EDUC4181: Ethical Teaching in Classrooms
Callaghan and Ourimbah
Semester 1 - 2024

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.

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 and Ourimbah** Dr Daniella Forster Daniella.Forster@newcastle.edu.au Consultation: Available by appointment. Please email to organise a consultation.

Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	**School of Education** V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428
	School of Education HO1.43 Humanities Building Ourimbah Education@newcastle.edu.au +61 2 4349 4962 / 4934

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:** 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; and 4. Reflect on your role as a professional partner and participant in local, national and global educational and schooling communities.

Course Materials

Required Reading:
See Course Schedule, Course Readings and Weekly Modules folders on Canvas for additional required course materials and resources to supplement weekly topics.

Week	Week Begins	Required Reading
1	26 Feb	Tait, G. (2013). Ethics and the law. In *Making sense of mass education* (pp. 228–253). Port Melbourne, Vic.: Cambridge University Press. Forster, D.J. (2019) Codes of Professional Ethics and Conduct in Teaching, in Encyclopedia of Teacher Education. M. Peters (ed). Springer, Singapore (pp.200-204)
2	4 Mar	Haynes, F. (1998) Introduction, Chapt 1 p.1-29, in The Ethical School, Routledge. Burgh, G., Field, T., & Freakley, M. (2006). Developing a community of ethical inquiry. In *Ethics and the community of inquiry: education for deliberative democracy* (pp. 110–120). Thomson Social Science Press.
3	11 Mar	Whelan, J.D. (2019) Teachers, Clergy, Schools and Paedophilia: Making a mockery of the Duty of Care, pp81-98, in Rethinking Reflection and Ethics for Teachers, Webster & Whelan (eds), Springer. Normative Case Study exemplar- shared in class Burroughs, M.D. & Barkauskas, N.J. (2017) Educating the whole child: social-emotional learning and ethics education, Ethics and Education 12:2, pp 218-232. Routledge.
4	18 Mar	Geron, T. and Levinson, M. (2019) Bending towards – or away from- racial justice? Culturally responsive curriculum rollout at Arc Charter Chapt. 8, pp. 209-240, in Levinson, M & Fay, J (eds) Democratic Discord in Schools: Cases and Commentaries Harvard Education Press. Chapter 2: Culturally responsive pedagogy (pp. 13-42) in: Morrison, A., Rigney, L., Hattam, R., & Diplock, A. (2019). *Toward an Australian culturally responsive pedagogy: A narrative review of the literature*. University of South Australia Recommended: NSW DE Aboriginal Education policy https://education.nsw.gov.au/policy-library/policies/pd-2008-0385
5	25 Mar Good Friday 29 March	Reid, E. Johnson, H. & Levinson, M. (2019) Politics, Partisanship, and Pedagogy: What should be controversial in K-12 Classrooms? Chapt 7 pp 177-208, in Levinson, M & Fay, J (eds)Democratic Discord in Schools: Cases and Commentaries Harvard Education Press. Mcpherson, A., Forster, D.J. & Kerr, K. (2022) Controversial issues in the Australian educational context: dimensions of politics, policy and practice, Asia-Pacific Journal of Teacher Education.
6	1 Apr	High School at the Coal-Face (Gurr, S. & Forster, DJ, 2022) https://www.justiceinschools.org/high-school-coal-face

		Smyth, J. (2019). A Socially Critical Approach to Community and Parental Engagement: A matter of professional ethics, pp. 179-191, in Rethinking Reflection and Ethics for Teachers, Webster & Whelan (eds), Springer. Recommended: NSW DE, Commercial Arrangements, Sponsorship and Donations https://education.nsw.gov.au/policy-library/policies/pd-2009-0399 ACARA Sustainability Cross Curriculum Priority https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/
7	8 Apr	A Uniform Decision: Community and Commemoration in Public School https://www.justiceinschools.org/uniform-decision Brunzell, T., Stokes, H., & Waters, L. (2016). Trauma-Informed Positive Education: Using Positive Psychology to Strengthen Vulnerable Students. *Contemporary School Psychology*, *20*, 63–83. https://doi.org/DOI 10.1007/s40688-015-0070-x
		Mid Term Break
		Mid Term Break
8	29 Apr	Normative Case study: Bleazby, J. (2018) Philosophy-Based Ethics in Australia: An Alternative to Religious Education https://www.justiceinschools.org/religious-education-australian-primary-schools Bleazby, J. (2020). Fostering moral understanding, moral inquiry & moral habits through philosophy in schools: a Deweyian analysis of Australia's Ethical Understanding curriculum. *Journal of Curriculum Studies*, *52*(1), 84–100. Recommended: Victorian Association for Philosophy in Schools (VAPS) Ethical Understanding Capability Resources: https://www.vaps.vic.edu.au/ethical-capability/
9	6 May	Webster, R.S. & Whelan, J.D. (2019) Understanding and Interrogating Professional Standards, pp 15-32 in Rethinking Reflection and Ethics for Teachers, Webster & Whelan (eds), Springer. Breault, R. (2005) 'Priming the Philosophic Process'. The Teacher Educator, Winter, 40(3), pp. 149-162
10	13 May	Biesta, G. (2020). Risking Ourselves in Education: Qualification, Socialization, and Subjectification Revisited. *Educational Theory*, *70*(1), 89–104. Noddings, N. (2003). The Aims of Education. In *Happiness and education* (pp. 74–96). Cambridge University Press.
11	20 May	Ryan, A. & Webster, R.S. (2019) Teacher Reflexivity: An Important Dimension of a Teacher's Growth, pp 65- 80, in Rethinking Reflection and Ethics for Teachers, Webster & Whelan (eds), Springer.

		Freire, P., Pedagogy of the Oppressed, in Darder, M.P. Baltodano, & R.D. Torres (Eds.). The critical pedagogy reader (2nd ed.) (pp. 52-60). NY, USA: Routledge.
12	27 May	Kostogritz, A. (2019) Teacher Responsibility, pp 51-64 in Rethinking Reflection and Ethics for Teachers, Webster & Whelan (eds), Springer. Quay, J. & McCaw, C.T. (2019) Reflection, Contemplation and Teacher Problem Solving in the World(s) of the Classroom, (pp. 145-162) in Webster R.S. & Whelan, J. (eds) *Rethinking Reflection and Ethics for Teachers* Springer.
13	3 Jun	Whelan, J.D. & Webster, R.S. (2019) Postscript: To Fabricate or Authenticate Our Self as Teacher? Pp193-205, in Rethinking Reflection and Ethics for Teachers, Webster & Whelan (eds), Springer.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Professional Ethics: Australian Codes of Ethics in Teaching and ethical decision making tools	Critically analyse codes and policies from around Australia and the world, particularly the NSW DET Code of Ethics and Conduct, Teacher Performance and Misconduct and the United Nations Convention on the Rights of the Child	AT1 A Tutorial Reflections
2	4 Mar	Professional Ethics: Ethical dilemmas, moral responsibility and applied ethical theories in teaching	Understanding the application of ethics to decision making in teaching Apply moral concepts, codes of ethics and conduct, and ethical decision-making tools to a variety of practical, short case study dilemmas particular to the profession of teaching.	AT1 A Tutorial Reflections
3	11 Mar	Professional Ethics: Teacher relationship boundaries and the ethics of duty of care	The ethics of Duty of Care responsibilities Introduction to the Normative Case Study method and its discussion protocol Using a variety of perspectives, ethical decision-making tools and moral concepts Key question: How do ethical schools balance surveillance, safety and privacy in the digital age?	AT1 A Tutorial Reflections
4	18 Mar	Professional Ethics: Social justice and culturally responsive curriculum	The ethics of culturally responsive curriculum Discussion of the NCS using a variety of perspectives, ethical decision-making tools and moral concepts How can schools honour First Nations curriculum ethically?	AT1 A Tutorial Reflections
5	25 Mar Good Friday 29 March	Professional Ethics: Applying ethical theories to curriculum, assessment and collegiality	The ethics of bringing controversial issues into the classroom Discussion of the NCS using a variety of perspectives, ethical decision making tools and moral concepts What should be controversial in schools?	AT1 A Tutorial Reflections AT1B Saturday 30th March
6	1 Apr	Professional ethics: Expert panel discussion (pre-recorded)	The ethics of Sustainability CCP and school community engagement Discussion of the NCS using a variety of perspectives, ethical decision making tools and moral concepts	AT1 A Tutorial Reflections

			Exploring the ethics of school sponsorships by fossil fuels industry, Country and Climate	
7	8 Apr	Professional ethics: Expert panel discussion (pre-recorded)	The ethics of belonging in schools and the Australian legacy Discussion of the NCS using a variety of perspectives, ethical decision-making tools and moral concepts around questions of ethical teaching with trauma informed practice How can schools ethically support the diversity of vulnerable students?	AT1 A Tutorial Reflections
			**Mid Term Break	
			Mid Term Break** Due: AT2: NCS Commentary 26th April	
8	29 Apr	Teaching Values in Australian Schools: Ethical Understanding for a Pluralist Society	Building a moral community in school How should we teach values and religion in Australian schools? The role of ACARA's General Capability of Ethical Understanding in the curriculum	AT1 A Tutorial Reflections
9	6 May	Developing your personal philosophy of teaching: Why philosophy of education matters to teaching	Introduction to philosophy of education Orientation to the philosophy of education, highlighting some of its key tools and the fundamental need for a deeply critical approach to teacher professionalism. Developing your personal 'philosophy of teaching' statement. How does your practice connect with your philosophy of teaching?	AT1 A Tutorial Reflections
10	13 May	Developing your personal philosophy of teaching: Why philosophy of education matters to teaching	The many aims of education and the reductive impact of 'learnification' Continued orientation to the philosophy of education, highlighting some of its key tools, history and theorists. Big questions in philosophy of education. What is education for? Re-thinking the aims and purposes of education.	AT1 A Tutorial Reflections
11	20 May	Developing your personal philosophy of teaching: Modes of philosophical reflection	Interrogating ideology in education: Critical pedagogy and the legacy of Paulo Freire for the student-teacher relation How do you envisage the roles of and relationships between the teacher and the student?	AT 3A: Annotated teaching practice: Saturday 25th May

| 12 | 27 May | Developing your personal philosophy of teaching: Modes of philosophical reflection | Reflection, contemplation and the teacher's responsibility. How different modes and methods support teaching and teachers.

Developing your personal 'philosophy of teaching' statement and your learning journey | |
| 13 | 3 Jun | No lecture or tutorials | In search of authenticity as a teacher in contemporary Australian education contexts

Reflective online activities - what story are we telling about ourselves as teachers and about education in the world? | |

| AT 3B. due Monday 10 June Week 14 |
| **Examination Period** |
| **Examination Period** |

ASSESSMENTS

This course has 3 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 Basics quiz 30%	Part A. Tutorial time, each week for 10 weeks Part B. Saturday 30th March Week 5 11.59pm	Individual	30%	1, 2, 3, 4
2	Research Rich Ethical Knowledge and Dilemma Analysis 30%	NCS Commentary Friday 26th April 11.59pm (last day of Semester Recess)	Individual	30%	1, 2, 4
3	Research Rich Philosophy of Teaching with Annotated Portfolio of Evidence 40%	Part A. Annotated practice Saturday 25th May Week 11 11.59pm Part B. Reflective philosophy statement Monday 10th June Week 14 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 and Module Reflections 30%

Assessment Type   Participation
Description   Weekly 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.
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 issues. You are required to complete two components towards this aim.

Part A. Tutorial Reflection: A few (approx. three) reflective sentences each week submitted during or directly after the tutorial. You will contribute a question and an explanatory comment referring to relevant materials and experiences during tutorial activities. If you are absent from the tutorial you will need to complete an additional make up task to earn these marks (a total of three make up activities are offered).

Part B. Basic Quiz: Online Test: Codes of Ethics, Children's Rights and Basics of ethical reasoning.

Weighting	30%
Due Date	
Submission Method	Ongoing Assessment
	Part A. In-class, ongoing assessment
	Part B. 30th March 11.59pm

Assessment Criteria

You will be assessed on the quality of your reflection, as it is developed in the questions Tutorial reflections. The reflective process itself is a core capacity addressed in this course.

Part A. Tutorial Reflection 20%
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 10% 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 week's reading. 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. A good reflective comment will briefly capture key ideas or learning that arose for you during the tutorial, or in relation to the week'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. Online Test: Codes of Ethics, Children's Rights and Basics of ethical reasoning. 10%
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	In Class - and via Canvas

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 weekly readings by Levinson and Fay (2019) of your choice. You are to identify the core dimensions of the dilemma, ie. what the problem is, and develop a considered position, ie. 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.

You can choose ONE (1) from the following Normative Case Studies:

1. Geron, T. and Levinson, M. (2019) Bending towards – or away from- racial justice? Culturally responsive curriculum rollout at Arc Charter Chapt. 8, pp. 209-240, in Levinson, M & Fay, J (eds) Democratic Discord in Schools: Cases and Commentaries Harvard Education Press.
2. Reid, E. Johnson, H. & Levinson, M. (2019) Politics, Partisanship, and Pedagogy: What should be controversial in K-12 Classrooms? Chapt 7 pp 177-208, in Levinson, M & Fay, J (eds)Democratic Discord in Schools: Cases and Commentaries Harvard Education Press.
3. High School at the Coal-Face (Gurr, S. & Forster, DJ, 2022) https://www.justiceinschools.org/high-school-coal-face
4. A Uniform Decision: Community and Commemoration in Public School https://www.justiceinschools.org/uniform-decision

Weighting	30%
Due Date	
	Friday 26th April 11.59pm
Submission Method	Online. One submission only.
	Spoken (verbal) Commentary Response to Normative Case study uploaded audio recording (eg. MP4 podcast) to Canvas
Assessment Criteria	A rubric will be provided via the course Canvas site describing expectations for the following criteria-
	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 clearly
	2. 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 case
	3. A selection of available choices of action are described fairly
	4. One or two choices are developed as more or less viable, with a clear and reasonable normative argument using salient ethical values and principles
	5. 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, ie., 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: 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 weeks 9-13.

Weighting	40%
Due Date	Part A. Saturday 25th May 11.59pm – 10% in approximately 500 words
	Part B. Monday 10th June 11.59pm – 30% in approximately 1200 words
Submission Method	Online. One submission only.
	Canvas
Assessment Criteria	A detailed rubric of these criteria will be provided via Canvas describing expectations for the following:
	Part A
	Demonstrate an understanding of educational purposes in practice
	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 close reading and sound interpretation of educational ethics and philosophies
	4. Academic Literacy
	Reflective writing style, authentic voice, organisation, 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).

Attendance

Attendance/participation will be recorded in the following components:
- Tutorial (Method of recording: Tutor)

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. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.

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 available at:
https://policies.newcastle.edu.au/document/view-current.php?id=236

| **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.

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

AT1 A: Tutorial Reflection 20% - Discussion post

Criteria 1	1 Mark each week for 10 weeks
A good reflective question will be an open-ended 'how', 'why' or 'what' question relating to the week's course material, or a provocative inquiry arising from a sustained tutorial group discussion or activity.	
Criteria 2	1 Mark each week for 10 weeks
A good reflective comment will briefly capture key ideas or learning that arose for you during the tutorial, or in relation to the week's course materials and explain why the question you raised is significant to you.	

AT1 B: Quiz Essential Ethics Basics
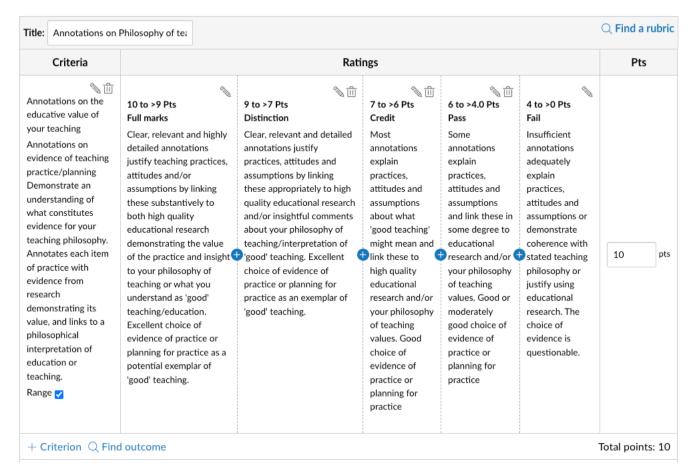
Multiple choice quiz with 20 questions on Canvas

