

EDUC90703 Professional Practice and Seminar (EC) 1

Credit Points:	12.50
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.
Time Commitment:	Contact Hours: 25 days of professional practice (15 days in a pre-school, ten days in a primary school), 4x2-hr practicum seminars during the semester. Total Time Commitment: 120 hours
Prerequisites:	None
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 Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/
Coordinator:	Ms Janice Deans
Contact:	Education Student Centre
Subject Overview:	The professional practice and seminar program provides an integrated focus on all the subjects in the semester and addresses the teacher candidates' developing understandings of pedagogical and professional knowledge practice and engagement. This subject is the vehicle for practical experience in kindergarten and primary school settings. The placement focuses on developing understanding of the organisation of the field, student characteristics, and principles of learning and teaching. Teacher candidates develop their capacity to observe children with understanding of their stage of development and their learning needs. They will begin to plan and implement learning experiences for children based on these observations. They will learn the importance of documentation in classrooms. The professional practice seminars support Teacher Candidates' ongoing learning about how theory informs practice, the importance of reflection on their teaching and professional engagement.
Objectives:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> # Demonstrate knowledge of the characteristics of learners; # Observe learners closely and knowledgably as a basis of planning for learning; # Understand how principles of learning and teach can be adapted to meet the needs of individual learners # Synthesis their theoretical and practical understandings of teaching in primary classrooms; # Use constructive criticism and discussion to evaluate and reflect on their own practice; # Communicate effectively with other professionals, parents and children.
Assessment:	There are 2 components of the assessment: Satisfactory Completion of 25 days of Professional Practice (15 days in a pre-school, and ten days in a primary school) (65 per cent) Development of the Professional Portfolio (35 per cent) Teacher Candidates must pass both components

	to pass the subject. There are 2 hurdle requirements: attendance on all days of practicum submission of all Professional Portfolio Artifacts
Prescribed Texts:	MacNaughton, G. and Williams, G. (2009) Techniques for teaching young children Choices for theory and practice (3rd ed.) Pearson Education: Aust.(2008) Belonging, Being & Becoming The Early Years Learning Framework for Australia, Department of Education, Employment and Workplace Relations for the Council of Australian Governments, Commonwealth of Australia, 2Victorian Early Years Learning and Development Framework for Children from Birth to Eight Years, Department of Education and Early Childhood Development, Victorian Curriculum and Assessment Authority. (2009) State Government of Victoria. Pianta,R. C., La Paro, K. M., & Harme, B. K. (2011). Pre K CLASS Dimensions Guide. Teachstone: Charlottesville Pianta,R. C., La Paro, K. M., & Harme, B. K. (2011). K-3 CLASS Dimensions Guide. Teachstone: Charlottesville
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 this subject, Teacher Candidates will be able to: <ul style="list-style-type: none"> # Communicate effectively with colleagues, children and families; # Be flexible and adapt to change through knowing how to learn; # Understand the significance of developing their practice based on research evidence; # Be independent of mind, responsible, resilient and self-regulating; # Have a conscious personal and social values base that is evident in their teaching.
Related Course(s):	Master of Teaching (Early Childhood)