

EDUC90393 Internship (Early Childhood)

Credit Points:	37.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus. Parkville								
Time Commitment:	Contact Hours: 40 days internship placement. Total Time Commitment: 40 days total commitment. 100 per cent attendance is mandatory.								
Prerequisites:	150 points of study in the Master of Teaching Early Childhood, and 460-552 Investigating Practice (Internship)								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90416 Investigating Practice (Internship)</td> <td>January, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90416 Investigating Practice (Internship)	January, Semester 2	12.50
Subject	Study Period Commencement:	Credit Points:							
EDUC90416 Investigating Practice (Internship)	January, 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								
Contact:	Education Student Centre								
Subject Overview:	The intern assumes teaching duties within a kindergarten program in collaboration with an appropriately qualified mentor, approved by the host early childhood service and the School. The intern attends the centre for four days a week and has a teaching load equivalent to 60% of a normal weekly teaching load over four days. The remainder of the time is spent planning, evaluating and documenting their teaching and involvement in the preschool, with guidance from the mentor and the Clinical Specialist, and participation in university and professionally relevant seminars. Satisfactory completion of the internship denotes that the intern teacher is ready to take on the full responsibilities of a teacher.								
Objectives:	On completion of this subject teacher candidates should be able to: <ul style="list-style-type: none"> # Independently apply professional criteria to their own teaching and professional activity; # Synthesise their theoretical and practical understandings of teaching in early childhood; # Use constructive criticism and discussion to evaluate and reflect on values and practices in relation to their professional practice in early childhood; # Communicate effectively with other professionals, parents and children; # Promote the profession of early childhood teaching in the wider community. 								
Assessment:	There is 1 assessment task: Satisfactory teaching performance in the internship (100%); There is 1 hurdle requirement: Documentation of professional activities, including teaching and assessment undertaken during the placement.								
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 practice in early childhood; # 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 work in childrens' services.
Related Course(s):	Master of Teaching (Early Childhood)