

EDUC90375 Social & Professional Contexts (Prim)

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	This subject is not offered in 2014.								
Time Commitment:	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.								
Prerequisites:	None								
Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90489 Professional Practice and Seminar Prim 3</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90489 Professional Practice and Seminar Prim 3	Semester 1, Semester 2	12.50
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EDUC90489 Professional Practice and Seminar Prim 3	Semester 1, Semester 2	12.50							
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 234 Queensberry Street Call: 13 MELB (13 6352)								
Subject Overview:	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.								
Learning Outcomes:	<p>The core aims of this subject are for teacher candidates to:</p> <ul style="list-style-type: none"> # Gain knowledge of key debates and theories concerning equity, social differences, and human rights and their relevance to educational practice and policy; # 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; # Build an understanding of the socio-cultural factors that shape students' learning, their school experiences and educational outcomes; and # Acquire/deepen knowledge of the diverse professional contexts of teachers' work in schools and other educational settings. 								
Assessment:	There are 2 assessment tasks: An Essay (2500 words) due mid to late semester (62.5%) One group presentation and reflective analysis of group process (equivalent to 1,500 words) due as scheduled (end of semester) (37.5%)								
Prescribed Texts:	Collection of readings.								
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 teacher candidates will be able to: <ul style="list-style-type: none"># Critically reflect on their practice and professional role;# Articulate the value of equity, participation and democracy in learning and teaching;# Respond professionally to school-wide, community and system expectations;# Work cooperatively in professional teams; and# Commit to an ongoing pursuit of learning and actively engage with current research.