



Welcome!

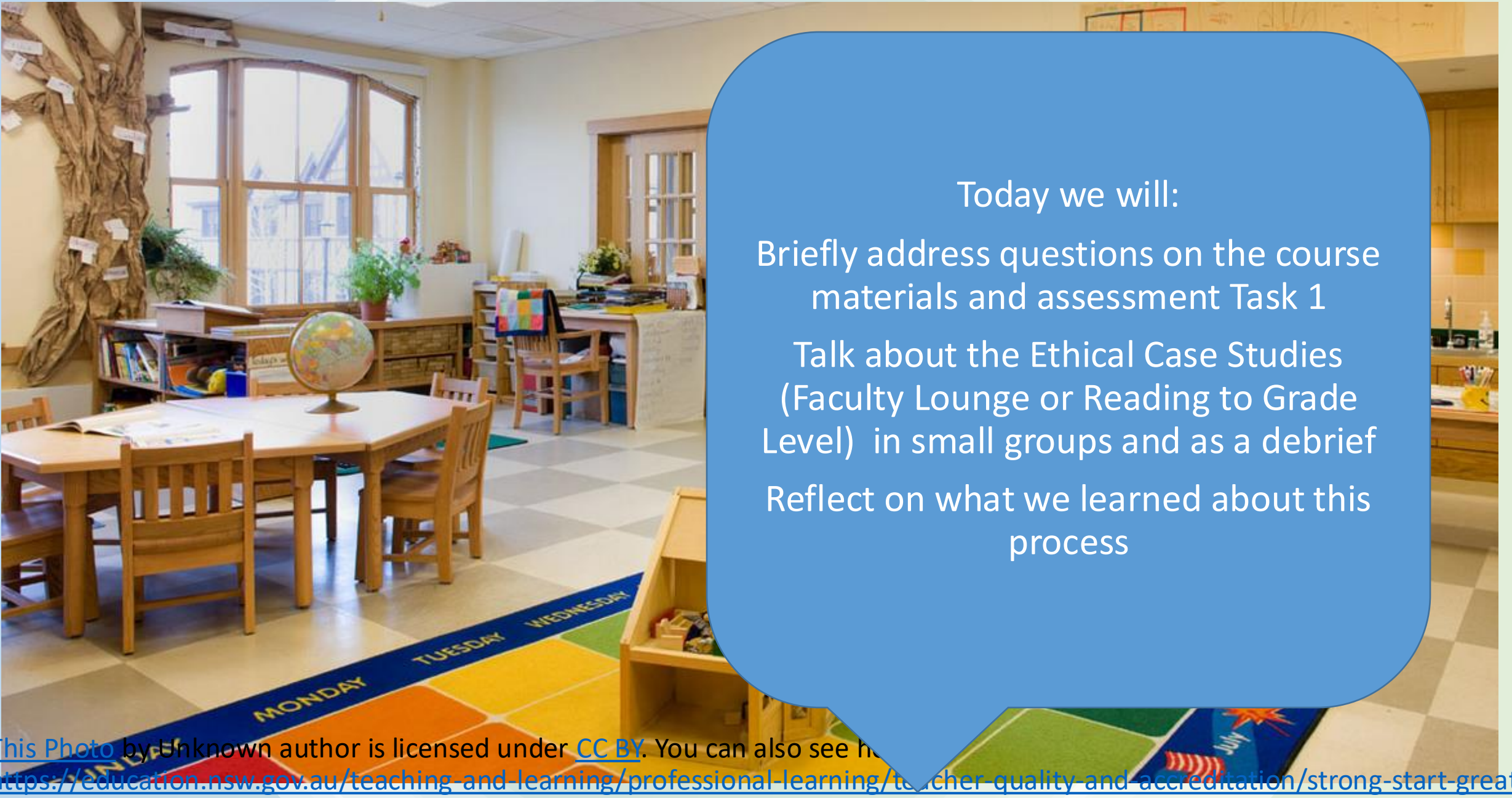
Week 2 EDUC6785 Educational Foundations

Module 1

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Today we will:

Briefly address questions on the course materials and assessment Task 1

Talk about the Ethical Case Studies (Faculty Lounge or Reading to Grade Level) in small groups and as a debrief

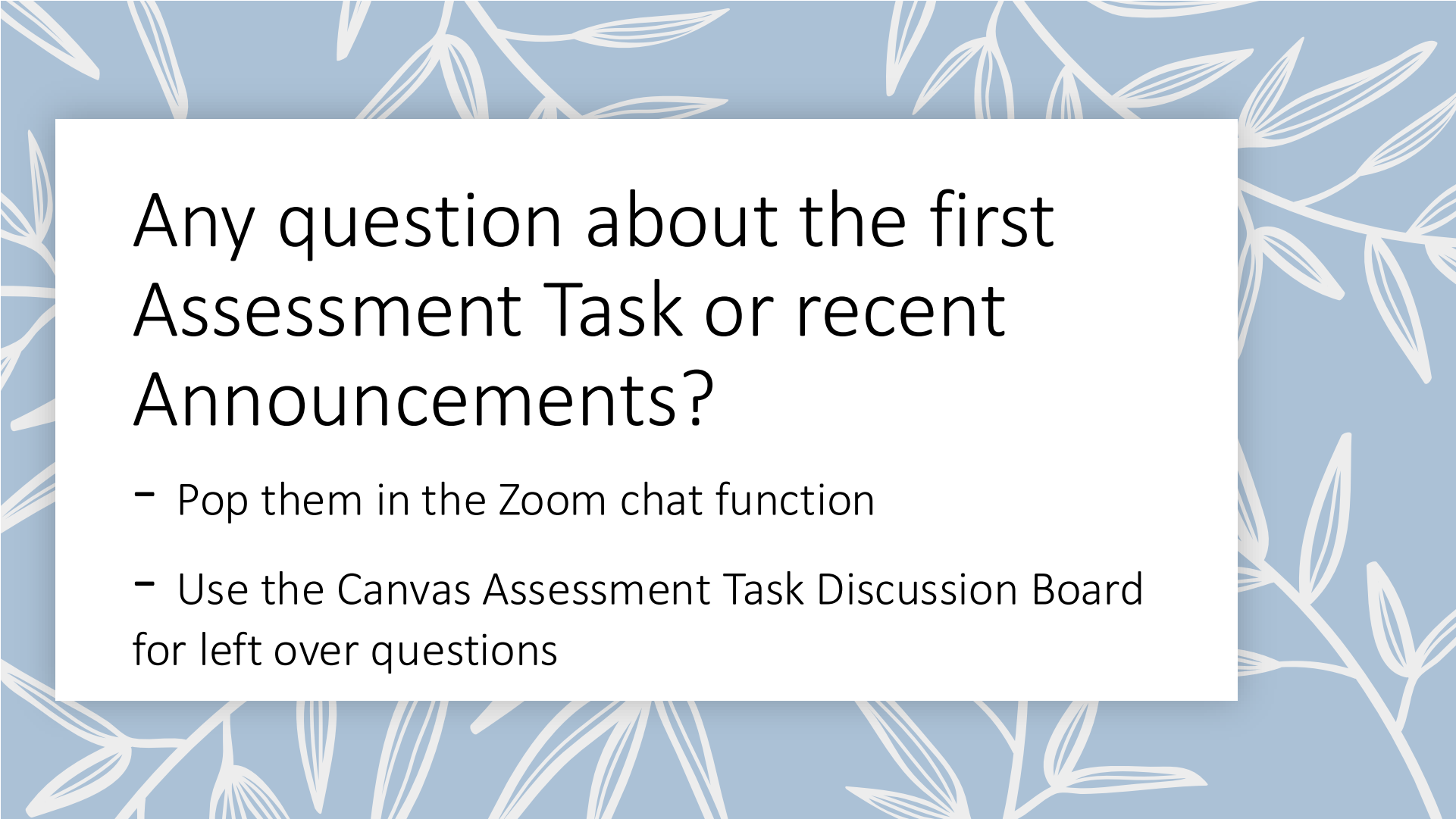
Reflect on what we learned about this process

