

EDUC90771 Professional Practice & Seminar Prim 4

Credit Points:	6.25															
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: 1 day of practicum preparation on campus and 22 days of professional practice in a primary school Total Time Commitment: 85 hours															
Prerequisites:	Students must have completed 150 points of Master of Teaching (Primary) subjects including EDUC90489 Professional Practice and Seminar Prim 3 before enrolling in this subject. <table border="1" data-bbox="387 629 1485 779"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90489 Professional Practice and Seminar Prim 3</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90489 Professional Practice and Seminar Prim 3	Semester 1, Semester 2	12.50									
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Corequisites:	EDUC9xxxx, Education Research Project (Prim) <table border="1" data-bbox="387 860 1485 1178"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90769 Education Capstone Research Proj. (Prim)</td> <td>Semester 1, Semester 2</td> <td>12.5</td> </tr> <tr> <td>EDUC90775 Designing Personalised Learning</td> <td>Semester 2</td> <td>6.25</td> </tr> <tr> <td>EDUC90776 Primary Mathematics Education 3</td> <td>Semester 2</td> <td>6.25</td> </tr> <tr> <td>EDUC90777 Literacy Assessment and Learning</td> <td>Semester 2</td> <td>6.25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90769 Education Capstone Research Proj. (Prim)	Semester 1, Semester 2	12.5	EDUC90775 Designing Personalised Learning	Semester 2	6.25	EDUC90776 Primary Mathematics Education 3	Semester 2	6.25	EDUC90777 Literacy Assessment and Learning	Semester 2	6.25
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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 Rannah Hetherington															
Contact:	rannahms@unimelb.edu.au (mailto:rannahms@unimelb.edu.au)															
Subject Overview:	This subject develops Teacher Candidates' reflective dialogue through use of evidence-based practice in a generalist primary classroom. The placement is focused on interventionist primary classroom teaching and evidence-informed practice. In collaboration with mentor teachers and Clinical Specialists from the university, Candidates will design, implement, evaluate and reflect upon a sustained series of interventions relevant to their teaching context. Candidates will demonstrate graduate attributes and readiness for interventionist primary classroom teaching															

	under the three domains of professional knowledge, practice and engagement during the Practicum Exhibition.
Learning Outcomes:	<p>On completion of this subject Teacher Candidates should be able to:</p> <ul style="list-style-type: none"> # Evaluate the impact of their teaching on student learning outcomes and experience in the classroom # Demonstrate a strategic approach to the development of productive learning environments # Use critical, reflective processes to guide their development in teaching # Articulate the goals and directions of their professional development in teaching
Assessment:	<p>There are two assessment tasks; both assessment tasks must be passed: Professional Practice during all days of practicum, 70% Practicum Exhibition during the second half of semester after block placement, 30% There are 3 hurdle requirements: Attendance on all days of practicum Attendance at all practicum seminars Satisfactory completion of all Professional Portfolio artefacts</p>
Prescribed Texts:	Churchill, et al (2011). Teaching: Making a difference, Milton, Wiley
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 the role of assessment 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 co-operation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have conscious personal and social values base that is evident in their teaching.
Links to further information:	http://education.unimelb.edu.au/study_with_us/become_a_teacher/primary
Related Course(s):	Master of Teaching (Primary)