

460-505 Professional Practice and Seminar Prim 2

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 31 days of professional practice in a primary school including 10 hours seminar at the school Total Time Commitment: 31 days of professional practice
Prerequisites:	460-500 Professional Practice & Seminar Prim 1
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><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> </p>
Subject Overview:	This subject further deepens teacher candidates' developing understandings of professional knowledge, professional practice and professional engagement in the primary school. The focus of this placement is on assessment of individual students and how to track student learning more closely. Teacher candidates continue to be mentored by experienced teachers who, together with clinical tutors from the university, monitor and support their work in the school. The professional practice seminars are designed to support teacher candidates' ongoing learning about students and their learning needs and include presentations and analysis of student learning characteristics and in-depth reflection on theory and research and implications for practising for teachers
Assessment:	There is 1 assessment task: Satisfactory teaching performance in the 10-day block placement (100%) There are 3 hurdle requirements: Attendance on all days of placement Attendance at all practicum seminar sessions. Evidence of a portfolio of practice
Prescribed Texts:	Collection of readings.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject teacher candidates should be able to:</p> <ul style="list-style-type: none"> # Know how to identify the prior knowledge, learning strengths and weaknesses of students and factors that impact on their learning # Make adjustments to instruction and program design to more closely meet the needs of individual students # Expand their knowledge of theoretical and practical understandings of assessment and its role in informing teaching # Know how to report on student learning to other professionals, to parents and provide effective feedback to children

	<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"># Be skilled communicators who can effectively articulate and justify the role of assessment in teaching# Be flexible and able to adapt to change through knowing how to learn;# Understand the significance of developing their practice on the basis of research evidence;# Work in teams with skills in cooperation, communication and negotiation;# Be independent of mind, responsible, resilient, self-regulating;# Have a conscious personal and social values base that is evident in their teaching.
Related Course(s):	Master of Teaching (Primary)