

## EDUC90424 Postcompulsory Pathways

<b>Credit Points:</b>	12.5						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	This subject is not offered in 2016.						
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours						
<b>Prerequisites:</b>	Admission to the Master of Teaching (Secondary) <table border="1" data-bbox="387 459 1485 607"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90406 Social and Professional Contexts (Sec)</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90406 Social and Professional Contexts (Sec)	February	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90406 Social and Professional Contexts (Sec)	February	12.50					
<b>Corequisites:</b>	None						
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt; &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>						
<b>Contact:</b>	This subject is not offered in 2016						
<b>Subject Overview:</b>	<p>This subject examines the Australian and Victorian postcompulsory education and training landscapes and the role of schools and other education providers in enabling successful outcomes for young people. The postcompulsory landscapes are examined through several different lenses: factors influencing school completion, regional, gender and socio-economic differences in school completion, early leaving and its causes and outcomes, career exploration and education in schools, the role of vocational, technical and applied learning, and post-school transitions to employment, vocational education and higher education. The subject assesses the strengths and weaknesses of current policies and approaches from both strategic and theoretical perspectives. Within this subject students will develop an understanding of the current trends and patterns in Australian postcompulsory education and the implications for their own practice. The key themes within this subject will be explored through the use of case studies and data from the current and recent research of the teaching team.</p>						
<b>Learning Outcomes:</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># Describe and interpret Australian and Victorian contexts for school completion and postcompulsory education;</li> <li># Understand issues and trends influencing school completion, early school leaving and participation in vocational education and training (VET), post-school transition to employment, and training and higher education;</li> <li># Have an awareness of social and economic influences on participation in postcompulsory education and the implications for their practice;</li> <li># Critically appraise the frameworks and models of postcompulsory provision and understand their implications for school policy and their own practice; and</li> <li># Use strategic and theoretical perspectives to evaluate strengths and weaknesses of Australian and Victorian policy approaches to strengthening postcompulsory pathways.</li> </ul>						

<b>Assessment:</b>	Topic based analytical essay - 2000 words, due mid-semester, 50% Reflective essay - 2000 words, due end of semester, 50% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<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, students will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices in relation to student outcomes in the compulsory and postcompulsory years of education.</li> <li># Understand postcompulsory pathways as part of a broader landscape of secondary education;</li> <li># Critically reflect on their practice and professional role as it relates to the postcompulsory pathways of their students and cohorts;</li> <li># Commit to developing their practice on the basis of research evidence about the compulsory and postcompulsory years of education;</li> <li># Work in teams with skills in cooperation, communication and negotiation to explore issues concerning the compulsory and postcompulsory years of education;</li> <li># Apply a conscious personal and social values base to support the purpose of schooling and the postcompulsory pathways of exiting students.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary)