

EDUC90842 Sociology of Childhood (EC)

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| 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: 12 x 2-hour lecture 12 x 1-hour tutorial Total Time Commitment: 170 total commitment |
| Prerequisites: | None |
| Corequisites: | None |
| Recommended Background Knowledge: | None |
| Non Allowed Subjects: | None |
| Core Participation Requirements: | <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> |
| Coordinator: | Dr Caroline Cohrsen |
| Contact: | ccoh@unimelb.edu.au (mailto:ccoh@unimelb.edu.au) |
| Subject Overview: | On completion of this subject, teacher candidates will demonstrate understanding of the philosophical constructions of childhood over time and examine the diverse and contemporary nature of childhood in current times. This will equip students with an awareness of cultural diversity and its implications for society and education, and consequently, will provide insight into the context of early childhood education and care. Students will recognise and be able to articulate the importance of supporting children's sense of identity. Students will reflect on the ways in which children are connected to and contribute to their world, taking into account the complexity of children's lives and the role played by various social institutions, technology and media. They will recognise the importance of children having a strong sense of wellbeing, and of children being confident and effective communicators. Students will analyse the notion of diversity and explore the implications of perceiving child to be agentic and competent, with rights, responsibilities. Both individual and community identities will be woven through the subject. |
| Learning Outcomes: | In this subject, teacher candidates will have the knowledge, skills and understanding to: <ul style="list-style-type: none"> # Recognise childhood as a social construction. # Identify the image of childhood outlined in the United Nations Convention on the Rights of the Child. # Explore the key discourses surrounding childhood and the influences of social and historical change on notions of childhood. # Explore constructs of multiculturalism and diversity in the Australian context and their implications for early childhood education. # Assess the influence of social institutions on children. # Examine the role played by technology and the media in children's play, communication and culture. |

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| Assessment: | 2000 word Essay: Compare and contrast two philosophical constructions of childhood. Discuss how they position young children and the learning process. Mid semester 50% 2000 word Essay: Define diversity. Explain how ECEC teachers can enact diversity principles in their work with children and families. End semester 50% This subject has a minimum hurdle requirement of 80% attendance at all scheduled lectures, 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:</p> <ul style="list-style-type: none"> # Understand diverse social and theoretical constructs of childhood and their influences on children's lived experience over time. # Consider and reflect on the definitions of childhood as outlined in key international frameworks and policies relating to young children. # Articulate the implications of diverse notions of childhood for teaching and learning in early childhood education and care settings. # Appreciate diverse views of childhood and reflect on the implications of this for practice. |
| Related Course(s): | Master of Teaching (Early Childhood) |