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Defining “Teacher Professionalism” from different perspectives

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Abstract

The purpose of this paper is to discuss how teacher professionalism is defined in scholarly debates in recent times. Within this purpose the definitions of professionalism, criteria of professionalism, the characteristics of a professional teacher and the status of teacher professionalism will be discussed from different perspectives. In historical context, the issue that whether teaching is a professional status or not has been controversial. According to some authors (e.g. Leiter, 1978; Samuels, 1970), teaching is a semi-professional job because they are directed to perform certain standards by their superiors. As a result of this, teachers' individual autonomy and decision making powers are limited. Some authors (e.g. Stevenson, Carter ve Passy, 2007; Ozga, 1981) believe that it is more useful to approach professionalism as an ideological construct that is used for occupational control on teachers. Another approach (e.g. Phelps, 2006) reflects a positive attitude towards teacher professionalism and identifies the term as the best and highest standards for teachers. This paper will offer an operational definition of teacher professionalism and an integrative approach about multiple interpretations of teacher professionalism in sociological, political and educational context. In the light of multiple approaches, it will be concluded that teacher professionalism means meeting certain standards in education and it is related to proficiency.

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1. Introduction

In this paper, first the concept of professionalism is defined from the point of different perspectives and then how these definitions are associated to teaching profession is analyzed. The concept of professionalism in teaching is commonly discussed on sociological, educational and ideological bases in the literature. Secondly, the key ideas of professionalism approaches underlying these bases are reflected in brief. Lastly, in the light of multiple perspectives and arguments, a workable definition for today's teacher professionalism notion and an interpretation embracing these perspectives are tried to be presented.

The need to attain and develop certain standards and benchmarking criteria for all professions has increased in today's competitive work conditions. Standards create a professional environment of “best practice” procedures enabling organizations to confidently create systems, policies and procedures; they also assure high operational quality (Krishnaveni ve Anitha, 2007). This phenomenon makes a current issue of improving the occupation standards and qualifications of teachers' to comply with the contemporary developments like other occupation groups in other organizations. At this point, the concept of professionalism comes into prominence which is considered to be one of the key elements of effectiveness in work life.

The concept has been a controversial one in different occupation groups with a long history especially in sociological ground and still it is the subject of many scholarly debates. The dynamic nature of the term and its multiple interpretations introduce different definitions of the concept with different functions. When the subject is

teacher professionalism (Sachs, 2003, 17), the meaning of the term changes as a response to external pressures, public discourses and scientific developments. However, it seems possible to make a workable professionalism definition in the field of education based on these different approaches. So, it would be useful to begin with some definitions.

2. The Concept of Professionalism

It is important to locate conceptions of teacher professionalism in relation to changing historical, political and social contexts because multiple meanings have changed and developed over time and in contestation between rival stakeholder groups and their interests (Hilferty, 2008). The concept of professionalism is used in different senses and somewhat difficult to define. For example, in daily language, it is generally used to mean an activity for which one is paid as opposed to doing voluntarily. The term is also used to classify the status of occupation groups in terms of respectability (Kennedy, 2007). In the business world, professionalism is generally synonymous with “success” or refers to the expected behaviors of individuals in specific occupations (Tichenor ve Tichenor, 2005).

The terms “profession” and “professor” have their etymological roots in the Latin for profess. To be a professional or a professor was to profess to be an expert in some skill or field of knowledge (Baggini, 2005). In 1975, Hoyle defined professionalism as ‘those strategies and rhetorics employed by members of an occupation in seeking to improve status, salary and conditions’ (cited in Evans, 2007). In his another work, Hoyle (2001) states that professionalism is related to the improvement in the quality of service rather than the enhancement of status. Boyt, Lusch and Naylor (2001) explains the concept as a multi-dimensional structure consisting of one’s attitudes and behaviors towards his/her job and it refers to the achievement of high level standards. If we synthesize the definitions up to now, it is possible to interpret professionalism as a multi dimensional structure including one’s work behaviors and attitudes to perform the highest standards and improve the service quality.

Before deepening the teacher professionalism discussions, it would be useful to mention the distinction between the two terms “professionalism” and “professionalization” which usually accompany each other in scholarly discourses. Professionalization is related to “promoting the material and ideal interests of an occupational group” (Goodson, 2000, 182) so it includes “the attempt to gain professional associated with professions” (Whitty, 2000) whereas professionalism “focuses on the question of what qualifications and acquired capacities, what competence is required for the successful exercise of an occupation (Englund, 1996, 76).

David refers to five commonly cited professionalism criteria focused in the literature. They are (David, 2000): (a) professions provide an important public service, (b) they involve a theoretically as well as practically grounded expertise, (c) they have a distinct ethical dimension which calls for expression in a code of practice, (d) they require organization and regulation for purposes of recruitment and discipline and, (e) professional practitioners require a high degree of individual autonomy- independence of judgment- for effective practice.

Barber (1965) explains four main characteristics of professional behavior as follows: (a) a high degree of generalized and systematic knowledge, (b) orientation primarily to community interest rather than to individual self-interest, (c) a high degree of self-control of behavior through codes of ethics in the process of work socialization, (d) a system of rewards seen primarily as symbols of work achievement.

