

## 460-550 Professional Practice & Seminar Sec 4r

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 20 days of Professional Practice in a secondary school including 8 hours of Seminars Total Time Commitment: 20 days of professional practice
<b>Prerequisites:</b>	460-549 Professional Practice & Seminar Sec 3r
<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>Subject Overview:</b>	<p>This subject focuses on Teacher Candidates' awareness of the characteristics of knowledge, practice and professional engagement for professional accountability in teaching. Teacher Candidates are required to demonstrate their capacity to teach independently sustained sequences of lessons with consideration for the learning needs of individual students. School-based Teaching Fellows and University-based Clinical Specialists advise and monitor Teacher Candidates in collaboration with Supervising Teachers. Discussions and evaluations in Seminars will focus on Teacher Candidates' work and reflection on teaching practice. Candidates will present evidence of their professional development in a reflective analysis based on the VIT Standard for Graduating Teachers.</p>
<b>Objectives:</b>	<p>On completion of this subject Teacher Candidates should be able to:</p> <ul style="list-style-type: none"> <li># Be aware of and can 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># Use a range of strategies to assess and monitor student learning needs and use this to inform teaching, to report on student learning and provide feedback to students;</li> <li># Independently access and manage a range of learning and teaching resources including technologies to support their specialist area in teaching;</li> <li># Describe their professional practice using the VIT Standards for Graduating Teachers;</li> <li># Plan and implement strategies to support their professional growth.</li> </ul>
<b>Assessment:</b>	<p>There are 2 assessment tasks: Teaching Practice (65%) Practicum Exhibition (35%) There are 2 hurdle requirements: Attendance on all days of placement Attendance at all practicum seminar sessions.</p>
<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>	On completion of this subject, Teacher Candidates will have the knowledge, skills and understanding to enable them to:

	<ul style="list-style-type: none"><li># Be skilled communicators who can effectively articulate and justify their professional development 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 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 teaching.</li></ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary)