School of Art History and Art Education

School of Education

SAED4406
Philosophical Issues in Education

Semester 2
Contents

1. LOCATION ................................................................................................................ 2
2. STAFF CONTACT DETAILS ..................................................................................... 2
3. COURSE DETAILS ................................................................................................... 2
   Summary of Course ................................................................................................... 2
   Aims of the Course ................................................................................................. 2
   Important Information ............................................................................................ 3
   Student Learning Outcomes ................................................................................... 3
   Graduate Attributes (AITSL Professional Graduate Teaching Standards) .......... 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .4
5. TEACHING STRATEGIES ......................................................................................... 4
6. COURSE CONTENT AND STRUCTURE .................................................................. 5
7. RESOURCES ............................................................................................................ 6
   Required Readings ................................................................................................. 6
   Further Readings .................................................................................................... 6
8. ASSESSMENT .......................................................................................................... 9
   Assessment Details ................................................................................................ 9

IMPORTANT :
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

SAED 4406 Philosophical Issues in Education, UNSW Arts & Social Sciences/Art & Design 2015
1. LOCATION

Faculty of Arts and Social Sciences
School of Education/Art & Design
SAED 4406 Philosophical Issues in Education (6 units of credit)
Semester 2, 2015

2. STAFF CONTACT DETAILS

Course Coordinator:  Dr Karen Maras
Office Location:  John Goodsell 116
Email:   k.maras@unsw.edu.au
Phone:   9385 2542
Availability:  Friday 12-2pm or by appointment

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Philosophical Issues in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
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<tr>
<td>Schedule</td>
<td></td>
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<tr>
<td>Lecture &amp; Tutorial</td>
<td>Friday (9am-12pm), D102, Art &amp; Design (COFA)</td>
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</tbody>
</table>

Summary of Course

This course prepares pre-service teachers for engagement with ethical issues, policies and practice related to the teacher as a professional. In developing teacher professionalism and professional identity students are required to develop an understanding of the role of continued professional learning and its implications for improved student outcomes. The course explores the ethical practices of teachers and its relationship to stakeholders and communities. This involves a critical examination of relevant legislative, administrative and organisational policies and processes required for teachers, including those related to race and ethnicity, gender and sexualities, cyber issues and the ethical use of data.

Aims of the Course

This course aims to:

- Enable pre-service teachers to understand and engage with ethical issues, policies and practices related to the teacher as a professional, and to critically analyse their own approach to professionalism, reason through problematic situations, and engage in ongoing professional learning.
- To develop and document their understanding of the Australian Professional Standards for Teachers (APST), showcasing evidence of emerging professional achievement of graduate teacher standards.
**Important Information**

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critically examine the role of continued professional learning by exploring relevant and appropriate sources of professional development with the intension of supporting teacher learning and improving student outcomes.</td>
</tr>
<tr>
<td>2</td>
<td>Understand the major themes and issues relating to educational practice as a professional teacher, including codes of ethics and conduct that involve teachers, parents/carers and other stakeholders in the educative process</td>
</tr>
<tr>
<td>3</td>
<td>Critically examine relevant legislative, administrative and organisational policies and processes that support students' wellbeing and safety in school and/or system, curriculum and legislative requirements.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate an understanding of the role of the National Professional Standards for Teachers by showcasing evidence of emerging practice as well as identifying professional learning needs.</td>
</tr>
<tr>
<td>5</td>
<td>Engage in the safe, responsible and ethical use of ICT in learning and teaching and as a professional tool.</td>
</tr>
</tbody>
</table>

**Graduate Attributes (AITSL Professional Graduate Teaching Standards)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements</td>
</tr>
<tr>
<td>4.5</td>
<td>Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching</td>
</tr>
<tr>
<td>6.1</td>
<td>Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs</td>
</tr>
<tr>
<td>6.2</td>
<td>Understand the relevant and appropriate sources of professional learning for teachers</td>
</tr>
<tr>
<td>6.3</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</td>
</tr>
<tr>
<td>6.4</td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning</td>
</tr>
<tr>
<td>7.1</td>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession</td>
</tr>
<tr>
<td>7.2</td>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage</td>
</tr>
<tr>
<td>7.3</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers</td>
</tr>
<tr>
<td>7.4</td>
<td>Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

An understanding of the professional role and contexts of a teacher is essential for the development of effective and appropriate professional practice. In line with the UNSW Guidelines on Learning that Inform Teaching at UNSW, the learning and teaching philosophy behind this course is that students are actively engaged as they discuss current theory and practice and learn new information and skills, which includes achieving these UNSW graduate attributes: the capacity for analytical and critical thinking and for creative problem-solving; the ability to engage in independent and reflective learning; ICT literacy; an appreciation of, and respect for, diversity; an appreciation of, and a responsiveness to, change; a respect for ethical practice and social responsibility; and the skills of effective communication. Course material and assessment is designed to be relevant to students’ prior experience, to build upon this following their Professional Experience placements, and to demonstrate their competence in the relevant AITSL National Professional Standards for Teachers at the Graduate Teacher level.

5. TEACHING STRATEGIES

- Explicit teaching including lectures using a range of teaching strategies to foster interest and support learning.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Extensive opportunities for whole group and small group dialogue, discussion and in person and online, allowing students the opportunity to demonstrate their use of appropriate group structures to address learning and teaching goals and their capacity to communicate and liaise with members of an education community.
- Online learning readings and web links on the course website and associated university and external resources.
### 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture and Tutorial Topics</th>
<th>Relevant Readings</th>
</tr>
</thead>
</table>
| 1 27 July      | The profession of teaching  | Carr (2003), Chapter 3  
                |                             | Churchill, et al (2013), Chapter 1 |
| 2 3 August     | The AITSL standards & teachers’ self-evaluation | AITSL:  
| 3 10 August    | Education & the reflective teacher | MCEETYA (1999; 2008)  
                |                             | Gewirtz, et al. (2008), Chapter 1  
                |                             | Moore (2004), Chapters 3-5 |
| 4* 17 August   | Ethical theories & reasoning | Strike & Soltis (1992)  
                |                             | Martin (2013)  
                |                             | Shapira-Lishchinsky (2011) |
| 5 24 August    | Ethics and agency in professional practice | Cribb (2009)  
                |                             | Campbell (2010)  
| 6 31 August    | Case studies of ethical practice:  
| 7* 7 September | 2. Gender and sexualities | Arnot & Mac an Ghaill (2006) |
                |                             | Cybersmart website:  
| 21 September   | UNSW Art & Design – NON TEACHING WEEK | |
| 28 September   | UNSW Recess | |
| 10 12 October  | Developing a professional teacher identity | O’Connor & Scanlon (2005)  
| 11 19 October  | Building your career: From Graduate to Leadership | Churchill, et al (2013), Chapter 15 |
| 12* 26 October (UNSW A&D Week 13) | Surviving the first year | Tait (2008) |

* denotes assessment tasks due on the Friday of that week.
7. RESOURCES

**Required Readings**

There will be a full list of references used in each lecture at the end of each PowerPoint. These can be used to find additional resources related to particular topics.

**Further Readings**


**Guides for Portfolio**


**Resources focussed on particular issues:**

**Privacy**


**Democracy and education**


**Loyalty**


**Employer/employee relations**


**Gender, discrimination, reverse discrimination**


**Other specific issues**


### ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: Personal portfolio of teaching experiences and philosophy</td>
<td>1000 words + evidence</td>
<td>40%</td>
<td>1, 2, 3, 4, 5</td>
<td>4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4</td>
<td>21 August</td>
</tr>
<tr>
<td>Assessment 2: Feedback on others' portfolios</td>
<td>Minimum of 1 post for each other group member</td>
<td>20%</td>
<td>1, 2, 3, 4, 5</td>
<td>4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4</td>
<td>11 September</td>
</tr>
<tr>
<td>Assessment 3: Critical reflection on ethical dilemma or issue</td>
<td>2500 words</td>
<td>40%</td>
<td>2, 3</td>
<td>7.1, 7.2, 7.3, 7.4</td>
<td>30 October</td>
</tr>
</tbody>
</table>

**Assessment Details**

**Assessment 1 – Personal portfolio of teaching experiences and philosophy**

- **Weight:** 40%
- **Length:** 1000 words + evidence
- **Due:** 21 August
- **Purpose:** To begin building a professional portfolio and to clarify your approach towards teaching.

