

EDUC90375 Social & Professional Contexts (Prim)

Credit Points:	12.5								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours								
Prerequisites:	None								
Corequisites:	<table border="1"> <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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EDUC90489 Professional Practice and Seminar Prim 3	Semester 1, Semester 2	12.50							
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>								
Coordinator:	Ms Bernadette Murphy								
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Subject Overview:	This subject assists teacher candidates to understand their professional role in and beyond the classroom, as well as the changing social and professional contexts in which teachers' work. It will also examine the social and cultural factors that have an impact on student learning and educational outcomes. Key themes of equity, inclusion and social justice are addressed. These are examined in the light of system and school-level responses, with a focus on the role of policy in guiding teacher practice, curriculum design and professional relationships.								
Learning Outcomes:	<p>The core aims of this subject are for teacher candidates to:</p> <ul style="list-style-type: none"> # Gain knowledge of key debates and theories concerning equity, social differences, and human rights and their relevance to educational practice and policy; # Critically consider system and school-based responses to addressing issues relating to equity, inclusion and social justice; # Develop a critical analysis of the wider social and global context of education systems, schools and classrooms; # Build an understanding of the socio-cultural factors that shape students' learning, their school experiences and educational outcomes; and # Acquire/deepen knowledge of the diverse professional contexts of teachers' work in schools and other educational settings. 								
Assessment:	There are 2 assessment tasks: An Essay (2500 words) due mid to late semester (62.5%) One group presentation and reflective analysis of group process (equivalent to 1,500 words) due as scheduled (end of semester) (37.5%) This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.								

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 teacher candidates will be able to:</p> <ul style="list-style-type: none"># Critically reflect on their practice and professional role;# Articulate the value of equity, participation and democracy in learning and teaching;# Respond professionally to school-wide, community and system expectations;# Work cooperatively in professional teams; and# Commit to an ongoing pursuit of learning and actively engage with current research.