

## EDUC90408 Professional Practice & Seminar Sec 2

<b>Credit Points:</b>	18.75						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	This subject is not offered in 2013.						
<b>Time Commitment:</b>	Contact Hours: Minimum of 30 days of Professional Practice in a secondary school including 8 hours Practicum Seminar sessions Total Time Commitment: Minimum 30 days of professional practice. Please note that permission is required for enrolments in semesters other than semester two. 100 per cent attendance is mandatory.						
<b>Prerequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90404 Professional Practice &amp; Seminar Sec 1</td> <td>Semester 2</td> <td>18.75</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90404 Professional Practice & Seminar Sec 1	Semester 2	18.75
Subject	Study Period Commencement:	Credit Points:					
EDUC90404 Professional Practice & Seminar Sec 1	Semester 2	18.75					
<b>Corequisites:</b>	One Learning Area Semester 2 subject						
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	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						
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285						
<b>Subject Overview:</b>	<p>This subject focuses on the Teacher Candidates' awareness of the characteristics of knowledge, practice and engagement for professional accountability in teaching. The school placement focuses on consolidating key learnings from within each of the CORE and Learning Area subjects with a focus on assessment for tracking student learning to inform teaching. Teacher Candidates take responsibility for independent teaching and demonstrate their capacity to implement sustained sequences of lessons and assessment with consideration for the learning needs of individual students.</p> <p>Teaching Fellows at the school and Clinical Specialists from the University advise and monitor Teacher Candidates in collaboration with Mentor Teachers during the period of sustained and independent teaching. The Professional Practice Seminars focus on professional readiness, creating and maintaining safe and challenging learning environments, assessment and feedback.</p> <p>The Professional Practice Seminars focus on National standards and provide Teacher Candidates with opportunities to examine theoretical frameworks and associated practical tasks that have been assigned during the placement. Seminars focus on one or more of the National standards and provide opportunities for self assessment, document and scenario analysis and in depth reflection of theory and practice concerning links between instructional processes and student centred learning.</p> <p>100% attendance of Practicum days is mandatory</p>						
<b>Objectives:</b>	<p>On completion of this subject Teacher Candidates should be able to:</p> <ul style="list-style-type: none"> <li># Analyse and generate diverse sources of data to inform clinical judgments informing the implementation of teaching interventions;</li> </ul>						

	<ul style="list-style-type: none"> <li># Demonstrate their capacity to use a range of strategies to establish a positive and inclusive learning environment;</li> <li># Establish a safe and productive learning environment with clear expectations for student behaviour;</li> <li># Use a range of strategies to assess and monitor student learning needs and use these to inform teaching, to report on student learning and provide feedback to students;</li> <li># Independently access and manage a range of learning and teaching resources including technologies to support their specialist area in teaching;</li> <li># Apply professional criteria to their own teaching and professional activity as outlined in the National Standards for Graduating Teachers;</li> <li># Plan and implement strategies to support their professional growth;</li> </ul> <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <p>3.2 Plan, structure and sequence learning programs</p> <p>3.3 Use teaching strategies</p> <p>5.2 Provide feedback to students on their learning</p> <p>5.3 Make consistent and comparable judgements</p> <p>5.4 Interpret student data</p> <p>6.2 Engage in professional learning and improve practice</p> <p>6.3 Engage with colleagues and improve practice</p> <p>7.1 Meet professional ethics and responsibilities</p> <p>7.2 Comply with legislative, administrative and organisational requirements</p>
<b>Assessment:</b>	<p>There are 3 assessment tasks (Teacher candidates must pass all components): Teaching Performance, due upon completion of placement , 60% Professional Practice Folder, due throughout placement, 20% Practicum Exhibition, upon completion of placement, 20% There are two hurdle requirements: Attendance on all days of placement Attendance and preparation for all 3 Practicum Seminars throughout the placement</p>
<b>Prescribed Texts:</b>	Collection of readings.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<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"> <li># Be skilled communicators who can effectively articulate and justify their professional development in teaching</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Understand the significance of teaching as interventionist practice;</li> <li># Use evidence to make clinical judgements;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have a conscious personal and social values base that is evident in their teaching.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary)