

## EDUC90489 Professional Practice and Seminar Prim 3

Credit Points:	12.5																	
Level:	9 (Graduate/Postgraduate)																	
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus.																	
Time Commitment:	Contact Hours: 1 preparation day (on campus), 29 days of professional practice in a primary school including 8 hours of school-based seminar. Total Time Commitment: 170 hours																	
Prerequisites:	A current Working With Children Check (WWCC). <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90369 Professional Practice and Seminar Prim 2</td><td>Summer Term, Semester 1, Semester 2</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90369 Professional Practice and Seminar Prim 2	Summer Term, Semester 1, Semester 2	12.50									
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Corequisites:	<table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90376 Science and Technology Education</td><td>March</td><td>12.50</td></tr><tr><td>EDUC90378 Health and Physical Education</td><td>March</td><td>6.25</td></tr><tr><td>EDUC90774 Social and Professional Contexts</td><td>March</td><td>6.25</td></tr><tr><td>EDUC90833 Researching Education Practice (Primary)</td><td>Not offered 2015</td><td>12.5</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90376 Science and Technology Education	March	12.50	EDUC90378 Health and Physical Education	March	6.25	EDUC90774 Social and Professional Contexts	March	6.25	EDUC90833 Researching Education Practice (Primary)	Not offered 2015	12.5
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EDUC90833 Researching Education Practice (Primary)	Not offered 2015	12.5																
Recommended Background Knowledge:	None																	
Non Allowed Subjects:	None																	
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a>																	
Coordinator:	Dr Rannah Hetherington																	
Contact:	<b>Contact Us (<a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a>)</b> Call: 13 MELB (13 6352)																	
Subject Overview:	<p>This subject synthesises Teacher Candidates' understanding of the characteristics of professional knowledge, practice and engagement for professional accountability in the primary school context. The placement is focused on generalist primary classroom teaching across all curriculum areas and Candidates' capacity to teach independently using sustained sequences of teaching that cater for the learning needs of individual students. Teacher mentors based in primary school settings and Clinical Specialists from the university will advise and monitor the Candidate throughout the placement</p> <p>The professional practice seminars will focus on the context of the school, relationships with parents and the broader community and resources for teaching. Discussions and evaluations in seminars will focus on Candidates' developing philosophical stance and emergent teacher identity. Candidates will provide evidence of their holistic development as an interventionist classroom practitioner during the Clinical Praxis Examination.</p>																	

<b>Learning Outcomes:</b>	<p>On completion of this subject Teacher Candidates should be able to:</p> <ul style="list-style-type: none"> <li># Use a range of strategies to establish a positive and inclusive learning environment</li> <li># Establish a safe and productive learning environment with clear expectations for student behaviour</li> <li># Independently access and manage a range of learning and teaching resources including technologies to support their teaching</li> <li># Describe their professional practice using the National Professional Standards for Teachers</li> <li># Plan and implement strategies to support their professional growth</li> </ul>
<b>Assessment:</b>	<p>There are 2 assessment tasks; both assessment tasks must be passed: Professional Practice, during all days of practicum, 40% Clinical Teaching Enquiry, during exam period, 60% There are 3 hurdle requirements: Attendance on all days of practicum Attendance at all practicum seminars Satisfactory completion of all Professional Portfolio Artefacts</p>
<b>Prescribed Texts:</b>	Churchill et al. (2011) Teaching: Making a Difference. Milton, Wiley
<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 the role of assessment 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 co-operation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have conscious personal and social values base that is evident in their teaching.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Primary)