

EDUC90841 Comparative Education Theory (EC)

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours (12 x 2-hour lecture 12 x 1-hour tutorial) Total Time Commitment: Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: http://www.services.unimelb.edu.au/disability
Coordinator:	Ms Madeleine Saffigna
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Subject Overview:	This subject will explore a range of contemporary global perspectives on early childhood education. It will examine international and Australian early childhood education systems, policy, legislation and the key theories and research that have influenced and shaped these systems. Through this subject students will explore the complex relationships between international early childhood education systems and the broader social and cultural contexts in which they are located. Students will examine international data from OECD and UNICEF reports to investigate the economic, social and environmental factors that shape global ECEC systems, policies and pedagogies. Students will engage with a number of case studies to analyse how international policies have informed early childhood teaching and assessment practices. Students will be able to consider how local educational practices shape the learning of young children from diverse cultural backgrounds.
Learning Outcomes:	On completion of this subject, students will have the knowledge, skills and understanding to: <ul style="list-style-type: none"> # Identify international perspectives on early childhood education; # Understand the relationship between education systems, policy and practice; # Analyse how different theories and research have shaped education systems and the roles and responsibilities of ECEC teachers; # Identify the key economic, social and environmental factors that shape global ECEC systems, policies and pedagogies. # Reflect on how contemporary policies and practice principles influence and shape young children's learning and development.
Assessment:	2000 word Essay: Outline two contemporary perspectives that have shaped early childhood education in two OECD countries. Explain how these perspectives have shaped ECEC education systems. Mid semester 50% 2000 word Essay: Compare and contrast two international ECEC policies. How do they position young children's learning and development and the role of ECEC teachers in supporting young children's learning and development. End semester 50% This subject has a minimum hurdle requirement of 80% attendance at all scheduled lectures, tutorials, seminars and workshops.

Prescribed Texts:	All subject readings provided on LMS.
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"> # Understand the impact of global policy and legislation on their roles and responsibilities as teachers; # Critically reflect on theoretical and cultural perspectives that inform education locally and globally # Utilise diverse teaching practices that convey an awareness of global perspectives of educational theory and practice; # Critically analyse key factors shaping global ECEC systems; # Maintain effective and respectful relationships with children, parents, community organisations and professional organisations to support young children' s learning
Related Course(s):	Master of Teaching (Early Childhood)