

EDUC90417 Investigating Practice (Induction)

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2016.						
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours						
Prerequisites:	150 points of study in the Master of Teaching (Early Childhood) or Master of Teaching (Secondary).						
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>EDUC90415 Professional Portfolio</td> <td>Not offered 2016</td> <td>37.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90415 Professional Portfolio	Not offered 2016	37.50
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EDUC90415 Professional Portfolio	Not offered 2016	37.50					
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>A study that addresses the immediate needs of teachers within classrooms and locates their teaching within the context of the school or early childhood centre. The study develops graduate teachers' reflective dialogue through the use of evidence informed practice in teaching. The subject explores key principles of effective professional learning and techniques that support critical practitioner inquiry that is focused on student learning outcomes and will focus on processes that are embedded in practice, informed by research on effective learning and teaching, are collaborative in nature, are evidence based and data driven, guide improvement and measure the impact of change. In collaboration with a faculty designated mentor the graduate teacher develops a professional development plan to inform their own teaching, improve student learning outcomes, enhance student experience of the classroom and be relevant to the context in which they are teaching</p>						
Learning Outcomes:	<p>On completion of this subject graduate teachers will be able to:</p> <ul style="list-style-type: none"> # Articulate the goals and directions of their professional development in teaching # Evaluate the impact of their teaching on student learning outcomes and experience in the classroom # Develop a strategic approach to the development of productive learning environments # Use critical, reflective processes to guide their development in teaching. 						
Assessment:	<p>There will be 2 assessment tasks: A professional development plan and panel presentation, with synchronous on-line presentation if required (equivalent to 2000 words), due mid-year (50%) An evaluation (2000 words) due end of year (50%) This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.</p>						

Prescribed Texts:	Collection of readings
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 graduate teachers 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 relationships between theory, research and teaching # Be flexible and able to adapt to change through knowing how to learn using research processes; # Understand the significance of developing their practice on the basis of research evidence and the standards for teaching; # Work in teams with skills in cooperation, communication and negotiation to engage in reflective and critical discussion of research in education and teaching; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base that is applied to their teaching.
Related Course(s):	Master of Teaching (Secondary)