

460-540 Professional Practice & Seminar Sec 1a

Credit Points:	18.75
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus. Semester 2, - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 33 days of professional practice in a secondary school including 12 hours Practicum seminar Total Time Commitment: 33 days of professional practice
Prerequisites:	None
Corequisites:	460-541 Learners, Teachers & Pedagogy 460-543 Language & Teaching
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>
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Subject Overview:	The Professional Practice and Seminar Program provides an integrated focus for all subjects taught in the semester and addresses Teacher Candidates' developing understandings of professional knowledge, professional practice and professional engagement. The school placement focuses on developing an understanding of school organisation, management of classrooms, principles of learning and teaching and their application to content areas for teaching. Teacher candidates will analyse student characteristics to identify learning and teaching strategies effective for individual students and productive classrooms. Teacher Candidates are mentored by experienced teachers in collaboration with Clinical Specialists who are engaged in the on-campus teaching program. The Professional Practice Seminars provide Teacher Candidates with opportunities to examine theoretical frameworks and associated practical tasks that have been assigned during the placement. Seminars include class presentations, analysis of assessment tasks and in-depth reflection of theory and practice concerning links between instructional processes and student centred learning.
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; # Demonstrate knowledge of the characteristics of learners; # Understand how principles of learning and teaching are able to be adapted to meet the needs of individual students; # Synthesise their theoretical and practical understandings of teaching in secondary classrooms;

	<ul style="list-style-type: none"> # Use constructive criticism and discussion to evaluate and reflect on values and practices in relation to professional practice; # Communicate effectively with other professionals, and provide feedback to students to assist their learning.
Assessment:	There are 2 assessment tasks: Teaching performance (65%) Contribution to Practicum Seminars and development of the Professional Practice Portfolio Teacher Candidates must pass both components. There are 2 hurdle requirements: Attendance on all days of placement Attendance at all practicum seminar sessions.
Prescribed Texts:	Collection of readings.
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 professional practice in teaching; # 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 that is evident in their teaching.
Related Course(s):	Master of Teaching (Secondary)