EDED14354 *The Ethical Professional*

Term 3 - 2021

Profile information current as at 12/10/2024 02:32 pm

All details in this unit profile for EDED14354 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In The Ethical Professional, students critically reflect on the nature of teaching as a complex profession in this capstone unit. They draft their own philosophical framework in relation to teaching and learning and test it by analysing the extent to which it supports them in discharging their professional responsibilities in educational contexts. Students are encouraged to prepare for their final placement in schools by using the National Professional Standards for Teachers; Codes of Ethics and Conduct that apply to the profession; and an understanding of the influence of the broader macro socio-political and policy environment affecting educational contexts to develop a framework of critical questions. These questions are used to guide reflection in, on and for action throughout the placement for Professional Practice 4 and subsequent internship. On conclusion of the full 10-week placement, students select one or more written reflections and apply an ethical decision-making framework to the central incident/s to develop and articulate a personal professional philosophy of teaching illustrating how it shapes their professional practice.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Co-requisite:- Students must be enrolled in both EDFE14021 and EDFE14020 in the same term of study as this unit. Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 3 - 2021

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 40%
2. **Written Assessment**
Weighting: 60%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Red button

Feedback
Moodle navigation

Recommendation
Develop a Moodle map to show the location of items Develop a short Moodle navigation video

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Use professional standards and codes of ethics that apply to the teaching profession to set professional learning goals and generate a framework for appraising professional practice.
2. Analyse teaching practice to make professional reasoning explicit and ethically defensible.
3. Outline and reflect on specific strategies that will assist in engaging with ethical dilemmas.
4. Formulate a personal professional philosophy of teaching illustrating how it shapes professional and ethical practice in highly accountable educational contexts.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:
6.1 Identify and plan professional learning needs
6.2 Engage in professional learning and improve practice
6.4 Apply professional learning and improve student learning
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements
7.4 Engage with professional teaching networks and broader communities

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•			
2 - Written Assessment - 60%		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving				
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence				
8 - Ethical practice		•		•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•		•	•				•		
2 - Written Assessment - 60%	•		•	•				•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 08 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic

The Profession: Situating Teaching as Ethical and Intellectual Work	Readings in the eReading list and embedded in the Moodle topic. Key Readings for all topics listed below: Ayers, W. (1993). To Teach. The Journey of a Teacher. London: Teachers College Press. Bentley, D. F. (2015). “Your job is to take care of us”: Teaching our way through the Boston Marathon bombings. Contemporary Issues in Early Childhood, 16(3), Mockler, N. (2005). Trans/forming teachers: new professional learning and transformative teacher professionalism. Journal of In-service Education, 31(4), 733-746. Silin, J. (2017). Risking hope in a worried world. Contemporary Issues in Early Childhood, 18(1), 91-98. Swadener, B. (2000). "At Risk” or "At Promise”? From deficit constructions of the "Other Childhood” to possibilities for authentic alliances with children and families. In L. Diaz-Soto (Ed.), The Politics of Early Childhood Education. NY: Peter Lang. Turney, C. et al. (1986). The teacher's world of work. Sydney, Australia: Sydmac Academic Press. Woodrow, C (1999). Revisiting images of childhood in early childhood: Reflections and reconsiderations- Australian Journal of Early Childhood 24 (4) 7-14. Thomas, L. (2012). New possibilities in thinking, speaking and doing: Early childhood teachers' professional identity constructions and ethics. Australasian Journal of Early Childhood, 37(3), 87. Newmann, L. (2016) Ethics and the law. Every Child, 20(3), 20-21. Newman, Linda. & Pollnitz, Lois. & Australian Early Childhood Association. (2002). Ethics in action : introducing the ethical response cycle. Watson, ACT: Australian Early Childhood Mausethagen, S. (2013). A research review of the impact of accountability policies on teachers’ workplace relations. Educational Research Review, 9, 16-33. Codes of Ethics and Conduct from your State Authority Shulman, L. S. (1998). Theory, practice, and the education of professionals. The elementary school journal, 98(5), 511-526. Professional boundaries: A guide for Queensland teachers, 2017 Australian Professional Standards Churchill, R., Godinho, S., Johnson, N. F., Keddie, A., Letts, W., Lowe, K., . . . Vick, M. (2015). Teaching: Making a Difference (3rd ed.). Milton, Qld: Wiley. UN Declaration on the Rights of the Child, 1989.	This unit supports PP4. **Zoom Session Tuesday 4 pm (Qld Time)**