Autonomy is one of the main focuses featured in professionalism characteristics. Forsyth and Danisiewicz (1985) contributes professionalism debates stating that, the tasks of professionals are important, exclusive and complex, so professionals should have the autonomous decision making powers free from external pressures. Another author states that one of the major objectives and attractions of movement to professionalize teachers is to provide professional autonomy (Bull, 1998). Autonomy is a component of teacher professionalism and it provides both an individual decision making area to achieve one’s aims and an effect on controlling the situations related to his/her work. Autonomy not only functions as a buffer against the pressures on teachers but also means of strengthening them in terms of personal and professional sense (Friedman, 1999). Consequently, it has an opposite function of organizational control (1978; Johnson, 1992; Bull, 1988).

It appears that the focuses on defining and conceptualizing the nature of professionalism are, “the respectability status of the occupation (e.g. Hoyle, 1975; Kennedy, 2007)”, improvement of service quality (e.g. Hoyle, 2001), “achievement of the highest standards (e.g. Boyt, Lusch ve Naylor (2001)”, “self-control (e.g. Barber, 1965)” and “professional autonomy (e.g. David, 2000; Leiter, 1978; Johnson, 1992; Bull, 1988)”.

3. Different Perspectives on Teacher Professionalism

Behind the arguments that teaching is a professional or a semi-professional occupation, the questioning whether teaching meets the criteria attributed to professional occupations lies. Traditional sociological approach delineates key traits of a professional occupation, largely based upon law and medicine. According to this approach, while the classical occupations like medicine and law are associated with high status and pay, the others seek an opportunity to attain such rewards through a “professionalization” process (Webb, Vulliamy, Hämäläinen, Sarja, Kimonen ve Nevalainen, 2004).

According to the authors supporting this approach, (Etzioni, 1969; David, 2000), the reason why nursing and teaching are accepted as “semi” or “quasi” professionals is that they couldn’t meet the criteria of professionalism wholly commonly referred in the literature. Leiter (1978) states that occupations such as teaching and nursing claim professional status but are not completely accorded this status because their individual autonomy is often under organizational control. More specifically, teachers are monitored by their administrators in terms of the consistency between their performance and the standards set before. As a result of this, they are directed and shaped by the administrators to achieve organizational goals so their autonomy is restricted. Samuels (1970) supports these arguments asserting that public school teachers do not have a high level of authority since the major decisions in educational settings are not taken by them.

Depending on the educational context, it is possible to say that definitions of teacher professionalism focuses on teachers’ professional qualifications such as “being good at his/her job”, “fulfilling the highest standards”, “and “achieving excellence”. For example, Baggini (2005) claims that for today’s teachers, professionalism is interpreted in terms of what extent the teachers outcome the difficulties and what extent they are able to use their skills and experiences related to their profession. On the most basic level, ‘professional teacher refers to the status of a person who is paid to teach’; on a higher level, it can refer to teachers who represent the best in the profession and set the highest standards (Tichenor and Tichenor, 2005). Phelps believes professionalism is enhanced when teachers use excellence as a critical criterion for judging their actions and attitudes. In other words, professionalism is measured by the best and the highest standards (Phelps, 2006).

In scholarly debates, two versions of teacher professionalism are portrayed as “old professionalism” and “new professionalism”. These two approaches emerged upon the changing social, political and cultural circumstances. However these two approaches are not completely opposite to each other. Sachs (2003) who developed this classification differentiates these two approaches as those: Old professionalism is concerned with; (a) exclusive membership, (b) conservative practices, (c) self-interest, (d) external regulation, (e) slow to change and, (f) reactive. The characteristics of new (transformative) professionalism are; (a) inclusive membership, (b) public ethical code of practice, (c) collaborative and collegial, (d) activist orientation, (e) flexible and progressive, (f) responsive to change, (g) self-regulating, (h) policy-active, (i) enquiry-oriented, (j) knowledge building.

New understanding of teacher professionalism provides professional space and conditions for the teachers to take responsibility in their practices. Sachs calls this transition from old to new understanding as “transformative professionalism” (Sachs, 2003). Sachs’s approach to teacher professionalism can be interpreted as an attempt to revitalize the concept in a rapidly changing work environment. He considers the teacher professionalism issue as a social and political strategy to promote the status of teaching profession. His approach is an alternative and contemporary one when compared to traditional approach.

Hargreaves (2000), analyzes the development of teacher professionalism as passing through four historical phases in many countries. The key features of these phases could be summarized as follows:

- 1) The pre-professional age: In this age, teaching was managerially demanding but technically simple so the teachers were only expected to carry out the directives of their knowledgeable superiors.
- 2) The age of autonomous professional: This age was remarked by a challenge to the singularity of teaching and the unquestioned traditions on which it is based. “Autonomy” was considered as an important component of teaching profession. The principle that teachers had the right to choose the methods they thought best for their students was questioned. Also, the teachers gained a considerable pedagogical freedom.
- 3) The age of collegial profession: This age draws attention with the increasing efforts to create strong professional cultures of collaboration to develop common purpose, to cope with uncertainty and complexity and to response the rapid changes and reforms effectively.

