

460-531 Professional Practice and Seminar EC 1r

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville , On Campus
Time Commitment:	Contact Hours: 8 days of professional practice in early childhood settings including 18 hours seminar time allocated from on campus subjects Total Time Commitment: 8 days of professional practice
Prerequisites:	None
Corequisites:	# Children's Early Development, # Exemplary Curricula and Programs
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 Karina Michelle Davis
Subject Overview:	The professional practice and seminar program provides an integrated focus on the subjects in each semester and addresses the teacher candidates' developing understandings of professional knowledge, professional practice and professional engagement. This subject is the vehicle for practical experience in kindergarten and childcare settings. Teacher candidates are mentored by experienced early childhood specialists in collaboration with teaching fellows and clinical specialists who are engaged in the on-campus teaching program. The professional practice seminars support teacher candidates' ongoing learning about how theory informs practice. The seminars provide opportunities to examine theoretical frameworks and associated practical tasks that have been assigned during the placement to assist candidates to develop knowledge about contexts, curriculum and relationships in early childhood services. Seminars will involve class presentations, assessment tasks and in-depth reflection on theory and practice in early childhood.
Objectives:	On completion of this subject teacher candidates should be able to: <ul style="list-style-type: none"> # Apply professional criteria to their own teaching and professional activity # Synthesise their theoretical and practical understandings of teaching in early childhood contexts # Use constructive criticism and discussion to evaluate and reflect on values and practices in relation to their professional practice # Communicate effectively with other professionals, parents and children
Assessment:	There are 2 assessment tasks: Portfolio of evidence of practice end of semester. (35%) Satisfactory teaching performance in the block placement setting (65%) There are 2 hurdle

	requirements: Attendance on all days of placement Attendance at all practicum seminar sessions
Prescribed Texts:	Set texts as indicated 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"> # Be skilled communicators who can effectively articulate and justify their practices in early childhood and use professional knowledge to promote change # Be flexible and able to adapt to change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base and apply to their work in childrens' services.
Related Course(s):	Master of Teaching (Early Childhood)