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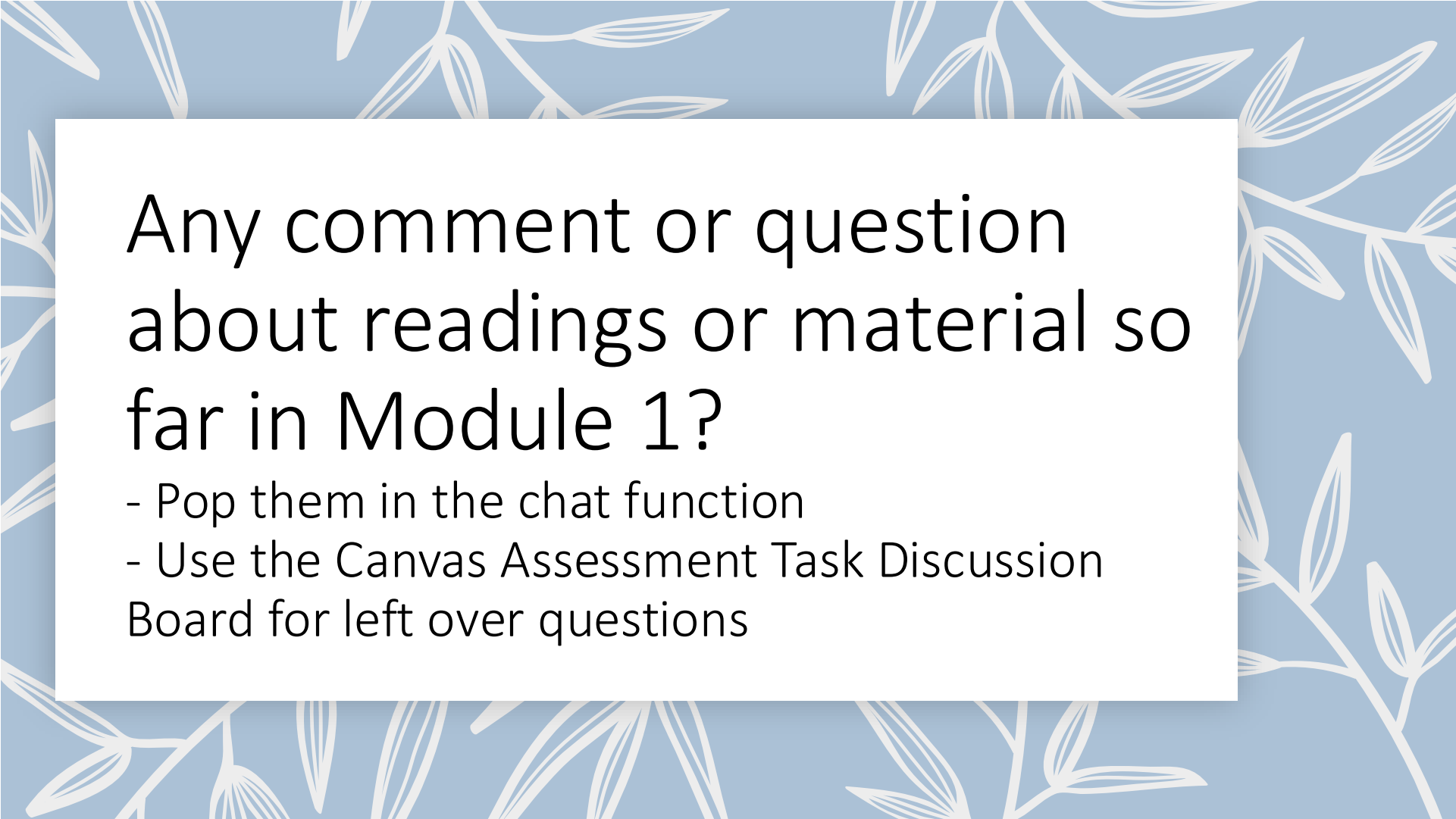
Questions about On campus F2F Week 9

- F2F is not compulsory but highly recommended
(and great! – much to look forward to on the day)



Any question about the first Assessment Task or recent Announcements?