- 4) The post-professional age: This age is marked by a struggle between forces and groups intent on de-professionalizing the work of teaching, and other forces and groups who are seeking to re-define teacher professionalism and professional learning in more positive and principled postmodern ways that are flexible, wide-ranging and inclusive in nature.

Hargreaves defines today's professionalism as postmodern professionalism -a new era- marked by polarized directions. In the first direction, professionalism is portrayed as an exciting broad social movement that protects and advances teachers' professionalism by providing them learning to work effectively with groups and institutions beyond school; on the other hand it is portrayed as the de-professionalization of teachers crumble under multiple pressures and intensified work demands (Hargreaves, 2000).

Ozga (1995, 35), moves these discourses mentioned so far to a different base. She evaluates teacher professionalism in its historical and political context and interprets it as a device of professional control. Stevenson, Carter and Passy (2007) follows the same line with Ozga stating that "it is more useful to approach professionalism as an ideological construct that is neither static nor universal, but located in a particular socio-historical context and fashioned to represent and mobilize particular interests". According to Ozga and Lawn (1981), professionalism could operate "as a strategy for control of teachers manipulated by the State, while also being used by teachers to protect themselves against dilution". Furthermore, they claim that professionalism is used as an ideological weapon aimed at controlling teachers, at the same time as a weapon of self-defence for teachers in their struggle against dilution. Additionally, Evans (2007) remarks that a common feature of many conceptions of new professionalism is a focus on practitioner control and proactivity. Goodson (2000, 182) claims that there is a considerable antipathy to teacher professionalization. According to him, this antipathy stems from, cost-cutting central government; from well-entrenched education bureaucracies; and, perhaps most potently of all, from a range of business and corporate interests. Some of these oppositions are ideological but behind this ideological antipathy are a range of financial changes which sponsor the notion of retrenchment and cutback. It will be concluded that there is a consensus to a great extent that the purpose behind teacher professionalization attempts in ideological base are viewed as occupational control and authorizing teachers by intensifying the work demands.

4. Conclusion

In the light of the different approaches to teacher professionalism in scholarly debates, it is obvious that the meanings attributed to teacher professionalism and the status of teaching have a dynamic characteristic. This dynamism stems from the political and social changes and results in the shifting meaning and status of the teaching profession in historical context. Contemporary interpretations of teacher professionalism has a shift in meaning from the earlier notions in the sense that teachers confront with multiple pressures, intensified work demands and more occupational control in recent times.

It could be concluded from the discussions that we cannot talk about an agreement on the conceptualization of the term. On the other hand, considering the scholarly debates up to now, "teacher professionalism" could be interpreted as a professional work field with its sociological, ideological and educational dimensions aims at achieving the highest standards in teaching profession which is based upon the professional formation, knowledge, skill and values. The dominant discourses in the field of education indicate that teacher professionalism is associated with improving the quality and standards of teachers' works and their public image. Multiple approaches are common in the sense that teacher professionalism means meeting certain standards in education and related to proficiency. However, the meaning of the term and status of teaching profession is considered to be highly problematic and polarized in various spheres. At this point, as Whitty stated (2000), it is probably best to see the different positions about teacher professionalism in the twenty-first century as competing versions of teacher professionalism rather than seeing any one as fitting an essentialist definition of professionalism.

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Role of a Teachers In Education & Student's Life

Authored by Ranga.nr

Teachers play a key role in the education and also student's life. A person with proper vision, experience, and an education degree can enter the teaching profession. Teaching job is a great responsibility than a mere job. It has an impact on the growth and well-being of the nation. The teacher today is quite diverse than past and has a wide role in almost every occupation.

In many cases of a successful student, there seems to be a good teacher. The relation in between seems to be very harmonious with complete dedication and affection from the teacher towards the student. This phenomenon had never been the other way. For an inspiration in being a teacher go through these 1200 quotes for teachers. You can also gift the item to your teacher.

Role of Teachers in Education

Education is necessary for politicians, businessmen, artists, farmers, religious groups, students etc. for their respective career growth. Some of the great teachers were the cause of political and industrial revolutions around the world. Their vision helped various societies to gain self-sufficiency and financial freedom.



Some of them helped in the spread of knowledge and establishment of good educational institutes. Education is vast and it has grown to a large extent in last century. Many fields in science, commerce, arts have come up and the area of study is very large. So considering these developments a

1. Teacher has to imbibe the education of his subject to a complete extent possible to deliver when needed.
2. He has to write books, articles, conduct seminars etc. to publicize the knowledge needed to the society.

3. The education system has to be designed and taught so that the learners can do some sort of service to society after attaining it.

4. The knowledge has to be imparted to pupil within short time period, in a most understandable way using effective teaching strategies like academic software.

5. He should avoid creating confusion or misrepresenting of education to students and society.

6. Due to many courses available for study, there is also good level of confusion among parents and students to select the courses of study in terms of job prospects and career aspirations. So he should guide in such a way it will be beneficial to the student on the long run without just thinking of monetary gains to the school or education institute.

7. An ideal teacher has to set him or herself as role models for upcoming teachers.

Role of a teacher in Students' life

Teacher plays an important role after parents in molding the students. Students are to be handled with affection and courtesy. The students' point of view must always be considered once before he apply his opinion on them.

