

FIVE PERSPECTIVES ON PROFESSIONALISM

Five perspectives on professionalism that have been found in the literature will be elaborated.

Analysing professionalism of teachers

The study of professions and professionalism has a long standing tradition in sociological research from the beginning of the 20th century (Evetts 2006, Crook, 2008). Sociologists have tried to identify the specific values that are connected to professions and at the same time tried to identify criteria to separate professions from other types of occupations.

As in most debates on professions and on professionalism the characteristics of professions are connected to positive and prestigious elements, many occupations have tried to identify their professionalism, thus trying to become part of the elite.

This applies also to teachers. In many publications that are focused on teachers, the use of the term educational professional is used deliberately to indicate and emphasize the prestige and status of the teacher. Teacher policies are full of 'professional standards', 'professional development', 'professional communities', etc.

In many of those publications it is unclear whether the concept of teacher professionalism is considered as an indication of the status quo or as an ideal concept that is worthwhile to strive for. As a result the concepts of profession and professionalism have become diffuse and lack conceptual clarity.

In this paper we will use the following definitions (Evetts 2009, Koster 2002, Hargreaves 2000):

- **Profession**: a distinct category of occupational work
- **Professionalisation**: a process in which a professional group pursues, develops, acquires and maintains more characteristics of a profession
- **Professionalism**: the conduct, demeanour and standards which guide the work of professionals.

In the past century, the sociological discourse on professions and on the professionalism of teachers has used different and shifting perspectives, emphasizing different aspects of professionalism (Evetts 2006).

In our study of relevant literature on professions, we have identified five different perspectives on professionalism:

1 Archetypes and attributes

One way of looking at the professionalism of teachers is by comparing them to classical professions like doctors or lawyers and to identify similarities and differences. Using these classical professions as ideal examples, typical characteristics were derived which could be used to separate between professions and non-professions and to identify similarities or differences with other occupations. In this approach, the focus is on identifying categories for occupational classification (Gewirtz et al 2009), where the classical professions are considered as archetypes of 'true professions'.

Typical attributes are (Snoek, Swennen and Van der Klink 2009):

- Professional autonomy, through professional monopoly of the members of the profession who have control over their own work
- Control over entry requirements to the profession and the further professional development of the individual members. Professions also have the power to judge, and subsequently even to exclude, members who do not keep to the professional standards and ethical code of that profession.

- An **ethical code** as a means to win the trust of the public and public bodies (often governments) that have the power to license the profession and its members; and to serve as a guideline for good conduct of the members of that particular profession.
- A strong academic knowledge base (Abbott 1988), consisting of formal or technical knowledge (Goodson and Hargreaves 1996). **“Academic knowledge legitimises professional work by clarifying its foundations and tracing them to major cultural**

values. *In most modern professions, these have been the values of **rationality, logic, and science.** Academic professionals demonstrate the **rigor, the clarity, and the scientifically logical character of professional work**” (Abbott 1988: 54).*

- Freedom of establishment. Members do not have a job contract but are independent and self employed.

When the teaching profession is held against the framework of characteristics of the classical professions, the conclusion is clear: teaching can not be regarded as a true profession. Teachers do not control the entrance to their occupation, they have no freedom of establishment, but are employed by schools. As a result teachers have only limited autonomy over their work. In many countries there is no ethical code for teachers. Also the academic level of the teaching profession is considered by many authors as limited (Verbiest 2007). It is still relatively rare for teachers to be research trained and to have carried out post-graduate studies (Erixon, Frånberg and Kallós 2001). As a result, teaching, like nursing, social work and librarianship, is often called a **semi-profession** (Etzioni 1969). Although the fact that the comparison with classical professions is widely used in debates on professionalism, this approach is also criticized. Professionalism defined in this way is seen as an **artificial construct** with always contested definitions (Crook 2008), a shifting phenomenon reflecting whatever people think it is at a particular time (Hanlon 1998). It seems more useful to explore the characteristics to the teaching profession today, than comparing it to some proposed ideal (Whitty 2008).

2

The professionalisation project

A second way of looking at professionalism is by strengthening the ‘professionalisation project’ (Larson 1977) with the emphasis on the development of a professional body that restricts the entrance to the profession, thus creating and maintaining a monopoly position from which the profession can safeguard its quality and be involved in debates about power, influence, status and bargains about working conditions and professional autonomy.

In this perspective, **the focus is not** on an idealized concept that acts as a frame of reference to judge all occupations that want to call themselves profession, but **on the process of growing self-awareness** of an occupational group, on professionalism as an aspirational target (Power 2008).

In this process **the focus can** be on the development of the **knowledge base of a profession**, on the **improvement of standards for professional performance**, on **restricting the unlicensed entrance into the profession**, the **development of mechanisms for self-control and self-accountability and on defining ethical codes to emphasize explicit professional virtues.**

Examples of such professionalisation projects can be seen in several professions who have developed their own societies, professional journals and ethical codes like journalists (Crook 2008), teacher educators in The Netherlands (Koster 2002) and in the present development of a professional register for teachers in The Netherlands.

In this approach the characteristics of classical professions are used as a frame of reference for development instead of judgement.

In discussions on the professionalisation projects, two different perspectives are used, **one** focussing on idealistic conceptions emphasising specialist and ethical virtues (like trustworthiness, collegiality, service), and **another** focussing on exclusionary and self-interested aspects focussed on market

closure, status and power (Larson 1977), leading to negotiations and bargains with governments over professional mandates, influence, jurisdictional competitions and working conditions. (Gewirtz et al 2009).

The idealistic conception can contribute to the increase of societal trust in a profession, while the critical conceptions can easily lead to the reduction of societal trust in a profession.

③ High expectations in modern society

A third way of looking at professionalism of teachers is by focusing on expectations in the present day competitive society. Present day post-modern and neo-liberal society can be characterized by a strong emphasis on economic and technological changes. Economic changes have led to a stronger globalized, market oriented and competitive perspective with stronger central regulations (Gewirtz et al 2009). This changing market oriented context for society and schools has resulted in changes in the expectations not only towards school leaders, but also **towards teachers, emphasizing accountability, rationality, competitiveness and control**. (Evans 2008; Goodson and Hargreaves 1996; Robertson 1996).

'Schools (like many other public institutions) have been rationalized, cut-back, made more economically efficient, less of a tax burden and set in competition against one another for 'clients'.' (Hargreaves 2000: 168).

In this approach the term 'new professionalism' is often used, indicating that the changing context of schools asks for a change in qualities expected from professionals, with a focus on effectivity, accountability, national safeguarding and control:

- A strong focus on the quality of work and a stronger emphasis on output requirements.
- Public accountability, where teachers have to explicate how their teaching contributes to achieving the intended learning outcomes.
- Implementation of standards describing competences and qualifications of beginners and expert members of professions. For the OECD, the development of such standards has a high priority: *'The overarching priority is for countries to have in place a clear and concise statement or profile of what teachers are expected to know and be able to do. This is necessary to provide the framework to guide initial teacher education, teacher certification, teachers' ongoing professional development and career advancement, and to assess the extent to which these different elements are being effective.'* (OECD 2005: 131) Most of these standards have been developed by national governments with limited or no involvement of teachers (Snoek et al 2009).

