

460-551 Professional Portfolio

Credit Points:	37.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: Year Long, - Taught on campus. Parkville On Campus or on-line, part-time only
Time Commitment:	Contact Hours: 108 hours Total Time Commitment: 300 hours total commitment
Prerequisites:	150 points of study in the Master of Teaching (Early Childhood) or Master of Teaching (Secondary).
Corequisites:	460-553 Investigating Practice (Induction)
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>
Coordinator:	Assoc Prof Christine Ure
Subject Overview:	The subject focuses on supporting effective personal professional development in the initial stages of teaching. With assistance from a designated faculty mentor, graduate teachers collate and present evidence of practice against the standards for teaching. Graduate teachers are supported through a range of on campus and online workshops in topics related to knowledge, practice and professional engagement in teaching. Emphasis is given to areas that have been identified through research as threshold areas of learning for beginning teachers including pedagogical skills for teaching, managing behaviour and aspects of pedagogical content knowledge relevant to specialist areas for teaching. Assigned mentors provide online support and advice in response to these issues and to the interests and needs of the graduate teachers.
Objectives:	<p>On completion of this subject graduate teachers will be able to:</p> <ul style="list-style-type: none"> # Demonstrate a deep understanding of their practice in relation to the standards for teaching # Collate and present evidence to demonstrate their professional practice # Articulate key issues and concepts that have influenced their initial phase of teaching # Apply strategic processes to support their on-going professional development # Approach teaching with confidence # Reflect critically on their own transition to teaching and identify areas for future professional growth.
Assessment:	There will be 2 assessment tasks: A presentation (or synchronous on-online presentation, if required) and written commentary (equivalent to 4000 words) due mid-year (40%) A portfolio and oral panel presentation (or synchronous on-line presentation, if required) (equivalent to 6000 words) due end of year (60%).
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 graduate teachers 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 relationships between theory, research and teaching # Be flexible and able to adapt to change through knowing how to learn using research processes; # Understand the significance of developing their practice on the basis of research evidence and the standards for teaching; # Work in teams with skills in cooperation, communication and negotiation to engage in reflective and critical discussion of research in education and teaching; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base that is applied to their teaching
Related Course(s):	<p>Master of Teaching (Early Childhood) Master of Teaching (Secondary)</p>