School of Education

EDST4081
Professional Issues in Teaching

Semester 2
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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.
1. LOCATION
Faculty of Arts and Social Sciences
School of Education
EDST 4081 Professional Issues in Teaching (6 units of credit)
Semester 2, 2015

2. STAFF CONTACT DETAILS
Course Coordinator: Dr Richard Niesche
Office Location: John Goodsell 104
Email: r.niesche@unsw.edu.au
Phone: 9385 1391
Availability: Email and by appointment

Tutor: Peta Hay
Office Location: John Goodsell 125
Email: p.hay@unsw.edu.au
Phone: 9385 1977
Availability: Please email to arrange an appointment

3. COURSE DETAILS
Course Name: Professional Issues in Teaching
Credit Points: 6 units of credit (uoc)
Workload: Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Schedule
Lecture: Lecture A: Tues 9-11am (weeks 1-8) CLB 8

Tutorial/s: T11A: Tues 11am Col LG01
T12A: Tues 12pm Col LG01
W09A: Wed 9am Goodsell LG21
W10A: Wed 10am Goodsell LG21
W12A: Wed 12pm Gold G03
W13A: Wed 1pm Gold G03

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.
**Important Information**

**Assessment:** Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

**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>Description</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 intention of supporting teacher learning and improving student outcomes.</td>
<td>1, 2</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>
<td>1, 2, 3</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>
<td>1, 2, 3</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>
<td>1, 2</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>
<td>1, 2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</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>
<td>1</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>
<td>2</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>
<td>1 &amp; 2</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>
<td>2</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>
<td>2</td>
</tr>
<tr>
<td>7.3</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers</td>
<td>2</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>
<td>2</td>
</tr>
</tbody>
</table>
### National Priority Area Elaborations

<table>
<thead>
<tr>
<th>Priority area</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Aboriginal and Torres Strait Islander Education</td>
<td>1, 3, 5, 6, 7, 11</td>
</tr>
<tr>
<td>B. Classroom Management</td>
<td>3, 4, 9</td>
</tr>
<tr>
<td>C. Information and Communication Technologies</td>
<td>2, 9</td>
</tr>
<tr>
<td>D. Literacy and Numeracy</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>E. Students with Special Educational Needs</td>
<td>2, 3</td>
</tr>
<tr>
<td>F. Teaching Students from NESB</td>
<td>1, 2, 3, 11</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 placement, and to demonstrate their competence in the relevant *National Professional Standards for Teachers Graduate Teacher (AITSL)*.

### 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>Week 1 (27 – 31 July)</th>
</tr>
</thead>
</table>


| Week 4 (17 – 21 August) | Case studies of ethical practice:  

| Week 6  
(31 August – 4 September) | 3. Cyber issues |
|--------------------------|----------------|

| Week 7  
(7 – 11 September) | 4. Ethical use of data |
|-------------------|-----------------------|

| Week 8  
(14 – 18 September) | Developing a professional teacher identity |
|----------------------|-------------------------------------------|
## 7. 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>35%</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>Friday 14th August</td>
</tr>
<tr>
<td>Assessment 2: Feedback on others’ portfolios</td>
<td>Minimum of 1 post for each other group member</td>
<td>15%</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>Friday 4th September</td>
</tr>
<tr>
<td>Assessment 3: Critical reflection on ethical dilemma or issue</td>
<td>2500 words</td>
<td>50%</td>
<td>2,3</td>
<td>7.1, 7.2, 7.3, 7.4</td>
<td>Friday 25th September</td>
</tr>
</tbody>
</table>

### Assessment Details

**Assessment 1 – Personal portfolio of teaching experiences and philosophy**  
**Weight:** 35%  
**Length:** 1000 words + evidence  
**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 any 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:** 15%  
**Length:** Minimum of 1 post for each other group member  
**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 first upload your portfolio from Assessment 1 to your group. Then 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: 50%
Length: 2500 words
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 (6 minimum) to support your ideas.
**UNSW SCHOOL OF EDUCATION**

**FEEDBACK SHEET**

**EDST4081: PROFESSIONAL ISSUES IN TEACHING**

Student Name:              Student No.:
Assessment Task: 1. Personal Portfolio of Teaching Philosophy

<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>inclusion brief outline of you, your degree and your teaching areas, your</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional interests, any achievements and reflections on your own schooling</td>
<td></td>
<td></td>
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<tr>
<td>experiences; and reflections on professional educational practices, ethical</td>
<td></td>
<td></td>
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<tr>
<td>practices, moral obligations to students, employer, parents and other stakeholders</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 critically reflect on professional educational practices,</td>
<td></td>
<td></td>
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<tr>
<td>ethical practices, moral obligations to students, employer, parents and other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stakeholders</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 literature on ethics and professional practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>including use of headings and subheadings, and logical organization within and</td>
<td></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>
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<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 6th format; correct and appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>syntax, grammar, punctuation and spelling</td>
<td></td>
<td></td>
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</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

Lecturer:        Date:  
Recommended:     (FL PS CR DN HD)  Weighting: 35%

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.
### Specific Criteria

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td></td>
</tr>
</tbody>
</table>

### General Comments/Recommendations for Next Time

Lecturer: 
Recommended: 
Date: 
Weighting: 50%

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.
8. RESOURCES

Required and 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**