- Pop them in the Zoom chat function
- Use the Canvas Assessment Task Discussion Board for left over questions

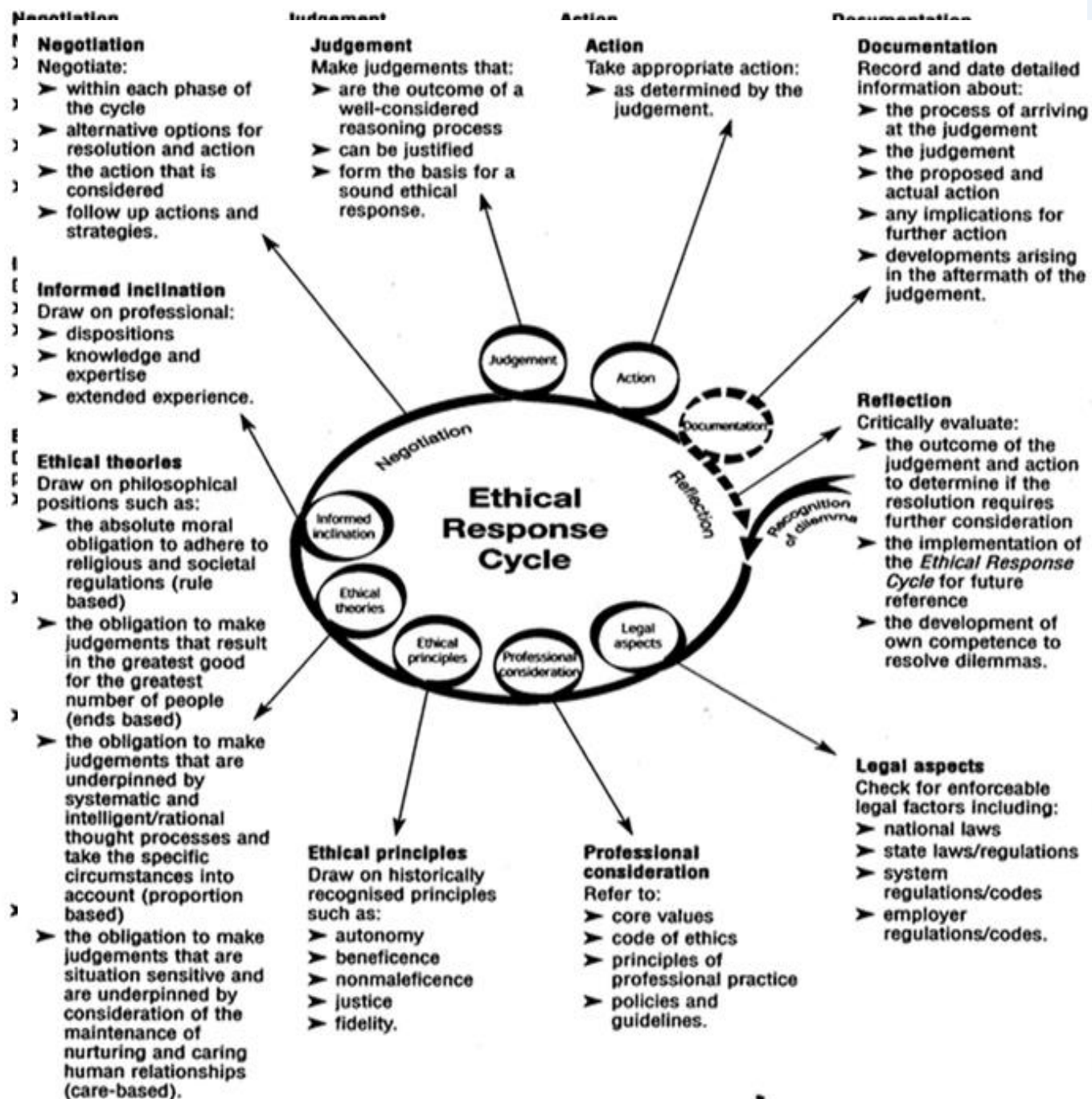


Any comment or question
about readings or material so
far in Module 1?

