

## EDUC90414 Professional Practice & Seminar Sec 4r

<b>Credit Points:</b>	12.50						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Parkville, On Campus						
<b>Time Commitment:</b>	Contact Hours: 20 days of Professional Practice in a secondary school including 4 hours of Practicum seminars sessions on campus Total Time Commitment: 20 days of professional practice						
<b>Prerequisites:</b>	A current Working With Children Check (WWCC). You must have successfully completed the following subject/s prior to enrolling in this subject <table border="1" data-bbox="387 660 1485 808"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90413 Professional Practice &amp; Seminar Sec 3r</td> <td>Semester 1</td> <td>6.25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90413 Professional Practice & Seminar Sec 3r	Semester 1	6.25
Subject	Study Period Commencement:	Credit Points:					
EDUC90413 Professional Practice & Seminar Sec 3r	Semester 1	6.25					
<b>Corequisites:</b>	None						
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	100 per cent attendance is mandatory						
<b>Coordinator:</b>	Ms Catherine Reid						
<b>Contact:</b>	Education Student Centre						
<b>Subject Overview:</b>	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 independently plan and implement 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.						
<b>Objectives:</b>	On completion of this subject Teacher Candidates should be able to: <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>	There are 2 assessment tasks: Teaching Performance (65 per cent) Contribution to seminars, portfolio development and Practicum Exhibition (35 per cent) There are 2 hurdle requirements: Attendance on all days of placement Attendance at all practicum seminar sessions.						

<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>	<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"><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)