

## EDUC90388 Professional Practice and Seminar EC 2a

Credit Points:	18.75								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Parkville , On Campus								
Time Commitment:	Contact Hours: 37 days of professional practice in early childhood settings including 18 hours seminar time Total Time Commitment: 37 days of professional practice								
Prerequisites:	A current Working With Children Check (WWCC). <table><tr><td>Subject</td><td>Study Period Commencement:</td><td>Credit Points:</td></tr><tr><td>EDUC90382 Professional Practice and Seminar EC 1a</td><td>March</td><td>18.75</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90382 Professional Practice and Seminar EC 1a	March	18.75
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EDUC90382 Professional Practice and Seminar EC 1a	March	18.75							
Corequisites:	None								
Recommended Background Knowledge:	None								
Non Allowed Subjects:	None								
Core Participation Requirements:	100 per cent attendance is mandatory								
Coordinator:	Ms Janice Deans								
Contact:	Education Student Centre								
Subject Overview:	This subject further deepens teacher candidates' professional knowledge about early childhood services including Maternal & Child Health and the Early Years of Schooling. Teacher candidates refine and reflect on their professional practice and take responsibility for planning, implementing and evaluating an education and care program for preschool children. Professional practice seminars continue to support learning with special attention being paid to developing innovative curricula that addresses the needs of individual children and encourages their growth in an environment that embraces ethical practices and democratic processes. Seminars will involve 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"><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 professional practice</li><li># Communicate effectively with other professionals, parents and children</li><li># Promote the profession of teaching in the wider community</li></ul>								
Assessment:	There 2 assessment tasks: Satisfactory teaching performance in the block placement setting (65%); Practicum Essay and Exhibition; half-hour presentation drawing from a 2,000 word essay showing how the teacher candidate has developed their teaching ability in a specified area. (35%);due after the block placement 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:	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: Charlottesville Belonging, 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, 2 Victorian 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 that is evident in their work in childrens' services.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Early Childhood) Master of Teaching (Early Years)