

EDUC90415 Professional Portfolio

Credit Points:	37.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Year Long, Parkville - Taught on campus. Parkville On Campus or on-line, part-time only						
Time Commitment:	Contact Hours: 108 hours Total Time Commitment: 300 hours total commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.						
Prerequisites:	150 points of study in the Master of Teaching (Early Childhood) or Master of Teaching (Secondary).						
Corequisites:	You must take the following subject in the same study period <table border="1" data-bbox="389 689 1485 837"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90417 Investigating Practice (Induction)</td> <td>Year Long</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90417 Investigating Practice (Induction)	Year Long	12.50
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EDUC90417 Investigating Practice (Induction)	Year Long	12.50					
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 Melody Anderson						
Contact:	Education Student Centre						
Subject Overview:	The subject focuses on supporting effective personal professional development in the initial stages of teaching. With assistance from a designated faculty mentor, graduate teachers collate and present evidence of practice against the standards for teaching. Graduate teachers are supported through a range of on campus and online workshops in topics related to knowledge, practice and professional engagement in teaching. Emphasis is given to areas that have been identified through research as threshold areas of learning for beginning teachers including pedagogical skills for teaching, managing behaviour and aspects of pedagogical content knowledge relevant to specialist areas for teaching. Assigned mentors provide online support and advice in response to these issues and to the interests and needs of the graduate teachers.						
Objectives:	On completion of this subject graduate teachers will be able to: <ul style="list-style-type: none"> # Demonstrate a deep understanding of their practice in relation to the standards for teaching # Collate and present evidence to demonstrate their professional practice # Articulate key issues and concepts that have influenced their initial phase of teaching # Apply strategic processes to support their on-going professional development # Approach teaching with confidence # Reflect critically on their own transition to teaching and identify areas for future professional growth. 						
Assessment:	There will be 2 assessment tasks: A presentation (or synchronous on-online presentation, if required) and written commentary (equivalent to 4000 words) due mid-year (40%) A portfolio						

	and oral panel presentation (or synchronous on-line presentation, if required) (equivalent to 6000 words) due end of year (60%).
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 graduate teachers 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 relationships between theory, research and teaching # Be flexible and able to adapt to change through knowing how to learn using research processes; # Understand the significance of developing their practice on the basis of research evidence and the standards for teaching; # Work in teams with skills in cooperation, communication and negotiation to engage in reflective and critical discussion of research in education and teaching; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base that is applied to their teaching
Related Course(s):	Master of Teaching (Early Childhood) Master of Teaching (Secondary) Master of Teaching (Secondary)