

EDUC4181: Ethical Teaching in Classrooms

Callaghan

Summer 2 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

As a capstone, research-rich course, EDUC4181 is focused on consolidating students' knowledge and understanding in the field of teacher professionalism, encompassing the topics of philosophies of education; and the legal, social and ethical responsibilities associated with being a member of the teaching profession.

The research rich assignment provides an opportunity for students to engage deeply with current literature and other research on the topic of teacher professional practice and to apply this knowledge, in creative ways that link to the Australian Professional Standards for Teachers. This assignment has a direct connection to teachers' professional work.

Students' finalisation of their teaching portfolio (that commences in an earlier course) provides evidence of their attainment of graduate teacher standards, and critically reflects on their professional learning over the entire program, including an analysis of Quality Teaching principles.

Requisites

For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:

- Three HSC band 5s (including one in English) or
- 80 units of UON courses or
- Regulatory authority approved comparable pathways.

To enrol in this course students must be active in one of the following programs:

- B Teaching (Humanities) (Honours) [12368],
- B Teaching (Fine Art) (Honours) [12369],
- B Teaching (Health and Physical Education) (Honours) [12370],
- B Teaching (Mathematics) (Honours) [12371],
- B Teaching (Science) (Honours) [12372],
- B Teaching (Technology) (Honours) [12373],
- B Education (Secondary) [40107],
- B Education (Secondary) (Honours) [40108],

And have successfully completed the following courses:

- EDUC1008 or EDUC1038,
- EDUC2102,
- EDUC1103 or EDUC2103,
- EDUC2196,
- EDUC3196.

If you have completed EDUC4195 you cannot enrol in this course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

Contact Hours	Lecture Face to Face On Campus 13 hour(s) per Term Full Term
	Tutorial Face to Face On Campus 26 hour(s) per Term Full Term
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator	Callaghan Dr Sarah Gurr sarah.gurr@newcastle.edu.au Consultation hours will be available on the Canvas site
---------------------------	--

School Office	School of Education VG30 V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428
----------------------	---

SYLLABUS

Course Content	Philosophical Understandings of Education The Ethical Teacher The Graduate Teacher and Quality Teaching
-----------------------	---

Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Demonstrate knowledge of various philosophies of education through articulating a personal philosophy of teaching that indicates understanding of teaching's historical, political and environmental context;2. Discuss and analyse the legal, social and ethical responsibilities associated with being a member of the teaching profession;3. Develop critically reflective and personal insight into educational practices and educational values drawing from your professional learning over the entire program; and4. Reflect on your role as a professional partner and participant in local, national and global educational and schooling communities.
---------------------------------	---

Course Materials

Required Reading:

This course has two textbooks. Copies are available through the University of Newcastle Libraries. Please see Canvas for details about the readings schedule for the texts below.

Required textbooks:

- Levinson M., and Fay, J. (2019) Democratic Discord in Schools: Cases and Commentaries. Harvard Education Press, Cambridge, Massachusetts.
- Webster, R.S. and Whelan, J.D. (2019) Rethinking Reflection and Ethics for Teachers. Springer, Singapore.

Required Readings:

Please see the Course Schedule and Course Reading List on Canvas for details of the required reading material. Note, there is at least one required reading per day of tutorial delivery.

Please see the Modules folders on Canvas for recommended readings, additional course materials and resources to supplement weekly topics.

