

EDUC90364 Professional Practice and Seminar Prim 1

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus. Parkville, On Campus						
Time Commitment:	Contact Hours: 3 days of Practicum Preparation on campus and 25 days of professional practice in a primary school including 8 hours of school-based seminar Total Time Commitment: Not available						
Prerequisites:	A current Working With Children Check (WWCC).						
Corequisites:	You must take the following subject in the same study period <table border="1" data-bbox="389 689 1485 837"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90365 Learners, Teachers and Pedagogy (Prim)</td> <td>March</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90365 Learners, Teachers and Pedagogy (Prim)	March	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90365 Learners, Teachers and Pedagogy (Prim)	March	12.50					
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	100 per cent attendance is mandatory						
Coordinator:	Ms Melody Anderson						
Contact:	Education Student Centre						
Subject Overview:	The professional practice and seminar program provides an integrated focus on all subjects taught in the semester and addresses Teacher Candidates' developing understandings of professional knowledge, professional practice and professional engagement. The school placement focuses on developing an understanding of school organisation, management of classrooms, principles of learning and teaching and student characteristics. Teacher Candidates begin to analyse teaching to identify characteristics of lessons that make productive classrooms and which characteristics of learning and teaching are effective for 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 and provide opportunities for them to examine theoretical frameworks and associated practical tasks that have been assigned during the placement. Seminars include class presentations, analysis of assessment tasks and in-depth reflection on theory and practice for teaching in primary classrooms.						
Objectives:	On completion of this subject Teacher Candidates should be able to: <ul style="list-style-type: none"> # Apply professional criteria to their own teaching and professional activity; # Demonstrate knowledge of the characteristics of learners; # Understand how principles of learning and teaching are able to be adapted to meet the needs of individual students; # Synthesise their theoretical and practical understandings of teaching in primary 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. 						
Assessment:	There are 2 assessment tasks: Satisfactory Professional Practice (65 per cent) Development of the Professional Portfolio (35 per cent) Teacher Candidates must pass both components. There						

	are 3 hurdle requirements:attendance on all days of practicumatendance at all practicum seminar sessions;submission of all Professional Portfolio Artifacts.
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 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 teaching.
Related Course(s):	Master of Teaching (Primary)