

EDUC90406 Social and Professional Contexts (Sec)

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Coordinator:	Ms Debra Tyler
Contact:	Education Student Centre
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.
Objectives:	On completion of this subject, teacher candidates will be able to: <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:	One 2,000 word essay, due in week 6 (50 per cent). One 4,000 word or equivalent report, due in examination week (50 per cent). In accelerated mode the report is comprised of 2,000 words or equivalent from Learners, Teachers and Pedagogy (Secondary) and 2,000 words or equivalent from Social and Professional Contexts. In reduced mode the report is 2,000 words or equivalent and comprises the Learners, Teachers and Pedagogy (Secondary) component only of the accelerated mode assessment.
Prescribed Texts:	No prescribed text
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:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> # Critically reflect on their practice and professional role;

	<ul style="list-style-type: none"># 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.
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)