

## EDUC90406 Social and Professional Contexts (Sec)

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2012, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment. 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.
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
<b>Coordinator:</b>	Ms Debra Tyler
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	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.
<b>Objectives:</b>	On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> <li># Gain knowledge of key debates and theories concerning equity, social differences, and human rights and their relevance to educational practice and policy;</li> <li># Critically consider system and school-based responses to addressing issues relating to equity, inclusion and social justice;</li> <li># Develop a critical analysis of the wider social and global context of education systems, schools and classrooms;</li> <li># Build an understanding of the socio-cultural factors that shape students' learning, their school experiences and educational outcomes; and</li> <li># Acquire/deepen knowledge of the diverse professional contexts of teachers' work in schools and other educational settings.</li> </ul>
<b>Assessment:</b>	Accelerated Candidates:• One 1,200 word reflective paper due in semester one at the time of the presentation (30 per cent) and one group presentation scheduled during class time in semester one (30 percent). The presentation is on average for an hour, there may be 2-5 students in the presentation group. The word equivalent would be 1,200 words.• One 3,800 word or equivalent report, due in examination week (40 per cent). The report is comprised of 1,500 words or equivalent from Learners, Teachers and Pedagogy (Secondary), 1,500

	words or equivalent from Social and Professional Contexts and 800 words or equivalent from Language and Teaching. Reduced mode candidates:• One 1,200 word reflective paper due during semester one at the time of the presentation (30 per cent) and one group presentation scheduled during class time in semester one (30 percent). The presentation is on average for an hour, there may be 2-5 students in the presentation group. The word equivalent would be 1,200 words.• One 1,600 word essay due at the end of first semester (40%).
<b>Prescribed Texts:</b>	No prescribed text
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Critically reflect on their practice and professional role;</li> <li># Articulate the value of equity, participation and democracy in learning and teaching;</li> <li># Respond professionally to school-wide, community and system expectations;</li> <li># Work cooperatively in professional teams; and</li> <li># Commit to an ongoing pursuit of learning and actively engage with current research.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)