



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST4081

Professional Issues in Teaching

Semester 2, 2017

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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 Bedegal 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, 2017

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: TBC
Office Location:
Email:
Phone:
Availability:

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	Monday 9-11 CLB6
Tutorial/s	Mon 11 am Mathews 102 Mon 12 pm Mathews 102 Mon 1 pm Mathews 227 Mon 2 pm Mathews 227 Tues 9 am Mathews 108 Tues 12 pm Mathews 107

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

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

Outcome		Assessment/s
1	Students will be able to 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.	1, 2
2	Students will be able to demonstrate their understanding of 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.	1, 2
3	Students will be able to 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.	1, 2
4	Students will be able to 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.	1, 2
5	Students will be able to engage in the safe, responsible and ethical use of ICT in learning and teaching and as a professional tool.	1, 2

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	1
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	2
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs	1 & 2
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	2
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	2
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	2

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 3, 5, 6, 7, 11	2
B. Classroom Management	3, 4, 9	1, 2
C. Information and Communication Technologies	2, 9	1, 2
D. Literacy and Numeracy	2, 3, 4	1, 2
E. Students with Special Educational Needs	2, 3	2
F. Teaching Students from NESB	1, 2, 3, 11	1, 2

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

Week Beginning	Lecture and Tutorial Topics	Readings
<p>Week 1 (week starting 24 July)</p>	<p>Teachers as professionals</p>	<p>Hargreaves, A. & Fullan, M. (2012). <i>Professional Capital: Transforming Teaching in Every School</i>. Teachers College Press: London and New York, ch 5, pp. 78-102.</p> <p>Biesta, G. (2012). What is education for? On good education, teacher judgement, and educational professionalism. <i>European Journal of Education</i>, 50 (1), 1-13.</p>
<p>Week 2 (week starting 31 July)</p>	<p>Ethics and critical incidents in professional practice</p>	<p>Strike, K.A. & Soltis, J.F. (1992). <i>The Ethics of Teaching</i>. New York: Teachers College Press. Chapter 1, pp. 1-20.</p> <p>Shapira-Lishchinsky, O. (2011). Teachers' critical incidents: Ethical dilemmas in teaching practice. <i>Teaching and Teacher Education</i>, 27, 648-656.</p>
<p>Week 3 (week starting 7 August)</p>	<p>Teacher professional standards, codes of conduct and legal issues</p>	<p>Campbell, E. (2010). Let right be done: Trying to put ethical standards into practice. <i>Journal of Education Policy</i>, 16 (5), 395-411.</p> <p>Churchill & Keddie Ch15, pp.530-565.</p>
<p>Week 4 (week starting 14 August)</p>	<p>Issues for ethical practice: Social justice</p>	<p>Connell, R. W. (1993). <i>Schools and Social Justice</i>. Ch 1, pp. 11-19.</p> <p>Kenway, J. (2013) Challenging inequality in Australian schools: Gonski and beyond. <i>Discourse: Studies in the Cultural Politics of Education</i>, 34 (2), 286-308.</p>
<p>Week 5 (week starting 21 August)</p>	<p>Performativity, data and education</p>	<p>Gorur, R. (2013). My school, my market. <i>Discourse: Studies in the Cultural Politics of Education</i>, 34 (2), 214-230.</p> <p>Klenowski, K. & Wyatt-Smith, C. (2012). The impact of high stakes testing: the Australian story, <i>Assessment in Education. Principles, Policy & Practice</i>, 19 (1), 65-79.</p>

<p>Week 6 (week starting 28 August)</p>	<p>Cyber Issues</p>	<p>Cybersmart website: http://www.cybermart.gov.au/preserviceteachers.aspx</p> <p>Additional materials will be placed on Moodle</p>
<p>Week 7 (week starting 4 September)</p>	<p>Teachers as leaders</p>	<p>Harris, A. & Muijs, D. (2005). <i>Improving Schools through Teacher Leadership</i>. Maidenhead: Open University press, ch 1, pp. 13-26.</p> <p>Hargreaves, A. & Fullan, M. (2012). <i>Professional Capital: Transforming Teaching in Every School</i>. Teachers College Press: London and New York, ch 6, pp. 103-147.</p>
<p>Week 8 (week starting 11 September)</p>	<p>Developing a professional teacher identity</p>	<p>Moore, A. & Clarke, M. (2016): 'Cruel optimism': teacher attachment to professionalism in an era of performativity, <i>Journal of Education Policy</i>, DOI: 10.1080/02680939.2016.1160293</p>

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assessment 1: Critical reflection on ethical dilemma or issue	2000 words	40%	2, 3	7.1, 7.2, 7.3, 7.4	Friday 18 th August
Assessment 2: Teaching portfolio	3000 words	60%	1, 2, 3, 4, 5	4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4	Friday 15 th September

Assessment Details

Assessment 1 – Critical reflection on ethical dilemma or issue

Weight: 40%

Length: 2,000 words

Purpose: To demonstrate your understanding of ethical principles and policies in dealing with professional issues.

