

## EDUC90489 Professional Practice and Seminar Prim 3

<b>Credit Points:</b>	12.50						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	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						
<b>Time Commitment:</b>	Contact Hours: 28 days of professional practice in a primary school including 10 hours seminar at the school Total Time Commitment: 28 days of professional practice. 100 per cent attendance is mandatory.						
<b>Prerequisites:</b>	A current Working With Children Check (WWCC). You must have taken the following subjects prior to enrolling in this subject <table border="1" data-bbox="387 689 1485 869"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90369 Professional Practice and Seminar Prim 2</td> <td>Summer Term, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90369 Professional Practice and Seminar Prim 2	Summer Term, Semester 2	12.50
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EDUC90369 Professional Practice and Seminar Prim 2	Summer Term, Semester 2	12.50					
<b>Corequisites:</b>	You must take the following subject in the same study period <table border="1" data-bbox="387 922 1485 1070"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90375 Social &amp; Professional Contexts (Prim)</td> <td>March</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90375 Social & Professional Contexts (Prim)	March	12.50
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EDUC90375 Social & Professional Contexts (Prim)	March	12.50					
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	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 website: <a href="http://www.services.unimelb.edu.au/disability/H">Hhttp://www.services.unimelb.edu.au/disability/H</a>						
<b>Coordinator:</b>	Ms Melody Anderson						
<b>Contact:</b>	Education Student Centre						
<b>Subject Overview:</b>	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 teaching across all curriculum areas and Candidates' capacity to teach independently using sustained sequences of teaching with consideration for the learning needs of individual students. Teacher mentors in the school and Clinical Specialists from the university will advise and monitor the Teacher Candidate throughout the placement. The professional practice seminars will focus on the context of the school, relationships with parents and the broader community and resources for teaching. Discussions and evaluations in seminars will focus on the teacher candidates' work and their personal achievements in teaching. Candidates will assess their development in teaching and present evidence of their learning in a reflective analysis based on the graduate standards for teaching.						
<b>Objectives:</b>	On completion of this subject Teacher Candidates should be able to: # Use a range of strategies to establish a positive and inclusive learning environment						

	<ul style="list-style-type: none"> <li># Establish a safe and productive learning environment with clear expectations for student behaviour</li> <li># Independently access and manage a range of learning and teaching resources including technologies to support their teaching</li> <li># Describe their professional practice using the standards for teaching</li> <li># Plan and implement strategies to support their professional growth</li> </ul>
<b>Assessment:</b>	There are 3 assessment tasks: Satisfactory Professional Practice (65 per cent) Development of the Professional Portfolio Artifacts (10 per cent) Practicum Exhibition (25 per cent) Teacher candidates must pass all components. There are 3 hurdle requirements: Attendance on all days of placement; Attendance at all practicum seminar sessions; Submission of all Professional Portfolio Artifacts.
<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 the role of assessment 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 co-operation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have conscious personal and social values base that is evident in their teaching.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Primary)