1. An ideal teacher should be impartial, disciplined, not affected by respect, insult and at all times be courteous.

2. The teaching should be done from the level (knowledge) of learner. Then gradually upgrade to higher level and not the reverse so as to leave them empty minded.

3. Teaching should also be done by reference to standard textbooks for each topic on the subject. This helps student get complete and reliable information.



More over students should be encouraged to refer the standard books. This will help them gain more information and also enhance their comprehension and reading ability. Further they can score well in the exams due to more detailed information.

4. In the classroom he should provide proper encouragement for pupils. The child must feel free to approach with any questions or doubts to discuss the issues.

5. Also he should encourage them to take notes in the class. This helps them improve their writing skills, understand better and stay attentive in class.

6. Teacher has to use effective teaching strategies like chalkboard, videos, pictures, animations to impart the knowledge in an easy manner.

7. Teacher has to let the students understand the aspects of career growth, scholarships available, future prospects in a particular field etc. Further he must make them aware of better universities and colleges around for higher education. Many students do not know better options for future studies.

8. When a student have some problems in behavior or thought process. Then the teacher's role is to help student overcome the problem by showing special affection and attention on the student.

10. Teacher can solve many of the problems of the student in respect to his thoughts, behavior, career etc. The phrase that

The relationship between a teacher and student should be like a fish and water but not like a fish and fisherman.

Give respect and take respect is the phrase for society... But in a student and teacher's relation... It Becomes Give affection & attention and take respect and regards from student.

Role of teachers in schools

At school, a teacher is like a parent to the student. He must try to see if the students are fine, healthy and active. He has to encourage students to take up extra-curricular activities besides studies and also welfare programs with the support of his colleagues.

Students generally keep a watch on teacher's life. So, a teacher has to maintain a good set of manners and try to be a role model. This not only helps students adopt it but also improves their regard to the teacher. In case, parents of any students wish to meet them, the teacher must be ready to listen and cooperate with them. Teachers should encourage student welfare program, sports, tutoring etc. Even education trips are to be included in the school life of the children.

It is common that children try to imitate their teachers out of inspiration from them. Hence, the teacher should try to balance his mindset by not showing fear, anxiety, over excitement etc. He must maintain his coolness and be of composed mind.

This implies that one should play the role of a teacher with dedication, honesty, affection, and patience. As a final word, the career of teaching should not be taken up just for a job but instead for self-satisfaction and social development

QUALITIES OF EFFECTIVE TEACHERS

James Stronge

The positive and negative behaviors exhibited by teachers determine, to a great extent, their effectiveness in the classroom and, ultimately, the impact they have on student achievement. Several specific characteristics of teacher responsibilities and behaviors that contribute directly to effective teaching are listed for each of the following categories:

- The teacher as a person
- Classroom management and organization
- Organizing and orienting for instruction
- Implementing instruction
- Monitoring student progress and potential
- Professionalism

Red flags signaling ineffective teaching are presented at the end of each section. Both positive and negative characteristics are based on a plethora of research-based studies that address the concept of improving the educational system for both students and teachers. These qualities are general for any content area or grade level. Subject-specific qualities presented for the four content areas typically found in all schools include:

- English
- History and Social Studies
- Mathematics
- Science

The lists are provided as a vehicle to promote teacher effectiveness.

I. THE TEACHER AS A PERSON

The teacher is the representative of the content and the school. How a teacher presents himself makes an impression on administrators, colleagues, parents, and students. Often a student links the preference to a particular subject to a teacher and the way the subject was taught. A teacher who exudes enthusiasm and competence for a content area may transfer those feelings to the students. In addition, how the teacher relates to the pupils has an impact on the students' experience in the class. The teacher's personality is one of the first sets of characteristics to look for in an effective teacher. Many aspects of effective teaching can be cultivated, but it is difficult to effect change in an individual's personality.

A. Positive Qualities

- Assumes ownership for the classroom and the students' success
- Uses personal experiences as examples in teaching

- Understands feelings of students
- Communicates clearly
- Admits to mistakes and corrects them immediately
- Thinks about and reflects on practice
- Displays a sense of humor
- Dresses appropriately for the position
- Maintains confidential trust and respect
- Is structured, yet flexible and spontaneous
- Is responsive to situations and students' needs
- Enjoys teaching and expects students to enjoy learning
- Looks for the win-win solution in conflict situations
- Listens attentively to student questions and comments.
- Responds to students with respect, even in difficult situations
- Communicates high expectations consistently
- Conducts one-on-one conversations with students
- Treats students equally and fairly
- Has positive dialogue and interactions with students outside the classroom
- Invests time with single students or small groups of students outside the classroom
- Maintains a professional manner at all times
- Addresses students by name
- Speaks in an appropriate tone and volume
- Works actively with students

B. Red Flags of Ineffective Teaching

- Believes that teaching is just a job
- Arrives late to school and class on a regular basis
- Has classroom discipline problems
- Is not sensitive to a student's culture or heritage
- Expresses bias (positive or negative) with regard to students
- Works on paperwork during class rather than working with students
- Has parents complaining about what is going on in the classroom
- Uses inappropriate language
- Demeans or ridicules students
- Exhibits defensive behavior for no apparent reason
- Is confrontational with students
- Lacks conflict resolution skills
- Does not accept responsibility for what occurs in the classroom

II. CLASSROOM MANAGEMENT AND ORGANIZATION

A classroom reveals telltale signs of its user's style. Typically, a well-organized classroom has various instructional organizers, such as rules, posted on walls. Books and supplies are organized so that often needed ones are easily accessible. The furniture arrangement and classroom displays often reveal how the teacher uses the space. Once the students enter, the details of a classroom at work are evident. The teacher's plan for the environment, both the organization of the classroom and of students, allows the classroom to run itself amid the buzz of student and teacher interaction.

