

482-101 Education Policy, Schools & Society

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus.
Time Commitment:	Contact Hours: A total of 36 hours Total Time Commitment: Not available
Prerequisites:	None
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:	Debra Tyler
Subject Overview:	The subject begins from the position of the pre-service teacher and their capacity to locate themselves beyond the classroom; to become policy actors and problem solvers in a school community where a complex number of stakeholders co-exist. The emphasis is also on understanding the social context of schooling more fully and the changing role of the teacher within this. The organization and selection of material in seminar groups and lectures is intended to provide a range of perspectives and opportunities for direct engagement with current education policy issues.
Assessment:	A series of assessment tasks totalling 4000 words (class presentation worth 20%, research exercise worth 30%, and a major essay worth 50%).
Prescribed Texts:	Prescribed Texts:New Questions for Contemporary Teachers - Taking a Socio-Cultural Approach to Education (B Burnett, D Meadmore and G Tait (eds)), Pearson, 2004
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:	Information Not Available
Related Course(s):	Bachelor of Arts and Bachelor of Teaching Bachelor of Creative Arts and Bachelor of Teaching Bachelor of Music and Bachelor of Teaching Bachelor of Teaching (Primary)