

EDUC90593 Developing Clinical Practice 1

Credit Points:	18.75											
Level:	9 (Graduate/Postgraduate)											
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus.											
Time Commitment:	Contact Hours: 54 hours Total Time Commitment: 255 hours											
Prerequisites:	None											
Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90583 Learning and Teaching Contexts 1</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>EDUC90823 Language, Literacy and Numeracy</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90583 Learning and Teaching Contexts 1	January	12.50	EDUC90823 Language, Literacy and Numeracy	January	12.50
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EDUC90823 Language, Literacy and Numeracy	January	12.50										
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 Disability Liaison website: http://www.services.unimelb.edu.au/disability											
Coordinator:	Dr Jeana Kriewaldt											
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)											
Subject Overview:	<p>The Developing Clinical Practice subject provides the arena in which all the other subjects in the program are integrated into participants' developing expertise as a classroom teacher, and their developing understandings of professional knowledge, professional practice and professional engagement. As clinical practice is the foundation of MGSE's MTeach programs, this subject is underpinned with the core conviction that each and every student can learn, and will learn through teaching interventions that are derived from classroom data and research evidence. Prior to employment, participants undertake a one-week school placement, enabling them to observe teaching and learning, to collaborate with school staff and familiarise themselves with the school community, school culture, organisation and policies. During the summer program participants will observe teaching demonstrations both on campus and through field experiences. Participants have opportunities to learn about experiential and inquiry-based learning pedagogies, and to develop team and co-teaching skills and to deepen their knowledge of collaborative educational processes. They are also encouraged to build their practical skills (such as relationship building and self-care). During the Session 1 learning block, Clinical Specialists and Transition Coaches assist participants, to plan for the commencement of their employment, providing advice regarding school context and supporting participants' preparation of lessons and units of work.</p> <p>In schools, participants are supported by: Transition Coaches in their first semester of their teaching contract; Clinical Specialists in the first two years; and School Mentors over the three years. They are assisted to make an effective transition to the teaching role through intensive assistance provided by the Support Team (i.e. Clinical Specialists, Transition Coaches and School Mentors), including the development and implementation of an Individualised Induction and Professional Learning Plan and the establishment of clinical teaching practice. Transition Coaches provide opportunities for co-teaching in order to facilitate student learning and achievement. In addition, participants have opportunities to observe demonstrations of quality</p>											

	<p>teaching, by lead / expert teachers from the school or nearby schools. Clinical Specialists and School Mentors organise these demonstrations as well as providing regular feedback on teaching practice and professional conduct.</p> <p>Through direct practical teaching, participants are supported to transfer knowledge gained through coursework into skilled practice. The assessment tasks associated with this subject are designed to build capacity for clinical judgement and practice. Participants reflect on observations of teaching practice, receive feedback on their teaching and evaluate their own teaching practice in the context of the Australian Graduate Standards for Teachers. They produce a portfolio as evidence of their professional development as teachers.</p>
Learning Outcomes:	<p>On completion of this subject, participants should be able to:</p> <ul style="list-style-type: none"> # Demonstrate progress towards attainment of Australian Professional Standards for Teachers # Establish positive and supportive relationships around learning with all students in their classes and effectively manage student behaviour # Reflect on observations of quality teaching, build professional knowledge through practice # Learn in an interactive learning community, responding to continuous feedback on teaching practice # Refine practice in light of new knowledge acquired and data gathered about student learning # Use evidence and clinical judgement in teaching practice, to effectively engage and motivate learners # Know their students and understand what they are ready to learn based on evidence # Identify preferred teaching strategies that are differentiated to meet the diverse needs of learners # Devise evidence/ research based interventions (with clearly articulated goals and high expectations for student learning) # Effectively implement teaching strategies, including the use of effective and innovative methodology (such as, the use of ICT to engage learners and provision of clear feedback to students to assist their learning) # Determine the expected impact of teaching strategies on student learning, as well and the means for evaluating teaching strategies # Evaluate their own teaching and professional activity within a framework of professional standards.
Assessment:	<p>Assessment 1- Portfolio of descriptive observations, annotated lesson plans and clinical analysis task (4,000 words) due from December to November of the following year,50% Assessment 2- Observed teaching practice in the school, due during school terms, 50% Hurdle Requirements: Pre-employment school placement task and compilation of evidence of clinical practice. Participants are required to pass both the assessment tasks and the hurdle requirements in order to pass the subject. 100% attendance is mandatory in all practicum subjects.</p>
Prescribed Texts:	<p>Participants will be provided with a collection of readings via the online Learning Management System (LMS) and draw on readings from other subjects.</p>
Breadth Options:	<p>This subject is not available as a breadth subject.</p>
Fees Information:	<p>Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees</p>
Generic Skills:	<p>On completion of this subject, participants 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; # Use evidence based knowledge to inform practice; # Be flexible and able to adapt to change through knowing how to learn; # Receive and respond to continuous feedback; # 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) Internship