In this assessment task you will be asked to create a personal portfolio of your teaching experiences and philosophy. This will include:

- relevant professional and personal information of who you are, your degree and your teaching areas, and your professional interests and achievements;
- reflections on your own experiences in schools, supported by any relevant evidence collected in your teaching experiences (note: you must de-identify any personal information of other people contained within this material);
- a write up of your teaching philosophy, including your views on professional educational practices, ethical practices, moral obligations to students, employers, parents and other stakeholders.

Scaffolding for how you can go about writing your teaching philosophy will be given in class. Make sure you include relevant references (5-6 minimum) to support your ideas.

**Assessment 2 – Feedback on other group members' portfolios**

- **Weight:** 20%
- **Length:** Minimum of 1 post for each other group member
- **Due:** 11 September
- **Purpose:** Engage in professional collaboration through giving and receiving feedback.

In this assessment task you will be placed into a discussion group on Moodle. You must post online at least one piece of evaluative feedback for each member of your discussion group, but are encouraged to undertake any relevant ongoing professional discussions.
Assessment 3 – Critical reflection on ethical dilemma or issue

Weight: 40%
Length: 2500 words
Due: 30 October
Purpose: To demonstrate your understanding of ethical principles and policies in dealing with professional issues.

In this assessment task you will be asked to critically reflect on an ethical dilemma or issue based on one of the four case study topics:

- Race & ethnicity
- Gender & sexualities
- Cyber issues
- Scholarship & data

This analytic essay will draw upon a case study from either your own experiences, or a media source (e.g. from a newspaper, film, book, TV show), or presented in class, which highlights one of the above topics. You will be expected to draw upon the theories of ethics and literature on teacher professionalism introduced in the course, and to reflect on your role as an ethical professional. This reflection will utilise any relevant code of conduct, code of ethics, policies, and relationships with parents and other external stakeholders.

Further scaffolding for how you can go about writing your critical reflection will be given in class. Make sure you include relevant references (5-6 minimum) to support your ideas.
### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Specific Criterion</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>including brief outline of you, your degree and your teaching areas, your</td>
<td></td>
<td></td>
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<tr>
<td>professional interests, any achievements and reflections on your own experiences in</td>
<td></td>
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<tr>
<td>schools; and reflections on professional standards, educational practices, ethical</td>
<td></td>
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<tr>
<td>practices, moral obligations to students, employers, parents and other stakeholders</td>
<td></td>
<td></td>
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<tr>
<td>Depth of analysis and/or critique in response to the task including ability to</td>
<td></td>
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<tr>
<td>critically reflect on professional standards, educational practices, ethical</td>
<td></td>
<td></td>
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<tr>
<td>practices, moral obligations to students, employers, parents and other stakeholders</td>
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<tr>
<td>Familiarity with and relevance of professional and/or research literature used</td>
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<td></td>
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<tr>
<td>to support response including literature on ethics and professional practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response including use of headings and subheadings,</td>
<td></td>
<td></td>
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<tr>
<td>and logical organisation within and between paragraphs (e.g. clear use of topic</td>
<td></td>
<td></td>
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<tr>
<td>sentences, concluding sentences, examples etc.)</td>
<td></td>
<td></td>
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<tr>
<td>Presentation of response according to appropriate academic and linguistic</td>
<td></td>
<td></td>
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<tr>
<td>conventions including accurate referencing using APA format; correct and</td>
<td></td>
<td></td>
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<tr>
<td>appropriate syntax, grammar, punctuation and spelling</td>
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</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer: [Name]

Date: [Date]

Recommended: [Score] /20 (FL PS CR DN HD)  Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>including ability to identify and analyse a relevant ethical issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>including ability to analyse the issue with critical insight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used</td>
<td></td>
<td></td>
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<tr>
<td>to support response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>including use of appropriate literature on ethics and professional practice</td>
<td></td>
<td></td>
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<tr>
<td>Structure and organisation of response</td>
<td></td>
<td></td>
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<tr>
<td>including use of headings and subheadings, and logical organisation within and</td>
<td></td>
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<tr>
<td>between paragraphs (e.g. clear use of topic sentences, concluding sentences,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>examples etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>including accurate referencing using APA format; correct and appropriate syntax,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grammar, punctuation and spelling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer     Date
Recommended:  /20 (FL PS CR DN HD) Weighting:  40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.