

## EDUC90399 Professional Practice and Seminar (EY)

Credit Points:	12.50											
Level:	9 (Graduate/Postgraduate)											
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Parkville, On Campus											
Time Commitment:	Contact Hours: 35 days of placement including 8 hours of seminar Total Time Commitment: 35 days of placement											
Prerequisites:	150 points of study in the Master of Teaching (Early Childhood) A current Working With Children Check (WWCC).											
Corequisites:	You must take the following subjects in the same study period <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90400 Literacy in the Early Years</td><td>Semester 1</td><td>12.50</td></tr><tr><td>EDUC90401 Numeracy in the Early Years</td><td>March</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90400 Literacy in the Early Years	Semester 1	12.50	EDUC90401 Numeracy in the Early Years	March	12.50
Subject	Study Period Commencement:	Credit Points:										
EDUC90400 Literacy in the Early Years	Semester 1	12.50										
EDUC90401 Numeracy in the Early Years	March	12.50										
Recommended Background Knowledge:	None											
Non Allowed Subjects:	None											
Core Participation Requirements:	100 per cent attendance is mandatory											
Contact:	Education Student Centre											
Subject Overview:	The professional practice and seminar program provides an integrated focus on all subjects across the semester and addresses teacher candidates' developing understandings of professional knowledge, professional practice and professional engagement in early years classrooms. The school placement focuses on a demonstrated capacity to teach independently addressing all curriculum domains and the learning needs of individual students. 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 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 identify and address the learning needs of students in early years classrooms. Seminars include class presentations, analysis of assessment tasks and in-depth reflection on theory and practice for teaching in the early years classroom.											
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 years classrooms;</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 final block placement of 15-days (65%); Practicum Exhibition; half-hour presentation showing how the teacher candidate has developed their teaching ability in a specified area. (35%); 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>	Collection of readings.
<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, students 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 professional practice in teaching</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) Master of Teaching (Early Years)