- Pop them in the chat function
- Use the Canvas Assessment Task Discussion Board for left over questions



Using an ethical
decision-making tool in
today's case study
conversation:
*The Ethical Response
Cycle*



Ethical Response Cycle

(Newman & Pollnitz, 2005)

• Ethical Principles

- Autonomy – respect personhood
- Beneficence – do good for others
- Nonmaleficence – don't cause harm
- Justice – promote fairness
- Fidelity – loyalty

Consider, too...

- Do the Ends justify the Means?

Remember, it is the suspension of judgment that is important to good decision making.

It is only after investigation of legal, professional, ethical principles and theories that we form a tentative informed inclination about what 'ought' or 'should' be done.

NSW DET Code of Conduct 2021

2 Our values

The department's values build upon the public sector core values. You are expected to live up to these values at work.

Excellence

- We have high expectations and we continually seek to improve ourselves and our work.
- We strive to excel and invite the best ideas from everyone in and outside the department.
- We use and share evidence, research and data to underpin policy and practice.
- We welcome collaboration and learning with others.

Trust

- We build relationships based on transparency, honesty and mutual respect.
- We support each other.
- We respect each other's expertise, experience and points of view, and listen with an open mind.

Equity

- We ensure that every student has access to high-quality public education.
- We respect diversity and the views and contributions of others.
- We treat people fairly.

Integrity

- We act professionally with honesty and consistency.
- We communicate clear expectations.
- We are transparent with information and our decisions.

Accountability

- We take responsibility for decisions and outcomes.
- We allocate and use resources efficiently and effectively.
- We monitor and review performance to drive improvement.

Service

- We are flexible, innovative, responsive and reliable.
- We provide coordinated and aligned services to enhance teaching and learning.
- We work openly in partnership with parents, communities and organisations.

