

EDUC90709 Professional Practice and Seminar (EC) 3

Credit Points:	12.5											
Level:	9 (Graduate/Postgraduate)											
Dates & Locations:	2016, 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 pre-school setting. 4x2-hr practicum seminars during the semester. Total Time Commitment: 170 hours											
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90703 Professional Practice and Seminar (EC) 1</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90707 Professional Practice and Seminar (EC) 2</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1, Semester 2	12.50	EDUC90707 Professional Practice and Seminar (EC) 2	Semester 1, Semester 2	12.50
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Corequisites:	None											
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 Caroline Cohrsen, Ms Janice Deans											
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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 consolidates the Teacher Candidates' pedagogical and professional knowledge, practice and engagement. This subject is the vehicle for practical experience in preschool settings as the Teacher Candidate achieves a ready-to-teach standard. This subject draws on contemporary educational theory and research to equip Teacher Candidates as they extend their range of effective teaching and learning strategies.</p> <p>Teacher Candidates consolidate 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 based on their observations, children's identified interests, the National Quality Framework and Graduate Teacher Standards. Teacher Candidates consolidate their understanding of preschool settings as organizations that serve the wider community.</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 and skills to equip them to:</p> <ul style="list-style-type: none"> # Demonstrate knowledge of the characteristics of learners aged from three to five years; # Collect evidence of children' s learning, and analyse this evidence to purposefully plan, implement and assess learning experiences to meet the needs of individuals and groups of children; # Develop skills and strategies to ensure the emotional, organizational and instructional support of individual children across a range of settings; # Understand how principles of teaching and learning can be adapted to meet the needs of individual learners; # Synthesize theoretical and practical understandings of teaching in preschool settings; # Use critical reflection and discussion to evaluate and reflect on practice; # Demonstrate the ability to manage the entire role of the preschool teacher, including classroom organization and administration matters; # Communicate effectively with children, families and other professionals, and demonstrate a high standard of professionalism.
Assessment:	<p>Satisfactory completion of 25 days in a pre-school setting (three to five placement), end of semester (70%) Satisfactory completion of a Clinical Praxis Examination, end of semester (30%) Hurdle requirements: 100% attendance of Professional Practice Placement days and all scheduled network seminars. Submission of video-recorded examples of teaching practice as required (up to 20 mins duration) recorded whilst on placement, and submission of all weekly Professional Practice reflections.</p>
Prescribed Texts:	<p>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. Brookes Publishing online: http://store.teachstone.com/mteach-core-student-package/ : Electronic Dimensions Guide x 4 (Infant, toddler, Pre-K, K-3) Electronic access to the Teachstone Infant, Toddler, Pre-K and K-3 Video Libraries Kick off session recording for Toddler and Pre-K tools</p>
Recommended Texts:	<p>Bentzen, W. R. (2009). <i>Seeing young children</i> (6th ed.). Belmont, CA: Delmar Cengage Learning.</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 be able to:</p> <ul style="list-style-type: none"> # Apply professional criteria to their own teaching and professional activity # Synthesise their theoretical and practical understandings of teaching in early childhood contexts # Appreciate and understand the significance of developing their professional practice based on research evidence; # Demonstrate the professional requirements of being a teacher; # Articulate a personal philosophy of education and how it forms the platform for the design, implementation and assessment of an effective teaching and learning program for three to five year old children. # Promote the profession of teaching in the wider community.
Related Course(s):	<p>Master of Teaching (Early Childhood) Master of Teaching (Early Years)</p>