

## EDUC90403 Professional Contexts (Early Years)

<b>Credit Points:</b>	6.25						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	This subject is not offered in 2014.						
<b>Time Commitment:</b>	Contact Hours: 18 hours. Total Time Commitment: 62.5 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>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90399 Professional Practice and Seminar (EY)</td> <td>July, Semester 1</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90399 Professional Practice and Seminar (EY)	July, Semester 1	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90399 Professional Practice and Seminar (EY)	July, Semester 1	12.50					
<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>Contact:</b>	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)						
<b>Subject Overview:</b>	This subject investigates socio-political contexts of schooling and the changing roles and responsibilities of teachers in complex and diverse school communities. The professional identity of teachers will be explored in relation to professional standards, legal and ethical responsibilities, organisational structures and processes, curriculum frameworks, collaborative practices, and professional growth. Issues around social justice, equity and global citizenship will be investigated. There is strong emphasis on professional dialogue with peers and critical reflection for personal self evaluation and identifying one's professional learning needs.						
<b>Learning Outcomes:</b>	On completion of this subject teacher candidates will be a able to: <ul style="list-style-type: none"> <li># Articulate and explain the professional, legal and ethical responsibilities of teachers;</li> <li># Understand socio-political factors impacting education communities and the implications for organisational structures and processes, and curriculum;</li> <li># Critically reflect on their own beliefs, practices and professionalism.</li> </ul>						
<b>Assessment:</b>	There is 1 assessment task: A portfolio with evidence of critical reflection (equivalent to 2000 words) due end of semester (100%).						
<b>Prescribed Texts:</b>	Collection of readings						
<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 teacher candidates will have the knowledge, skills and understanding to enable them to :						

- # Discuss the intellectual, social, cultural and psychological aspects of their work as teachers and synthesise theory and practice;
- # Understand and enact their legal responsibilities and contribute responsibly to the integrity of their profession;
- # Work effectively with other professionals, parents and members of the broader community;
- # Evaluate and use constructive criticism of their own values and practices in relation to their professional learning needs;
- # Promote the profession of teaching in the wider community.