

EDUC90489 Professional Practice and Seminar Prim 3

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2013, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Parkville, On Campus						
Time Commitment:	Contact Hours: 2 preparation days (on campus), 26 days of professional practice in a primary school including 4 hours of school-based seminar. 100% attendance is mandatory in all practicum subjects. Total Time Commitment: 28 days of professional practice and related tasks.						
Prerequisites:	A current Working With Children Check (WWCC). You must have taken the following subjects prior to enrolling in this subject <table border="1" data-bbox="389 674 1485 819"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90369 Professional Practice and Seminar Prim 2</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90369 Professional Practice and Seminar Prim 2	Not offered 2013	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90369 Professional Practice and Seminar Prim 2	Not offered 2013	12.50					
Corequisites:	You must take the following subject in the same study period <table border="1" data-bbox="389 902 1485 1048"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90774 Social and Professional Contexts</td> <td>Not offered 2013</td> <td>6.25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90774 Social and Professional Contexts	Not offered 2013	6.25
Subject	Study Period Commencement:	Credit Points:					
EDUC90774 Social and Professional Contexts	Not offered 2013	6.25					
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						
Coordinator:	Mrs Rannah Hetherington						
Contact:	Education Student Centre						
Subject Overview:	This subject focuses on the Teacher Candidates' awareness of the characteristics of knowledge, practice and professional engagement for professional accountability in teaching. The placement is focused on teaching across all curriculum areas and Candidates' capacity to teach independently using sustained sequences of teaching with consideration for the learning needs of individual students. Teacher mentors in the school and Clinical Specialists from the university will advise and monitor the Teacher Candidate throughout the placement. The professional practice seminars will focus on the context of the school, relationships with parents and the broader community and resources for teaching. Discussions and evaluations in seminars will focus on the teacher candidates' work and their personal achievements in teaching. Teacher Candidates will provide evidence of their holistic development as an interventionist classroom practitioner during the Clinical Praxis Examination.						
Objectives:	On completion of this subject Teacher Candidates should be able to:						

	<ul style="list-style-type: none"> # Use a range of strategies to establish a positive and inclusive learning environment # Establish a safe and productive learning environment with clear expectations for student behaviour # Independently access and manage a range of learning and teaching resources including technologies to support their teaching # Describe their professional practice using the National Professional Standards for Teachers # Plan and implement strategies to support their professional growth
Assessment:	There are 2 assessment tasks: • Professional Practice (during all days of practicum, 70%)• Clinical Praxis Exam (end of semester, 30%)Teacher Candidates must pass both components. There are 3 hurdle requirements: Attendance on all days of placement; Attendance at all practicum seminars; Satisfactory completion of all Professional Portfolio Artifacts.
Prescribed Texts:	Pianta,R. C., La Paro, K. M., & Hamre, 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:	<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 the role of assessment in teaching; # 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 co-operation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have conscious personal and social values base that is evident in their teaching.
Related Course(s):	Master of Teaching (Primary)