Especially in **England** it has been argued that these features of new professionalism lead to a de-professionalisation of teachers and an over-emphasis on the role of managers (Whitty 2008, Hargreaves 2000).

At the same time, the knowledge society and technological changes with its 'instantaneous, globalized availability of information and entertainment' (Hargreaves 2000) ask for other qualities of modern professions:

- Increased attention to the life-long professional development of professionals throughout their careers. It is generally accepted that in our knowledge intensive society, lifelong learning becomes essential for career-long professional development (European Council 2009; ETUCE 2008).
- A focus on new forms of relationships and collaboration with colleagues, students and their parents (Hargreaves 1994: 424). Whitty (2008) not only emphasizes collaborative professionalism between colleagues in the school in professional learning communities, but

also 'democratic professionalism' including collaboration with stakeholders outside the school.

- Emphasis on **improvement and innovation**. Teaching is seen as a **dynamic and innovative** profession, where teachers will need to reflect on their own practice and contribute to the improvement and innovation of the profession.
- A knowledge base that is the result of research, experience and reflection. This feature of professionalism leads to appeals to involve teachers in action research, self-study and practitioner inquiry (Cochran-Smith and Lytle 2009, Loughran et al 2004, Ponte & Smeets 2009, Stenhouse 1975)

Those seven features characterize the role of professions in a competitive knowledge society with on the one hand collaborative lifelong learning and innovations and on the other hand a focus on accountability with respect to outcomes and control of the quality of professionals through standards.

4

The logic of professionalism

A fourth approach focuses on fundamental differences between logics in the labour market. Although this approach tries to identify professions and non-professions, it differs from the traits approach as the focus is not on studying manifestations of occupations in order to identify categories to classify occupations, but to search for the underlying and more fundamental logics that can explain the manifestation of professions and non-professions.

Important work in this area has been done by Freidson (2001). He identifies three different logics, that of the **bureaucracy**, that of the **free market** and that of **professionalism**. Those different logics create different qualities that workers need to operate in each of these logics:

- In the logic of the **free market**, everyone is free to buy or sell goods and services. Nothing is regulated and customers make their decision rationally, based on financial concerns, emotional concerns and their previous experiences with products, services and providers. Free and unregulated competition will increase innovation and keep prices down. Customer preferences, satisfaction and choice, based on transparent information about quality and costs, determine which and whose service will succeed.
- In the logic of the **bureaucracy**, production and distribution of goods and services is planned, controlled and regulated by the administration of a large organisation, being governments, private firms or public agencies. The **main aim of bureaucracy** is to guarantee a reliable and transparent society with equal rights and equal access to all. Rules and regulations must safeguard that each individual is treated in the same way and does not have to depend on personal connections. Each organization 'is governed by an elaborate set of rules that establish the qualifications of those that can be employed to perform different jobs and that define their duties' (p1). Planning, supervision and standardisation assure customers the access to reliable services at reasonable costs. This is ensured by managers who control those producing the product.
- In the third logic of **professionalism**, workers with specialized knowledge have the power to organize their own work. They are privileged and exclusive, customers or managers can not employ anyone else. This privilege implies a system of self-control between professionals which prevents abuse of those exclusive rights, so 'customers and managers can count on work of high quality at reasonable costs' (p2).

In Freidson's perspective, professionalism is connected to a distinct mandate where '*... an organized occupation gains the power to determine who is qualified to perform a defined set of tasks, to prevent all others from performing that task and to control the criteria by which to*

evaluate performance. (...) The organized occupation creates the circumstances under which its members are free of control by those who employ them.”(p12).

The necessity for this third logic is lying in the fact that certain work is so specialized that its quality is inaccessible for those lacking the required training and experience which makes it impossible for customers to select the best services on the free market. At the same time, the application of the expertise of professions is so much depending on specific contexts that continuous judgement, adaptation and *fingerspitzengefühl* of the professionals are needed, which makes standardization and bureaucratic control unsuited. According to Freidson, the work of professionals can not be standardized, rationalized and commodified (p17).

This is supported by Furlong (2000):

‘It is because professionals face complex and unpredictable situations that they need a specialized body of knowledge; if they are to apply that knowledge, it is argued that they need the autonomy to make their own judgements; and given that they have that autonomy, it is essential that they act with responsibility – collectively they need to develop appropriate professional values’.(p18-19)

Neo-liberal ideologies have led to a mixing of logics where education, but also public areas like health and social care, has become a commodity where parents and students can freely choose and base their choices on leak tables.

This has led to a strong emphasis on professional quality of teachers by their employers and managers, leading to imposed professional development schemes from above. Evetts (2009) calls this ‘organizational professionalism’.

‘The effects are not the occupational control of the work by the worker/practitioners but rather control by the organizational managers and supervisors’ (Evetts 2009: 23).

In the eyes of Evetts, the focus on the satisfaction of customers through managerial systems of accountability and audits endangers the trust of the public in professionals while it reduces the time that professionals can spend with clients. Opposite to organizational professionalism, Evetts places ‘occupational professionalism’, which is characterized by

‘... a discourse constructed within professional groups, collegial authority, discretion and occupational control of the work, practitioner trust by both clients and employers, controls operationalized by practitioners and professional ethics monitored by institutions and associations.’ (p23)

Both Evetts, Freidson and Furlong argue that professionals need to control their own work given the ideal-typical character of the knowledge and skills they use and their right of discretion. Teaching asks for professional judgement and the use of professional intuition (Atkinson and Claxton 2000), which can not be standardized.

However, this professional control and occupational professionalism asks for a close interconnection and link between professional autonomy, competence and trust.

5

The ethical and altruistic character of professions and the role of trust

To strengthen this link between professional autonomy, competence and trust, several authors emphasize the moral character of professionalism. In this fifth approach to professionalism, the fundamental ethical and altruistic character of professions is emphasized (Crook 2008, Lunt 2008). This ethical and altruistic character is connected to the power imbalance between professional and client. The role of professionals in their service to clients (like the service of teachers towards parents and pupils/students) asks for professional autonomy, which needs to be compensated by public trust based on the rigorous use of an ethical code.

Therefore the public ‘strikes a bargain’ with the professionals (Lunt 2008) in terms of a social contract negotiated by the state, *The essence of which is that professions are given*

greater autonomy than other social groups. They set their own standards, regulate entry into their own ranks, discipline their members, and operate with fewer restraints than the arts, trades or businesses. In return they are expected to serve the public good and enforce high standards of conduct and discipline. (Skrtic 1991: 87)

This social contract creates a professional mandate for a profession. This professional mandate is based on trust of the public and state in the professionals. This trust is grounded in the altruistic character of the professionals. For professionals, the measure of professional 'success' is not the gains they win, but the service they perform (Crook 2008). Not the height of their incomes makes the work of teachers worthwhile, but the quality of the learning of their students. This altruistic perspective explains the public criticism of high and excessive incomes and personal career ambitions of politicians, doctors, school managers, etc. The main emphasis for professionals should be on a high level of personal integrity and on service to others, ahead of personal reward. In that respect, the teaching profession could be considered as a 'calling'.

