

EDUC90722 Education, Practice and Place

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: June, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours
Prerequisites:	Admission to the Master of Teaching (Secondary) or Master of Teaching (Primary)
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>
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Subject Overview:	<p>This elective is for teacher candidates interested in teaching in either a regional or remote area of Australia or overseas. The elective includes a professional practice component and an on-campus teaching component.</p> <p>The professional practice component typically takes in two weeks of teaching at a small number of specified sites in Australia or overseas. Sites will vary from year-to-year. Teacher Candidates will be provided with details of which sites are available during orientation week each year. Professional Practice will typically occur outside semester time. Precise timing is related to term times in each place and these may change slightly from year to year.</p> <p>The on-campus teaching component includes the equivalent of two days of orientation prior to the placement. This could include an introduction to place-based education, an overview of the socio-political context of each site, an orientation to the culture and language of the location and an examination of academic literature that discusses a range of issues related to education in each place. For example, these issues may include the role place-based education can play in enhancing student identity and agency, improving educational outcomes in marginalized communities, and responding to consequences of globalization and the hegemony of English language. A full day (or equivalent) for a reflection and debriefing session will be held in Melbourne on return.</p> <p>This elective is open to a limited number of teacher candidates. Participation is through a competitive selection process that includes a written application and an interview. Participating teacher candidates may be required to fund a portion of the cost of travel and/or accommodation necessary to complete the requirements of the subject. Further information is available from the subject coordinators.</p>

Learning Outcomes:	<p>On completion of the subject students will be able to:</p> <ul style="list-style-type: none"> # Understand how principles of learning and teaching are able to be adapted to meet the needs of individual students in new educational contexts; # Draw on the placement experience to reflect on educational philosophies, values and practices; # Communicate and collaborate effectively with other professionals (within other team members and with professionals in host settings); # Examine a range of issues related to learning and teaching in the context in which the teaching occurred; # Demonstrate the knowledge, skills and dispositions required to commence teaching effectively. <p>The subject covers a range of the AITSL National Professional Standards for Teachers (for Graduate Teachers) except 3.7 and 5.5. In particular, the subject will contribute to students attaining the following standards:</p> <p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students (at some locations)</p> <p>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians (at some locations)</p> <p>4.1 Support student participation</p> <p>4.4 Maintain student safety</p> <p>6.3 Engage with colleagues and improve practice</p> <p>7.1 Meet professional ethics and responsibilities</p>
Assessment:	<p>There are two assessment tasks: Teaching performance, during the professional practice component on location at the specified site (50 %) Report – 2000 words, Due after the professional practice component and on-campus teaching component on return to Melbourne (50 %) Teacher Candidates must pass both components. There are two hurdle requirements: Attendance at a two-day orientation session in Melbourne prior to teaching. Attendance at a one-day reflection and debriefing session in Melbourne on return. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops. Professional practice placements require 100% attendance.</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, 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.
Related Course(s):	<p>Master of Teaching (Primary) Master of Teaching (Secondary)</p>