

## 460-533 Professional Practice and Seminar EC 3r

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville , On Campus
<b>Time Commitment:</b>	Contact Hours: 10 days of professional practice in early childhood settings, including 14 hours seminar time allocated from on campus subjects Total Time Commitment: 10 days of professional practice
<b>Prerequisites:</b>	460-532 Professional Practice and Seminar EC 2r
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt;         &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Karina Michelle Davis
<b>Subject Overview:</b>	This subject further deepens teacher candidates' professional knowledge about early childhood services. Teacher candidates refine and reflect on their professional practice and take responsibility for planning, implementing and evaluating an education and care program for preschool children. Professional practice seminars continue to support learning with special attention being paid to developing innovative curricula that addresses the needs of individual children and encourages their growth in an environment that embraces ethical practices and democratic processes. Seminars will involve presentations, assessment tasks and in-depth reflection on theory and practice in early childhood.
<b>Objectives:</b>	<p>On completion of this subject students should be able to:</p> <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 childhood contexts;</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>
<b>Assessment:</b>	There are 2 assessment tasks: Satisfactory teaching performance in the block placement setting (65%) Practicum Exhibition, half-hour presentation showing how the teacher candidate has developed their teaching ability in a specified manner (35%) 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, 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 their practices in early childhood and use professional knowledge to promote change;</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)