

EDUC90369 Professional Practice and Seminar Prim 2

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Summer Term, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus. Parkville, On Campus						
Time Commitment:	Contact Hours: 1 Practicum Preparation day on campus and 30 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). <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Subject</th> <th style="width: 20%;">Study Period Commencement:</th> <th style="width: 20%;">Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90364 Professional Practice and Seminar Prim 1</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90364 Professional Practice and Seminar Prim 1	Semester 1	12.50
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EDUC90364 Professional Practice and Seminar Prim 1	Semester 1	12.50					
Corequisites:	You must take the following subject in the same study period <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Subject</th> <th style="width: 20%;">Study Period Commencement:</th> <th style="width: 20%;">Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90370 Assessment, Learning & Teaching(Primary)</td> <td>July</td> <td>6.25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90370 Assessment, Learning & Teaching(Primary)	July	6.25
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EDUC90370 Assessment, Learning & Teaching(Primary)	July	6.25					
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:	This subject further deepens Teacher Candidates' developing understandings of professional knowledge, professional practice and professional engagement in the primary school. The focus of this placement is on assessment of individual students and how to track student learning more closely. Teacher Candidates continue to be mentored by experienced teachers who, together with Clinical Specialists from the university, monitor and support their work in the school. The professional practice seminars are designed to support Teacher Candidates' ongoing learning about students and their learning needs and include presentations and analysis of student learning characteristics and in-depth reflection on theory and research and implications for practising for teachers						
Objectives:	On completion of this subject Teacher Candidates should be able to: <ul style="list-style-type: none"> # Know how to identify the prior knowledge, learning strengths and weaknesses of students and factors that impact on learning; # Make adjustments to instruction and program design to more closely meet the needs of individual students; # Expand their knowledge of theoretical and practical understandings of assessment and its role in informing teaching; # Know how to report on student learning to other professionals, to parents and provide effective feedback to 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 placement; Attendance 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 the role of assessment 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)