

EDUC90703 Professional Practice and Seminar (EC) 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2014.
Time Commitment:	Contact Hours: 25 days of professional practice (15 days in a pre-school, ten days in a primary school). 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 Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
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. This subject is the vehicle for practical experience in preschool and primary school settings where placements support developing understanding of the organisation of the field, child characteristics, and principles of teaching and learning. This subject uses theoretical driven and empirically informed tools (eg. CLASS) to build a range of effective teaching and learning strategies.</p> <p>Teacher Candidates 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 based on their observations, children's identified interests, the National Quality Framework and Standards. Teacher Candidates also acquire an understanding of the preschool setting and primary school as organizations that serve the wider community.</p> <p>The Professional Practice Seminars support the Teacher Candidates ongoing learning about how theory informs practice and the importance of critical reflection on teaching and professional growth.</p>
Learning Outcomes:	<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 three to eight 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 assess learning experiences for individuals and groups of children;

	<ul style="list-style-type: none"> # Synthesise theoretical and practical understandings of teaching in early childhood settings and primary school classrooms; # Use critical reflection and discussion to evaluate and reflect on 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 (15 days in a pre-school, and ten days in a primary school), 70% Clinical Praxis Examination, end of semester, 30% There are 3 hurdle requirements: Attendance of 15 days of professional practice with children aged three to five years in a preschool. Attendance of 10 days of professional practice with children aged five to eight years in a primary school. 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 Pianta, R. C., La Paro, K. M., & Harme, B. K. (2011). K-3 CLASS Dimensions Guide. Teachstone: Charlottesville
Recommended Texts:	Bentzen, W. R. (2009). <i>Seeing young children</i> (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:	On completion of this subject, Teacher Candidates will be able to: <ul style="list-style-type: none"> # Communicate effectively with children, parents and colleagues; # Appreciate and understand the significance of developing their professional practice based on research evidence; # 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):	Master of Teaching (Early Childhood) Master of Teaching (Early Years)