

EDUC90364 Professional Practice and Seminar Prim 1

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2016.						
Time Commitment:	Contact Hours: 2 preparation days on campus and 26 days of professional practice in a primary school including 8 hours of school-based seminar Total Time Commitment: 170 hours						
Prerequisites:	None						
Corequisites:	<p>You must take the following subject in the same study period</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90365 Learners, Teachers and Pedagogy (Prim)</td> <td>March</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90365 Learners, Teachers and Pedagogy (Prim)	March	12.50
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EDUC90365 Learners, Teachers and Pedagogy (Prim)	March	12.50					
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>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 Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>						
Contact:	This subject is not offered in 2016						
Subject Overview:	<p>The professional practice and seminar program provides an integrated focus on all subjects taught in the semester and addresses Teacher Candidates' developing understandings of professional knowledge, professional practice and professional engagement in the primary school context. The school placement focuses on developing an understanding of student characteristics, principles of learning and teaching, classroom management and school organisation in typical primary school settings. Candidates begin to analyse teaching and learning to identify lesson formats that make productive classrooms and pedagogies that are effective for individual students. Candidates are mentored by experienced primary teachers in collaboration with Clinical Specialists who are engaged in the on-campus teaching program. The professional practice seminars support Candidates' learning about how theory informs practice, providing opportunities for examination of theoretical frameworks and associated practical tasks assigned during the placement. Seminars include class presentations, analysis of assessment tasks and in-depth reflection on theory and practice for teaching in primary classrooms. Candidates will provide evidence of their development as an interventionist primary classroom practitioner during the Clinical Praxis Examination.</p> <p>Note: Candidates who are not familiar with contemporary Australian school contexts are advised to undertake a program of workshops (12-18 hours in total) available as an alternate pathway for this subject and known as 'Contemporary Australian Schooling'. These workshops will parallel Candidates' introduction to the Australian classroom environment and the Victorian primary school curriculum. Candidates will develop knowledge of typical school structures, policies and procedures as well as skills for personal professional interaction between students, mentors and peers. Candidates undertaking this program will be expected to attend their placement schools on all prescribed days and attend all professional practice seminars. There is a reduced requirement for independent, whole class teaching for the duration of the workshop program.</p>						

Learning Outcomes:	<p>On completion of this subject Teacher Candidates should be able to:</p> <ul style="list-style-type: none"> # Apply professional criteria to their own teaching and professional activity; # Demonstrate knowledge of the characteristics of learners; # Understand how principles of learning and teaching are able to be adapted to meet the needs of individual students; # Synthesise their theoretical and practical understandings of teaching in primary classrooms; # Use constructive criticism and discussion to evaluate and reflect on values and practices in relation to professional practice; # Communicate effectively with other professionals, parents and children.
Assessment:	<p>There are 2 assessment tasks, both assessment tasks must be passed: Professional Practice, During all days of practicum (70%) Clinical Praxis Exam, Exam period (30%) There are 3 hurdle requirements: Attendance on all days of practicum Attendance at all practicum seminars Satisfactory completion of all Professional Portfolio Artefacts 100% attendance is mandatory in all practicum subjects.</p>
Prescribed Texts:	<p>Pianta,R. C., La Paro, K. M., & Hamre, B. K. (2011). K-3 CLASS Dimensions Guide. Teachstone: Charlottesville.</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, 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 practice 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.