

EDUC90414 Professional Practice & Seminar Sec 4a

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2014, Parkville This subject commences in the following study period/s: November, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 20 days of Professional Practice in a secondary school including 4 hours of Practicum seminars sessions on campus Total Time Commitment: 100% attendance is mandatory in all practicum subjects.								
Prerequisites:	A current Working With Children Check (WWCC). <table><tr><td>Subject</td><td>Study Period Commencement:</td><td>Credit Points:</td></tr><tr><td>EDUC90413 Professional Practice & Seminar Sec 3a</td><td>Semester 1, Semester 2</td><td>6.25</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90413 Professional Practice & Seminar Sec 3a	Semester 1, Semester 2	6.25
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EDUC90413 Professional Practice & Seminar Sec 3a	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								
Coordinator:	Miss Melanie Nash								
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)								
Subject Overview:	This subject focuses on Teacher Candidates' awareness of the characteristics of knowledge, practice and professional engagement for professional accountability in teaching. Teacher Candidates are required to demonstrate their capacity to independently plan and implement sustained sequences of lessons with consideration for the learning needs of individual students. School-based Teaching Fellows and University-based Clinical Specialists advise and monitor Teacher Candidates in collaboration with Supervising Teachers. Discussions and evaluations in Seminars will focus on Teacher Candidates' work and reflection on teaching practice. Candidates will present evidence of their professional development in a reflective analysis based on the VIT Standard for Graduating Teachers.								
Learning Outcomes:	On completion of this subject Teacher Candidates should be able to: <ul style="list-style-type: none"># Be aware of and can use a range of strategies to establish a positive and inclusive learning environment;# Establish a safe and productive learning environment with clear expectations for student behaviour;# Use a range of strategies to assess and monitor student learning needs and use this to inform teaching, to report on student learning and provide feedback to students;# Independently access and manage a range of learning and teaching resources including technologies to support their specialist area in teaching;								

	<ul style="list-style-type: none"> # Describe their professional practice using the VIT Standards for Graduating Teachers; # Plan and implement strategies to support their professional growth.
Assessment:	There are 2 assessment tasks: Teaching Performance (60 per cent) Contribution to seminars, Folder development and Practicum Exhibition (40 per cent) There are 2 hurdle requirements: Attendance on all days of placement Attendance at all practicum seminar sessions.
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 development 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)