

EDUC90404 Professional Practice & Seminar Sec 1a

Credit Points:	18.75											
Level:	9 (Graduate/Postgraduate)											
Dates & Locations:	This subject is not offered in 2011. Parkville, On Campus											
Time Commitment:	Contact Hours: A minimum of 30 days of Professional Practice in a secondary school including 10 hours Practicum Seminar sessions Total Time Commitment: A minimum of 30 days of professional practice											
Prerequisites:	A current Working With Children Check (WWCC).											
Corequisites:	You must take the following subjects in the same study period <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90405 Learners, Teachers and Pedagogy (Sec)</td><td>Semester 1</td><td>12.50</td></tr><tr><td>EDUC90407 Language and Teaching</td><td>March</td><td>6.25</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90405 Learners, Teachers and Pedagogy (Sec)	Semester 1	12.50	EDUC90407 Language and Teaching	March	6.25
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EDUC90405 Learners, Teachers and Pedagogy (Sec)	Semester 1	12.50										
EDUC90407 Language and Teaching	March	6.25										
Recommended Background Knowledge:	None											
Non Allowed Subjects:	None											
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry.The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/											
Contact:	Catherine Reid											
Subject Overview:	The Professional Practice and Seminar Program provides an integrated focus for 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 their application to content areas for teaching. Teacher Candidates will analyse student characteristics to identify learning and teaching strategies effective for individual students and productive classrooms. Teacher Candidates are mentored by experienced teachers in collaboration with Clinical Specialists who are engaged in the on-campus teaching program, and Teaching Fellows based in schools. The Professional Practice Seminars provide Teacher Candidates with opportunities 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 of theory and practice concerning links between instructional processes and student centred learning. Note: Students whose first language is not English and/or who may not be familiar with Australian schooling will be advised to undertake a program of workshops (12-18 hours in total) on Teaching in Australian Classrooms. These workshops will cover such topics as: Introduction to the Victorian school curriculum; understanding the structure of a 'typical' day in Australian schools; the Australian classroom environment; teacher-student interactions; developing a classroom presence and an appropriate teacher voice; interacting with supervisors. Teacher candidates undertaking this workshop program will be expected to attend their placement schools on all prescribed days and attend all professional practice seminars, but they will prepare and teach fewer classes during the period the workshop program is running. 100 per cent attendance is mandatory											

Objectives:	On completion of this subject Teacher Candidates should be able to: # 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 secondary classrooms; # Use constructive criticism and discussion to evaluate and reflect on values and practices in relation to professional practice; # Communicate effectively with other professionals, and provide feedback to students to assist their learning.
Assessment:	There are 2 assessment tasks: Teaching performance (65 per cent) Contribution to Practicum Seminars and development of the Professional Practice Portfolio (35 per cent) Teacher Candidates must pass both components. There are 2 hurdle requirements: Attendance on all days of placement Attendance at all Practicum Seminar sessions.
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:	On completion of this subject, Teacher Candidates will have the knowledge, skills and understanding to enable them to: # 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 (Secondary)