

EDUC90703 Professional Practice and Seminar (EC) 1

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: November, Parkville - Taught on campus. Semester 1, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 25 days of professional practice (15 days in a pre-school, ten days in a primary school). 4x2-hr practicum seminars during the semester. Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
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Subject Overview:	<p>The Professional Practice and Seminar Program focuses Teacher Candidates on the nexus that exists between the theory and practice of teaching. It offers an integrated approach that draws together the content introduced in academic subjects offered throughout the semester and addresses the Teacher Candidates' developing understandings of pedagogical and professional knowledge, practice and engagement. This subject is the vehicle for practical experience in preschool and primary school settings where placements support developing understanding of the organization of the field, child characteristics, and principles of teaching and learning. This subject draws on contemporary educational theory and research to equip Teacher Candidates as they build a range of effective teaching and learning strategies.</p> <p>Teacher Candidates develop their capacity to observe children with an understanding of their stage of development and individual learning needs. They take graduated responsibility for the planning, implementation and assessment of learning experiences for children based on their observations, children's identified interests, the National Quality Framework and Graduate Teacher Standards. Teacher Candidates acquire an understanding of preschool settings and primary schools as organizations that serve the wider community.</p> <p>The Professional Practice Seminars, which are timetabled throughout the semester, are designed to support the Teacher Candidates' ongoing learning about how theory informs practice as well as the importance of critical reflection for teaching and professional growth.</p>
Learning Outcomes:	<p>On completion of this subject, Teacher Candidates will have the knowledge and skills to enable them to:</p> <ul style="list-style-type: none"> # Demonstrate knowledge of the characteristics of learners aged three to eight years;

	<ul style="list-style-type: none"> # Collect evidence of children' s learning, and analyze this evidence to purposefully plan, implement and assess learning experiences to meet the needs of individuals and groups of children; # Develop skills and strategies to ensure the emotional, organizational and instructional support of individual children across a range of settings; # Understand how principles of teaching and learning can be adapted to meet the needs of individual learners; # Synthesize theoretical and practical understandings of teaching in early childhood settings and primary school classrooms; # Use critical reflection and discussion to evaluate and reflect on practice; # Communicate effectively with children, families and other professionals, and demonstrate a high standard of professionalism.
Assessment:	<p>Satisfactory completion of 15 days in a pre-school setting (three to five placement), mid-semester (50%) Satisfactory completion of 10 days in a primary school setting, end of semester (20%) Satisfactory completion of a Clinical Praxis Examination, end of semester (30%) Hurdle requirements: Teacher Candidates must pass all three components to pass the subject. Submission of all weekly Professional Practice reflections throughout the semester. Submission of at least one video-recorded example of teaching practice (up to 20 mins duration) recorded whilst on each placement (to enable feedback). 100% attendance of professional practice placement days (15 days with children aged three to five years in a preschool and 10 days in a primary school), and all scheduled Professional Practice network seminars.</p>
Prescribed Texts:	<p>MacNaughton, G. and Williams, G. (2009) Techniques for teaching young children. Choices for theory and practice (3rd ed.). Pearson Education: Australia.# 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, 2009. Department of Education and Early Childhood Development (DEECD). (2009). Victorian Early Years Learning and Development Framework. Melbourne, Australia: Early Childhood Strategy Division. Brookes Publishing online: http://store.teachstone.com/mteach-core-student-package/ : Electronic Dimensions Guide x 4 (Infant, Toddler, Pre-K, K-3) Electronic access to the Teachstone Infant, Toddler, Pre-K and K-3 Video Libraries Kick off session recording for Toddler and Pre-K tools</p>
Recommended Texts:	<p>Bentzen, W. R. (2009). <i>Seeing young children</i> (6th ed.). Belmont, CA: Delmar Cengage Learning.</p>
Breadth Options:	<p>This subject is not available as a breadth subject.</p>
Fees Information:	<p>Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees</p>
Generic Skills:	<p>On completion of this subject, Teacher Candidates will be able to:</p> <ul style="list-style-type: none"> # Communicate effectively with children, parents and colleagues; # Appreciate and understand the significance of developing their professional practice based on research evidence; # Be independent of mind, responsible, resilient and self-regulating; # Understand the professional requirements of being a teacher; # Articulate a reflective account of professional learning.
Related Course(s):	<p>Master of Teaching (Early Childhood) Master of Teaching (Early Years)</p>