Week 2 - 15 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic

Codes of Ethics and Code of Conduct	Readings in the eReading list and embedded in the Moodle topic.	**Zoom Session Tuesday 4 pm (Qld Time)**

Week 3 - 22 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
The macro context and accountability	Readings in the eReading list and embedded in the Moodle topic.	**Zoom Session Tuesday 4 pm (Qld Time)**

Week 4 - 29 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Application of Code of Conduct and Professional Judgement	Readings in the eReading list and embedded in the Moodle topic.	**Zoom Session Tuesday 4 pm (Qld Time)**

Vacation Week - in term 3 we will NOT observe Vacation week. We will be covering the Week 5 content this week - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 5 content will be shared during the Vacation Week.		**Zoom session Tuesday 4 pm (Qld time)**

Week 5 - in term 3, this week's content is covered during Vacation week. We will be covering the Week 6 content this week. - 13 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Application of tools to support ethical decision making	Readings in the eReading list and embedded in the Moodle topic.	**Zoom Session Tuesday 4 pm (Qld Time)** First assessment task due **Plan for professional learning and reflection** Due: Week 5 Friday (17 Dec 2021) 11:45 pm AEST

Week 6 - 20 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Developing a personal professional philosophy and exploring your beliefs and values of teaching.		**Zoom session Tuesday 4 pm (Qld time)**

Vacation Week - Christmas Break. Enjoy this time of the year :) - 27 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
No Zoom Session.		

Week 7 - 03 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
No Zoom session	Readings in the eReading list and embedded in the Moodle topic.	

Week 8 - 10 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
No Zoom session	Readings in the eReading list and embedded in the Moodle topic.	**Drop in zoom session Tuesday 10:30 am (Qld time)** - the purpose of this zoom session is to drop in and ask questions or share experiences. This session will not be recorded and is not compulsory.

Week 9 - 17 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
No Zoom session	Readings in the eReading list and embedded in the Moodle topic.	

Week 10 - 24 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic

No Zoom session	Readings in the eReading list and embedded in the Moodle topic.	

Week 11 - 31 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Further exploration of developing your philosophy and review of the unit content. Zoom session to review the unit content and respond to AT2 questions.	Readings in the eReading list and embedded in the Moodle topic.	**Drop in zoom session Tuesday 10:30 am (Qld time)** - the purpose of this zoom session is to drop in and ask questions or share experiences. This session will not be recorded and is not compulsory.

Week 12 - 07 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic
No Zoom session		Final assessment task due **Ethical Response and Personal Professional Philosophy** Due: Week 12 Monday (7 Feb 2022) 11:45 pm AEST

Exam Week - 14 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Plan for professional learning and reflection

Assessment Type
Written Assessment

Task Description
Task Description
Part A
Part A is a **1000 word professional audit** of your capabilities supported by policy documents.
Use the Australian Professional Standards for Teachers (Graduate Career Stage) to review the evidence collected to date in your e-portfolio. Write a brief statement that summarises your current capabilities and achievements in relation to the standards and construct a list of **professional learning goals** to guide your development during your final year Professional Practice placements. Please ensure that you list/dotpoint your professional learning goals.

Part B
Respond to Codes of Ethics and Conduct for the profession, tutorial discussions, the concepts and readings explored in this course by writing a **500-word critical reflection.**
The reflection should:

- acknowledge the influence of the broader macro socio-political environment, policy and legislation on teachers' work;
- explore the ways in which these influences might affect your practice and relationships with students, parents, colleagues and the school community; and
- provide the basis for writing a **series of questions** to guide reflective practice and professional learning during your final
  Professional Practice and internship placements.