Several authors have elaborated the concept of trust, identifying different forms of trust, which vary in the way in which the risks are accepted or dealt with (Bottery 2003, Byrk & Schneider 2002, Nooteboom 2006).

The theories on trust show the importance of competence, integrity and dedication of the members of a profession to gain the trust of the public and the state and to justify the professional mandate. The members of a profession have a large responsibility to live up to those expectations with respect to competence, integrity and dedication. This is both a responsibility of individual members of the profession and of the professional community as a whole, e.g. through public accounts of professional practice and outcomes which are based on evidence and research, but also through the use of ethical codes and sanctions that are used within profession. The rigorous use of such ethical codes creates an essential safety net in the power imbalance between the public and professionals. Trust in dedication of the professional is according to Nooteboom closely connected to empathy of professionals for their clients. In the relation between the professional and the client or the society, the development of a shared understanding of professional practice is important. The professional plays a key role in creating this shared understanding.

Implications for the qualities of teachers and their education

The discourse on the professionalism of teachers and the teaching profession has been dominated by complaints about teachers, as they should lack professionalism and elude governmental control, which needed to be compensated by stronger bureaucracy, government regulations and management control, and by complaints about governments as their measures should have de-professionalized the teaching profession and demoralized teachers.

At the same time, we need to be aware that this discourse is dominated by Anglo-Saxon writers and British-American perspectives. The debates and dilemmas with respect to teacher professionalism might be less heated in other cultural contexts.

Nevertheless, all over the world expectations towards teachers and their professionalism are high. Therefore it is important to reflect on the essential elements that constitute teachers' professionalism and the way in which teacher education can contribute to the development of this professionalism. From our study of the literature on professionalism, a number of essential elements come up. Although the five perspectives on professionalism of teachers differ, they also add to each other providing in the combination a richer and more complete picture of the essence of professionalism of teachers.

Characteristics of teacher professionalism that can be derived from the analysis of literature include:

1. Professional autonomy, through professional monopoly and control over their own work;
2. Involvement in the entrance to the profession;
3. Control over the central values and good conduct within the profession through the use of ethical codes, connected to sanctions for breaking the code;

4. Membership of professional societies that can take the responsibility for these elements;
5. A focus on integrity and dedication of the professional;
6. Public accountability for outcomes of professional performance;
7. A strong academic and practice-based knowledge base that underlies professional activities;
8. Involvement in the development of that knowledge base through involvement in academic research, action research and self-study;
9. Lifelong professional development of the members of the profession;
10. Collaboration with colleagues and stakeholders;
11. Involvement in the innovation of the profession;
12. Commitment of the teacher to support both the public and the state in their understanding of educational matters.

When these characteristics of the profession are translated to qualities of individual professionals, a frame of reference in terms of knowledge, skills and attitudes can be created that can be used to analyse the contribution of teacher education curricula to the professionalism of teachers.

4 Professional Standards for Initial Preparation of Teachers in Pakistan

Standard 1: Subject matter knowledge

Standard 2: Human growth and development

Standard 3: Knowledge of Islamic ethical values/social life skills

Standard 4: Instructional planning and strategies

Standard 5: Assessment

Standard 6: Learning environment

Standard 7: Effective communication and proficient use of information communication technologies

Standard 8: Collaboration and partnerships

Standard 9: Continuous professional development and code of conduct

Standard 10: Teaching of English as second/foreign language (ESL/EFL)

Composition of Professional Standards

Each standard has 3 parts

a. Knowledge and Understanding (Content)

What teacher knows

b. Dispositions

Behaviors, attitude and values

c. Performances (Skills)

What teacher can do and should be able to do

Standard -1: Subject Matter Knowledge

Teachers understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the National Curriculum /Content Standards, and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

1-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The national curriculum framework.
- The domain, basic concepts, theories, history, structure and process of acquiring knowledge of the subject they are going to teach.
- The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of teaching the discipline.
- The new emerging concepts, theories, results of researches and latest trend at national and international levels.
- In depth knowledge of the subject matter and the relationship of that discipline to other content areas.
- The relationship of the subject to other disciplines and its usability in practical life.
- The relationship of reading, writing and arithmetic principles to the domain.

1-B DISPOSITIONS

Teachers value and are committed to:

- Facilitate through multiple ways in construction and acquiring knowledge to learners.
- Make knowledge applicable to real world situation.
- The diverse talents of all students and helping them to develop self-confidence and subject matter competence.
- The belief that all children and adolescents can learn at high levels and achieve success.

1-C PERFORMANCE AND SKILLS

Teachers demonstrate their knowledge and understanding through:

- Effectively explaining the content in multiple perspectives and relating all required structural component of the discipline.
- Use of appropriate tools of inquiry according to the nature of the subject and content, considering students' prior knowledge.
- Giving examples of application of the content from practical life.

Standard -2: Human Growth and Development

Teachers understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

2-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- How student construct knowledge, acquire skills and develop habits of mind.
- How student learning is influenced by individual experiences, talent and prior learning, as well as

language, culture, family, and community values.

- How to identify developmental abilities of students, which may include learning differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.
- Individual differences among students.
- Diverse style of learning.
- Motivational strategies to achieve and excel.
- The processes and skills that help students to develop knowledge, skills and dispositions of reflective thinking and enable students to solve problems in classroom and out of the class.

2-B DISPOSITIONS

Teachers value and are committed to:

- The educability of all children and adolescents.
- The belief that all children and adolescents bring talents and strengths to learning.
- Appreciate the multiple ways of knowing and thinking.
- The diverse talents of all students and helping them to develop self-confidence and subject matter competence.
- Treat all students equitably.
- The belief that all children and adolescents can learn at high levels and achieve success.

2-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Promote critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline.
- Apply learning theories to accommodate differences in student intelligence, perception, cognitive style and achievement levels.
- Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.
- Foster cooperation and collaboration for collective problem solving.
- Develop and demonstrate skills to use instructional technologies.

Standard -3: Knowledge of Islamic Ethical Values/Social Life Skills

Teachers understand the Islamic ethical values and practices in the light of Quran / Sunna and other religious contexts, and the implications of these values for bringing national and global peace, unity and social adjustment.

3-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The Islamic code of conduct (beliefs, prayers and ethics) in light of Quran and Sunnah (i.e. Maarooif (Good) and Munkir (Evil), equality, justice, brotherhood, balance, tolerance and peace).
- The values which are globally accepted and are being promoted.
- The present need of national/global peace, and the factors affecting peace and resulting in decline of the values and ethics.

- The negative impact of prejudice, discrimination, social class, gender, race and language on the moral development of students and society.
- How these Islamic and universal ethical values are incorporated in learners' beliefs and practices to bring peace.
- Essential principles of Islamic values in the texts books.

3-B DISPOSITIONS

Teachers value and are committed to:

- Bring awareness among people that '*Quran*' and '*Sunna*' is only the valid source for knowing about Islamic values in true sense.
- Respect for individual and cultural/religious differences, and appreciation of the basic worth of each individual and cultural/religious group.
- Tolerance and celebration of diversity.
- Dialogue as a means to conflict resolution.

