EDUC90583 Social and Professional Contexts 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 36 hours. Total Time Commitment: 120 hours.
Prerequisites:	None
Corequisites:	

Subject	Study Period Commencement:	Credit Points:
EDUC90593 Professional Practice and Portfolio 1	Not offered 2013	18.75
EDUC90580 Individualising Learning and Teaching 1	Not offered 2013	12.50
EDUC90592 Language and Teaching	Not offered 2013	6.25

Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	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
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: # 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 presentation (with other associates) on a social issue, completed during the initial intensive (equivalent to 1250 words: 30 per cent) Reflective essay on the social issue examined during the group presentation, due during the initial intensive (1250 words: 30 per cent) Clinical praxis exam, which is an oral presentation equivalent to 4000 words, held during the mid-year intensive. The exam comprises the equivalent of 1500 words for Individualising Learning and Teaching 1, the equivalent of 1500 words for Social and Professional Contexts and the equivalent of 1000 words for Language and Teaching (40 per cent)
Prescribed Texts:	A book of readings will be provided.
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; # 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.