

## EDUC90369 Professional Practice and Seminar Prim 2

<b>Credit Points:</b>	12.50																		
<b>Level:</b>	9 (Graduate/Postgraduate)																		
<b>Dates &amp; Locations:</b>	This subject is not offered in 2014.																		
<b>Time Commitment:</b>	Contact Hours: 1 preparation day (on campus); 29 days of professional practice in a primary school including 8 hours of school-based seminar Total Time Commitment: 30 days. 100% attendance is mandatory in all practicum subjects.																		
<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>EDUC90772 Professional Practice and Seminar Prim 1</td> <td>Semester 1, Semester 2</td> <td>6.25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90772 Professional Practice and Seminar Prim 1	Semester 1, Semester 2	6.25												
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<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 Call: 13 MELB (13 6352)																		
<b>Subject Overview:</b>	This subject further develops and deepens Teacher Candidates' understandings of professional knowledge, professional practice and professional engagement in the primary school. The focus of this placement is on assessment of individual students and how to closely track student learning, manage and analyse assessment data to inform future teaching and record data for reporting purposes. Candidates continue to be mentored by experienced teachers who, together with Clinical Specialists from the university, monitor and support their work in the school. The professional practice seminars are designed to support candidates' ongoing learning about students and their learning needs and include presentations and analysis of student learning characteristics and in-depth reflection on theory and research and implications for practising for teachers. Candidates will provide further evidence of their ability to collect and interpret data to meet the learning needs of individuals and small groups of children during the Clinical Praxis Examination.																		
<b>Learning Outcomes:</b>	On completion of this subject Teacher Candidates should be able to: # Know how to identify the prior knowledge, learning strengths and weaknesses of students and factors that impact on learning;																		

	<ul style="list-style-type: none"> <li># Make adjustments to instruction and program design to more closely meet the needs of individual students;</li> <li># Expand their knowledge of theoretical and practical understandings of assessment and its role in informing teaching;</li> <li># Know how to report on student learning to other professionals, to parents and provide effective feedback to children.</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks; both assessment tasks must be passed. • Professional Practice, during all days of practicum, 70%• Clinical Praxis Exam, during Exam period, 30% There are 3 hurdle requirements: • Attendance on all days of practicum• Attendance at all practicum seminars• Satisfactory completion of all Professional Portfolio Artefacts as scheduled
<b>Prescribed Texts:</b>	Pianta,R. C., La Paro, K. M., & Hamre, B. K. (2011). K-3 CLASS Dimensions Guide. Teachstone: Charlottesville.
<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 the role of assessment in teaching;</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</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>Links to further information:</b>	<a href="https://handbook.unimelb.edu.au/view/current/MC-TEACHPR">https://handbook.unimelb.edu.au/view/current/MC-TEACHPR</a>
<b>Related Course(s):</b>	Master of Teaching (Primary)