

Subject Title:	Ethical Professional Practice		
Subject Code:	EDU4EPP	Credit Points:	15
Teaching Period:	Semester 1	Mode:	Online
Prerequisite:	Nil	Level:	4
Subject Description:			
<p>In this subject pre-service teachers develop their knowledge of the ethical professional practice of teachers within current national and state policy and legal frameworks and in relation to future directions in education. Pre-service teachers expand their understanding of the professional roles and responsibilities of teachers in contemporary Australian schools and communities. They investigate ethical, moral and legal dilemmas in relation to compliance with policy, legal obligations and ethical codes of teachers' practice. They work with others to work through these dilemmas to arrive at an agreed response and to evaluate the relevant frameworks and practices. Students critique and synthesise the connections between education policy, professional ethics, standards and responsibilities of teachers, including community engagement, legal and organisational requirements and professional development imperatives. Pre-service teachers will develop understandings of professional networks and how knowledge and practices are informed by broader communities; including parents and carers, legal and organisational communities, and professional development structures.</p>			
Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers (APST)			
Upon successful completion of this subject, you will be able to:			APST
1	Develop knowledge and understanding of ethical, moral and legal frameworks informing teachers' professional practice	4.4, 7.1	
2	In teams critically examine case studies of ethical teaching issues and make recommendations for improved teaching practice and student learning.	6.4	
3	Critically examine legislative, administrative and organisational policies and processes relevant for teachers in various educational contexts	7.2	
4	Evaluate compliance and ethical dimensions of teaching practice when engaging with colleagues, parents, carers and communities for improved student learning.	7.3	
5	Synthesise and interrogate the networks involved in professional policies and legislation requirements in understanding teachers' professional practice.	6.1, 6.2, 7.4	

Assessment:				
Assessment Summary		Word Count Equivalence	%	APST
1	Contemporary case study of an ethical, legal and moral educational issue. (This task will be scaffolded via the learning activities).	2000-2500	50	3.7, 4.4, 4.5, 6.1, 7.1, 7.2, 7.3
2	Written analysis of policy and practice (This task is in two parts with part A informing the development of part B).	2000-2500	50	6.2, 6.4, 7.1, 7.2, 7.4
Assessment Details (including Assessment Criteria)				
1	<p>Contemporary case study of an ethical, legal and moral educational issue. Group analysis of a selected educational case study in relation to an ethical, moral and/or legal teaching dilemma. Pre-service teachers select and respond to a particular issue in relation to relevant literature and educational frameworks including; the Victorian Teachers' Code of Ethical Conduct, the Australian Professional Standards for Teachers and relevant national or state legislation.</p> <p>Students discuss the issue, recording different ethical perspectives and dilemmas before arriving at an agreed group response. They produce a multi-media presentation explaining:</p> <ol style="list-style-type: none"> the ethical/ moral/ legal issues arising from their case study, the group response to that case study issue and a rationale for that response, a critical reflection on the processes of (i) working with differing values and assumptions held within the group and (ii) of complying to educational professional and legislative frameworks to guide teaching practice. <p>This assignment will be assessed on a group basis and will include an issue relating to engaging with parents, carers and other members of the school community.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> Ability to articulate and problematize the ethical/ moral/legal dilemmas faced by teachers in the selected case study scenario. (ILOs 1, 2; APST 7.1, 7.2, 7.3) Application of teachers' professional, ethical, and legal frameworks and relevant literature to investigate and resolve an educational issue. (ILOs 1, 2, 3; APST 7.1, 7.2) Critical reflection on group collaboration, decision-making processes and use of professional resources to resolve an ethical educational issue. (ILOs 3, 4; APST 7.3) 			
2	<p>Written analysis of policy and practice (individual assignment)</p> <ol style="list-style-type: none"> <i>Critical Incident Analysis of Teaching Practice</i> – (500-1000 words) Pre-service teachers describe an ethical/ moral and/or legal issue/ dilemma or troubling incident arising from their professional placement experiences. They explain the issues arising and their initial response to or views on the incident/ issue drawing on relevant literature and professional frameworks. <i>Comparative Essay</i> – (1500-2000 words) The incident explicated in part A is critically examined in relation to a synthesis of relevant literature, professional standards, policy, legislation and teachers' ethical codes of conduct. Students investigate common threads and contradictions in these frameworks and policies. They apply theory to critique their own assumptions, values and attitudes in relation to the intent of the legal/ethical standards for teaching practice. They revisit their initial responses to the critical incident, discuss new perspectives and understandings of the uses of frameworks. They highlight challenges of ethical decision-making in professional teaching practice to reduce risk to the school community. <p>Assessment criteria</p> <ol style="list-style-type: none"> Identification of complex ethical and legal problems in investigating a critical incident arising from teaching practice. Ability to interpret, compare and contrast relevant professional, ethical and legal frameworks and literature for contemporary teachers' conduct. 			