A. Positive Qualities

- Positions chairs in groups or around tables to promote interaction
- Manages classroom procedures to facilitate smooth transitions, instructional groups, procurement of materials and supplies, and supervision of volunteers and paraprofessionals in the classroom
- Manages student behavior through clear expectations and firm and consistent responses to student actions
- Maintains a physical environment where instructional materials and equipment are in good repair
- Covers walls with student work, student made signs, memos, and calendars of student events
- Has students welcome visitors and observers and explain activities
- Emphasizes students addressing one another in a positive and respectful manner
- Encourages interactions and allows low hum of conversations about activities or tasks
- Maximizes the physical aspect of the environment
- Manages emergency situations as they occur
- Maintains acceptable personal work space
- Establishes routines for the running of the classroom and the handling of routine student needs (e.g., bathroom visits, pencil sharpening, and throwing away trash)
- Provides positive reinforcement and feedback
- Disciplines students with dignity and respect
- Shows evidence of established student routines for responsibilities and student leadership
- Exhibits consistency in management style
- Posts classroom and school rules
- Posts appropriate safety procedures

A. Red Flags of Ineffective Teaching

- Arranges desks and chairs in rows facing forward (without regrouping)
- Displays inconsistencies in enforcing class, school, and district rules
- Is not prepared with responses to common issues (bathroom visits, pencil sharpening, and disruptions)
- Uses strictly commercial posters to decorate walls
- Lists rules and consequences for negative behaviors (teacher formulated)
- Ranks student progress on charts for all to view
- Emphasizes facts and correct answers
- Assigns one task to be completed by all students
- Does not post or is not clear about expectations of students
- Does not display school or classroom rules
- Allows student disengagement from learning
- Is unavailable outside of class for students
- Complains inappropriately about all the administrative details that must be done before class begins
- Maintains an unsafe environment or equipment
- Students have no specific routines or responsibilities
- Keeps an unclean or disorderly classroom
- Uses many discipline referrals
- Makes up rules and consequences or punishment according to mood; unpredictable
- Does not start class immediately, takes roll and dallies

III. ORGANIZING AND ORIENTING FOR INSTRUCTION

Some teachers plan at home, and others work after school, crafting unit plans that incorporate various objectives. Regardless where or how teachers plan and organize for instruction, the evidence of effective work is seen in the classroom. An observer in the classroom of an effective teacher can quickly understand the work by viewing the daily lesson objectives and activities posted. Further, the teacher is able to share what the class will be doing to follow-up the lesson of the day. In many schools, teachers are required to submit weekly lesson plans, these plans typically note accommodations for different learning styles or needs, and the variety of instructional approaches that will be used. It is important to note, however, that a lesson plan is not an end-all; it is merely a description of what should be occurring in the classroom. Thus, a good plan doesn't guarantee high-quality instruction, but a poor plan most certainly contributes to ineffective instruction.

A. Positive Qualities

- Lesson plans are written for every school day

- Students know the daily plan because an agenda of objectives and activities is given
- Student assessment and diagnostic data are available
- Assessment data and pretest results are included in the preparation of lesson plans
- Student work samples are available and considered when writing lesson plans
- Lesson plans are aligned with division curriculum guides
- Teacher-developed assessments are aligned with curriculum guides
- State learning objectives are incorporated into lesson plans
- Lesson plans have clearly stated objectives
- Lesson plans include use of available materials
- Lesson plans include activities and strategies to engage students of various ability levels
- Lesson plans address different learning modalities and styles
- Lesson plans include required accommodations for students with special needs
- State standards are posted in classroom
- Lesson plans include pacing information
- Lesson plans for a substitute or an emergency are located in an easily accessible area of the classroom containing all necessary information

B. Red flags of Ineffective Teaching

- No (or very few) lesson plans are available
- Student assessment and diagnostic data are not available
- No connection between assessment data and lesson plans is evident
- No differentiated instruction is provided
- Lesson plans are not aligned with local or district curriculum guides
- State learning objectives are not incorporated into lesson plans
- Activities that are unrelated to the learning objective are selected
- No plans for or anticipation of potential problems
- Lesson plans mainly consist of text or worksheets
- Students are not engaged in learning
- Lesson plans do not address different learning styles of students
- Lesson plans do not reflect accommodations for students with special needs
- State standards are not posted in the classroom
- Information on pacing is not discernible in lesson plans
- Lesson plans are disjointed
- Lesson plans are short and do not allow for smooth transitions between activities
- Poor or inconsistent student achievement is the prevalent pattern