ASSESSMENTS

This course has three assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Substantive participation: Tutorial Reflections and Ethical Knowledge and Concepts Quiz 30%	Part A. Tutorial Reflections – By 11:59pm on the day of each tutorial, for up to 10 tutorials Part B. Ethical Knowledge and Concepts Quiz – Monday 22 nd January, 11:59pm	Individual	Part A. 20% Part B. 10%	1, 2, 3, 4
2	Research Rich Ethical Knowledge and Dilemma Analysis 30%	Sunday 28 th January, 11:59pm	Individual	30%	1, 2, 4
3	Research Rich Philosophy of Teaching Statement with Annotated Teaching Portfolio 40%	Part A. Annotated Teaching Practice – Sunday 4 th February, 11:59pm Part B. Philosophy of Teaching Statement – Monday 12 th February, 11:59pm	Individual	40%	1, 2, 3, 4

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Substantive participation: Tutorial Reflections and Ethical Knowledge and Concepts Quiz 30%	Part A. Tutorial Reflections – By 11:59pm on the day of each tutorial, for up to 10 tutorials Part B. Ethical Knowledge and Concepts Quiz – Monday 22 nd January, 11:59pm	Individual	Part A. 20% Part B. 10%	1, 2, 3, 4
2	Research Rich Ethical Knowledge and Dilemma Analysis 30%	Sunday 28 th January, 11:59pm	Individual	30%	1, 2, 4
3	Research Rich Philosophy of Teaching Statement with Annotated Teaching Portfolio 40%	Part A. Annotated Teaching Practice – Sunday 4 th February, 11:59pm Part B. Philosophy of Teaching Statement – Monday 12 th February, 11:59pm	Individual	40%	1, 2, 3, 4

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Substantive participation: Tutorial Reflections and Ethical Knowledge and Concepts Quiz 30%

Assessment Type	Participation
Description	<p>Participation in tutorials with evidence of engagement with course materials is important because it helps to develop and demonstrate students' understanding of core concepts, and orient you to key questions and topics which progressively become more complex throughout this course. It also gauges your organisational, interpersonal, and time management skills crucial for sustainable performance.</p> <p>You are assessed on your substantive participation in 10 of a possible 13 tutorials during semester. In philosophy, the tangible product created is conceptual discussion, which generates clarity through rich questions that demonstrates engagement with substantive. You are required to complete two components towards this aim.</p> <p>Part A. Tutorial Reflection (20%)</p> <p>Contribute a brief reflection (comprising of approximately three sentences) following up to 10 tutorials you attend. Your reflection will consist of a reflective comment, referring to relevant course materials and/or experiences during tutorial activities, and a reflective question that has arisen for you based on these materials.</p> <p>In the event that students are absent for more than three tutorials across, additional make-up tasks are available for students to earn missed marks (a total of three make up activities are offered).</p> <p>Part B. Ethical Knowledge and Concepts Quiz (10%)</p> <p>This is a multiple choice quiz based on codes of ethics, children's rights and basics of ethical reasoning, covered in the first five days of course content.</p>
Weighting	30%
Due Date	Part A. By 11:59pm for each of day of tutorials Part B. Monday 22 nd January, 11:59pm
Submission Method	Part A. Online via Canvas Discussion Board Part B. Online via Canvas.
Assessment Criteria	<p>You will be assessed on the quality of your reflection, as it is developed in the Tutorial Reflections. The reflective process itself is a core capacity addressed in this course.</p> <p>Part A. Tutorial Reflection (20%)</p> <p>Using the Tutorial Reflection Discussion board provided on Canvas for your tutorial group, submit a reflection for 10 tutorials of the semester for a total of 20% of your course mark. Reflections may take the form of an open-ended 'how', 'why' or 'what' question that arose for you during the tutorial, and a comment about how this relates to something you learnt during the tutorial or in the preparation of your tutorial's reading.</p> <p>A good reflective question will be an open-ended 'how', 'why' or 'what' question. It may be a reflection on a historical or perennial question in your own terms, a thoughtful tangential musing relating to the week's course material, or a provocative inquiry arising from a sustained tutorial group discussion or activity.</p>

A good reflective comment will briefly capture key ideas or learning that arose for you during the tutorial, or in relation to the day's course materials and explain why the question you raised is significant to you. These reflections should refer explicitly to some course material. Substantive participation also relates to ethical communication strategies such as maintaining a respectful tone, being open-minded to different perspectives and offering a genuine question or comment that shows a willingness to learn rather than a cynical or ironic one.

