

EDUC90408 Professional Practice & Seminar Sec 2a

Credit Points:	18.75						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2011.						
Time Commitment:	Contact Hours: Minimum of 30 days of Professional Practice in a secondary school including 8 hours Practicum Seminar sessions Total Time Commitment: Minimum 30 days of professional practice. Please note that permission is required for enrolments in semesters other than semester two. 100 per cent attendance is mandatory.						
Prerequisites:	<p>A current Working With Children Check (WWCC)</p> <p>You must have successfully completed the following subject/s prior to enrolling in this subject</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90405 Learners, Teachers and Pedagogy (Sec)</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90405 Learners, Teachers and Pedagogy (Sec)	Semester 1	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90405 Learners, Teachers and Pedagogy (Sec)	Semester 1	12.50					
Corequisites:	None						
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 HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H						
Contact:	Education Student Centre						
Subject Overview:	<p>This subject focuses on the Teacher Candidates' awareness of the characteristics of knowledge, practice and engagement for professional accountability in teaching. The placement is focused on assessment for tracking student learning to inform teaching. Teacher Candidates take responsibility for independent teaching and demonstrate their capacity to implement sustained sequences of lessons with consideration for the learning needs of individual students. Teaching Fellows at the school and Clinical Specialists from the University advise and monitor Teacher Candidates in collaboration with Supervising Teachers during the period of sustained and independent teaching. The Professional Practice Seminars focus on student learning needs, assessment, the context of the school and relationships with parents and the broader community. Discussions and evaluations in seminars will focus on the Teacher Candidates' work and their professional achievements in teaching. Teacher Candidates will assess their development in teaching and present evidence of their learning in a reflective analysis based on the VIT Standards for Graduate Teachers.</p>						
Objectives:	<p>On completion of this subject Teacher Candidates should be able to:</p> <ul style="list-style-type: none"> # Demonstrate their capacity to use a range of strategies to establish a positive and inclusive learning environment; # Establish a safe and productive learning environment with clear expectations for student behaviour; # Use a range of strategies to assess and monitor student learning needs and use these to inform teaching, to report on student learning and provide feedback to students; # Independently access and manage a range of learning and teaching resources including technologies to support their specialist area in teaching; # Describe their Professional Practice using the VIT Standards for Graduate Teachers; # Plan and implement strategies to support their professional growth. 						

Assessment:	There are 2 assessment tasks: Teaching Performance (65 per cent) seminar contributions, Portfolio Development and Practicum Exhibition (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:	<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 development 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)