



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5132

The Professional Teacher: Ethics, Policy and
Practice

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 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 5132 The Professional Teacher: Ethics, Policy & Practice (6 units of credit)

Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Scott Eacott
Office Location: Room 103 John Goodsell Building
Email: s.eacott@unsw.edu.au
Phone: 02 9385 0704
Availability: Email and by appointment

3. COURSE DETAILS

Course Name	The Professional Teacher: Ethics Policy & Practice	
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	Tuesday 09:00-11:00 (Ritchie Theatre)	Weeks 1-8
Tutorial/s	Tuesday 14:00-15:00 (John Goodsell LG21) Tuesday 15:00-16:00 (Quadrangle 1045) Wednesday 11:00-12:00 (Mathews 311) Wednesday 15:00-16:00 (John Goodsell LG21)	Weeks 1-8

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.

The main ways in which the course has changed since last time as a result of student feedback:

- Reduced assignments from three to two (to reduce student workload);
- Re-designed course content to better align with assessments; and
- Altered tutorial structure to better to support students' working knowledge of the Australian Professional Standards for Teachers.

Aims of the Course

This course aims to:

- Enables 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

Outcome		Assessment/s
1	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.	2
2	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	1, 2
3	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	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.	2
5	Engage in the safe, responsible and ethical use of ICT in learning and teaching and as a professional tool.	2

Program Learning Outcomes (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, 2
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	1, 2, 3 & cyber safety certificate
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	1, 2, 3
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1, 2, 3
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1, 2, 3
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1, 2, 3

National Priority Area Elaborations

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

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 **AITSL National Professional Standards for Teachers (NPST) 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

This course is designed around two modules:

The first module, **Teacher Professionalism**, provides the basis for the course with attention to: understanding teachers and teaching (with particular attention to Shulman's idea of 'pedagogical content knowledge'); the Australian Professional Standards for Teachers; the legal-policy requirements of teachers (e.g. Code of Conduct); and interweaving these to ensure ethical practice. Rather than stressing a particular form of ethical practice, this module is designed to support you to develop a defensible position for actions.

Building from the above, the second module **Contemporary Issues in Teaching** argues that ongoing professional learning is important for advancing professional practice. Bringing issues such as race and ethnicity, gender and sexualities, cyber issues, and data, among others, into conversation with the Professional Standards, this module is centrally concerned with the impact of practice on student outcomes.

Lectures will provide the initial stimulus and argument for classes and **tutorials** will explicitly focus on the application of those arguments for the day-to-day work of teachers.

7. RESOURCES

In addition to classes, Moodle and recommended readings, we will be using the hashtag #EDST5132 to post resources on twitter. Further details will be made available during the initial lecture / tutorials.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Area Elaborations	Due Date
Critical reflection on ethical dilemma or issue	2,000 words	40%	2 and 3	7.1; 7.2; 7.3 and 7.4	A1; A3; A5; A6; A7; A11; C2; C9; E2; E3; F1; F2; F3; and F11	Friday Aug 19 th 17:00
Teaching portfolio	3,000 words	60%	1,2,3,4, and 5	4.4, 4.5, 6.1, 7.1, 7.2, 7.3, and 7.4	B3; B4; B9; D2; D3; D4; F1; F2; F3; and F11	Friday Sept 16 th 17:00

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students **no longer need to use a cover sheet**. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

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 your experience in schools. 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) integrate the Australian Professional Standards for Teachers and Code of Conduct documents into 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.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment One	Written	<i>Within three weeks of submission</i>
Assessment Two	Written	<i>Within three weeks of submission</i>

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5132: THE PROFESSIONAL TEACHER: ETHICS POLICY & PRACTICE

Student Name:
 Assessment Task: Critical Reflection

Student No.:

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
Recommended: /20 (FL PS CR DN HD)

Date
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.**

