

EDUC90413 Professional Practice & Seminar Sec 3r

Credit Points:	6.25						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus. Parkville, On Campus						
Time Commitment:	Contact Hours: 15 days Professional Practice in a secondary school and four hours of Practicum Seminar sessions conducted on campus Total Time Commitment: 100% attendance is mandatory in all practicum subjects.						
Prerequisites:	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"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90412 Professional Practice & Seminar Sec 2r</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90412 Professional Practice & Seminar Sec 2r	Semester 1, Semester 2	12.50
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EDUC90412 Professional Practice & Seminar Sec 2r	Semester 1, Semester 2	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						
Coordinator:	Ms Catherine Reid						
Contact:	Education Student Centre						
Subject Overview:	This subject focuses on the Teacher Candidates' awareness of the characteristics of knowledge, practice and professional engagement for professional accountability in teaching. The placement is focused on assessment for tracking student learning more closely and to inform teaching. Professional Practice Seminars focus on school context, assessment policy and procedures and evaluation of Candidates' professional growth.						
Objectives:	On completion of this subject Teacher Candidates should be able to: <ul style="list-style-type: none"> # Be aware of and can 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 this 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 Graduating Teachers; # Plan and implement strategies to support their professional growth. 						

Assessment:	There are 2 assessment tasks: Teaching Performance (65 per cent) Development of the Professional Practice Portfolio (35 per cent) There is 2 hurdle requirements: Attendance on all days of placement Attendance at designated Practicum seminars.
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)