

## EDUC90594 Professional Practice and Portfolio 2

Credit Points:	18.75																	
Level:	9 (Graduate/Postgraduate)																	
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus.																	
Time Commitment:	Contact Hours: Full-time employment as a teacher with a 0.8 teaching load Total Time Commitment: Not available																	
Prerequisites:	<table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90593 Professional Practice and Portfolio 1</td><td>January</td><td>18.75</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90593 Professional Practice and Portfolio 1	January	18.75									
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EDUC90593 Professional Practice and Portfolio 1	January	18.75																
Corequisites:	You must take the following subject in the same study period <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90582 Individualising Learning and Teaching 2</td><td>January</td><td>12.50</td></tr><tr><td>EDUC90584 Social and Professional Contexts 2</td><td>July</td><td>6.25</td></tr><tr><td>EDUC90598 Learning Area A2</td><td>January</td><td>6.25</td></tr><tr><td>EDUC90599 Learning Area B2</td><td>January</td><td>6.25</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90582 Individualising Learning and Teaching 2	January	12.50	EDUC90584 Social and Professional Contexts 2	July	6.25	EDUC90598 Learning Area A2	January	6.25	EDUC90599 Learning Area B2	January	6.25
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Recommended Background Knowledge:	None																	
Non Allowed Subjects:	None																	
Core Participation Requirements:	Full-time employment as a teacher with a 0.8 teaching load																	
Coordinator:	Mrs Dagmar Turnidge																	
Contact:	Education Student Centre																	
Subject Overview:	The Professional Practice and Portfolio subjects provide the arena in which all the other subjects in the program are integrated into the Associates' developing expertise as a classroom teacher, and their developing understandings of professional knowledge, professional practice and professional engagement and social context of the school. This subject focuses on the associate's awareness of the characteristics of knowledge, practice and professional engagement for professional accountability in teaching, and on deepening their understanding of the use of assessment for tracking student learning more closely to inform teaching for individual student's learning needs. Associates will continue to add to their portfolio evidence of their professional development as teachers.																	
Objectives:	On completion of this subject Associates should be able to: # Demonstrate their capacity to use a range of strategies to establish a positive and inclusive learning environment; # Establish a safe and productive learning environment with clear expectations for student behaviour; # Use a range of strategies to assess and monitor student learning needs and use this to inform teaching, to report on student learning and provide feedback to students;																	

	<ul style="list-style-type: none"> <li># Independently access and manage a range of learning and teaching resources including technologies to support their specialist area in teaching;</li> <li># Locate their professional practice within Standards for Graduate Teachers;</li> <li># Plan and implement strategies to support their professional growth;</li> <li># Engage effectively with parents and other members of the broader community who are stakeholders in education.</li> </ul>
<b>Assessment:</b>	Teaching performance and professional engagement in the school (50 per cent), due throughout second year. Development of a portfolio (4500 words) of evidence of clinical practice (50%) including: Outline of an Action Focus due in Semester 1, 500 words 2 X Descriptive lesson observations due in Semester 1, 750 words each Draft Action Plan with outline of Unit plan/work program, due in early Semester 2, 2,000 words Reflection on professional learning due at end of semester 2, 500 words There is one hurdle requirement: Associates maintain a folder containing for example: lesson plans/ unit plans/ notes and observation sheets and any other relevant documents they deem relate to their teaching practice.
<b>Prescribed Texts:</b>	None
<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, Associates 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;</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 teaching.</li> </ul>