- Emergency lesson plans are not available
- Materials for substitutes are not available (attendance rolls, class procedures, lesson plans, fire and tornado drill evacuation route maps)

IV. IMPLEMENTING INSTRUCTION

Effective teaching combines the essence of good classroom management, organization, effective planning, and the teacher's personal characteristics. The classroom presentation of the material to the students and provision of experiences for the students to make authentic connections to the material are vital. The effective teacher facilitates the classroom like a symphony conductor who brings out the best performance from each musician to make a beautiful sound. In the case of the classroom, each student is achieving instructional goals in a positive classroom environment that is supportive, challenging, and nurturing of those goals. The best lesson plan is of little use if the classroom management component is lacking or the teacher lacks rapport with the students. Implementing instruction is like opening night at the theater where all the behind-the-scenes work is hidden and only the magic is seen by the audience. Effective teachers seem to achieve classroom magic effortlessly. The trained observer, on the other hand, is likely to feel great empathy and appreciation for the carefully orchestrated art of teaching.

A. Positive Qualities

- Uses student questions to guide the lesson
- Uses pre-assessments to guide instruction
- Develops elements of an effective lesson
- Uses established routines to capture more class time (e.g., students have roles to play, such as passing out materials so the teacher need not stop the momentum of the lesson)
- Incorporates higher-order thinking strategies
- Uses a variety of activities and strategies to engage students
- Monitors student engagement in all activities and strategies
- Has high numbers of students actively engaged in the class continuously
- Adjusts the delivery and pacing of the lesson in response to student cues
- Effectively uses the entire classroom (e.g., teacher movement throughout the room)
- Student-centered classroom rather than teacher-centered classroom
- Provides feedback (verbal, nonverbal, and written)
- Designs and bases assignments on objectives
- Assists students in planning for homework assignments

B. Red Flags of Ineffective Teaching

- Experiences student behavior problems
- Has unengaged students (e.g., bored, off-task, asleep)
- Has poor student performance in class and on assessments
- Gives vague instructions for seatwork, projects, and activities
- Unresponsive to student cues that the delivery of instruction is ineffective
- Lacks variety in instructional methods used
- Has difficulty individualizing instruction
- Uses outdated material or terminology
- Fails to implement needed changes pointed out by peers or supervisors
- Tells students to “know the material”
- Does not apply current strategies or best practices
- Uses poor examples of or improper English
- Transitions slowly between activities or lessons.

V. MONITORING STUDENT PROGRESS AND POTENTIAL

Effective teachers have a sense of how each student is doing in the classes that they teach. They use a variety of formal and informal measures to monitor and assess their pupils’ mastery of a concept or skill. When a student is having difficulty, the teacher targets the knowledge or skill that is troubling the student, and provides remediation as necessary to fill in that gap. Communication with all parties vested in the success of the student is important since parents and instructional teams are also interested in monitoring the student’s progress. Monitoring of student progress and potential need not be solely the responsibility of the teacher; indeed, an effective teacher facilitates students’ understanding of how to assess their own performance, that is, assists them in metacognition. However, ultimate accountability does lie with each teacher, so documenting a student’s progress and performance needs to be accomplished. An effective teacher who has observed and worked with a student has a sense of the potential that student possesses, encourages the student to excel, and provides the push to motivate the student to make a sustained effort when needed.

A. Positive Qualities

- Enables students to track their own performances
- Grades homework
- Gives oral and written feedback
- Documents student progress and achievement
- Makes instructional decisions based on student achievement data analysis
- Circulates in the room to assist students and provide praise
- Gives pretests and graphs results
- Considers multiple assessments to determine whether a student has mastered a skill

- Keeps a log of parent communication
- Uses student intervention plans and maintains records of the plan's implementation
- Records team conference or teacher conference with students
- Gives assessments on a regular basis
- Makes use of a variety of assessments
- Uses rubrics for student assignments, products, and projects
- Practices differentiated instruction based on assessment analysis
- Exercises testing accommodations for special-needs students
- Maintains copies of all correspondence (written, e-mail,) concerning student progress
- Holds teacher-parent-student conferences and meetings
- Produces class newsletters
- Invites parents and guests to special class events
- Maintains class Web page featuring student work, homework assignments
- Communicates with informal progress reports
- Uses appropriate and clear language in communications
- Participates in Individualized Education Program (IEP) meetings for special-needs students

B. Red Flags of Ineffective Teaching

- Does not monitor student progress or allow for questions
- Infrequently analyzes or lacks appropriate data
- Infrequently or fails to monitor student progress
- Does not keep a communication log
- Does not record conferences with students or parents and guardians
- Uses extremes in grading – high failure rates or unrealistically high percentage of excellent grades
- Fails to re-teach after assessments to correct gaps in student learning
- Offers little or not variety of assessments
- Ignores testing accommodations for special-needs students
- Does not document or holds few parent communications (communication may include conferences, phone calls, e-mail, newsletters, Websites)
- Uses vague, technical, or inappropriate language in communication
- Does not participate in or attend IEP meetings for students with special needs

VI. PROFESSIONALISM

Teachers have been portrayed in a variety of ways in the media, ranging from detrimental images to beloved masters of their craft who inspire students to excel.