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| | 3. Ability to critically interrogate own views and professional learning arising from examination relevant frameworks and propose possible actions for risk reduction. |
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Learning Resources	
Required Texts	
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Recommended Reading	
1	Barrett, D. E., Casey, J. E., Visser, R. D., & Headley, K. N. (2012). How do teachers make judgments about ethical and unethical behaviors? Toward the development of a code of conduct for teachers. <i>Teaching and Teacher Education</i> , 28(6), 890-898.
2	Boon, H. (2011). Raising the bar: Ethics education for quality teachers. <i>Australian Journal of Teacher Education</i> , 36, 76–93.
3	Clarke, M., & Moore, A. (2013). Professional standards, teacher identities and an ethics of singularity. <i>Cambridge Journal of Education</i> , 43(4), 487-500.
4	Connell, R. (2009). Good teachers on dangerous ground: towards a new view of teacher quality and professionalism. <i>Critical Studies in Education</i> , Vol. 50, No. 3, October 2009, 213–229. ISSN 1750-8487 print/ISSN 1750-8495 online.
5	Darling-Hammond, L., & Bransford, J. (2005). <i>Preparing teachers for a changing world: What teachers should learn and be able to do</i> . San Francisco, CA: John Wiley & Sons.
6	Dinham, S. (2013). The quality teaching movement in Australia encounters difficult terrain: A personal perspective. <i>Australian Journal of Education</i> , 57(2) 91–106.
7	Gestwicki, C. (2015). <i>Home, school, and community relations</i> . Cengage Learning.
8	Johnston, J. (2015). Issues of professionalism and teachers: critical observations from research and the literature. <i>Australian Education Researcher</i> (2015) 42:299–31, DOI 10.1007/s13384-014-0159-7
9	Kline, J., White, S., & Lock, G. (2013). The rural practicum: Preparing a quality teacher workforce for rural and regional Australia. <i>Journal of Research in Rural Education (Online)</i> , 28(3), 1.
10	McArdle, F. (2010). Preparing quality teachers: Making learning visible. <i>Australian Journal of Teacher Education</i> , 35(8), http://dx.doi/10.14221/ajte.2010v35n8.5
11	O'Meara, J. (2011). Australian teacher education reforms: reinforcing the problem or providing a solution? <i>Journal of Education for Teaching</i> , 37(4), 423-431.
12	O'Neill, J., & Bourke, R. (2010). Educating teachers about a code of ethical conduct. <i>Ethics and Education</i> , 5(2), 159-172.
13	Santoro, N., Reid, J. A., Mayer, D., & Singh, M. (2012). Producing 'quality' teachers: the role of teacher professional standards. <i>Asia-Pacific Journal of Teacher Education</i> , 40(1), 1-3.

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1-2	Understanding professionalism Australian Government National definitions of the professions	<p>Learning Focus Pre-service Teachers examine contemporary definitions of professions and teacher professionalism – analysis of national policies (format: online module including a poll on professionalism)</p> <p><u>Readings:</u> Connell, R. (2009). Good teachers on dangerous ground: Towards a new view of teacher quality and professionalism. <i>Critical studies in education</i>, 50(3), 213-229.</p> <p>Darling-Hammond, L., & Bransford, J. (2005). <i>Preparing teachers for a changing world: What teachers should learn and be able to do</i>. San Francisco, CA: John Wiley & Sons.</p> <p>McArdle, F. (2010). Preparing quality teachers: Making learning visible. <i>Australian Journal of Teacher Education</i>, 35(8), http://dx.doi/10.14221/ajte.2010v35n8.5</p>
3-4	Standards as practice and standards as legislation -Roles and responsibilities of teachers	<p>Learning Focus Pre-service Teachers develop their understanding of national standards and differentiate between standards as legislation and standards as practice in light of their professional roles and responsibilities – scaffolded collaborative meaning making (format: online module combined with a webinar or online discussion forum)</p> <p><u>Readings:</u> AITSL Standards: http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list</p> <p>Santoro, N., Reid, J. A., Mayer, D., & Singh, M. (2012). Producing 'quality' teachers: the role of teacher professional standards. <i>Asia-Pacific Journal of Teacher Education</i>, 40(1), 1-3.</p> <p>Clarke, M., & Moore, A. (2013). Professional standards, teacher identities and an ethics of singularity. <i>Cambridge Journal of Education</i>, 43(4), 487-500.</p> <p>O'Meara, J. (2011). Australian teacher education reforms: reinforcing the problem or providing a solution?. <i>Journal of Education for Teaching</i>, 37(4), 423-431.</p>
5-6	Theoretical enquiry into ethics and morality for teaching	<p>Learning Focus Pre-service teachers inquire into questions of ethics and morality in relation to the teaching profession. Online module and scaffolded Individual research using La Trobe Library online databases and online State and Government resources to develop conceptual understanding.</p> <p><u>Readings:</u> VIT Code of Conduct and Ethics: http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics</p>