3-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Create a learning community in which individuals and their opinions are respected.
- Practice Islamic code of conduct by their own behaviors and guiding through a convincing dialogue with learners to value and practice the ethical and Islamic values.
- Signify Islamic/Ethical values, and provide guidelines to clarify their use in internal and external discourses.
- Practice Islamic teachings in classrooms and schools to prevent the misunderstandings that can lead to the mischaracterization and even demonization of Islam and other faiths.
- Use knowledge of Islam taking into account issues of human rights, social class, gender, race, ethnicity, language, age and special needs.
- Create a safe and secure learning environment.

Standard-4: Instructional Planning and Strategies

Teachers understand instructional planning, design long-term and short-term plans based upon knowledge of subject matter, students, community, curriculum goals, and employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and performance skills of all learners.

4-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The aims, goals and objectives of education as well as of curriculum for specific subject and their importance in instructional planning.
- Principles of acquisitions of reading, writing and arithmetic skills at different stages of development.
- Availability of appropriate resources and materials for instructional planning including the use of instructional technology to promote students' attention and thinking.
- To plan instructional strategies based on students' needs, development progress and prior knowledge.
- Techniques for developing /modifying instructional method, materials and the environment to help all students learn.

- A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.
- The effect of out of school activities including homework.
- General methods of teaching and classroom management.
- Special methods of teaching different discipline of knowledge.

4-B DISPOSITIONS

Teachers value and are committed to:

- Attain goals and objectives of the curriculum they are going to teach.
- The development of students' critical thinking, independent problem-solving and performance capabilities.
- Pedagogy of care, collaboration and cooperation.
- Team-work and cooperative learning.
- Multiple ways to solve problems.

4-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs.
- Plan instruction based on knowledge of classroom, school and community culture.
- Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.
- Plan homework and out of the class activities to accelerate, extend and consolidate students learning.
- Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their interests and inquiries and help students connect their learning to personal goals.
- Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives.
- Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice.
- Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

Standard-5: Assessment

Teachers assess students' learning using multiple assessment strategies and interpret results to evaluate and promote students' achievement and to modify instruction in order to foster the continuous development of students.

5-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- Different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- The results of assessment to evaluate and improve teaching and learning.
- Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

5-B DISPOSITIONS

Teachers value and are committed to:

- The belief that students' learning outcomes are the basis for growth and the deficiencies are opportunities for learning.
- Fair, objective assessment and reporting to students and families.
- Become astute observers of student performance and provide constructive feedback.

5-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Develop and use teacher made tests for continuous internal evaluation of student performance and skills at different stages of the academic program.
- Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes.
- Provide students with constructive feedback on their learning and encourage them to use data and self-assessment strategies to monitor their progress toward achieving personal goals.
- Accurately document and report assessment data and ongoing student achievement to parents and professional staff.
- Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.
- Help students engage in objective self-assessment.
- Develop and use objective assessment tools to measure student progress.
- Promote opportunities for students to engage in self assessment activities.

Standard-6: Learning Environment

Teachers create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

6-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- How learning takes place in classrooms.
- The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom.
- How the classroom environment influences learning and promotes positive behavior for all students.
- How classroom participation supports student commitment to learning.

6-B DISPOSITIONS

Teachers value and are committed to:

- The role of students in promoting each other's learning and recognizes the importance of peer relationships in creating an ethical climate of learning.
- Taking responsibility for establishing a constructive and engaging climate in the classroom and participate in maintaining such a climate in the school as a whole.
- Use democratic values in the classroom.

6-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Develop and share classroom management and discipline plan.
- Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently.
- Create a cooperative classroom climate for all students, by practicing effective listening and group facilitation skills.
- Create a positive classroom climate which is socially, emotionally and physically safe.
- Establish and maintain appropriate standards of competitive behavior.
- Use instructional time effectively.
- Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

Standard - 7: Effective Communication and Proficient Use of Information Communication Technologies

Teachers use knowledge of effective verbal, nonverbal and written communication techniques and tools of information processing to foster the use of inquiry, collaboration and supportive interactions with students and parents. Teachers are able to use instructional and information communication technologies for curriculum enrichment, instruction, assessment and evaluation of learning outcomes.

7-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The importance of verbal, nonverbal and written communication in the teaching and learning process.
- Operating and integrating technologies in classroom and laboratory activities.
- Use of operating system and software for word processing, filing, research, data storage and presentation of information.
- Use of computers as instructional, research and evaluation tool.
- How to use available diverse technical tools (art work, videos, cameras, phones, computers, etc.) in their classrooms.

7-B DISPOSITIONS

Teachers value and are committed to:

- Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class.
- Being a thoughtful and responsive listener.
- Fostering diversity of opinions among students and celebrating it in the classroom.
- Use all educational and informational technologies to enhance different aspect of teaching and learning.

7-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Communicate clearly in Local Language/Urdu/ English using appropriate oral and written expressions.
- Reading reflectively in Local Language/Urdu/ English.
- Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking.
- Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.
- Foster accurate reporting and sharing of facts, opinions and beliefs.
- Design and use student report cards.
- Incorporate up-to-date information in lesson plans.
- Use diverse databases to supplement textbooks.
- Develop students' portfolios, test items, assignments and assessment through computers.

Standard - 8: Collaboration and Partnerships

Teachers build relationships with parents, guardians, families and professional organizations in the community to support student learning.

8-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The importance of effective school/home interactions that contributes to high-quality teaching and learning.
- The role of the school within the community and how to utilize partnerships to contribute to student learning and development.
- Different approaches to collaborate effectively with parents, professionals and community.

8-B DISPOSITIONS

Teachers value and are committed to:

- Recognizing the role of parents, guardians and other family members as a child's teacher.
- Being concerned about all aspects of the student's well-being and working with parents/families to provide opportunities for student success.
- Being willing to work with parents/families and other professionals to improve the overall learning environment for students.
- Facilitate intellectual, physical and ethical development of students through cooperative learning and interaction with community institutions.

8-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences.
- Establish respectful and productive relationships and to develop cooperative partnerships with

diverse families, educators and others in the community in support of student learning and wellbeing.

- Institute parent/family involvement practices that support meaningful communication, parenting skills to strengthen the teaching and learning environment of the school.
- Cultivate knowledge of the surrounding community to enrich lessons and projects of study.
- Link schools with business, industry and community agencies.

Standard -9: Continuous Professional Development and Code of Conduct

Teachers participate as active, responsible members of the professional community, engage in reflective practices, pursuing opportunities to grow professionally and establish collegial relationships to enhance the teaching and learning process. They subscribe to a professional code of conduct.

9-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- The demands of a professional code of conduct.
- How educational research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.
- How to be inventive and innovative about teaching practice.
- How to develop and maintain a personal professional portfolio.

9-B DISPOSITIONS

Teachers value and are committed to:

- Refining practices that address the needs of all students and the school/community.
- Professional reflection, assessment and learning as an ongoing process.
- Collaborate with colleagues.
- Share successful professional experiences with others.
- Demonstrate professional ethics.

