

## EDUC90382 Professional Practice and Seminar EC 1a

<b>Credit Points:</b>	18.75
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2010, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 29 days of professional practice in early childhood settings including 14 hours seminar time Total Time Commitment: 29 days of professional practice
<b>Prerequisites:</b>	A current Working With Children Check (WWCC).
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	100 per cent attendance is mandatory
<b>Coordinator:</b>	Ms Janice Deans
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	The professional practice and seminar program provides an integrated focus on the subjects in each semester and addresses the teacher candidates' pedagogical knowledge, practice and 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 evidence of effective pedagogies for young children's learning 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.
<b>Objectives:</b>	On completion of this subject teacher candidates should be able to: <ul style="list-style-type: none"> <li># Apply professional criteria to their own teaching and professional activity</li> <li># Synthesise their theoretical and practical understandings of teaching in early childhood contexts</li> <li># Use constructive criticism and discussion to evaluate and reflect on values and practices in relation to their professional practice</li> <li># Communicate effectively with other professionals, parents and children</li> </ul>
<b>Assessment:</b>	There 2 assessment tasks: Satisfactory teaching performance in the block placement setting (65%); Portfolio of evidence of practice end of semester. (35%) Teacher candidates must pass both components. Teacher candidates must pass both components. There are 2 hurdle requirements: Attendance on all days of placement Attendance at all practicum seminar sessions.
<b>Prescribed Texts:</b>	MacNaughton, G. and Williams, G. (2009) Techniques for teaching young children Choices for theory and practice (3rd ed.) Pearson Education: Aust.(2008) CLASS Dimensions Guide Pre-K 2008, Centre for Advanced Study of Teaching and Learning.University of Virginia: CharlottesvilleBelonging, Being & Becoming The Early Years Learning Framework for Australia, Department of Education, Employment and Workplace Relations for the Council of Australian Governments, Commonwealth of Australia, 2Victorian Early Years Learning and Development Framework for Children from Birth to Eight Years, Department of Education and Early Childhood

	Development, Victorian Curriculum and Assessment Authority. (2009) State Government of Victoria.
<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>
<b>Generic Skills:</b>	<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"> <li># Be skilled communicators who can effectively articulate and justify their practices in early childhood and use professional knowledge to promote change</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have a conscious personal and social values base and apply to their work in childrens' services.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Early Childhood) Master of Teaching (Early Years)