

EDUC90417 Investigating Practice (Induction)

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: Year Long, Parkville - Taught on campus. Parkville on campus or on-line synchronous seminars, part-time only						
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 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>EDUC90415 Professional Portfolio</td> <td>January, Year Long</td> <td>37.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90415 Professional Portfolio	January, Year Long	37.50
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EDUC90415 Professional Portfolio	January, Year Long	37.50					
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:	A study that addresses the immediate needs of teachers within classrooms and locates their teaching within the context of the school or early childhood centre. The study develops graduate teachers' reflective dialogue through the use of evidence informed practice in teaching. The subject explores key principles of effective professional learning and techniques that support critical practitioner inquiry that is focused on student learning outcomes and will focus on processes that are embedded in practice, informed by research on effective learning and teaching, are collaborative in nature, are evidence based and data driven, guide improvement and measure the impact of change. In collaboration with a faculty designated mentor the graduate teacher develops a professional development plan to inform their own teaching, improve student learning outcomes, enhance student experience of the classroom and be relevant to the context in which they are teaching						
Objectives:	On completion of this subject graduate teachers will be able to: <ul style="list-style-type: none"> # Articulate the goals and directions of their professional development in teaching # Evaluate the impact of their teaching on student learning outcomes and experience in the classroom # Develop a strategic approach to the development of productive learning environments # Use critical, reflective processes to guide their development in teaching. 						
Assessment:	There will be 2 assessment tasks: A professional development plan and panel presentation, with synchronous on-line presentation if required (equivalent to 2000 words), due mid-year (50%) An evaluation (2000 words) due end of year (50%)						

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)