		<p>Boon (2011). Raising the bar : Ethics education for quality teachers. <i>Australian Journal of Teacher Education</i>, 36(7), 76-92.</p> <p>O'Neill, J., & Bourke, R. (2010). Educating teachers about a code of ethical conduct. <i>Ethics and Education</i>, 5(2), 159-172.</p> <p>Barrett, D. E., Casey, J. E., Visser, R. D., & Headley, K. N. (2012). How do teachers make judgments about ethical and unethical behaviors? Toward the development of a code of conduct for teachers. <i>Teaching and Teacher Education</i>, 28(6), 890-898.</p>
7-8	Legal responsibilities of teachers – duty of care, child protection, negligence, mandatory reporting	<p>Learning Focus Pre-service teachers collaboratively explore and discuss legal responsibilities such as duty of care, child protection, mandatory reporting, using multimodal resources.</p> <p>Readings: Department of Human Services Child Protection, Department of Education and Early Childhood Development (2010). <i>Protecting the safety and wellbeing of children and young people</i>. Melbourne, http://www.education.vic.gov.au/documents/school/principals/spag/safety/protectionofchildren.pdf</p> <p>Department of Education and Early Childhood Development School Policy and Advisory Guide: Duty of Care; http://www.education.vic.gov.au/school/principals/spag/safety/Pages/dutyofcare.aspx</p> <p>Relevant national and state policies on</p> <ul style="list-style-type: none"> • Discrimination, harassment and vilification • Negligence • Mandatory reporting • Privacy • Occupational Health & Safety policies • Teacher Registration
9-10	Ethics and legal requirements in relationships with parents, colleagues and communities.	<p>Learning Focus Pre-service Teachers study ethical and legal requirements informing teachers' professional practice when interacting and collaborating with parents, colleagues and communities (format: online module combined with a webinar facilitated by an experienced secondary school principal)</p> <p>Readings: Gestwicki, C. (2015). <i>Home, school, and community relations</i>. Cengage Learning.</p> <p>Kline, J., White, S., & Lock, G. (2013). The rural practicum: Preparing a quality teacher workforce for rural and regional Australia. <i>Journal of Research in Rural Education (Online)</i>, 28(3), 1.</p>
11-12	Collaborative Online Webinar	<p>Learning Focus Pre-service teachers participate in an online video conference to collaboratively workshop their final assessment task.</p>

Assessment	
Assessment Task No.	Description of task:
1	Contemporary case study of an ethical, legal and moral educational issue. (This task will be scaffolded via the learning activities).
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
4.4	Taught - Weeks 1-6
	Practiced - Pre-service teachers demonstrate strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.
6.1	Assessed – Task 1 Taught - Weeks 1-6
	Practiced - Pre-service teachers demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.3	Taught - Weeks 3-6 Assessed – Task 1
	Practiced - Pre-service teachers work collaboratively with peers to examine an ethical dilemma and to arrive at an agreed position.
7.1	Assessed – Task 1 Taught - Weeks 3-5
	Practiced - Pre-service teachers understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Taught - Weeks 2-5
	Practiced - Pre-service teachers understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. Assessed – Task 1
7.3	Taught - Weeks 1-2, 4-5
	Practiced - Pre-service teachers Understand strategies for working effectively, sensitively and confidentially with parents/carers. Assessed – Task 1
Assessment Task No	Description of task:
2	Written analysis of policy and practice (This task is in two parts with part A informing the development of part B).
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
6.4	Taught - Weeks 1-2
	Practiced - Pre-service teachers provide a rationale for continued professional learning and the implications for improved student learning.

7.1	<p>Taught - Weeks 3-6</p> <p>Practiced - Pre-service teachers meet professional ethics and responsibilities</p>
7.2	<p>Taught - Weeks 4-6</p> <p>Practiced - Pre-service teachers examine the implications of teachers' compliance with legislative, administrative and organisational requirements</p>
7.4	<p>Taught - Weeks 1-2, 6</p> <p>Practiced - PRE-SERVICE TEACHERS investigate the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>