

EDUC90708 EC Leadership and Communities

Credit Points:	12.5								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours								
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90700 The Early Childhood Profession</td> <td>Not offered 2016</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90700 The Early Childhood Profession	Not offered 2016	12.50
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Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90709 Professional Practice and Seminar (EC) 3</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90709 Professional Practice and Seminar (EC) 3	Semester 1, Semester 2	12.50
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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 Rachel Flottman								
Contact:	rachelf@unimelb.edu.au (mailto:rachelf@unimelb.edu.au)								
Subject Overview:	<p>This subject investigates the leadership role of the early childhood professional in the context of the diversity of children, families and social contexts with which they work. Topics will include: family-centred practice; working with culturally and linguistically diverse communities; ethics of professional engagement; indigenous education; leadership and management in the early childhood field; pedagogical leadership; teamwork and team-building; report writing responsibilities; available services and referral to them; advocacy.</p>								
Learning Outcomes:	<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"> • Demonstrate effective leadership and management in early childhood services; • Work productively with the diversity of the communities they serve; • Be ethical in their dealings with colleagues, children and families; • Understand how to establish and sustain a professional learning community; • Be an advocate for children's rights and the early childhood profession in diverse contexts. 								
Assessment:	Two assignments of 2000 words each (or equivalent), one due mid-semester, the second due during the examination period (50% each). This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.								

Prescribed Texts:	None
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, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none">• Demonstrate effective leadership and management in early childhood services;• Work productively with the diversity of the communities they serve;• Be ethical in their dealings with colleagues, children and families;• Understand how to establish and sustain a professional learning community;• Be an advocate for children's rights and the early childhood profession in diverse contexts.