

EDUC90707 Professional Practice and Seminar (EC) 2

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 25 days of professional practice in a childcare setting. 4x2-hr practicum seminars during the semester. Total Time Commitment: 140 hours 100% attendance is mandatory in all practicum subjects.
Prerequisites:	None
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 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	<p>The Professional Practice and Seminar Program focuses Teacher Candidates on the nexus that exists between the theory and practice of teaching. It offers an integrated approach that draws together the content introduced in academic subjects offered throughout the semester and addresses the Teacher Candidates developing understandings of pedagogical and professional knowledge, practice and engagement. The subject is the vehicle for practical experience in childcare settings. The placement focuses on developing Teacher Candidates' understandings of children aged birth to three years, the organisation of childcare settings, and principles of teaching and learning and the role of the early childhood professional within them. This subject uses theoretical driven and empirically informed tools (eg. CLASS, 3A) to build a range of effective teaching and learning strategies.</p> <p>Teacher Candidates continue to develop their capacity to observe children with an understanding of their stage of development and individual learning needs. They take graduated responsibility for the planning, implementation and assessment of learning experiences for children aged birth to three years based on their observations, children's identified interests and developmental needs and the National Quality Framework and Standards including national and state curriculum requirements.</p> <p>The Professional Practice Seminars support Teacher Candidates ongoing learning about how theory informs practice and the importance of critical reflection on their teaching and professional growth.</p>
Objectives:	<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"> # Demonstrate knowledge of the characteristics of learners aged birth to three years; # Collect evidence of children's learning, and analyse to purposefully plan and implement specific programs for individuals and groups of children, with emphasis placed on language and literacy, mathematics and science, IT and the creative arts; # Develop skills and strategies to ensure the emotional, organisational and instructional support of individual children across a range of settings; # Understand how the principles of teaching and learning can be adapted to meet the needs of individual learners; # Synthesise their theoretical and practical understandings of teaching in childcare settings;

	<ul style="list-style-type: none"> # Use critical reflection and discussion to evaluate and reflect on their own practice; # Communicate effectively with children, parents and other professionals.
Assessment:	There are 2 components of the assessment. Teacher Candidates must pass both components to pass the subject. Satisfactory completion of 25 days of professional practice with children aged birth to three years in a childcare setting, 70% Clinical Praxis Examination, 30% There are 2 hurdle requirements: Attendance 25 days of professional practice with children aged birth to three years in a childcare setting. Submission of all Professional Portfolio Artefacts as scheduled throughout the semester.
Prescribed Texts:	MacNaughton, G. and Williams, G. (2009) Techniques for teaching young children Choices for theory and practice (3rd ed.). Pearson Education: Aust. 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, 2 Victorian 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 Bentzen, W. R. (2009). Seeing young children (6th ed.). Belmont, CA: Delmar Cengage Learning
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 be able to:</p> <ul style="list-style-type: none"> # Communicate effectively with children, parents and colleagues; # Appreciate and understand the significance of developing professional practice based on research evidence; # Synthesise theoretical and practical understandings of teaching and learning in the context of childcare; # Plan, implement and assess indoor and outdoor learning experiences for individuals and groups of children, with emphasis placed on language and literacy, mathematics and science, IT and the creative arts; # Use critical reflection and discussion to evaluate values and practices in relation to teaching and learning in the context of childcare; # Be independent of mind, responsible, resilient and self-regulating; # Understand the professional requirements of being a teacher; # Articulate a reflective account of professional learning.
Links to further information:	https://handbook.unimelb.edu.au/view/current/MC-TEACHEC
Related Course(s):	<p>Master of Teaching (Early Childhood)</p> <p>Master of Teaching (Early Years)</p>