

EDUC90707 Professional Practice and Seminar (EC) 2

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 25 days of professional practice in a childcare setting. 4x2-hr practicum seminars during the semester. Total Time Commitment: 170 hours
Prerequisites:	Admission to the Master of Teaching (Early Childhood) or Master of Teaching (Early Years)
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 Disability Liaison website: http://www.services.unimelb.edu.au/disability
Coordinator:	Dr Caroline Cohrsen, Ms Janice Deans
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) 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.</p> <p>The subject focuses on developing Teacher Candidates' understanding of children aged from birth to two years, the organization of early years settings, principles of teaching and learning as they relate to this age group, and the role of the early childhood professional. This subject draws on contemporary educational theory and research to equip Teacher Candidates as they build a range of effective teaching and learning strategies.</p> <p>Teacher Candidates continue to 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 aged birth to two years based on their observations, children's identified interests and developmental needs and the National Quality Framework and Graduate Teacher Standards.</p> <p>The Professional Practice Seminars, which are timetabled throughout the semester, are designed to support the Teacher Candidates' ongoing learning about how theory informs practice as well as the importance of critical reflection for 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 birth to three years; # Collect evidence of children's learning, and analyse to purposefully plan and implement specific programs for individuals and groups of children, with emphasis placed on language and literacy, mathematics and science, IT and the creative arts;

	<ul style="list-style-type: none"> # Develop skills and strategies to ensure the emotional, organisational and instructional support of individual children across a range of settings; # Understand how the principles of teaching and learning can be adapted to meet the needs of individual learners; # Synthesise their theoretical and practical understandings of teaching in childcare settings; # Use critical reflection and discussion to evaluate and reflect on their own practice; # Communicate effectively with children, families and other professionals, and demonstrate a high standard of professionalism.
Assessment:	There are two components of the assessment. Teacher Candidates must pass both components to pass the subject. Satisfactory completion of 25 days in a birth to age two years setting. Constitutes 70% of the final grade for the subject. Satisfactory completion of a Clinical Praxis Examination. Constitutes 30% of the final grade for the subject. There are three hurdle requirements: Attendance of 25 days of professional practice with children aged from birth to age two years. Attendance at all scheduled Professional Practice network seminars. Submission of all weekly Professional Practice reflections throughout the semester.# 100% attendance is mandatory in all practicum subjects.
Prescribed Texts:	MacNaughton, G. and Williams, G. (2009) Techniques for teaching young children. Choices for theory and practice (3rd ed.). Pearson Education: Australia.## 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, 2009. Department of Education and Early Childhood Development (DEECD). (2009). Victorian Early Years Learning and Development Framework. Melbourne, Australia: Early Childhood Strategy Division. La Paro, K. M., Harme, B. K., & Pianta, R. (2011). Toddler 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:	<p>On completion of this subject, Teacher Candidates will be able to:</p> <ul style="list-style-type: none"> # Communicate effectively with children, parents and colleagues; # Appreciate and understand the significance of developing professional practice based on research evidence; # Synthesise theoretical and practical understandings of teaching and learning in the context of childcare; # Plan, implement and assess indoor and outdoor learning experiences for individuals and groups of children, with emphasis placed on language and literacy, mathematics and science, IT and the creative arts; # Use critical reflection and discussion to evaluate values and practices in relation to teaching and learning in the context of childcare; # 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)