You are able to receive 2 marks per Tutorial Reflection for 10 tutorials, contributing to 20% of your course mark.

Part B. Ethical Knowledge and Concepts Quiz

This 20 question quiz tests your knowledge of the NSW Department of Education's Code of Conduct and Ethics and Children's Rights, as described in the United Nation's Convention on the Rights of the Child, and your knowledge of ethical concepts, tools and theories as developed through lectures, tutorials and reading to ensure you have a basic grasp of course material.

Return Method Ongoing Assessment
Feedback Provided Online and in tutorials.

Assessment 2 - Research Rich Ethical Knowledge and Dilemma Analysis 30%

Assessment Type Case Study / Problem Based Learning

Description Teaching is a complex activity and relies on the professional knowledge of teachers. One important dimension of teachers' professional knowledge is their ethical knowledge and capacity for clear, collegial communication about ethically significant issues. In order to further the development of your ethical knowledge and communication capacities you are required to complete one substantive task relating to an ethical dilemma, a verbal Commentary Response to a Normative Case Study (NCS).

In this 1200 word equivalent, 8 minute recorded response task you are asked to develop an ethically informed and reasonable normative response to one of the Normative Case Studies from the required readings list of your choice (details of these will be made available on Canvas).

You are to identify the core dimensions of the dilemma, i.e. what the problem is, and develop a considered position, i.e. what ought to be done. In doing so, you are expected to reflect, to some degree, upon relevant additional materials, explore key ethical concepts and principles as they relate to the work of teachers and frame the NCS in an Australian context. You may choose any one of the NCS, as these are all included for their relevance to Australia and have the added benefits of bringing your attention to internationally significant educational issues.

Weighting 30%

Due Date Sunday 28th January, 11:59pm

Submission Method Online via Canvas
. One submission only.
Spoken (verbal) Commentary Response to Normative Case study uploaded audio recording (eg. MP4 podcast) to Canvas.
Please include a reference list and transcript or outline of your spoken commentary to assist the marking process. These written components will not be assessed.

Assessment Criteria	A rubric will be provided via the course Canvas site describing expectations for the following criteria: <ol style="list-style-type: none">1. The ethical dilemma situated in the NCS is described concisely, with reference to additional materials and scholarly perspectives. Underlying values or principles which are in tension are explained clearly2. A range of practical or policy considerations are developed within an Australian context, with attention paid to why these are relevant or significant to the case3. A selection of available choices of action are described fairly4. One or two choices are developed as more or less viable, with a clear and reasonable normative argument using salient ethical values and principles5. Verbal communication skills, organisation, and quality of recording
Return Method	Online
Feedback Provided	Online: within three weeks of submission. Feedback will be provided via the online rubric with comments

Assessment 3 - Research Rich Philosophy of Teaching with Annotated Portfolio of Evidence 40%

Assessment Type Portfolio

Description This task is designed to prepare you to demonstrate critically reflective insight into the relationships between your teaching practice and your considered view of the nature and purposes of education. It will assist the teaching graduate to answer recruitment questions (such as those asked in the 'personal suitability interview' by the NSW Department of Education) concerning your 'educational philosophy' and to demonstrate the coherence of your practice with your statement of philosophical influences on your view of education.

Part A: Annotated Teaching Practice

1. Choose an example of your teaching practice to focus on (e.g. an overview of your behaviour management or engagement approach, a lesson sequence demonstrating content knowledge and/or a particular teaching strategy, or a student assessment task of particular value) that you have developed or used in a previous ITE course, teaching role or practicum (please attach this to your submission. Note, this will not be included in the word count for this task). Explain the context in which you use this practice (who, where, when, why).
2. Annotate this example with notes that point out educational aspects of your practice, i.e., refer to any high quality educational research which contribute to different aspects of this pedagogical practice or approach.
3. In an explanatory statement, draw attention to the educational purposes driving the annotated practice, drawing on course readings. i.e. you may wish to use the following questions to structure your answer: Why are students doing this? What is educative about this activity or process? How does this represent or connect to a central idea, value, principle or concept of your developing Philosophy of Teaching reflections?

