

EDUC90584 Social and Professional Contexts (TFA) 2

Credit Points:	6.25								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 60 hours								
Prerequisites:	You must have taken the following subjects prior to enrolling in this subject								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90583 Social and Professional Contexts (TFA) 1</td> <td>Semester 1</td> <td>6.25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90583 Social and Professional Contexts (TFA) 1	Semester 1	6.25
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EDUC90583 Social and Professional Contexts (TFA) 1	Semester 1	6.25							
Corequisites:	You must take the following subject in the same study period								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>460-748 Professional Practice and Portfolio 2</td> <td>Not offered 2010</td> <td>18.75</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	460-748 Professional Practice and Portfolio 2	Not offered 2010	18.75
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460-748 Professional Practice and Portfolio 2	Not offered 2010	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:	Mr John Murnane								
Contact:	Education Student Centre								
Subject Overview:	Building on the work done in Social and Professional Contexts 1, associates will consider system and school-level responses to students' needs in a context of equity, inclusion and social justice, with a focus on the role of policy in guiding teacher practice, curriculum design and professional relationships. They will investigate the process of change in schools, with a particular focus on creating the conditions for improvement in student outcomes.								
Objectives:	<p>On completion of this subject, associates will be able to:</p> <ul style="list-style-type: none"> # 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; # Demonstrate knowledge of key debates and theories concerning equity, social differences, and human rights and their relevance to educational practice and policy. # Demonstrate an understanding of the factors that lead to improvement in students' educational outcomes. 								
Assessment:	Ongoing contribution to forum discussions (500 words: 25 per cent); 1500 word essay, due in the examination period (75 per cent)								
Prescribed Texts:	None								
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;								

- # Respond professionally to school-wide, community and system expectations;
- # Understand the processes of social change in the context of equity and social justice;
- # Engage actively with current research to strengthen and refine their professional understanding and practice.