

EDUC90645 Teaching as Clinical Practice

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 120 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	N/A
Non Allowed Subjects:	N/A
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:	Mrs Dagmar Turnidge
Contact:	Education Student Centre
Subject Overview:	This subject will introduce the general conceptual framework on which the Master of Teaching program is built. It will examine the importance of data in developing pedagogical interventions, and build on insights drawn from positive psychology on optimizing learning through developing positive teacher/student relationships. The relationship of discipline knowledge to pedagogic concept knowledge will be examined as will the importance of language in teaching. Consistency of approach across pedagogy, curriculum and assessment will be stressed.
Objectives:	On completion of this subject, mentors should be able to: <ul style="list-style-type: none"> # understand the theoretical framework in which associates are conceptualising teaching; # discuss teaching with the associates using a common terminology; # support the associates in developing their understanding of evidence-based interventionist pedagogy; # realise the importance of the interdependency of pedagogy, curriculum and assessment.
Assessment:	One 1500 word Seminar Paper and Presentation due during the study period (40%).One 2500 word Essay due after the intensive (60%).
Prescribed Texts:	A book of readings will be provided to the students.
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:	On completion of the subject, mentors should have the knowledge, skills and ability to: <ul style="list-style-type: none"> # make critical connections between theory and practice # understand the importance of a conceptual framework in professional practice; # articulate their framework of professional understanding more fully.

Related Course(s):

Professional Certificate in Education (TFA Mentoring)