

EDUC90593 Professional Practice and Portfolio 1

Credit Points:	18.75									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	This subject is not offered in 2013.									
Time Commitment:	Contact Hours: Full-time employment as a teacher with a 0.8 teaching load. Total Time Commitment: Full-time employment as a teacher with a 0.8 teaching load.									
Prerequisites:	None									
Corequisites:	<p>You must take the following subject in the same study period</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90583 Social and Professional Contexts 1</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>EDUC90592 Language and Teaching</td> <td>Not offered 2013</td> <td>6.25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90583 Social and Professional Contexts 1	Not offered 2013	12.50	EDUC90592 Language and Teaching	Not offered 2013	6.25
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EDUC90583 Social and Professional Contexts 1	Not offered 2013	12.50								
EDUC90592 Language and Teaching	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 website: Hhttp://www.services.unimelb.edu.au/disability/H									
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285									
Subject Overview:	The Professional Practice and Portfolio subjects provide the arena in which all the other subjects in the program are integrated into the Associates' developing expertise as a classroom teacher, and their developing understandings of professional knowledge, professional practice and professional engagement. Through direct practical engagement, they further their understanding of school organisation, management of classrooms, the principles of learning and teaching, and their application to the content areas. They analyse student characteristics to identify learning and teaching strategies effective for individual students and productive classrooms. They produce a portfolio as evidence of their professional development as teachers.									
Objectives:	<p>On completion of this subject, associates should be able to:</p> <ul style="list-style-type: none"> # Implement effectively well-planned sequences of lessons in their learning areas; # Understand how principles of learning and teaching are able to be adapted to meet the needs of individual students; # Establish positive and supportive relationships around learning with all students in their classes; # Communicate effectively with other professionals, and provide clear feedback to students to assist their learning; # Synthesise their theoretical and practical understandings of teaching in secondary classrooms; # Evaluate their own teaching and professional activity within a framework of professional standards. 									

Assessment:	Teaching performance and professional engagement in the school (50 per cent) Development of a portfolio of evidence of clinical practice (50 percent) including:2X Annotated lesson plans (550 words each), one in Semester 1, one in Semester 2 2X Descriptive lesson observations (700 words each), one in Semester, 1, one in Semester 2 2x Reflective pieces (2,000 words), one in Semester, 1, one in Semester 2 There is one hurdle requirement: Associates maintain a folder containing for example: lesson plans/ unit plans/ notes and observation sheets and any other relevant documents they deem relate to their teaching practice.
Prescribed Texts:	Ewing, R., Lowrie, T. & Higgs, J. (Eds.) (2010). Teaching and Communicating. Rethinking Professional Experience. South Melbourne: Oxford University Press.
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, associates 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 professional practice; # 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 that is evident in their teaching.