Part B: Philosophy of Teaching Statement

A statement on your emerging teaching philosophy will be developed as a reflexive text (Webster & Whelan, 2019) about what good education means to you. You will draw on tutorial activities, your weekly Tutorial Reflections (AT1A), course readings, scholarly sources, personal experience, and what you've learned about the relationships between ethics and reflection for the work of teachers. This task is getting you to explain, in an philosophically informed reflective style what good education means to you, and further, why it is important to all those with a stake in schooling that teachers can collectively and individually reflect on and articulate their educational values. Further information and guidance will be provided during tutorial activities in the final two weeks of the course.

Weighting 40%

Due Date Part A. Annotated Teaching Practice – Sunday 4th February, 11:59pm

Part B. Philosophy of Teaching Statement – Monday 12th February, 11:59pm

Submission Method Online via Canvas and Turnitin. One submission only.

Assessment Criteria A detailed rubric is provided via the course Canvas site describing expectations for the following:

Part A

Demonstrate an understanding of educational purposes in practice, with links to educational research and philosophical perspectives.

Part B

1. Educational Aims

Make an argument about what good education means to you, in terms of its value to young people and the school community, in relation to some critical and contested issue/s in contemporary Australian education.

2. Theory and Practice (PRAXIS)

Reflect on your learning experiences throughout the course and the path of your growth as a teacher. Explore how your engagement with the course contributed to your philosophical understanding of the teacher's role and the value of reflection to a teacher's growth.

3. Scholarship.

Demonstrate wide reading and sound interpretation of educational theories and philosophies

4. Academic Literacy.

- Essay organization (introduction, body, conclusion), formal writing style, authentic voice, paragraphing, sentence structure, spelling, grammar, referencing (in APA style).

Return Method Online

Feedback Provided Online: within three weeks of submission. Feedback will be provided via the online rubric with comments

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#)

**Adverse
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#)

**Important Policy
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

© 2024 The University of Newcastle, Australia

EDUC4181 Ethical Teaching in Classrooms 2023 Assessment Tasks 1, 2 & 3 rubrics

AT1 A: Tutorial Reflection 20% - Discussion post

Criteria 1	1 Mark each week for 10 weeks
Contributes a good reflective question (that is, an open-ended 'how', 'why' or 'what' question) relating to the relevant course material (lecture and/or required reading) for each tutorial, or a provocative inquiry arising from a sustained tutorial group discussion or activity.	
Criteria 2	1 Mark each week for 10 weeks
Contributes a good reflective comment that briefly captures key ideas or learning that arose for you during the tutorial, or in relation to the relevant course materials for that tutorial. Comment explains why the reflective question raised is significant to you.	

AT1 B: Quiz Essential Ethics Basics

Multiple choice quiz on Canvas

AT 2: Research Rich Ethical Knowledge and Dilemma Analysis 30%

Assessment Task 2. Commentary Response to Normative Case Study Total points: out of 30

