

EDUC90510 Professional Practice 2 (LI&HI)

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville campus						
Time Commitment:	Contact Hours: 15 days of practicum experience and 12 hours of workshops. Total Time Commitment: 100% attendance is mandatory in all Professional Practice subjects.						
Prerequisites:	Students completing their teacher of the deaf qualification must demonstrate competence in Auslan at a level equivalent to Auslan certificate 1 <table border="1" data-bbox="387 629 1485 779"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90508 Language & Literacy Intervention</td> <td>June</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90508 Language & Literacy Intervention	June	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90508 Language & Literacy Intervention	June	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 website: Hhttp://www.services.unimelb.edu.au/disability/H						
Contact:	Education Student Centre						
Subject Overview:	Students will complete practicum placement/s in approved settings to allow them to work towards assuming the full-time role of a teacher of students with language delay/disorder or hearing loss. Students will complete an extensive case study with an individual child involving assessment, analysis and design of an appropriate intervention program.						
Objectives:	On completion of this subject, students should be able to: <ul style="list-style-type: none"> # Demonstrate an awareness and understanding of the needs of students with a language delay/disorder or hearing loss; # Demonstrate an ability to interact appropriately with students with a language delay/disorder or hearing loss; # Develop an understanding of the general and specialized curricula and classroom practices used in the education of students with a language delay/disorder or hearing loss; # Demonstrate an ability to plan individualised programs catering for students of varying ages, degrees of hearing loss and stages of language development; # Demonstrate an understanding of specialized technological equipment such as hearing aids, radio frequency aids, cochlear implants; # Demonstrate an understanding of the techniques used to observe and assess students with a language delay/disorder or hearing loss; # Demonstrate an ability to communicate with students with a hearing loss using Auslan and/or other methods of manual communication; # Demonstrate an ability to communicate with students with a hearing loss using various oral communication strategies; # Develop an understanding of the skills and strategies used to communicate effectively and sensitively with parents of students with a language delay/disorder or hearing loss; # Demonstrate an understanding of the roles of different professionals working with students with a language delay/disorder or hearing loss. 						

	<ul style="list-style-type: none"> # Apply specialized curricula within the wider curriculum of the school; # Plan and implement individualized programs for students with a language delay/disorder or hearing loss; # Manage technological equipment, such as, hearing aids, cochlear implants, radio frequency aids; # Use of techniques to observe and assess students with a language delay/disorder or hearing loss; # Communicate with students with a language delay/disorder or hearing loss using different methods of communication.
Assessment:	Satisfactory completion of a minimum of 15 days of supervised practicum experience (40 per cent), an individual case study (40 per cent), and practicum tasks (20 per cent).
Prescribed Texts:	None
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
Related Course(s):	Master of Education (Language Intervention and Hearing Impairment)