

460-535 Professional Practice and Seminar (EY)

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	Parkville, On Campus
Time Commitment:	Contact Hours: 35 days of placement including 8 hours of seminar Total Time Commitment: 35 days of placement
Prerequisites:	150 points of study in the Master of Teaching (Early Childhood)
Corequisites:	460-536 Literacy in the Early Years 460-537 Numeracy in the Early Years
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>
Subject Overview:	<p>The professional practice and seminar program provides an integrated focus on all subjects across the semester and addresses teacher candidates' developing understandings of professional knowledge, professional practice and professional engagement in early years classrooms. The school placement focuses on a demonstrated capacity to teach independently addressing all curriculum domains and the learning needs of individual students. Teacher candidates are mentored by experienced teachers in collaboration with Clinical Specialists who are engaged in the on-campus teaching program. The professional practice seminars support teacher candidates' ongoing learning about how theory informs practice. The seminars provide opportunities to examine theoretical frameworks and associated practical tasks that have been assigned during the placement to assist candidates identify and address the learning needs of students in early years classrooms. Seminars include class presentations, analysis of assessment tasks and in-depth reflection on theory and practice for teaching in the early years classroom.</p>
Objectives:	<p>On completion of this subject teacher candidates should be able to:</p> <ul style="list-style-type: none"> # Apply professional criteria to their own teaching and professional activity; # Synthesise their theoretical and practical understandings of teaching in early years classrooms; # Use constructive criticism and discussion to evaluate and reflect on values and practices in relation to professional practice; # Communicate effectively with other professionals, parents and children; # Promote the profession of teaching in the wider community.
Assessment:	<p>There 2 assessment tasks: Satisfactory teaching performance in the final block placement of 15-days (65%); Practicum Exhibition; half-hour presentation showing how the teacher candidate has developed their teaching ability in a specified area. (35%); Teacher candidates must pass both components. There are 2 hurdle requirements: Attendance on all days of placement Attendance at all practicum seminar sessions.</p>
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, students 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 their professional practice 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 work in childrens' services.
Related Course(s):	Master of Teaching (Early Childhood)