

EDUC90396 Professional Practice and Seminar EC 2r

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	This subject is not offered in 2013. Parkville , On Campus								
Time Commitment:	Contact Hours: 10 days of professional practice in early childhood settings including 9 hours seminar time Total Time Commitment: 100% attendance is mandatory in all practicum subjects.								
Prerequisites:	A current Working With Children Check (WWCC).								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90395 Professional Practice and Seminar EC 1r</td> <td>Not offered 2013</td> <td>6.25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90395 Professional Practice and Seminar EC 1r	Not offered 2013	6.25
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EDUC90395 Professional Practice and Seminar EC 1r	Not offered 2013	6.25							
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 websiteH: Hhttp://www.services.unimelb.edu.au/disability/H								
Contact:	Education Student Centre								
Subject Overview:	The professional practice and seminar program provides an integrated focus on the subjects in each semester and addresses the teacher candidates' developing understandings of professional knowledge, professional practice and professional engagement. This subject is the vehicle for practical experience in kindergarten and childcare settings. Teacher candidates are mentored by experienced early childhood specialists in collaboration with teaching fellows and clinical specialists who are engaged in the on-campus teaching program. The professional practice seminars support teacher candidates' ongoing learning about how theory informs practice. The seminars provide opportunities to examine theoretical frameworks and associated practical tasks that have been assigned during the placement to assist candidates to develop knowledge about contexts, curriculum and relationships in early childhood services. Seminars will involve class presentations, assessment tasks and in-depth reflection on theory and practice in early childhood.								
Objectives:	<p>On completion of this subject teacher candidates should be able to:</p> <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 their professional practice # Communicate effectively with other professionals, parents and children 								
Assessment:	There are 2 assessment tasks: • Satisfactory teaching performance in the placement setting (65%)Portfolio of evidence of practice end of semester. (35%) Hurdle requirements: • Attendance on all days of placement • Attendance at all practicum seminar sessions.								
Prescribed Texts:	MacNaughton, G. and Williams, G. (2009) Techniques for teaching young children Choices for theory and practice (3rd ed.) Pearson Education: Aust.(2008) CLASS Dimensions Guide Pre-K 2008, Centre for Advanced Study of Teaching and Learning.University of Virginia: CharlottesvilleBelonging, 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.
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, teacher candidates 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 their practices in early childhood and use professional knowledge to promote change # Be flexible and able to adapt to change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base and apply to their work in childrens' services.