In this assessment task you are asked to critically reflect on an ethical dilemma or issue based on experience in schools (or if you have no professional experience yet, a media source e.g. from a newspaper, film, book, tv show). To do this you will need to: i) articulate your personal philosophy of teaching; ii) outline the ethical dilemma or issue; iii) analyse the dilemma/issue using an appropriate ethical framework (such as those introduced in the course); and iv) refer to the relevant Professional Standards and Code of Conduct in the discussion.

Further scaffolding for how you can go about writing your critical reflection will be given in class.

Assessment 2 – Personal portfolio of teaching experiences and philosophy

Weight: 60%

Length: 3,000 words (or equivalent)

Purpose: To begin building a professional portfolio, linked to the Australian Professional Standards for Teachers, 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:

- An overview including your name, qualifications, experience, discipline (method/s), and a brief philosophy of teaching;
- Annotated excerpts from lessons plans and/or programs you have developed during your professional experience; and
- Annotated student work samples.

Scaffolding for how you can go about writing your teaching philosophy will be given in class.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST4081: PROFESSIONAL ISSUES IN TEACHING

Student Name: _____ Student No.: _____
 Assessment Task: 1. Critical reflection of ethical dilemma or issue

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved including ability to identify and analyse a relevant ethical issue					
Depth of analysis and/or critique in response to the task including ability to analyse the issue with critical insight					
Familiarity with and relevance of professional and/or research literature used to support response including use of appropriate literature on ethics and professional practice					
Structure and organisation of response including use of headings and subheadings, and logical organization within and between paragraphs (e.g. clear use of topic sentences, concluding sentences, examples etc.)					
Presentation of response according to appropriate academic and linguistic conventions including accurate referencing using APA 6 th format; correct and appropriate syntax, grammar, punctuation and spelling					
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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST4081: PROFESSIONAL ISSUES IN TEACHING

Student Name: _____ Student No.: _____
 Assessment Task: 2. Personal Portfolio of Teaching Philosophy

SPECIFIC CRITERIA	(-) ←	→	(+)
Understanding of the question or issue and the key concepts involved including <u>brief</u> outline of you, your degree and your teaching areas, your professional interests, any achievements and reflections on your own schooling experiences; and reflections on professional educational practices, ethical practices, moral obligations to students, employer, parents and other stakeholders			
Depth of analysis and/or critique in response to the task including ability to critically reflect on professional educational practices, ethical practices, moral obligations to students, employer, parents and other stakeholders			
Familiarity with and relevance of professional and/or research literature used to support response including literature on ethics and professional practice			
Structure and organisation of response including use of headings and subheadings, and logical organization within and between paragraphs (e.g. clear use of topic sentences, concluding sentences, examples etc.)			
Presentation of response according to appropriate academic and linguistic conventions including accurate referencing using APA 6 th format; correct and appropriate syntax, grammar, punctuation and spelling			
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 			

Lecturer _____ **Date** _____
Recommended: /20 (FL PS CR DN HD) **Weighting:** 60%

