

EDUC90757 Teaching & Mentoring as Clinical Practice

Credit Points:	18.75
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2014.
Time Commitment:	Contact Hours: 32 hours Total Time Commitment: 120 hours Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
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:	This subject will improve understanding of evidence-based approaches as the core of a conceptual framework to build participants' capacity for clinical practice. The importance of data in developing pedagogical interventions will be explored to increase the capacity to provide collegial support and mentoring, in particular to early career teachers, as means of enhancing teacher learning. The use of a range of observation and feedback approaches to develop conceptual knowledge will be examined, with emphasis on links with existing school programs, as well as the importance of critical reflection. The subject examines the nature of the mentoring relationship, how to establish and develop an effective ongoing mentor/mentee relationship, and how to foster reflective practice.
Learning Outcomes:	On completion of this subject, mentors should be able to: <ul style="list-style-type: none"> # Understand the theoretical framework in which Teach for Australia Associates are conceptualising teaching; # Understand and develop a clinical practice model for teaching; # Support Teach for Australia Associates in developing their understanding of evidence-based interventionist pedagogy; # Evaluate and explore mentoring practice and clinical observation through the lens of evidence based research, with particular reference to early career teachers; # Understand the complexities of the mentoring relationship; and # Provide effective mentoring for Teach for Australia Associates and others.
Assessment:	There are four assessment tasks Reading Response (2,000 words) due early semester 1, 20% Essay (3,250 words) due mid semester 1, 50% Online discussion postings (750 words) due during semester 1, 10% Reflection on an intervention (1,500 words) due end semester 1, 20%
Prescribed Texts:	A book of readings will be provided
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:	<ul style="list-style-type: none"># Make critical connections between theory and practice# Support beginning teachers to enhance their teaching and students' learning
Links to further information:	https://handbook.unimelb.edu.au/view/current/GC-EDTFA
Related Course(s):	Professional Certificate in Education (TFA Mentoring)