

EDUC90584 Learning and Teaching Contexts 2

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 75 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>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.</p> <p>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: http://services.unimelb.edu.au/disability</p></p>
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Subject Overview:	<p>Building on the work done in Learning & Teaching Contexts 1, participants 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> <p>This subject provides an opportunity for participants to develop a deep understanding of two key topics: Indigenous Education and Youth Transitions. Through exploration of the Indigenous Education topic, participants will develop a broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds as well as respect for Aboriginal and Torres Strait Island histories, cultures and languages, and the implications of this understanding for their own practice. Participants will also explore the nature of youth transitions in Australia, the patterns and trends of transition amongst different cohorts of students, and the implications for their schools.</p>
Learning Outcomes:	<p>On completion of this subject, participants should 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. # Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds

	<ul style="list-style-type: none"> # Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. # Demonstrate knowledge of the school's role in facilitating successful of young people from to school to further education, training and employment.
Assessment:	Policy Essay (1000 words), due March (50%); School Reflection Essay (1000 words), due June (50%) Hurdle requirements: Participation in six online seminars (2 hours each), from February to June Minimum of 80% attendance at all tutorials, seminars and workshops.
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, participants 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; # Critique and implement relevant system and school policies.
Related Course(s):	Master of Teaching (Secondary) Internship