Description: Philosophy, Ethics and Professional Practice for Primary

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>TEA</td>
<td>3203</td>
<td>30726</td>
<td>1, 2004</td>
<td>ONC</td>
<td>1.00</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 070303

STAFFING
Examiner: Rick Churchill
Moderator: Amanda Keddie

REQUISITES
Co-requisite: TEA4201

RATIONALE
The beginning teacher commencing employment requires knowledge of the personal and professional characteristics, skills and responsibilities that are associated with effective educational practice. The day-to-day interaction in an educational setting is not a vacuum and the teaching professional must not only keep abreast of current developments and trends, but also challenge and investigate that which informs his/her decision-making.

SYNOPSIS
This course will introduce beginning educators to employment issues and will offer professional development designed to assist with individual career commencement. To achieve this, an important component will be the exposure to ideas from employment authorities, professional associations and teacher support organisations. Current issues and trends in the educational environment will be investigated and strategies for researching such issues will challenge the student to consider the longer-term responsibilities of an effective career in education. An integral component of the course will be the investigation of how various philosophies of education relate to current and future practice. This course brings together the total Professional Context Experiences engaged in during the course.

OBJECTIVES
On successful completion of this course students will be able to:
investigate the philosophical bases for education and their relationship with current practice;
understand the role played by action research in school/classroom practice;
demonstrate appropriate beginning research skills;
know the requirements of employers and analyse strategies related to gaining employment as a teacher;
understand the roles played by professional bodies and teacher support organisations; and
recognise the need to evaluate current issues pertinent to the directions of educational change through action research in practice.

### TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Philosophical bases of education</td>
<td>20.00</td>
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<tr>
<td>2. Employment authorities, professional associations, and support organisations</td>
<td>10.00</td>
</tr>
<tr>
<td>3. Employment application strategies</td>
<td>40.00</td>
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<td>4. Continuing professional development</td>
<td>10.00</td>
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<tr>
<td>5. Current initiatives in the teaching profession</td>
<td>15.00</td>
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<td>6. Critical review and reflection</td>
<td>5.00</td>
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### TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).


REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Lectures</td>
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<td>Private Study</td>
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<td>Seminars</td>
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<td>Tutorial</td>
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ASSESSMENT DETAILS

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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>TUTORIAL PRESENTATION</td>
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<td>30.00</td>
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<tr>
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<td>(see note 1)</td>
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<tr>
<td>ASSIGNMENT</td>
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<td>40.00</td>
<td>08 Apr 2004</td>
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<td></td>
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<tr>
<td>SEMINAR DAY LOG BOOK</td>
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<td>30.00</td>
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<td>PROFESSION CONTENT EXPERIENCE</td>
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<td></td>
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NOTES:

1. Tutorial Presentation (Action Research, including one page outline) will be conducted during weeks 5-10.
2. Employment Application by Education Queensland Selection Criteria.
3. Record, Reflections and Professional Development Projections.
4. Students must successfully undertake the Professional Content Experience component and the academic component to pass this course.
IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. Students must complete PCE 15A and a total of 20 days non-supervised experience as partial fulfillment of Board of Teacher Registration requirements.

2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assignment.

3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks gained by the student for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
In order to gain a passing grade in the course, students must submit all items of assessment; complete all professional experience requirements successfully; attain a passing grade or equivalent mark in at least two of the three coursework assessment items; and achieve a minimum of 50% of the total marks available for assessment in the course. Normally, there will be no opportunity for the resubmission of failed or unsatisfactory items of assessment. Students who do not achieve a passing grade in the course, may be eligible for supplementary assessment in the following circumstances: where the professional experience requirements constitute the only assessment item not completed satisfactorily; or where the professional experience requirements were completed satisfactorily, and (i) at least two of the other three Pass Rules were satisfied, and (ii) a minimum of 40% of the available marks were attained for the failed item.

5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ Handbook.
ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. The student must retain this copy until the grade for this course has been finalised.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

10 All assessment items must be passed to pass the course.

11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

12 All students must have successfully completed all requirements of Professional Context Experience, including the 5-day placement scheduled for the beginning of the teachers’ work year.

OTHER REQUIREMENTS

1 Students will require access to e-mail and Internet access to USQConnect for this course.
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