

EDUC90709 Professional Practice and Seminar (EC) 3

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: October, Parkville - Taught on campus. Semester 1, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 25 days of professional practice in a pre-school setting. 4x2-hr practicum seminars during the semester. 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 website: Hhttp://www.services.unimelb.edu.au/disability/H
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 pre-school (3-5) settings. The placement focuses on developing understanding of the organisation of pre-school settings and the work of EC professionals in them. Teacher candidates refine and reflect upon their professional practice, and take responsibility for planning, implement and evaluating teaching program for children aged 3-5. 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 in pre-schools; • Observe learners closely and knowledgably as a basis of planning for learning; • Understand how principles of learning and teaching can be adapted to meet the needs of individual learners • Synthesise their theoretical and practical understandings of teaching in pre-schools; • 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: <ul style="list-style-type: none"> • Satisfactory Completion of 25 days of Professional Practice in a pre-school setting (65 per cent) • Practicum Essay and Exhibition; half-hour presentation drawing from a 2,000 word essay showing how the teacher candidate has developed their teaching ability in a specified area. (35%); due after the block

	placementTeacher 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.
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"> • Apply professional criteria to their own teaching and professional activity • Synthesise their theoretical and practical understandings of teaching in early childhood contexts • Use constructive criticism and discussion to evaluate and reflect on values and practices in relation to professional practice • Communicate effectively with other professionals, parents and children • Promote the profession of teaching in the wider community.
Related Course(s):	Master of Teaching (Early Childhood)