

EDUC90709 Professional Practice and Seminar (EC) 3

Credit Points:	12.50											
Level:	9 (Graduate/Postgraduate)											
Dates & Locations:	2013, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.											
Time Commitment:	Contact Hours: 25 days of professional practice in a pre-school setting. 4x2-hr practicum seminars during the semester. Total Time Commitment: 140 hours 100% attendance is mandatory in all practicum subjects.											
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90703 Professional Practice and Seminar (EC) 1</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90707 Professional Practice and Seminar (EC) 2</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90703 Professional Practice and Seminar (EC) 1	Semester 2	12.50	EDUC90707 Professional Practice and Seminar (EC) 2	Not offered 2013	12.50
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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 the preschool school setting where the placement supports the Teacher Candidates move from co-teaching to independent teaching. This subject uses theoretical driven and empirically informed tools (eg. CLASS, 3A) to build a range of effective teaching and learning strategies.</p> <p>Throughout the placement Teacher Candidates continue to develop their capacity to design, implement and assess learning programs, for three to five year old children based on their observations, children's identified interests and the National Quality Framework and Standards including national and state curriculum requirements. These programs will focus on the teaching and learning of language and literacy, mathematics and science, IT and the creative arts.</p> <p>Teacher Candidates take increased responsibility for managing and maintaining all aspects of the indoor and outdoor learning program. They also take increased responsibility for working positively with children with additional needs and capacities and parents, with the placement culminating in evidence of 'ready to teach' behaviours.</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 broadly based knowledge of the characteristics of individual learners, including those with additional developmental needs and capacities, aged three to five years; # Collect evidence of children' s learning, and analyse to purposefully plan and implement specific programs for individual children; # Develop skills and strategies to ensure the emotional, organisational and instructional support of individual children across a range of settings; # Understand how principles of learning and teaching can be adapted to meet the needs of individual learners; # Plan, implement and evaluate 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 and reflect on practice; # Communicate effectively with children, parents and other professionals; # Manage all responsibilities associated with the design, implementation and assessment of a teaching and learning program for children aged three to five years.
Assessment:	<p>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 three to five year old children in a pre-school setting, 70% Clinical Praxis Examination, end of semester, 30% There are 2 hurdle requirements. Attendance on all days of practicum. Submission of all Professional Portfolio Artefacts as scheduled throughout the semester</p>
Prescribed Texts:	<p>MacNaughton, G. and Williams, G. (2009) Techniques for teaching young children Choices for theory and practice (3rd ed.) Pearson Education: Aust.(2008) 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, 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. 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</p>
Breadth Options:	<p>This subject is not available as a breadth subject.</p>
Fees Information:	<p>Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees</p>
Generic Skills:	<p>On completion of this subject, Teacher Candidates will 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 # Appreciate and understand the significance of developing their professional practice based on research evidence; # Demonstrate the professional requirements of being a teacher; # Articulate a personal philosophy of education and how it forms the platform for the design, implementation and assessment of an effective teaching and learning program for three to five year old children. # Promote the profession of teaching in the wider community.
Links to further information:	<p>https://handbook.unimelb.edu.au/view/current/MC-TEACHEC</p>
Related Course(s):	<p>Master of Teaching (Early Childhood) Master of Teaching (Early Years)</p>