

EDUC90583 Social and Professional Contexts (TFA) 1

Credit Points:	6.25						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 60 hours						
Prerequisites:	None						
Corequisites:	You must take the following subject in the same study period <table border="1" data-bbox="389 577 1485 723"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90593 Professional Practice and Portfolio 1</td> <td>Year Long</td> <td>18.75</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90593 Professional Practice and Portfolio 1	Year Long	18.75
Subject	Study Period Commencement:	Credit Points:					
EDUC90593 Professional Practice and Portfolio 1	Year Long	18.75					
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 focuses on the professional role of associates in and beyond the classroom, and examines 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.						
Objectives:	On completion of this subject, associates will be able to: <ul style="list-style-type: none"> # Understand the diverse professional contexts of teachers' work in schools and other educational settings; # Demonstrate an understanding of the socio-cultural factors that shape students' learning, their school experiences and educational outcomes; # Demonstrate knowledge of key debates and theories concerning equity, social differences, and human rights and their relevance to educational practice and policy. 						
Assessment:	Group Project (with other associates placed in the school), due at end of semester (equivalent to 1500 word: 50 per cent); Reflective analysis of group process (1000 words: 50 per cent)						
Prescribed Texts:	Connell, R et al. Education, Change and Society Oxford University Press, 2007						
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, associates 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; # Articulate the importance of equity, participation and democracy in education; # Work productively in their school to meet community and system expectations. 						