

## EDUC90584 Social and Professional Contexts 2

<b>Credit Points:</b>	6.25						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	2012, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus.						
<b>Time Commitment:</b>	Contact Hours: 18 hours Total Time Commitment: 60 hours						
<b>Prerequisites:</b>	You must have taken the following subjects prior to enrolling in this subject <table border="1" data-bbox="387 544 1485 689"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90583 Social and Professional Contexts 1</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90583 Social and Professional Contexts 1	January	12.50
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EDUC90583 Social and Professional Contexts 1	January	12.50					
<b>Corequisites:</b>	You must take the following subject in the same study period <table border="1" data-bbox="387 772 1485 918"> <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>Year Long</td> <td>18.75</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	460-748 Professional Practice and Portfolio 2	Year Long	18.75
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460-748 Professional Practice and Portfolio 2	Year Long	18.75					
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	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>Coordinator:</b>	Mrs Nicky Dulfer, Ms Kira Clarke						
<b>Contact:</b>	Education Student Centre						
<b>Subject Overview:</b>	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.						
<b>Objectives:</b>	On completion of this subject, associates will be able to: <ul style="list-style-type: none"> <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># Demonstrate knowledge of key debates and theories concerning equity, social differences, and human rights and their relevance to educational practice and policy.</li> <li># Demonstrate an understanding of the factors that lead to improvement in students' educational outcomes.</li> </ul>						
<b>Assessment:</b>	2000 word essay, due late semester 2 (100 per cent) Regular contribution to online forum discussions during semester 2 is a hurdle requirement.						
<b>Prescribed Texts:</b>	None						
<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>	On completion of this subject, associates will have the knowledge, skills and understanding to enable them to; <ul style="list-style-type: none"><li># Respond professionally to school-wide, community and system expectations;</li><li># Understand the processes of social change in the context of equity and social justice;</li><li># Engage actively with current research to strengthen and refine their professional understanding and practice.</li></ul>