

EDUC90584 Social and Professional Contexts 2

Credit Points:	6.25								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 75 hours								
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90583 Learning and Teaching Contexts 1</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90583 Learning and Teaching Contexts 1	January	12.50
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Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>460-748 Professional Practice and Portfolio 2</td> <td>Year Long</td> <td>18.75</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	460-748 Professional Practice and Portfolio 2	Year Long	18.75
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Recommended Background Knowledge:	None								
Non Allowed Subjects:	None								
Core Participation Requirements:	<p>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</p>								
Coordinator:	Ms Kira Clarke								
Contact:	<p>Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)</p>								
Subject Overview:	<p>Building on the work done in Social and Professional Contexts 1, associates will consider system and school-level responses to students' needs in a context of equity, inclusion and social justice, with a focus on the role of policy in guiding teacher practice, curriculum design and professional relationships. They will investigate the process of change in schools, with a particular focus on creating the conditions for improvement in student outcomes.</p>								
Learning Outcomes:	<p>On completion of this subject, associates will be able to:</p> <ul style="list-style-type: none"> # 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; # Demonstrate knowledge of key debates and theories concerning equity, social differences, and human rights and their relevance to educational practice and policy. # Demonstrate an understanding of the factors that lead to improvement in students' educational outcomes. 								
Assessment:	<p>1 x 1000 word reflective essay (50%) due mid semester 1 x 1000 word policy and practice essay (50%) due late semester 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. 100% attendance is mandatory in all practicum subjects.</p>								

Prescribed Texts:	None
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:	<p>On completion of this subject, associates will have the knowledge, skills and understanding to enable them to;</p> <ul style="list-style-type: none"># Respond professionally to school-wide, community and system expectations;# Understand the processes of social change in the context of equity and social justice;# Engage actively with current research to strengthen and refine their professional understanding and practice.