Effective teachers can be seen, heard, and sensed. The effective teacher engages in dialogue with students, colleagues, parents, and administrators and consistently demonstrates respect, accessibility, and expertise. Effective teachers are easily identified through their adept use of questioning and instruction given in the classroom. Finally, an observer who knows from all sources that this person truly makes a difference in the classroom can sense the presence of an effective teacher. The true teacher is a master of teaching.

A. Positive Qualities

- Practices honest two-way communication between teacher and administrators
- Communicates with families of students
- Maintains accurate records
- Reflects on teaching, personally and with peers
- Attends grade-level meetings; is a team player
- Attends and participates in faculty and other school committee meetings
- Focuses on students
- Performs assigned duties
- Implements school and school district goals and policies
- Acts “globally” around the school for the benefit of the whole school
- Volunteers to assist others
- Seeks community involvement
- Seeks leadership roles on school committees and teams
- Contacts central office personnel for technical support when needed
- Treats colleagues with respect and collegiality
- Works collaboratively with faculty and staff
- Attends professional development opportunities (e.g., conferences, graduate classes, workshops)
- Maintains current teaching certification
- Submits required reports on time and accurately
- Writes constructive, grammatically correct communications
- Writes appropriately for the intended audience
- No testing irregularities found that are within the control of the teacher
- Submits lesson plans and assessment documents on time
- Submits grades on time
- Maintains a calendar of report deadlines
- Keeps an accurate and complete grade book

B. Red Flags of Ineffective Teaching

- Gives negative feedback routinely at meetings

- Displays unwillingness to contribute to the mission and vision of the school
- Refuses to meet with parents and guardians or colleagues outside of contract hours
- Resents or is threatened by other adults visiting the classroom
- Does the minimum required to maintain certification or emergency certification status
- Submits reports late
- Submits grades late
- Writes inaccurate or unclear reports
- Does not update grade book or it is inaccurate

QUALITIES OF A 'GOOD' TEACHER

We begin with the following premises :

- 1) Good teachers are made, not born. (There is no gene for good teaching !)
- 2) No matter how effective you are as a teacher, you can become a better teacher.

"What all the great teachers appear to have in common is love of their subject, an obvious satisfaction in arousing this love in their students, and an ability to convince them that what they are being taught is deadly serious".

According to Joseph Lowman, effectiveness of college teaching can be judged on two dimensions. First dimension, **INTELLECTUAL EXCITEMENT**, is how well the instructor presents material. This is judged by the skills exhibited in the classroom. The instructor's presentation may vary from "vague and dull" through "reasonably clear and interesting" to "extremely clear and exciting". Clarity (vague Vs clear) is related to **WHAT** one presents. Dull Vs exciting relates to the Emotional Impact. Positive emotional impact depends on the **WAY** in which the material is presented by the teacher.

The second dimension, **INTERPERSONAL RELATIONSHIP**, is how well the instructor fosters interpersonal relationship with students. This can vary from "cold, distant, highly controlling, unpredictable" to "extremely warm, open, highly student centered and predictable". This depends on his behaviour not only in the classroom, but more on his behaviour out side the classroom. Good interpersonal relationship is built up by avoiding stimulation of negative emotions in the student, notably excessive anxiety and anger towards teacher and by promoting positive emotions- by showing that the teacher/instructor **RESPECTS** the student and sees him as **CAPABLE** of performing well.

This IPR can be broken down into behaviours that communicate **Interpersonal** concern and those that skillfully **motivate** students.

The behaviours that communicate Interpersonal concern are: Caring, Available, Friendly, Accessible, Approachable, Interested, Respectful, Understanding, Personable. The Interpersonal behaviours that motivate students are: Helpful, Encouraging, challenging, Fair, Demanding, Patient, Motivating.

Many CEO's were asked to name the qualities they expect in their employees. The replies were collected and tabulated. The first two were Integrity and Honesty in that order.

Integrity is a firm adherence to a code of conduct; especially moral values. Without integrity a professional is a danger to society. To decide whether a particular conduct is ethical or not ask yourself four questions.

1. Is my intended act consistent with the Law of the land ?
2. Is what I am going to do the fair thing ?
3. If I were to seek counsel from someone with no vested interest, would the person advise me that it was the right thing to do ?
4. Would it embarrass me if the news of what I intend doing broke out ?

It is possible to improve yourself as a teacher only when you critically observe others when they teach and critically evaluate your performance and try to improve.

REMEMBER

The purpose of teaching is to facilitate learning. Good teaching is teaching that brings about effective learning.

Always assume that a teaching activity is ineffective unless there is evidence to the contrary.

HOW TO BECOME A GOOD TEACHER

Teaching involves a knowledge base and a performance dimension.

Knowledge base is derived by reading.

Performance dimension will improve like any other performance with appropriate practice.

Appropriate Practice consists of

- * Observation of other teachers
- * Reading about Teaching performance
- * Obtaining feedback about one's teaching

You must observe others teach preferably the same subject/topic as you teach. That will give you new ideas about how to open and close lessons, how to question or not to question students, how to keep alive the interest of students, how to explain a particularly difficult point. Teaching is one profession where it is almost impossible to observe other professionals. Observing other teachers teach is a very valuable experience towards becoming a good teacher.