9-C PERFORMANCE AND SKILLS

Teachers engage in activities to:

- Use reflective practice and the Professional Development Standards to set goals for their professional development plans.
- Learn through professional education organizations.
- Make the entire school a productive learning climate through participation in collegial activities.
- Seek advice of others and draw on action research to improve teaching practice.
- Uphold ethical behaviors in teaching, learning and assessment.

Standard -10: Teaching of English as Second/Foreign Language (ESL/EFL)

Teachers understand pedagogy of English as Second/Foreign language and effectively communicate in English language.

10-A KNOWLEDGE AND UNDERSTANDING

Teachers know and understand:

- Status of English Language in Pakistan.
- Aims of teaching English as a subject at the national level.
- Aims of using English as medium of instruction in Pakistan.
- Constraints of teaching English as second /foreign language and strategies to enhance “learning in English” and “learning of English as language”.
- Syntax and structure of English Language.
- English Teaching methods and steps of learning process.
- Specific learning difficulties i.e. Second Language Impairment (SLI).

10-B DISPOSITIONS

Teachers value and are committed to:

- Lessen biases and anxiety for learning ESL/EFL.
- Address all specific needs related to ESL/EFL.

10-C PERFORMANCES AND SKILLS

Teachers engage in activities to:

- Use of simple English language along with supportive use of Urdu (national language) for effective teaching and learning purposes.
- Identify, analyze and address Specific Learning Difficulties in English language.
- Gradually enable students to communicate in English through a natural sequence of language acquisition i.e. listening, reading, writing and speaking.
- Provide classroom opportunities for choral reading, descriptive writing and spoken English.
- Apply ESL/EFL learning theories, rules and pedagogy.



Code of Professional Conduct for Teachers



2nd Edition, 2012



An Chomhairle Mhúinteoireachta
The Teaching Council

Introduction

The teaching profession has a distinguished record of service in Ireland. This *Code of Professional Conduct for Teachers* reiterates and makes explicit the values and standards that have long been experienced by pupils/students through their participation in education.

Purpose of the Code

The *Code of Professional Conduct for Teachers* applies to all registered teachers.

Its purpose is threefold:

1. It serves as a guiding compass as teachers seek to steer an ethical and respectful course through their career in teaching and to uphold the honour and dignity of the teaching profession.
2. It may be used by the education community and the wider public to inform their understanding and expectations of the teaching profession in Ireland.
3. It has an important legal standing and will be used by the Council as a reference point in exercising its investigative and disciplinary functions under Part 5 of the Teaching Council Act, 2001, dealing with fitness to teach.

Professional misconduct by a registered teacher is defined in Section 41 of the Act in the following terms:

“(a) engaging in conduct which is contrary to a code of professional conduct established by the Council under section 7(2)(b);

(b) engaging in any improper conduct in his or her professional capacity or otherwise by reason of which he or she is unfit to teach.”

It is envisaged that the Council will exercise its powers in this respect when the requisite legal effect is given to Part 5 of the Teaching Council Act.

In respect of each individual complaint against a registered teacher, the Council, according to its procedures, will consider whether the conduct complained of amounts to a serious falling short on the part of the teacher, of the standards of teaching, knowledge, skill, competence and conduct that could reasonably be expected.

Existing nationally agreed procedures for dealing with difficulties and complaints at school level will continue to operate. The Council believes that, in most cases, these will offer the best means for resolving problems as they arise in the day-to-day operation of the education system.

Structure of the Code

Having regard to the three purposes set out above, the Code begins by setting out the ethical foundation for the teaching profession. This is encapsulated in the values of **Respect, Care, Integrity** and **Trust** that are reflected throughout the Code. These core values underpin the work of the teacher in the practice of his or her profession.

The Code then sets out the standards which are central to the practice of teaching and expected of registered teachers. The standards identify teachers' professional responsibilities and are framed as statements under six separate headings: values and relationships; integrity; conduct; practice; professional development; collegiality and collaboration. The standards reflect the complexity and variety of teaching and serve to guide professional judgement and practice.

Context

The Code is in accord with the Council's *Policy on the Continuum of Teacher Education* which envisions the teacher as a reflective practitioner whose key role is to educate. It also sees teachers as members of professional learning communities and advocates a role for the profession in supporting student teachers and newly qualified teachers. The Code has also been developed in the context of the Council's future role in relation to continuing professional development.¹

In adopting and promoting the Code, the Teaching Council has particular regard for the broader context in which teaching takes place.

The Council is mindful of the rights of pupils/students, including their right to have a voice in matters affecting them.

The Council is also mindful of the rights of parents and the rights of teachers and of the responsibilities that accompany those rights. A valuable synergy has been developed between parents and teachers and this has great potential to benefit pupils/students and their education.

The Council recognises the civic and social value of education and the profound contribution that the teaching profession has made to the social, cultural and economic development of Ireland over many decades. It also recognises the key role of teacher educators in ensuring the quality of teaching. It believes that education, the teaching profession and the process of teacher education merit the active attention and support of the State and the community.

The Council is also conscious of the myriad factors beyond teachers' control which have a bearing on their work including:

- the engagement of parents and the wider community
- the commitment and engagement of pupils/students
- the availability of resources and supports
- opportunities for teachers' professional development
- the accelerated degree of educational change
- the pace of legislative change
- economic and societal factors.

The Council believes that the *Code of Professional Conduct for Teachers* provides an ethical foundation along with explicit standards of conduct to be observed at all times, having regard to the broader context set out above.

In conclusion, the *Code of Professional Conduct for Teachers* encapsulates the fundamental ethics that inform the work of teachers. The core values and professional standards that teachers subscribe to are expressed in terms that are accessible to educators and to all others with an interest in education. Since the education system reaches into virtually every home in the country, and affects so many so deeply, it is crucial that the teaching profession's value system and professional standards are clear and readily understandable.

The Teaching Council believes that the adoption of this *Code of Professional Conduct for Teachers* will enhance and deepen the confidence and trust that society places in teachers.

¹ At the time of publication, the Teaching Council is committed to developing a national framework and guidelines for CPD in consultation with relevant stakeholders.

Standards of Teaching, Knowledge, Skill, Competence and Conduct

The role of the teacher is to educate. The following ethical values underpin the standards of teaching, knowledge, skill, competence and conduct as set out in this Code.

Respect

Teachers uphold human dignity and promote equality and emotional and cognitive development. In their professional practice, teachers demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.

Care

Teachers' practice is motivated by the best interests of the pupils/students entrusted to their care. Teachers show this through positive influence, professional judgement and empathy in practice.

**The role of
the teacher
is to educate.**

Integrity

Honesty, reliability and moral action are embodied in integrity. Teachers exercise integrity through their professional commitments, responsibilities and actions.

Trust

Teachers' relationships with pupils/students, colleagues, parents, school management and the public are based on trust. Trust embodies fairness, openness and honesty.

On behalf of the teaching profession, the Teaching Council sets out the following standards that apply to all registered teachers regardless of their position.

