

## EDUC90406 Social and Professional Contexts (Sec)

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours
<b>Prerequisites:</b>	Admission to the Master of Teaching (Secondary)
<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 Overview, Learning Outcomes 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>Coordinator:</b>	Dr Nicky Dulfer
<b>Contact:</b>	<b>Contact Us</b> ( <a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a> ) Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	<p>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. The importance of building strong and empathic student-teacher relationships will be explored.</p> <p>Key themes of equity, diversity, inclusion, wellbeing 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.</p>
<b>Learning Outcomes:</b>	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Gain knowledge of key debates and theories concerning equity, social differences, and human rights and their relevance to educational practice and policy;</li> <li># Critically consider system and school-based responses to addressing issues relating to equity, inclusion, diversity, wellbeing and social justice;</li> <li># Develop a confidence in the clinical praxis model of teaching involving critical reflection and pedagogical choice;</li> <li># Make explicit links between theory and practice to inform their interventionist teaching practice;</li> <li># Create and maintain a safe and inclusive learning environment, understanding the link between wellbeing and improved learning;</li> <li># Gain knowledge of the importance of knowing the unique backgrounds of their students, including diverse cultural, religious, linguistic and socio-economic and characteristics;</li> <li># Embrace the opportunity to work as part of a team and work collaboratively with colleagues; and</li> <li># Understand the importance of the links between home, school and community and know how to engage collaboratively and respectfully in these communities.</li> </ul> <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p>

	<p>1.1 Physical, social and intellectual development and characteristics of students</p> <p>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation</p> <p>4.1 Support student participation</p> <p>6.3 Engage with colleagues and improve practice</p> <p>6.4 Apply professional learning and improve student learning</p> <p>7.1 Meet professional ethics and responsibilities</p>
<b>Assessment:</b>	<p>Group presentation, on average for an hour, there may be 2-5 students in the presentation group. The word equivalent would be 1,200 words. Scheduled during class time in semester one, 30%. A 1,200 word reflective paper, due in semester one, one week after the time of the presentation, 30% A 3,800 word or equivalent report. The report (Clinical Praxis Exam) is comprised of 1,500 words or equivalent from EDUC90405 Learners, Teachers and Pedagogy (Secondary), 1,500 words or equivalent from EDUC90406 Social and Professional Contexts, and 800 words or equivalent from EDUC90407 Language and Teaching. The Clinical Praxis Exam task, or equivalent, must be passed in order to pass this subject. Due in examination week, 40% 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.</p>
<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>	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Critically reflect on their practice and professional role within a clinical praxis model;</li> <li># Demonstrate how they will create and maintain an inclusive classroom;</li> <li># Articulate the value of equity, participation and democracy in learning and teaching;</li> <li># Respond professionally to school-wide, community and system expectations;</li> <li># Work cooperatively and collaboratively in professional teams;</li> <li># Commit to an ongoing pursuit of learning and actively engage with current research;</li> <li># Understand secondary education as part of a spectrum of learning and development, linked to primary schooling and to post-schooling outcomes of further study and/or employment; and</li> <li># Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts.</li> </ul>
<b>Related Course(s):</b>	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>