

EDUC90583 Learning and Teaching Contexts 1

Credit Points:	12.5												
Level:	9 (Graduate/Postgraduate)												
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus.												
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours												
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>EDUC90593 Developing Clinical Practice 1</td> <td>January</td> <td>18.75</td> </tr> <tr> <td>EDUC90580 Evidence Based Learning and Teaching 1</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>EDUC90823 Language, Literacy and Numeracy</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90593 Developing Clinical Practice 1	January	18.75	EDUC90580 Evidence Based Learning and Teaching 1	January	12.50	EDUC90823 Language, Literacy and Numeracy	January	12.50
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EDUC90823 Language, Literacy and Numeracy	January	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 Disability Liaison website: http://www.services.unimelb.edu.au/disability												
Coordinator:	Ms Kira Clarke												
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)												
Subject Overview:	This subject assists participants to understand their professional and legal role in and beyond the classroom, as well as the changing social, policy and professional contexts in which students learn and teachers work. It will also examine the social, economic, cultural and locational 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 response, with a focus on the role of policy in guiding teacher practice, curriculum design, professional relationships and professional conduct. This subject along with <i>EDUC90580 Evidence Based Learning and Teaching 1</i> and <i>EDUC90823 Language, Literacy and Numeracy</i> , requires participants to implement the Clinical Praxis Exam.												
Learning Outcomes:	On completion of this subject, participants should be able to: <ul style="list-style-type: none"> # Demonstrate 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, social justice, student well being and safety # 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 												

	# Acquire/deepen knowledge of the diverse professional contexts of teachers' work in schools and other educational settings as well as understand professional codes of ethics and conduct.
Assessment:	Group Scenario Presentation – Delivery of lesson based on a case study representing students of diverse backgrounds. (1 hour, equivalent to 1,250 words per participant), due during Session 1: summer program, 30% Scenario Reflective Essay – Response to a social issue (1,250 words) Due during Session 1: summer program, 30% Clinical praxis examination (oral presentation) (20 minutes, equivalent 1,500 words – for this subject). Due during Session2: winter program (July), 40% Hurdle Requirement: Five face-to-face and online Discussions and Reading Reviews, due during Session 1: summer school and semester 1 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.
Prescribed Texts:	Students will be provided with a collection of readings, via the online Learning Management System (LMS).
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, participants will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> # Critically reflect on their practice and professional role # Articulate the importance of equity, participation and democracy in education # Work collaboratively and productively in their school to meet community and system expectations.
Related Course(s):	Master of Teaching (Secondary) Internship