	High Distinction	Distinction	Credit	Pass	Unsatisfactory
<p>Ethical dilemma description</p> <p>8 points</p>	<p>The description of the core dilemma is highly sophisticated, concisely explaining what kind of moral uncertainty it involves to some depth and/or raising high level questions about ethical practice in teaching. The student demonstrates critical insight into the ethical content of the situation without recounting the NCS story blow by blow.</p> <p>8</p>	<p>The description of the core dilemma is sophisticated, concisely explaining what kind of moral uncertainty it involves or raising high-level questions about ethical practice in teaching. The student demonstrates consistent insight into the ethical content of the situation without recounting the story blow by blow.</p> <p>7 - 7.5</p>	<p>The description of the core dilemma is has a clear explanation of what kind of moral uncertainty was experienced, with some recount evident. Different points of view of stakeholders and responsible agents are explored.</p> <p>6 - 6.5</p>	<p>The description of the event provides some explanation of what kind of moral uncertainty was experienced, however it is more of a recount of the NCS than ethical description. Some insight into different points of view is apparent.</p> <p>4.5 - 5</p>	<p>The NCS is simply recounted like a story. The ethical nature of the problem is not evident or not clearly explained. It is not clear which moral values or obligations are in tension</p> <p>0 - 4</p>
<p>Australian context: professional practice and policy considerations</p> <p>5 points</p>	<p>Provides a convincing account of the significance and relevance of particular Australian legal, policy or professional considerations to the dilemma</p> <p>5</p>	<p>Provides a very clear account of relevant and/or significant Australian legal, policy or professional considerations</p> <p>4</p>	<p>Provides a clear account of relevant Australian legal, policy or professional considerations</p> <p>3</p>	<p>The description of the event provides an adequate explanation of what kind of moral uncertainty was experienced. Some insight into different points of view is apparent.</p> <p>2.5</p>	<p>Does not adequately provides an account of relevant Australian legal, policy or professional considerations</p> <p>0 – 2</p>
<p>A selection of available choices of action are described</p> <p>5 points</p>	<p>Provides a fair and insightful analysis of several likely, but somewhat competing or mutually exclusive options open to the protagonists that clearly sharpen the focus on underlying values.</p> <p>5</p>	<p>Provides a substantive analysis of several likely, but somewhat competing or mutually exclusive options open to the protagonists that strengthen the focus on underlying values.</p> <p>4</p>	<p>Provides an analysis of several likely options open to the protagonists that contribute to the focus on underlying values.</p> <p>3</p>	<p>Attempts a fair analysis of several likely options open to the protagonists</p> <p>2.5</p>	<p>The discussion does not enrich the protagonists' options.</p> <p>0 - 2</p>
<p>One or two choices of action open to protagonists are argued to be more or less viable</p> <p>10 points</p>	<p>A moral argument is provided with clear, acceptable, relevant and well grounded reasons based in deep ethical knowledge, logical progression and awareness of potential objections. Demonstrates a strong application of the moral imagination.</p> <p>8.5 – 10</p>	<p>A moral argument is provided with mostly clear, acceptable, relevant and well grounded reasons based in good ethical knowledge, logical progression and awareness of potential objections. Demonstrates a consistent application of the moral imagination</p> <p>7.5 - 8</p>	<p>A reasonable moral argument is defended. Some minor faults of clarity or logic. Demonstrates an application of the moral imagination.</p> <p>6.5 - 7</p>	<p>A moral argument is provided with some reasoning and minor faults of clarity, logic, and/or consideration of potential objections. Demonstrates a partial application of the moral imagination.</p> <p>5 – 6</p>	<p>A moral argument is attempted but does not demonstrate one or two aspects: strength of reasoning, clarity, logical progression or consideration of potential objections. Demonstrates a very partial application of the moral imagination.</p> <p>0 – 4.5</p>

Communication 2 points	Excellent verbal communication skills, for the listener's needs. Outstanding attention to detail, highly organized structure. Flawless recording.	Very good verbal communication skills. Great attention to detail, well organized. Flawless recording.	Verbal communication skills convey meaning effectively. Some attention to detail; organized. Recording satisfactory	Communication is understandable but not timely.	Poorly communicated.
	2	1.75	1.5	0.5	0

Please note:

To assist your marker to follow your argument, including the sources that you have drawn on to develop your commentary, it is expected that a document containing a transcript or outline of your speech and reference list be uploaded along with your recording at the time of submission.

