

## EDUC90710 Early Years Pedagogy and Practice

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2016.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	N/A
<b>Non Allowed Subjects:</b>	N/A
<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; <p>&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> </p>
<b>Contact:</b>	This subject is not offered in 2016.
<b>Subject Overview:</b>	This subject introduces teacher candidates to the major perspectives on pedagogy and practice in the early years of education, particularly pedagogical practice for children 4-8 years of age. Topics include the key principles, practice, and learning outcomes underlying the Early Years Learning Framework for Australia (EYLF), and the Victorian Early Years Learning and Development Framework (VEYLDF), the Classroom Assessment Scoring System (CLASS) dimensions, the Transition Initiative, the United Nations Convention on the Rights of the Child; working with Early Childhood professionals.
<b>Learning Outcomes:</b>	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to:</p> <ul style="list-style-type: none"> <li>• Understand the policy and legal frameworks governing the early childhood care and education;</li> <li>• Explore a range of practice principles and observation and assessment tools for building evidence of young children's learning and development;</li> <li>• Understand the impact of instructional support, emotional support and classroom organization on young children's learning and development;</li> <li>• Understand the impact of transition practices on young children's experiences of starting school</li> </ul>
<b>Assessment:</b>	2000 word inquiry project due week 7, 50% 2000 word project due during exam period,50% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	Teachstone. (2011). Elementary K-3 CLASS Dimensions Guide. Teachstone
<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>

**Generic Skills:**

On completion of this subject teacher candidates will have the knowledge, skills and understanding to enable them to:

- Be skilled communicators who can effectively articulate pedagogical practice across early years settings;
- Recognise the relationship between effective teaching and improved learning outcomes for young children
- Work in professional teams across educational sectors;
- Work collaboratively with children and parents to inform their practice.