

EDUC90397 Professional Practice and Seminar EC 3r

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. Parkville , On Campus						
Time Commitment:	Contact Hours: 23 days of professional practice in early childhood settings, including 8 hours seminar time Total Time Commitment: 23 days of professional practice						
Prerequisites:	A current Working With Children Check (WWCC). <table border="1" data-bbox="387 600 1485 748"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90396 Professional Practice and Seminar EC 2r</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90396 Professional Practice and Seminar EC 2r	Semester 2	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90396 Professional Practice and Seminar EC 2r	Semester 2	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	100 per cent attendance is mandatory						
Coordinator:	Ms Janice Deans						
Contact:	Education Student Centre						
Subject Overview:	This subject further deepens teacher candidates' professional knowledge about early childhood services. Teacher candidates refine and reflect on their professional practice and take responsibility for planning, implementing and evaluating an education and care program for preschool children. Professional practice seminars continue to support learning with special attention being paid to developing innovative curricula that addresses the needs of individual children and encourages their growth in an environment that embraces ethical practices and democratic processes. Seminars will involve presentations, assessment tasks and in-depth reflection on theory and practice in early childhood.						
Objectives:	On completion of this subject students should be able to: <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 childhood contexts; # 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:	There are 2 assessment tasks: Satisfactory teaching performance in the block placement setting (65%) Practicum Essay and Exhibition, half-hour presentation drawn from a 2,000 word essay task showing how the teacher candidate has developed their teaching ability in a specified manner (35%) Hurdle requirements: Attendance on all days of placement Attendance at all practicum seminar sessions.						
Prescribed Texts:	MacNaughton, G. and Williams, G. (2009) Techniques for teaching young children Choices for theory and practice (3rd ed.) Pearson Education: Aust.(2008)CLASS Dimensions Guide Pre-K 2008, Centre for Advanced Study of Teaching and Learning.University of Virginia: Charlottesville Belonging, Being & Becoming The Early Years Learning Framework for Australia,						

	Department of Education, Employment and Workplace Relations for the Council of Australian Governments, Commonwealth of Australia, 2Victorian Early Years Learning and Development Framework for Children from Birth to Eight Years, Department of Education and Early Childhood Development, Victorian Curriculum and Assessment Authority. (2009) State Government of Victoria.
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 practices in early childhood and use professional knowledge to promote change; # 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) Master of Teaching (Early Childhood) Master of Teaching (Early Years)