AT 3. Philosophy of Teaching with Annotated Evidence of Practice – Total 40%

AT3 PART A: Annotated teaching practice 15%

	Highly developed	Developed	Underdeveloped
Demonstrate an understanding of educational purposes in practice	Clear, relevant and highly detailed explanation of educative value of the practice. Linked substantively to both high quality educational research and accurately used philosophical perspective, principles and/or concepts. Excellent choice of evidence of planning for practice.	Clear explanation of the educative value of the practice. Linked appropriately to both high quality educational research and philosophical perspective, principles and/or concepts, with some understanding evident. Good choice of practice or planning for practice.	Explanation of educative value attempted but underdeveloped. Limited links with educational and/or philosophical research and ideas. The choice of evidence is inadequately justified.
15	15--11	10-7.5	7-0

AT3 PART B: Reflections on Teaching Philosophy – 25%

	Highly Developed	Developed	Developing	Unsatisfactory
Educational Aims Make an argument about what good education means to you, in terms of its value to young people and the school community, in relation to some critical and contested issue/s in contemporary Australian education.	Very well-reasoned argument for educational aims. Critical perspectives, context and contested issue/s in the field are recognised and thoroughly addressed. Strong argument for educational aims. Critical perspectives, context and contested issues in the field are recognised and addressed thoroughly.	Reasonable argument. Critical perspectives, context and contested issues in the field are recognised.	Mostly reasonable argument. Some critical perspectives, context and contested issues in the field are explored.	Lack of focus, insufficient organising statement or poor argument. Too many assumptions or confusions about educational ideas.
10 points	10-7.5	7-6.5	6-5	4-0
Theory and Practice (PRAXIS) Reflect on your learning experiences throughout the course and the path of your growth as a teacher. Explore how your engagement with the course contributed to your understanding of the teacher's role and the value of reflection to a teacher's growth.	Strong evidence of deep self- reflection on one's growth as a teacher in multidimensional ways in relation to the course themes, experiences and materials. Substantive ethical, critical and/or philosophical insights into the value and meanings of growth or reflexivity for you as a teacher using illustrative examples from your learning experiences.	A clear and coherent self- reflection on one's growth as a teacher with some multidimensionality. Exploratory philosophical thinking about the ideas of reflexivity, ethical obligations and the teacher's role. Illustrative examples from your learning experiences.	Evidence of self- reflection on some dimension of being/becoming an ethical teacher. Some examples of personally meaningful learning experiences are explained clearly and connected to the value of developing and growing as a professional	An attempt at self reflection is made, but it is at a shallow level with limited thematic nuance.
10	10-7.5	7-6.5	6-5	4-0

<p>Conceptual comprehension and scholarship Demonstrate close reading and sound interpretation of educational concepts and philosophical perspectives</p> <p>3 points</p>	<p>It is clear you have read closely and understood the philosophical dimensions of relevant scholarship. You explain concepts concisely, use them correctly and provide interesting or original insight.</p> <p>3</p>	<p>There is good evidence of close reading and relevant scholarship is largely understood. You explain concepts clearly and use them correctly.</p> <p>2</p>	<p>Some evidence close reading. There is evidence that relevant concepts are generally well explained and used correctly.</p> <p>1.5</p>	<p>Insufficient evidence of close reading. Limited or inappropriate sources, often used out of context. Scholarly works are not adequately paraphrased, sometimes misinterpreted.</p> <p>0</p>
<p>Academic Literacy Essay organization reflective writing style, authentic voice, paragraphing, sentence structure, spelling, grammar, referencing (in APA style).</p> <p>2 points</p>	<p>Engaging and concise writing style. Excellent organisation, sentence structure, referencing (APA), punctuation and paragraphing.</p> <p>2</p>	<p>Writing conveys meanings effectively. Good organisation, sentence structure, punctuation and paragraphing. Mostly correct referencing (APA)</p> <p>1.5</p>	<p>Effective communication style. Sufficient organisation, sentence structure, punctuation and paragraphing. Mostly correct referencing (APA)</p> <p>1</p>	<p>Poor or awkward writing. Lack of organisation or paragraphing. Sentences are too long, confusing or structurally incorrect. Significant incorrect referencing (APA), punctuation, grammar or spelling.</p> <p>0</p>