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

All required readings will be available on Moodle

Further Readings

- Annot, M., & Mac an Ghaill, M. (2006). (Re)contextualising gender studies in education: schooling in late modernity. In M. Annot & M. Mac an Ghaill (eds). *The RoutledgeFalmer Reader in Gender and Education*. New York: Routledge. Chapter 1, pp. 1-14.
- Biesta, G. (2008). Values and ideals in teachers' professional judgement. In: Gewirtz, S., Mahony, P. & Hextall, I. (eds.) *Changing Teacher Professionalism: International Trends, Challenges and Ways Forward*. Hoboken: Routledge.
- Boon, H. J. (2011). Raising the Bar: Ethics Education for Quality Teachers. *Australian Journal of Teacher Education*, 36(7), 76-93.
- Carr, D. (2003). *Making Sense of Education: An introduction to the philosophy and theory of education and teaching*. New York: RoutledgeFalmer.
- Churchill, R., Ferguson, P., Godinho, S., Johnson, N., Keddie, A. & Letts, W. (2013). *Teaching: Making a Difference* (2nd ed.). Milton: John Wiley & Sons Australia.
- Clarke, M. (2009). The ethico-politics of teacher identity. *Educational Philosophy & Theory*, 41(2), 185-200
- Crawford, K. & O'Neil, D. (2009). *The social contexts of teaching and learning*. Upper Saddle River: Pearson.
- Cribb, A. (2009). Professional ethics: Whose responsibility? In Gewirtz, Mahony, Hextall & Cribb (Eds.). *Changing Teacher Professionalism: International trends, challenges and ways forward*. London: Routledge, pp. 31-42.
- Ehrich, L. C., Kimber, M., Millwater, J., & Cranston, N. (2011). Ethical dilemmas: A model to understand teacher practice. *Teachers and Teaching: Theory and Practice*, 17(2), 173-185.
- Ewing, R., Lowrie, T., & Higgs, J. (2010). *Teaching & communicating: Rethinking professional experiences*. South Melbourne: Oxford University Press.
- Gewirtz, S., Mahony, P., Hextall, I. & Cribb, A. (eds) (2008). *Changing Teacher Professionalism: International trends, challenges and ways forward*. London: Routledge.
- Grace, D. & Cohen, S. (2001). *Business ethics: Australian problems and cases* (2nd ed.). South Melbourne: Oxford University Press.
- Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2007). *Teaching: Challenges and dilemma* (3rd ed.). South Melbourne: Thomson.
- Guttek, G. (2009). *New perspectives on philosophy and education*. Upper Saddle River: Pearson.
- Hoban, G.F. (2002). *Teacher learning for educational change*. New York: Open University Press.
- Hurst B. & Reding G. (2000). *Professionalism in Teaching*. Upper Saddle River: Pearson.
- Ingvarson, L. and Rowe, K. (2008). Conceptualising and evaluating teacher quality: Substantive and methodological issues. *Australian Journal of Education*, 52(1), 5-35.
- Kim, C., Kim, M. K., Lee, C, Spector, J. M. & DeMeester, K. (2013). Teacher beliefs and technology integration. *Teaching and Teacher Education*, 29, 76-85.
- Levy, D. M. (2007). No Time to Think: Reflections on Information Technology and Contemplative Scholarship. *Ethics & Information Technology*, 9(4), 237-249.
- Loughran, J. J. (2006). *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. Abingdon: Routledge.
- Loughran, J. (2010). *What expert teachers do: Enhancing professional knowledge for classroom practice*. Sydney: Allen & Unwin.
- Martin, C. (2013). On the Educational Value of Philosophical Ethics for Teacher Education: The Practice of Ethical Inquiry as Liberal Education. *Curriculum Inquiry*, 43(2), 189-209.
- Ministerial Council on Education, Employment, Training and Youth Affairs (2008). *Melbourne Declaration on Educational Goals for Young Australians*. Retrieved 9/8/2013 from: http://www.mceecdya.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf.
- Moore, A. (2004). *The Good Teacher: Dominant Discourses in Teaching*. London: Routledge.
- Nakata, M. (2007). The cultural interface. *The Australian Journal of Indigenous Education*, 36, Supplement, 7-14.
- Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.

- O'Connor, K., and Scanlon, L. (2005). 'What I do is who I am': Knowledge, skills and teachers' professional identities. *Paper presented at the Australian Association for Research in Education*. Retrieved 19/1/2014 from: <http://www.aare.edu.au/data/publications/2005/oco05056.pdf>.
- Tait, M. (2008). Resilience as a Contributor to Novice Teacher Success, Commitment and Retention. *Teacher Education Quarterly*, Fall 2008, 57-75.

Guides for Portfolio

- Bullock, A. & Hawk, P. (2010). *Developing a teaching portfolio: A guide for pre service and practicing teachers*. Upper Saddle River: Pearson. Chapter 3, Reflection, pp.31-41.
- Campbell, D. (2003). *How to develop a professional portfolio: A manual for teachers*. Upper Saddle River: Pearson. Chapter 1, What you need to know about portfolios, pp.1-8.
- Constantino, P & DeLorenzo, M. (2001). *Developing a professional teaching portfolio: A Guide for Success*. Upper Saddle River: Pearson.
- Hartnell-Young, E. & Morriss, M. (2007). *Digital Portfolios: Powerful tools for promoting professional growth and reflection*. Thousand Oaks: Corwin Press.
- Hay, T & Moss, J. (2005). *Portfolios, performance and authenticity*. Frenchs Forest: Pearson Education Australia.
- Sanjakdar, F. (2009). *Digital portfolios: Reconceptualising inquiry in pre-service teacher education*. Frenchs Forest: Pearson Education Australia.