1. Professional Values and Relationships

Teachers should:

- 1.1. be caring, fair and committed to the best interests of the pupils/students entrusted to their care, and seek to motivate, inspire and celebrate effort and success
- 1.2. acknowledge and respect the uniqueness, individuality and specific needs of pupils/students and promote their holistic development
- 1.3. be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future.
- 1.4. seek to develop positive relationships with pupils/students, colleagues, parents, school management and others in the school community, that are characterised by professional integrity and judgement
- 1.5. work to establish and maintain a culture of mutual trust and respect in their schools.

2. Professional Integrity

Teachers should:

- 2.1. act with honesty and integrity in all aspects of their work
- 2.2. respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- 2.3. represent themselves, their professional status, qualifications and experience honestly
- 2.4. use their name/names as set out in the Register of Teachers, in the course of their professional duties
- 2.5. avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on pupils/students.

3. Professional Conduct

Teachers should:

- 3.1. uphold the reputation and standing of the profession
- 3.2. take all reasonable steps in relation to the care of pupils/students under their supervision, so as to ensure their safety and welfare
- 3.3. work within the framework of relevant legislation and regulations
- 3.4. comply with agreed national and school policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection
- 3.5. report, where appropriate, incidents or matters which impact on pupil/student welfare
- 3.6. communicate effectively with pupils/students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect
- 3.7. ensure that any communication with pupils/students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites
- 3.8. ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic or other format
- 3.9. ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or other format
- 3.10 ensure that they do not practise while under the influence of any substance which impairs their fitness to teach.

4. Professional Practice

Teachers should:

- 4.1. maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting and providing feedback
- 4.2. apply their knowledge and experience in facilitating pupils'/students' holistic development
- 4.3. plan and communicate clear, challenging and achievable expectations for pupils/students
- 4.4. create an environment where pupils/students can become active agents in the learning process and develop lifelong learning skills
- 4.5. develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all pupils/students
- 4.6. inform their professional judgement and practice by engaging with, and reflecting on, pupil/student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation
- 4.7. in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance
- 4.8. act in the best interest of pupils/students.

5. Professional Development

Teachers should:

5.1. take personal responsibility for sustaining and improving the quality of their professional practice by:

- actively maintaining their professional knowledge and understanding to ensure it is current
- reflecting on and critically evaluating their professional practice, in light of their professional knowledge base
- availing of opportunities for career-long professional development.

6. Professional Collegiality and Collaboration

Teachers should:

6.1. work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for pupils/students

6.2. work in a collaborative manner with pupils/students, parents/guardians, school management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of pupils/students

6.3. cooperate with the Inspectorate of the Department of Education and Skills and other statutory and public non-statutory educational and support services, as appropriate

6.4. engage with the planning, implementation and evaluation of curriculum at classroom and school level.

Teacher and Teaching in Islamic Perspectives

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Abstract

Islam is a revealed religion and complete code of conduct, and provides feasible guidelines in all spheres of human life. Islam gives much importance to education by affirming knowledge seeker as martyr. Similarly, teacher occupies a nucleus place in the teaching learning process. A teacher in Islamic perspective must have certain competencies, skills and professional ethics along with communication skills. This article briefly describes the status of teacher and teaching in Islamic perspective.

Keywords: Islamic Perspective, Teaching, Revealed Religion, Code of Conduct, Professional Ethics

Introduction

Islam is a revealed religion and complete code of conduct for the Muslims. Islam provides fundamental practicable principals and feasible guidelines to the human beings in all aspect of life. Islam emphasizes on living a peaceful life under the Decree of Allah Almighty –the ultimate purpose of life. Islam gives much importance to education and training. Seeking knowledge is obligatory for every Muslim irrespective of sex, and caste and creed in Islam. Islam gives much importance to education and seeking knowledge by declaring the person as martyr who dies in search of knowledge. It can best be understood by the first revelation upon the Holy Prophet Muhammad Peace be Upon Him which affirms the significance of education. Educating Ashab-e-Suffah is an obvious example for the Muslims to follow. It signifies education and supports adult learning.

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Islam differentiates between those (people) having knowledge and those (people) not having knowledge. The people having knowledge are better than those not having knowledge. Later on the United Nations Organization (UNO) also considered education as one of the basic rights by including it in its charter. This fundamental principle of Islam has become more obvious in the present century –the century of knowledge and competition. The current situation affirms the world to be a global village where knowledge is regarded as power; it comes and multiplies by involvement and sharing. Such power of knowledge is not only shared but also generated in the form of new knowledge leading towards development. Sharing of knowledge brings cultures and civilizations closer to each other becoming the source of social change, and peace and harmony in the (global) village. People can learn new skills and competencies from each other to bring into practice in their native countries for betterment. Nations excelling in knowledge appeared to enjoy the real power of it –ruling the nations.

Along with all such realities ‘the teaching and teacher’ are fundamental factors in all educational endeavours and knowledge seeking activities. A teacher occupies a pivotal place in imparting education and training and equipping students with life skills. S/he plays a nucleus role in educating the nation(s). Teaching and teacher are interrelated. Hussain (2010) regarded teaching as a passionate activity which aims at developing desired social and moral values among learners to live a peaceful life according to the principals of Islam. A teacher appears to be a role model for his/her students who idealize and try to follow him/her. Therefore, a teacher must observe high moral values and social norms along with professional ethics. Hussain (2012) further regarded a teacher as a reformer and intellectual of society transforming novice mind into intellect. It is a specialized task which needs certain professional skills and competencies. These professional skills can be developed through teacher training programmes including pre-service as well as in-service and continuous professional development programmes. Successful teacher training programmes produce competent teachers who according to Duffee&Aikenhead, (1992) create constructive minds. Transforming individuals having positive minds and being beneficial to the community is one of the objectives of Islamic Education and it appears in accordance with needs of 21st century –the globalization. Therefore, it seems imperative for a Muslim teacher to be abreast with latest knowledge and equipped with professional skills to realize the educational objectives in 21st century.

Modern and Islamic Theoretical Framework of Teacher Training

Islam is a practicing religion; and teaching profession in Islam is dynamic and

based on activities. It stems in applying some theoretical framework to teach the students based on the theory of learning by doing (and according to Smith, 1995) critically analyzing theory and practice. It is in accordance with Bruner's (1990) three underlying processes that constructivism - knowing is doing; functionalism - knowing is doing something; and social contextualization - all knowledge exists in social interaction. Here according to Hussain (2005) learners create their own knowledge through their respective experiences and questioning in their situations. Bruner (1990) further asserted that children learn in the world in which they live and are exposed to. According to Bruner (1990), "..... knowledge requires a community, as well as a mind and a world" (pp. 327-342). Dewey regarded learning as reconstruction of experiences to build later life. It is evident that modern philosophy like Islam emphasizes on learning by doing in real contexts (social environments). Therefore, it provides sufficient grounds for teachers training through active pedagogy and activities –learning by doing or experiential learning.

Islamic Perspective

An Islamic perspective is a social context where observance of Islamic Principles and values is ensured; and all individuals of the society lead their lives according to Sunnah of the Prophet Muhammad Peace Be Upon Him. The Islamic Perspective believes in Sovereignty of Allah Almighty and where mankind acts as His Vicegerent to live according to and implement the Orders of the Allah Almighty being answerable to Him for the deeds. The Prophet Muhammad Peace Be Upon Him is the Educator of mankind and role model for the Muslims. Therefore, a Muslim teacher must follow the Prophet Muhammad Peace Be Upon Him and observe the Islamic principles and values and promote the same among students. S/he must be equipped with knowledge of Islam and modern professional skills. The blend of the two makes him/her capable of living a balanced life as a role model for the students. The world has witnessed to see the glory of balanced and exemplary system of Islamic education in the history.

