

EDUC90412 Professional Practice & Seminar Sec 2a

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2014.						
Time Commitment:	Contact Hours: 20 days of Professional Practice in a secondary school and 4 hours practicum seminar sessions conducted on campus Total Time Commitment: 100% attendance is mandatory in all practicum subjects.						
Prerequisites:	A current Working With Children Check (WWCC). <table border="1" data-bbox="387 517 1485 667"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90411 Professional Practice & Seminar Sec 1a</td> <td>Semester 1, Semester 2</td> <td>6.25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90411 Professional Practice & Seminar Sec 1a	Semester 1, Semester 2	6.25
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EDUC90411 Professional Practice & Seminar Sec 1a	Semester 1, Semester 2	6.25					
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 Call: 13 MELB (13 6352)						
Subject Overview:	The Professional Practice and Seminar subject focuses on establishing effective classroom environments, the principles of learning and teaching and the application to content areas for teaching. Teacher Candidates will analyse student characteristics to identify learning and teaching strategies effective for individual students and productive classrooms. Teacher Candidates are mentored by experienced teachers in collaboration with Clinical Specialists, engaged in the on-campus academic program. While Teacher Candidates do not attend Practicum Seminars in this subject, they are expected to continue the development of their Professional Practice Portfolio, as a means for analysis and reflection of teaching practice.						
Learning Outcomes:	<ul style="list-style-type: none"> # On completion of this subject Teacher Candidates should be able to: # Apply professional criteria to their own teaching and professional activity; # Demonstrate knowledge of the characteristics of learners; # Understand how principles of learning and teaching are able to be adapted to meet the needs of individual students; # Synthesise their theoretical and practical understandings of teaching in secondary classrooms; # Use constructive criticism and discussion to evaluate and reflect on values and practices in relation to professional practice; # Communicate effectively with other professionals, parents and provide feedback to students to assist their learning. 						
Assessment:	Assessment tasks: Teaching Performance (60%) Development of Professional Practice Folder (40%) There is 1 hurdle requirement: Attendance on all days of placement						
Prescribed Texts:	Collection of readings.						

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 their professional practice 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 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.
Related Course(s):	Master of Teaching (Secondary)