

Joshua Parker

*The Iron Man Argument*

After studying Literature and Philosophy at La Trobe University in Australia, I started teaching in 2008. Since then, I have taught English, Literature and Philosophy to senior high school students in both Australia and Germany.

I started my career in 2008 at [Bendigo Senior Secondary College](http://www.bssc.edu.au/), the largest provider of VCE in Victoria, Australia, as a teacher of Literature, Classical Studies, and Philosophy. In September 2013 I joined the team at [International School Augsburg](http://www.isa-augsburg.com/), in Germany, teaching English Language and Literature, and Theory of Knowledge.

After three years at ISA, I returned to BSSC where I was appointed to the role of [Learning Specialist](http://www.education.vic.gov.au/hrweb/careers/Pages/career_structure_ts.aspx#link23), working with staff to pioneer teaching and learning innovations at the college.

Having returned to Germany in 2018, I embarked on a new teaching adventure in September 2019 coming to work at Schule Schloss Salem, teaching English and Ethics in the middle school and English Language and Literature and Theory of Knowledge at Salem International College.

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*The Principle of Charity*

One of the contributing factors to the current 'unhinged' state of the world is our seeming inability to engage in constructive debate. In my time as a teacher of English, Literature and Philosophy I have often discussed the import of the 'principle of charity' in debating and critical discourse – this requires that, before you embark on any criticism or assessment of another's viewpoint, you must first articulate their claim or argument in the most rational and convincing form you can.

This is a process which is so often skipped over in critical discourse today, where debate is often much more about ‘winning’ or simply dismissing other viewpoints than it is about developing a more nuanced understanding. However, I contend that it is a crucial step and one which helps us to better understand differing viewpoints, to weed out 'bad faith actors', and to ultimately foster a more positive and productive critical discourse.