Teacher in Islamic Perspective

In Islam Teaching is a prophetic and missionary profession. Therefore, a teacher in Islam holds a unique status and respect from the society for which the emperors wished. The history reveals that teaching profession has been (and is) a sacred and noble profession that the sons of the Khalifah felt honour to pick the shoes of their teacher. It was due to high moral standards and passionate attitude of the teacher. A Muslim teacher always presented

unmatched model of moral and social values even in the modern world. Throughout the Islamic history, a teacher occupied a high social status. The first verse in the Qur'ān encouraged learning and teaching. Those who possess knowledge and teach it to others are exalted and respected by Islam. The Qur'ān says (58:11), *"God will exalt those of you who believe and those who are given knowledge to high degrees."*

Similarly, the Prophet Muhammad (PBUH) regarded the teachers to be heirs of the Prophets by saying, *"The learned ones are the heirs of the Prophets – they leave knowledges their inheritance: he who inherits it inherits a great fortune."* In Islam teachers correspond to the Ulama (the learned personalities) and described as the Heirs of the Prophets. Transferring knowledge to others is believed to be worthwhile activity of teachers in Islamic Perspective and affirms the importance of teaching knowledge as great fortune.

Teacher in an Islamic Perspective

Islam as revealed religion gives much importance to teaching and teacher. That's why a teacher occupies a nucleus place in Islamic Perspective. A teacher is regarded as heir of the Prophet. It is a selected rank given by the Almighty Allah to those who are pious and abide by the Islamic laws. S/he becomes custodian of the Islamic values; ought to observe and propagate to the next generations and the societies through preaching for the welfare of the mankind. A Muslim has to be the role model for students as well as the community by setting high standards of living and interactions with people. S/he should be abreast with latest innovations and inventions to get benefit according to the interpretation of Islamic teachings. So, a Muslim teacher becomes a source of Islamic teaching as well as the interpreter of the contemporary situations. Therefore, s/he needs to be equipped with professional and social competencies, and communicational and interpersonal skills to make the teaching learning process effective and efficient.

Characteristics of a Teacher in Islamic Perspective

As teaching is an art (Hussain, 2010); therefore, a Muslim teachers is desired to have some professional competencies to transfer subject knowledge, and

social and moral values to his/her students. A Muslim teacher has been playing different roles in the history including teaching, preaching, guiding, leading, and treating (diseases) or Hikmatand other areas for the benefits of Ummah. S/he has been working with people and for the people having good communication skills, ethics, understanding psychology of the students/listeners/people, and above all the knowledge of Islam and Islamic Principles. There are a lot of characteristics of a Muslim Teacher; however, s/he must possess the following characteristics.

- i. A Muslim Teacher should be God fearing
- ii. A Muslim Teacher should abide by the Islamic Principles
- iii. A Muslim teacher should have high moral grounds
- iv. A Muslim teacher should have sound character
- v. A Muslim teacher should be role model for students
- vi. A Muslim teacher should have unlimited patience and forbearance
- vii. A Muslim teacher should be abreast with modern innovations and inventions
- viii. A Muslim teacher should be visionary one and think about the future keeping in view the past and critically analyzing the present situation
- ix. A Muslim teacher should work as a missionary for seeking the consent of God and without any material desire or benefit
- x. A Muslim teacher should be competent in his/her subject and properly equipped with communication skills and professional ethics
- xi. A Muslim teacher must propagate Islamic values to the students and society by his/her actions/ character and speech or conversation
- xii. A Muslim teacher should be soft and kindhearted to make students enthusiastic for learning
- xiii. A Muslim teacher should be aware of the modern technologies and have sufficient skills to use them in teaching learning process
- xiv. A Muslim teacher should explain concepts to the students through examples; and relate examples with contexts.
- xv. A Muslim teacher should create positive motivation among learners

- xvi. Above all, the Muslim teacher should aim at character building of students and develop moral values, courtesy, ethics and professionalism among students to make them good Muslims, good citizens and good human being.

Teaching in Islamic Perspective

In Islamic Perspective, teaching is an interactive process between teachers and taughts/ students based on communicative approach. The principles of this approach have been envisaged in the Holy Qur'ān at different places and ways as *"Call to the way of your Lord with wisdom and beautiful preaching and argue with them with that which is best" (Qur'ān16:125)*.

Here a teacher has been ordered to use his/her wisdom in teaching by applying it in selecting suitable materials according to the age of students/ learners, their social background, learning experience and level of education; applying instructional methodologies for explanation integrating logic in teaching, and effective communication skills for imparting Islamic education; and applying art of arguing by observing patience, and passion to the teaching profession dueing responding to the queries of the learners. Questioning or raising queries are regarded as basis of knowledge and the Holy Qur'ān encourages queries for the *satisfaction of one's soul (Qur'ān 2:260)*.

A Muslim teacher must follow the example set by the Holy Prophet Peace Be Upon Him and guidelines given in the Holy Qur'ān. A brief summary the instructional principles are given below.

- Using story telling method for understanding the past events and making inferences for learning lessons
- Explaining the concepts by example/and modeling
- Explaining Stories of righteousness to learners for motivating them for good deeds
- Providing physical example
- Initiating discussion
- Setting high moral standards
- Using concept of reward and punishment (Paradise and Hell)
- Competition to attain goodness

- Explaining concepts to people according to their mental level, knowledge/ and learning experience
- Explaining step by step
- Indirect instruction (to benefit all the audience and at the same time without embarrassing any particular person Using repetition
- Arguing and raising discussion
- Loud, clear and soft voice
- Stressing on preposition for stating an important fact

A Muslim teacher is expected to observe the above instructional principles to inculcate Islamic values and professional skills among learners. The teachers involved in instructional process and imparting education in Islamic Perspective must apply the above principles.

Final Thought

Islamic Perspective is a context which ensures the implementation of Islamic principles all spheres of human life. Teaching is a focal activity in Islamic perspective which inculcates desired attitudes and values among students to live a purposeful and productive life. Therefore, the teacher who is main pillar in process of teaching and learning must be equipped with certain professional skills, ethics and competencies having vision of the global innovations and inventions; with logical mindset and facilitating attitude.

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TEACHER'S PROFESSIONAL IDENTITY

1.1 Meaning of Professional Identity

- a) Gecas (1982) defined identities as the various meanings that are attached to a person by themselves and others.
- b) Professional identity is defined as one's professional self-concept based on attributes, beliefs, values, motives, and experiences (Ibarra, 1999: as cited in Slay & Smith, 2011).
- c) A professional identity is an important cognitive mechanism that affects workers' attitudes, affect and behaviour in work settings and professional life (Caza & Creary, 2016).
- d) Professional identities can also be seen as a social identity of a person within the group of the professionals who share a common approach to a particular type of work (Van Maanen and Barley, 1984: as cited in Caza & Creary, 2016).

