



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5132

The Professional Teacher: Ethics, Policy and
Practice

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

LOCATION

Faculty of Arts and Social Sciences

School of Education

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

Semester 2, 2017

STAFF CONTACT DETAILS

Course Coordinator: Dr Tony Loughland

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Phone: 02 9385 8390

Availability: Email and by appointment

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/Workshops	Thursday 5/10/17, Friday 6/10/17 09:00-16:00 (Location TBC)	Week 10

Summary of Course

This course prepares pre-service teachers for engagement with issues, policies and practice related to the teacher as a professional. In developing teacher professionalism 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 practice of teachers and its relationship to stakeholders and communities.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the 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	2
2	1, 2
3	2

Graduate Teaching Standards

Standard Descriptor	Assessment/s
1.1	1,2
1.2	1,2
1.3	1,2
1.4	1,2
1.5	1,2
1.6	1,2
2.1	1,2
2.2	1,2
2.3	1,2
2.4	1,2
2.5	1,2
2.6	1,2
3.1	1,2
3.2	1,2
3.3	1,2
3.4	1,2

3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1,2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1,2
3.7	Describe a broad range of strategies for involving parents/carers in the educative process	1,2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1,2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1,2
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	1,2
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
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1,2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1,2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1,2
5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement	1,2
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs	1,2
6.2	Understand the relevant and appropriate sources of professional learning for teachers	1,2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1,2
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1,2
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1,2
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1,2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1,2
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1,2

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 **Australian Professional Standards for Teachers at the Graduate Teacher level.**

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.

COURSE CONTENT AND STRUCTURE

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.

RESOURCES

As this course assesses your synthesis of all of the graduate teacher standards you will be able to utilize all of the readings and resources you have curated thus far in your degree program.

Recommended Reading

Churchill, R., Ferguson, P., Godinho, S., Johnson, N. F., Keddie, A., Letts, W., . . . Nagel, M. (2013). *Teaching: Making a difference*. Sydney: Wiley & Sons

Langer, G., & Colton, A. (2005). Looking at Student Work. *Educational Leadership, February 2005*, 22-26.

Mockler, N., & Groundwater-Smith, S. (2015). Seeking for the unwelcome truths: beyond celebration in inquiry-based teacher professional learning. *Teachers and Teaching, 21(5)*, 603-614. doi:10.1080/13540602.2014.995480

Wyatt-Smith, C., Alexander, C., Fishburn, D., & McMahon, P. (2016). Standards of practice to standards of evidence: developing assessment capable teachers. *Assessment in Education: Principles, Policy & Practice*, 1-21.

In addition to classes, Moodle and recommended readings, we will be using the hashtag [#EDST5132](#) to share resources and ideas on twitter.

ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Graduate Teaching Standards Assessed	Due Date
Graduate Teacher Performance Assessment	2,000 words	60%	1,2,3	All	10.11.17
Online Assessment	1,000 words	40%	1,2,3	7.1.1	13.12.17

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 – Graduate Teacher Performance Assessment

Weight: 60%

Length: 2,000 words (or equivalent)

Details

You will compile an evidence set of your developing classroom practice by week five of the internship. The evidence set needs to include planning documents that indicate where the lesson plans or daybook fits within the overall class program, lesson observation forms, annotated student work samples and your reflection. This evidence set needs to be gathered over a sequence of lessons to demonstrate several cycles of assessing, planning, teaching and reflecting. You will be guided in the construction of this evidence set in the two orientation days conducted on campus before the internship. Online resources will be provided to scaffold the creation and assessment of these evidence sets during the internship.

Assessment 2 – Online Assessment

Weight: 40%

Length: 1,000 words (or equivalent)

Details

Complete the online assessment that will be available on Moodle two weeks before the due date. The assessment will be based on your considered interpretation of a professional scenario.

Feedback

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

FEEDBACK SHEET
EDST5132: THE PROFESSIONAL TEACHER: ETHICS POLICY & PRACTICE

Student Name: _____ Student No.: _____
Assessment Task 1: Graduate Teacher Performance Assessment

SPECIFIC CRITERIA	(-) $\xrightarrow{\hspace{2cm}}$ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of the response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • APA style for citations and references and complete reference list • Clarity and appropriateness of language style • Word count within 10% of set limit 					
GENERAL COMMENTS					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

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.**