

## EDUC30069 School Experience as Breadth

<b>Credit Points:</b>	12.50
<b>Level:</b>	3 (Undergraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2013.
<b>Time Commitment:</b>	Contact Hours: Up to 40 hours of placement (approximately 1 day per week in schools, or equivalent), 8 hours pre-placement, 2 hours mid-placement, 4 hours post-placement. Total Time Commitment: 132-152 hours Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<b>Prerequisites:</b>	<p>Enrolment in this subject is with the permission of the subject coordinator. Students must contact the subject coordinator prior to enrolment to confirm that the appropriate prerequisites have been met (see below).</p> <p><b>For the Languages stream:</b> A language major, minor, or else a first/advanced language background in Chinese (Mandarin), Japanese, Indonesian, French, German, and/or Italian. The major/minor may be undertaken concurrent with this subject.</p> <p><b>For the Maths stream:</b> Successful completion of 75 points of level 1 subjects that can be credited to the science core of the BSc or BBiomed, including at least 25 points of Mathematics and/or Statistics subjects, as well as previous or current enrolment in at least 25 points of level 2 subjects.</p> <p><b>For the Science stream:</b> Successful completion of 75 points of level 1 subjects (Biological, Chemical, Earth or Physical Sciences) that can be credited to the science core of the BSc or BBiomed, including at least 25 points of science subjects as well as previous or current enrolment in at least 25 points of level 2 science subjects.</p>
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	For the Languages stream: An intermediate level of communicative competence or higher in Chinese (Mandarin), Japanese, Indonesian, French, German, and/or Italian.
<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 Disability Liaison website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a>
<b>Contact:</b>	<p>Languages Lecturer: Ulrike Najar</p> <p>Mathematics Lecturer: Lynda Ball</p> <p>Sciences Lecturer: Natasha Ziebell</p> <p>Education Student Centre</p> <p>234 Queensberry Street</p> <p>Call: 13 MELB (13 6352)</p>
<b>Subject Overview:</b>	<p>This subject will provide an understanding of your university studies within broader Australian society, through a particular focus on Victorian schools through a substantial volunteer experience. The subject includes a placement of up to 40 hours (approximately 1 day per week, or equivalent) within Victorian state school classrooms, offering an opportunity to collaborate as a classroom assistant under the guidance of a qualified teacher.</p> <p>The subject is structured to provide a school experience for students in one of three streams: Languages, Science, or Maths.</p>

	<p>The volunteering placement is supplemented by university-based seminars that will provide insight into the Victorian school system, contemporary approaches to teaching and learning, and an understanding of the role of classroom assistants in supporting school based programs.</p> <p>Students will have an opportunity to apply knowledge and skills acquired during their course as classroom assistants under the guidance of a qualified teacher to enhance their understanding of their discipline within the Australian community.</p> <p>School allocations will be made under advice from the MGSE Professional Practice Office, and students will complete a report on how they have come to understand the role of their discipline from the perspective of young Australians.</p> <p>Upon subject completion, students will have completed a school-based project involving regular contact with classrooms as classroom assistants to gain insight into issues for their discipline in contemporary Australian society. This will enhance employability skills by having developed a critical understanding of the nature of citizenship and volunteering, as well as developing their skills as global citizens and leaders through significant contribution to a school community.</p>
<b>Objectives:</b>	<p>On completion of this subject, students will:</p> <ul style="list-style-type: none"> <li># demonstrate a greater understanding of issues as demonstrated through their own school-based projects and the interaction and sharing of information with other students in the subject;</li> <li># appreciate how schools and education systems contribute to learning in society;</li> <li># appreciate the diversity of students within different schools and the impact of this on student learning;</li> <li># understand the complexity of issues impacting on education and schools, and what this means for their discipline area;</li> <li># have enhanced ability to undertake independent research;</li> <li># demonstrate improved self-reflection and practical skills;</li> <li># indicate greater appreciation of active citizenship and community leadership issues.</li> </ul>
<b>Assessment:</b>	<p>500 word individual knowledge and skills development plan, based on the supplied framework          Early semester 10% Team focused activity, providing a set of teaching ideas to the online forum based on their disciplin, due mid semester, 20% 20 minute presentation summarising placement, including self-reflection and understanding of their discipline in relation to classroom student learning and societ, mid to end semester(post placement) 20% 2,000 word case study or placement project report based on a specific challenge experienced while working in schools, and how this was either resolved or led to new learning or understanding about their discipline and classroom student learning, due end semester, 50% There are two hurdle requirements          100% attendance at school-based placement 80%+ attendance at university-based coursework</p>
<b>Prescribed Texts:</b>	<p>Digital readings will be provided through the LMS.</p>
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Arts</b> (<a href="https://handbook.unimelb.edu.au/view/2013/B-ARTS">https://handbook.unimelb.edu.au/view/2013/B-ARTS</a>)</li> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2013/B-BMED">https://handbook.unimelb.edu.au/view/2013/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2013/B-COM">https://handbook.unimelb.edu.au/view/2013/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2013/B-ENVS">https://handbook.unimelb.edu.au/view/2013/B-ENVS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2013/B-SCI">https://handbook.unimelb.edu.au/view/2013/B-SCI</a>)</li> <li># <b>Bachelor of Engineering</b> (<a href="https://handbook.unimelb.edu.au/view/2013/B-ENG">https://handbook.unimelb.edu.au/view/2013/B-ENG</a>)</li> </ul> <p>You should visit <a href="http://breadth.unimelb.edu.au/breadth/info/index.html">learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html)</a> and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<b>Fees Information:</b>	<p>Subject EFTSL, Level, Discipline &amp; Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a></p>
<b>Generic Skills:</b>	<p>This subject requires students to demonstrate and improve a range of generic skills. Students will:</p> <ul style="list-style-type: none"> <li># be able to effectively manage themselves, their time and their skills to complete a workplace project through more highly developed planning and organising skills;</li> </ul>

- # be able to use effective interpersonal and communication skills through interaction with a range of diverse colleagues, supervisors, and students;
- # demonstrate improved analytical, problem-solving, research, and report-writing skills through dealing with and incorporating into their reports, a range of issues that emerge within their placement;
- # develop an awareness of the legal and ethical frameworks of schools and the education sector.