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

	High Distinction	Distinction	Credit	Pass	Unsatisfactory
Ethical dilemma description 5 points	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. 5	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. 4	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. 3.5	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. 2.5	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. 2-0
Australian context: **professional practice** **and policy considerations**	Provides a convincing account of the significance and relevance of particular Australian legal, policy or professional considerations to the dilemma, including (as relevant) specifc aspects of the Code of Conduct, NSW DE policy, and examples of school policies or from the Australian news media etc.	Provides a very clear account of relevant and/or significant Australian legal, policy or professional considerations	Provides a clear account of relevant Australian legal, policy or professional considerations	Attempts to provide an account of relevant Australian legal, policy or professional considerations	Does not adequately provides an account of relevant Australian legal, policy or professional considerations
10 points	10-8.5	8-7.5	7-6.5	5-4.5	4-0

A selection of available choices of action are described	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.	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.	Provides an analysis of several likely options open to the protagonists that contribute to the focus on underlying values.	Attempts a fair analysis of several likely options open to the protagonists	The discussion does not enrich the protagonists' options.
5 points	5	4	3	2.5	2-0

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

Annotated Evidence- 10%

Title: Annotations on Philosophy of tea   Q Find a rubric

Criteria	Ratings					Pts
Annotations on the educative value of your teaching. Annotations on evidence of teaching practice/planning Demonstrate an understanding of what constitutes evidence for your teaching philosophy. Annotates each item of practice with evidence from research demonstrating its value, and links to a philosophical interpretation of education or teaching. Range ☑	**10 to >9 Pts Full marks** Clear, relevant and highly detailed annotations justify teaching practices, attitudes and/or assumptions by linking these substantively to both high quality educational research demonstrating the value of the practice and insight to your philosophy of teaching or what you understand as 'good' teaching/education. Excellent choice of evidence of practice or planning for practice as a potential exemplar of 'good' teaching.	**9 to >7 Pts Distinction** Clear, relevant and detailed annotations justify practices, attitudes and assumptions by linking these appropriately to high quality educational research and/or insightful comments about your philosophy of teaching/interpretation of 'good' teaching. Excellent choice of evidence of practice or planning for practice as an exemplar of 'good' teaching.	**7 to >6 Pts Credit** Most annotations explain practices, attitudes and assumptions about what 'good teaching' might mean and link these to high quality educational research and/or your philosophy of teaching values. Good choice of evidence of practice or planning for practice	**6 to >4.0 Pts Pass** Some annotations explain practices, attitudes and assumptions and link these in some degree to educational research and/or your philosophy of teaching values. Good or moderately good choice of evidence of practice or planning for practice	**4 to >0 Pts Fail** Insufficient annotations adequately explain practices, attitudes and assumptions or demonstrate coherence with stated teaching philosophy or justify using educational research. The choice of evidence is questionable.	10 pts

+ Criterion Q Find outcome   Total points: 10

Title:

Assessment 3 Philosophy of Teaching Reflective Statement 30%

Criteria	Ratings					Pts
Educational Aims Make an argument about what good education means to you, in terms of its value to young people, society and/or a specific the school community, in relation to some critical and/or contested issue in contemporary Australian education. Discuss what you believe teachers should strive for in terms of why education is so important to broader society, with an understanding of historical, political, and/or environmental context (as relevant). Range	Edit rating **10 to >8 Pts** **High Distinction (8.5 - 10)** Well-reasoned, evidence-based argument identifying and clarifying a key educational aim and how it relates to an interpretation of 'good teaching'. Insight into a critical or philosophically-informed perspective on a significant issue in education relevant today. These insights are linked thoughtfully to the identified educational aim and interpretation of good teaching.	Edit rating Delete rating **8 to >7 Pts** **Distinction (7.5 - 8)** Thoughtful, evidence-based argument identifying and clarifying to a degree, a key educational aim and how it relates to an interpretation of 'good teaching'. Use of a critical or philosophically-informed perspective to analyse a significant issue in education relevant today. These insights are linked in some way to the identified educational aim and interpretation of good teaching.	Edit rating Delete rating **7 to >6 Pts** **Credit (6.5 - 7)** Reasonable argument addressing key concepts relating to educational aims and/or an interpretation of good teaching. Critical or philosophically-linked perspectives are loosely connected to a contested issue. Some insights are linked in some way to an identified educational aim and/or interpretation of good teaching.	Edit rating Delete rating **6 to >0 Pts** **Pass (5 - 6)** Somewhat reasonable argument is stated that addresses key concepts relating to educational aims. Some critical perspectives, context and contested issues in the field are noted. Minimal questionable assumptions	Edit rating **0 Pts** **Fail (0 - 4)** Lack of focus or evidence for argument, insufficient organising concepts with philosophical or critical foundations or confusing argumentation. Significant assumptions about contested questions.	10 pts

Assessment 3 Philosophy of Teaching Reflective Statement 30%

Criteria	Ratings					Pts
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 what it means to "grow". Consider how the mode/s of reflection offered in the readings (eg: on action/in action/contemplation, see-Webster&Whelen) add value to your growth as a teacher. Range	**Edit rating** **10 to >8.75 Pts** **High Distinction (7.5 - 8)** 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, and across your program. 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.	**Edit rating Delete rating** **8.75 to >7.5 Pts** **Distinction (6.5 - 7)** Evidence of deep self- reflection on one's growth as a teacher in relation to key course themes, experiences and/or materials, and/or across your program. Evidence of 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.	**Edit rating Delete rating** **7.5 to >5.63 Pts** **Credit (5 - 6)** A clear and coherent self- reflection on one's growth as a teacher. Exploratory philosophical thinking about the ideas of reflexivity, ethical obligations and the teacher's role. Illustrative examples from your learning experiences.	**Edit rating Delete rating** **5.63 to >0 Pts** **Pass (4 - 4.5)** 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	**Edit rating** **0 Pts** **Fail (0 - 3)** Indications of a nascent understanding of growth or reflective modes. And/or Teaching identity not yet perceived holistically. And/or An attempt at self reflection is made, but it is at a shallow level with limited connections to the course materials and philosophical themes.	10 pts

Assessment 3 Philosophy of Teaching Reflective Statement 30%

Criteria	Ratings				Pts
Academic Literacy Essay organization (introduction, body, conclusion), formal writing style, authentic voice, paragraphing, sentence structure, spelling, grammar, referencing (in APA style). Range	**Edit rating** **4 Pts** **Highly Developed** Writing style reads easily. Excellent organisation, sentence structure, referencing (APA), punctuation and paragraphing. Strong introduction and conclusion	**Edit rating Delete rating** **2.67 Pts** **Well Developed** Writing conveys meanings effectively. Good organisation, sentence structure, punctuation and paragraphing. Useful introduction and conclusion. Mostly correct referencing (APA)	**Edit rating Delete rating** **1.35 Pts** **Pass** Effective communication style. Sufficient organisation, sentence structure, punctuation and paragraphing. Useful introduction and conclusion. Mostly correct referencing (APA)	**Edit rating** **0 Pts** **Fail** 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.	4 pts
Conceptual comprehension and scholarship Demonstrate close reading and sound interpretation of educational concepts, theories and philosophical perspectives Range	**Edit rating** **6 Pts** **Highly Developed** 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.	**Edit rating Delete rating** **3.6 Pts** **Well Developed** There is good evidence of close reading of course materials and relevant theoretical or philosophical scholarship is largely understood. You explain concepts clearly and use them correctly.	**Edit rating Delete rating** **2.4 Pts** **Developing** Some evidence of close course material reading. There is evidence that relevant theoretical and/or philosophical concepts are generally well explained and used correctly.	**Edit rating** **0 Pts** **No marks** Insufficient close reading of course materials And/or Lacking philosophical or theoretical interpretation And/or Limited or inappropriate sources, used out of context. And/or Scholarly works are not adequately paraphrased, sometimes misinterpreted.	6 pts

Total points: 30