Total word limit for this assignment is 1500 words.

Assessment Due Date
Week 5 Friday (17 Dec 2021) 11:45 pm AEST

Please upload your word document into the moodle site for marking.

Return Date to Students
Week 8 Friday (14 Jan 2022)

The assignment will be returned in three weeks.

Weighting
40%

Assessment Criteria

- Analysis of current professional capabilities and achievements in relation to the Australian Professional Standards for Teachers (graduate)
- Development of professional learning goals to guide professional practice
- Critical reflection on the way in which contemporary issues and policy texts (including Codes of Ethics and Codes of Conduct) shape the complex work of teachers
- Development of thoughtful questions to guide reflective practice and professional learning
- Professional levels of personal literacy

Australian Professional Standards for Teachers (Graduate Career Stage) demonstrated:
6.1: Identify and plan professional learning needs
6.4: Apply professional learning and improve student learning
7.1: Meet professional ethics and responsibilities
7.2: Comply with legislative, administrative and organisational requirements
7.4: Engage with professional teaching networks and broader communities

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Please upload your assignment into Moodle. Please ensure that you include your name and student number in the footer.

assessmentOutcome

- Use professional standards and codes of ethics that apply to the teaching profession to set professional learning goals and generate a framework for appraising professional practice.

assessmentGradAttribute

- Communication
- Critical Thinking
- Information Literacy
- Ethical practice

2 Ethical Response and Personal Professional Philosophy

Assessment Type
Written Assessment

Task Description
This task is an **Ethical Response to a Professional Dilemma supported by your professional teaching philosophy**.
Select at least **one incident or experience** that prompted critical reflection or collegial discussion during your Professional Practice placement **around one of the key questions you developed as part of Assessment Task 1**. Please include this question at the beginning of your response.
Apply an ethical response framework to examine this issue in further detail. Explore or defend the ethical and professional reasoning underpinning your actions or those you
observed in this situation.
You can use the ethical response cycle (Newman & Pollnitz, 2002) or a framework suggested by the education or accrediting body in your state.
This section should be between **1000 - 1500 words**.
Use what you have learnt from this process to write a personal professional philosophy. The features of your professional philosophy or the beliefs that drive what
you do and how you will be with children/students and other stakeholders will emerge as you engage in considering the dilemma you encountered.

Your **500 word** philosophy should state your beliefs about your role and responsibilities as an educator and describe how these beliefs shape what you will **DO** to respond to the complexity of teaching in diverse settings.

Assessment Due Date
Week 12 Monday (7 Feb 2022) 11:45 pm AEST

Word document to be uploaded through the Moodle portal.

Return Date to Students
Exam Week Friday (18 Feb 2022)

Marked and graded assignments will be returned 3 weeks after submission.

Weighting
60%

Assessment Criteria

- Application of an ethical framework to examine an ethical dilemma
- Explication of professional reasoning underpinning your actions showing how it is ethically defensible
- Development of a personal professional philosophy informed by understandings derived from interrogating an ethical issue
- Articulation of how your beliefs about your role and responsibilities as an educator/teacher shape what you will 'do' to respond to the complexity of teaching in diverse settings.
- Professional levels of personal literacy

Australian Professional Standards for Teachers (Graduate Career Stage) demonstrated:
6.2: Identify and plan professional learning needs
6.4: Apply professional learning and improve student learning
7.1: Meet professional ethics and responsibilities
7.2: Comply with legislative, administrative and organisational requirements

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Please upload your assignment into Moodle. Please ensure that you include your name and student number in the footer.

assessmentOutcome

- Analyse teaching practice to make professional reasoning explicit and ethically defensible.
- Outline and reflect on specific strategies that will assist in engaging with ethical dilemmas.
- Formulate a personal professional philosophy of teaching illustrating how it shapes professional and ethical practice in highly accountable educational contexts.

assessmentGradAttribute

- Communication
- Critical Thinking
- Information Literacy
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem