</b>	None								
<b>Non Allowed Subjects:</b>	None								
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt; &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>								
<b>Coordinator:</b>	Ms Sarah Young								
<b>Contact:</b>	Ms Sarah Young: <a href="mailto:sry@unimelb.edu.au">sry@unimelb.edu.au</a> (mailto:sry@unimelb.edu.au)								
<b>Subject Overview:</b>	<p>Building on the work done in Curriculum, Pedagogy and Assessment 1, this subject develops further the investigation into intentional teaching for learning, focusing on implementing curricula for young children (0-8) using appropriate pedagogies and modes of assessment. Topics will include: a detailed analysis of the practice principles from VEYLDF; the CLASS domains; VELs and the National Curriculum; intentional teaching; catering for diversity; developing and implementing programs in 0-3 settings in line with National Quality Frameworks and Standards including national and state curriculum requirements; aligning practices with national quality standards; cultural competence and the implementation of programs in Indigenous communities; pedagogical leadership; education for sustainability and different models of early childhood teaching practice (e.g. Montessori, Steiner).</p>								
<b>Learning Outcomes:</b>	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Plan appropriate learning programs across the 0-8 range;</li> <li># Utilise a broad range of strategies to enable children's learning;</li> <li># Intervene with individual children to promote their learning;</li> <li># Work productively within mandated curriculum and policy frameworks;</li> </ul>								

	<ul style="list-style-type: none"> <li># Assess accurately children's learning and respond to specific learning interests and needs;</li> <li># Develop curricula that supports Indigenous perspectives;</li> <li># To purposefully plan for equitable outcomes for children across diverse early childhood settings;</li> <li># Demonstrate effective pedagogical leadership.</li> </ul>
<b>Assessment:</b>	There are two assessment tasks: Essay: 2000 words (or equivalent) due mid-semester (50%) Curriculum Document; 2000 words (or equivalent) due end semester (50%) This subject has a minimum hurdle requirement of 80% attendance at all scheduled lectures, tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	Snow, C.E. & Van Hemel, S.B. (Eds). (2008). Early Childhood assessment: Why, what and how. Purposeful assessment (pp. 27-41). Committee on the Developmental Outcomes and Assessments for Young Children. Washington, DC: National Academies Press. Arthur, L., Beecher, B., Death, E., Dockett, S. & Farmer, S. (2012). Programming and Planning in Early Childhood Settings, 5th Edition. Victoria: Thomson.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, students will be able to:</p> <ul style="list-style-type: none"> <li># Interact respectfully and ethically with a diverse range of people.</li> <li># Recognise the importance of theory to informed practice;</li> <li># Understand the multi-dimensionality of learning;</li> <li># Implement curriculum and policy frameworks meaningfully.</li> </ul>
<b>Related Course(s):</b>	<p>Master of Teaching (Early Childhood)  Master of Teaching (Early Years)</p>