1.2 Importance of Professional Identity

- a) A professional identity affects individual behavior and psychological wellbeing in the workplace.
- b) Individuals' professional identities determined their moral decision-making i.e., decisions related to dos and don'ts, good and bad.
- c) Professional identification contributes to have positive performance outcomes such as career success.
- d) Professional identity plays an important role in shaping both psychological processes in the workplace.

e) A positive self-concept about professional identity can protect a person from depression and anxiety.

1.3 Development of Professional Identity

Professional identity development can be used to make sense of experiences, practice and work (Nyström, 2009). Professional identity development shapes and is shaped by work-integrated learning experiences. Campbell and Zegwaard (2011) affirmed that universities/teacher education institutions play a key role in assisting students to navigate through workplace experiences.

Luehmann (2007) described **five necessary processes** in the development of a professional identity as a reformed educator, including (1) reconciling prior beliefs with teaching, (2) locating identity within a community of practice (3) managing emotional aspects of identity formation (4) integrating experiences and theory of teaching profession (5) developing a sense of self-confidence.

Joanna Gilmore, Melisa Hurst and Michelle Maher (2009) described the work of Fuller and Bown (Fuller, 1969; Fuller & Bown, 1975) about teacher identity development. This view proposes that teachers undergo a series of four developmental stages characterized by unique concerns.

a) In the first stage, Fantasy, which occurs prior to actual teaching, prospective teachers romanticize about the experience ahead. At this stage, the preservice teacher can better identify with the students' perspective than the teachers. Thus, students in this stage are often overly critical of their own teachers, or of teachers who they observe during early experiences in classroom/school.

b) The Survival stage begins after entering the classroom and encountering a crisis usually related to classroom management or mastery of content. During this stage, the teacher struggles to achieve

a sense of worth and identity. This struggle usually translates into concerns about class control, being liked by students and/or evaluation from other educators and administrators.

c) The third stage, Mastery, occurs as teachers begin to develop mastery over their content and pedagogical knowledge adaptable to different situations. The teacher, in this stage, is able to engage in more systematic reflection about their instructional practices. At this stage, teacher focuses on the teacher's own performance, not on indicators of student learning.

d) In the Impact stage, the teacher is better able to focus on individual students and their needs. Instead of being concerned about the evaluation of others, he or she is mostly concerned with self-evaluation.

1.4 Relationship Between Professionalism and Professional Identity

Professionalism involves decision making and judgment-based practice. Professionalism comprises more than rules; it is a fluid concept which is highly dependent on context. Professionalism needs to be seen as a responsibility to make judgments and decisions in the context of practice. Contemporary professionalism needs to be underpinned by a professional identity. Professional identity is about knowing what one stands for i.e., it means becoming aware of what matters most in practice, what values and interests shape decision making. Professional identity is closely linked to professionalism which is taking responsibility for one's action. So, thinking and acting as a professional are underpinned by professionalism and a sense of professional identity.

2. CAREER DEVELOPMENT Career consists of a period of time spent in a job or profession (Merriam-Webster dictionary). Business dictionary defines career as jobs held and work accomplished over a long period of time. Career is a general pattern of progress of a person as an employee. It may involve one or more than one jobs held and evolving sequence of work sequence (Kapena, 2006). It is necessary to identify opportunities and constraints within the prevailing environment. This will help you to focus your efforts on relevant areas and avoid irrelevant or out of date aspects in the job market. Some of the questions that should be considered for setting initial career objectives. Setting initial career objectives

1. Do I really want to teach? If so, what do I want to achieve as a teacher?
2. What are my present strengths? Will they be utilized in teaching?
3. What are my present weaknesses? Are they likely to make teaching very difficult?
4. What are the connections between my career and my personal life? Are they compatible?
5. What is the highest priority in my life at present? (For example, is it to teach a particular subject, to live in the same area, to be near relatives?)
6. Will I want promotion? If so, why? If not, why not?

2.1 Importance of Career Development

Teaching profession is a very challenging and demanding as the teacher is concerned with the minds of the pupils. Teacher, as a professional, encounter a number of challenges in their work life. In order to deal with these challenges effectively and to perform the professional responsibilities in an effective way, teachers must undergo through a pre-planned career development process. Career development is continuous and systematic process. It is not merely a

set of unrelated random activities. It has clear goals and objectives. On the basis of these goals, content and materials are selected for career development. When teachers are trying to meet the professional standards for teachers, they have to undergo professional development.

2.2 Steps of Successful Career Development

a. Planning: For successful career development, proper planning is first most important step. Planning involves setting objectives for your career i.e., what do you want to achieve in next 05 years in terms of personal and/or professional development? Personal development may include your interpersonal and intrapersonal skills whereas professional development may include further education, subject matter and pedagogical knowledge and skills.

For example, if you want to get higher education or some refresher courses for pedagogical strategies or some short courses for updating your subject matter knowledge or some personality development workshop. You can finalize one or more objectives depending on your preferences. Another important part of planning is to think about possible ways to achieve your objectives? A refresher course, further education, reading related books, seeking guidance of a senior colleague as a mentor, conferences, seminars, membership of professional organization body e.g., Asia-Pacific Regional Network for Early Childhood (ARNEC), Kappa Delta Pi (KDP), Online Learning Consortium (OLC), ASCD: Supporting Educators Yesterday, Today and Tomorrow.

b. Self-awareness: Second important step is to know your strengths and weaknesses. It may be related to individual (intrapersonal i.e., self-management, integrity, emotional intelligence etc.) skills, interpersonal (listening, communication, negotiation, helping, caring, cooperation, collaboration) skills and technical or job-related skills (i.e., command on subject matter and pedagogical skills). National Professional Standards for teachers in Pakistan demands knowledge,

skills and attitude related to a variety of areas. Whenever, a teacher plans for his/her career development, he/she must direct his/her struggles for career development keeping in mind those standards. This step is also called self-awareness (Donnelly, 2002).

c. Professional Opportunities: The next step is to improve in your weak areas by adopting suitable strategies/opportunity e.g., if you need to update your pedagogical skills, whether you can go for any of one, some or all of options such as refresher course, or read relevant papers and books, and attend a seminar or training workshop. Another way to become master in certain skills is to volunteer for those tasks e.g., if you think that you are weak in budgeting, take responsibilities related to budgeting for an event. This can help you to learn the areas in which you are lacking. However, overcoming weaknesses in skills and experiences requires time, commitment and effort. An important point for utilizing a professional opportunity is that you need to be selective about which opportunity you will avail. Not all professional opportunities can be a wise decision to take. You need to think ask three questions from yourself: i. Are you ready for the opportunity? In other words, do your skill set and experience ensure a reasonable chance of success in the position? ii. Does the position contribute substantially to additional professional development, particularly in priority areas you have already identified for career development? iii. Would the position lead to other opportunities later, either directly or indirectly? Career development is a continuous process. Further, it is also a long term process comprising of at least three years or more. It is a flexible process in which you continuously assess what your goals are, where you are with respect to your goals, and plotting new strategies and directions for your career.