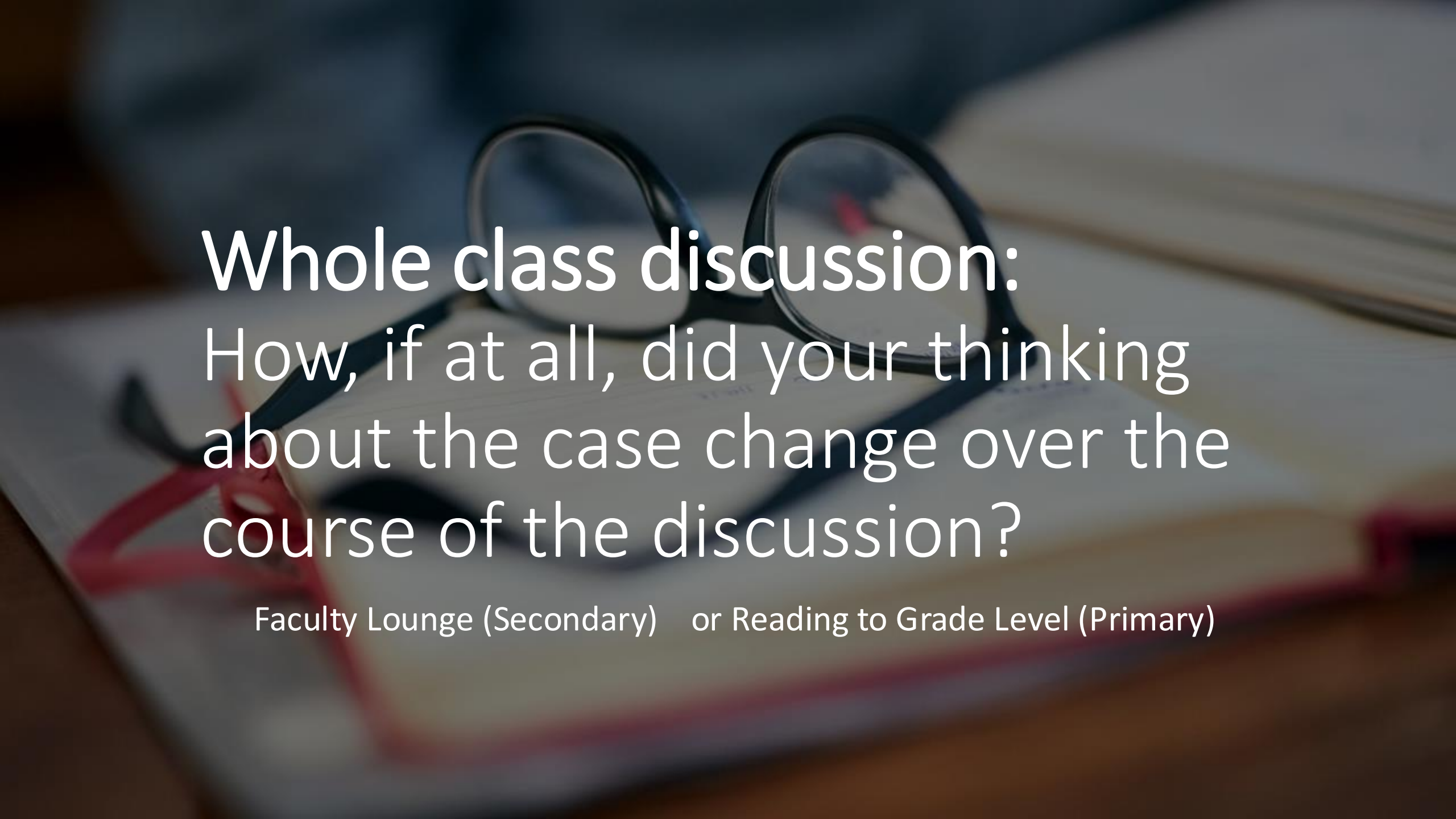
A pair of black-rimmed glasses is resting on a stack of papers. The papers have red ribbon bookmarks. The background is blurred, showing more papers and a wooden surface.

Prepare to split into two Zoom groups

Faculty Lounge (Secondary) or Reading to Grade Level (Primary)

Small group discussion of the Case Study – Guiding Questions

1. What are the issues in this situation? In other words, whose well-being, interests or feelings are at stake and what values seem to come into play? What values or principles are in tension in this dilemma?
2. What are different peoples' responsibilities in this situation? In other words, who has obligations to which people, what are those obligations and what rights are at stake? Can you point to a relevant part of the NSW Code of Conduct?

A pair of black-rimmed glasses is resting on a stack of books. A red bookmark is visible on the left side of the books. The background is slightly blurred, showing more books and a wooden surface.

Whole class discussion:
How, if at all, did your thinking
about the case change over the
course of the discussion?

Faculty Lounge (Secondary) or Reading to Grade Level (Primary)

Debrief: Reflecting on ethics in teaching

How do your personal moral values relate to the ethical values of the teaching profession?

What kinds of guidance/regulation do teachers need to make ethical decisions at work? What are you assuming?

What makes a teacher's decision ethical?

A photograph of a bright, well-lit classroom. In the foreground, there is a wooden table with several chairs around it. A globe sits on the table. In the background, there is a large window with a view of the outdoors. To the left of the window, there is a large, textured, brown object that looks like a piece of driftwood or a large tree trunk. On the wall to the right, there are some framed drawings or posters. The floor is covered with a colorful rug that has the words "MONDAY" and "TUESDAY" on it.

THANK YOU for your contributions!

See you again in WEEK 4
with a focus on Module 2

Any course-related questions: email Course
Coordinator: daniella.forster@Newcastle.edu.au

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