

EDUC90594 Developing Clinical Practice 2

Credit Points:	18.75														
Level:	9 (Graduate/Postgraduate)														
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus.														
Time Commitment:	Contact Hours: 54 hours (includes professional learning in school of employment, and on-campus sessions during study intensives) Total Time Commitment: 255 hours														
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90593 Developing Clinical Practice 1</td> <td>January</td> <td>18.75</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90593 Developing Clinical Practice 1	January	18.75						
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Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90582 Individualising Learning and Teaching 2</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90843 Learning Area A2</td> <td>Not offered 2016</td> <td>12.5</td> </tr> <tr> <td>EDUC90844 Learning Area B2</td> <td>Not offered 2016</td> <td>12.5</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90582 Individualising Learning and Teaching 2	Semester 2	12.50	EDUC90843 Learning Area A2	Not offered 2016	12.5	EDUC90844 Learning Area B2	Not offered 2016	12.5
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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>														
Coordinator:	Dr Jeana Kriewaldt														
Contact:	jeana@unimelb.edu.au (mailto:jeana@unimelb.edu.au)														
Subject Overview:	<p>The Developing Clinical Practice 2 subject builds on year 1 and continues to provide 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 Master of Teaching 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.</p> <p>Participants continue to be provided with opportunities to observe demonstrations of quality 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 engagement, participants continue to develop and enhance their understanding of the Australian Professional Standards for Teachers (APST) and demonstrate evidence to support the attainment of these standards. This subject also enables participants to prepare for the attainment of full teacher registration by undertaking assessment tasks that</p>														

	are linked to the Victorian Institute of Teachers (VIT) process for full registration and that comply with registration requirements.
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
Assessment:	<p>Written component, which includes: 1. Inquiry Focus Outline and visual representation (1,500 words) due May 10% 2 a) Inquiry Action Plan with outline of work program; and 2 b) Peer Feedback on Action Plan (2500 words) due August 30% Teaching Performance: Observed teaching practice in school School Terms 1-4: final result in November 60% HURDLE REQUIREMENTS: To pass this subject students are required to pass both of the assessment components (Written component and Teaching Performance), and to meet the hurdle requirements. Employment in a school on a 0.8 teaching load Compilation of evidence of clinical practice which includes lesson plans/ unit plans/ notes and a log of a minimum of 15 classroom observations - School year - cumulative This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.</p>
Prescribed Texts:	None
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, 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