Reading about educational material. All of us read about our subject. Reading educational material will help dispel many myths we have and give us many ideas that we as teachers can try. Reading gives a knowledge base on which our practices must depend.

The third essential for improvement is to seek feedback. We can get this from persons who observe our teaching. It can also be obtained by self-study of recordings of our own teaching- audio or video recordings.

Teachers can form self-study groups- to provide feedback to one another or to have the opportunity to observe other professionals.

List A

TEACHER BEHAVIOURS

1. Partial

Repeatedly slighted a pupil

2. Autocratic

Intolerant of pupils' ideas

3. Aloof

Stiff and formal in relations with pupils

4. Restricted

Recognized only academic accomplishments of pupils; no concern for personal problems

5. Harsh

Hypercritical; fault-finding

6. Dull

Uninteresting, monotonous explanations

7. Stereotyped

Used routine procedures without variation instruction

8. Apathetic

Seemed listless; languid; lacked enthusiasm

9. Unimpressive

Mumbled; inaudible speech; limited expression; disagreeable voice tone; poor inflection

10. Evading

Avoiding responsibility; disinclined to make decisions

Fair

Treated all pupils approximately equally

Democratic

Exchanged ideas with pupils

Responsive

Approachable to all pupils

Understanding

Showed awareness of a pupils' personal emotional problems and needs

Kindly

Gave a pupil a deserved compliment

Stimulating

Highly interesting presentation; got and held attention without being flashy

Original

Used what seemed to be original and relatively unique devices to aid
Tried new materials or methods

Alert

Appeared buoyant; wide-awake; enthusiastic about activity of the moment

Attractive

Plainly audible speech; good expression; agreeable voice tone; good inflection

Responsible

Assumed responsibility; made decisions as required

No insistence on either individual or group standards

Cursory

11. Erratic

Impulsive; uncontrolled; temperamental; unsteady

Inconsistent

12. Excitable

Easily disturbed and upset; flustered by classroom situation

13. Uncertain

Seemed unsure of self; faltering, hesitant

14. Disorganised

No plan for classwork

Unprepared Objectives not apparent; undecided as to next step

15. Inflexible

Rigid in conforming to routine

16. Pessimistic

Depressed; unhappy

17. Immature

Self-pitying; complaining; demanding
Boastful; conceited

18. Narrow

Presentation strongly suggested limited back-ground in subject or material; lack of scholarship

Did not depart from text

Called attention to standards of quality

Thorough

Steady

Calm; controlled

Stable, consistent predictable

Poised

Seemed at ease at all times

Confident

Seemed sure of self; self-confident in relations with pupils

Systematic

Evidence of a planned though flexible procedure

Well prepared
Objectives apparent

Adaptable

Flexible in adapting explanations

Optimistic

Cheerful; good-natured

Integrated

Maintained class as center of activity; kept self out of spotlight; referred to class's activities, not own

Broad

Presentation suggested good background in subject; good scholarship suggested

Drew examples and explanation from various sources and related fields

List B

Miami - Dade's

Characteristics of Excellence in Teachers

1. Are enthusiastic about their work
2. Set challenging performance goals for themselves
3. Set challenging performance goals for students
4. Are committed to education as a profession
5. Project a positive attitude about student's ability to learn
6. Display behaviour consistent with professional standards
7. See students as individuals operating in a broader perspective beyond the classroom.
8. Treat students with respect
9. Are available to students
10. Listen attentively to what students say
11. Are responsive to students needs
12. Give corrective feedback promptly to students
13. Are fair in their evaluation of students progress
14. Presents ideas clearly
15. Respect diverse talents
16. Create a climate conducive to learning
17. Work collaboratively with Colleagues
18. Are knowledgeable about their work
19. Integrate current subject matter into their work
20. Provide perspectives that include respect for diverse views.
21. Do their work in a well -prepared manner
22. Do their work in a well- organised manner.
23. Are knowledgeable about how students learn.
24. Provide students with alternative ways of learning.
25. Stimulate intellectual curiosity
26. Encourage independent thinking
27. Provide cooperative learning opportunities for students
28. Encourage students to be analytical listeners
29. Give consideration to feedback from Students and others.
30. Provide clear and substantial evidence That students have learned

IMPROVING TEACHING !

A FIVE STEP PROCESS

Faculty should systematically approach the process of implementing changes in how they teach. They must view the process as an ongoing one. They must make choices because it fits the way they teach, what they teach and in the setting in which they teach.

The following **five step process** is recommended.

First step: Faculty members must develop **instructional awareness**. What are the instructional strategies, techniques and practices they use in teaching. What are the assumptions about teaching and learning implied in the use of these. They must understand how and why they teach as they do. This instructional awareness is developed by

- (1) Using checklists to guide self-observation and personal reflection on practice
- (2) Review of videotaped samples of teaching
- (3) Reading about teaching and learning to stimulate thought and reflection
- (4) Review of course materials.

Self-discoveries must be free of judgements.

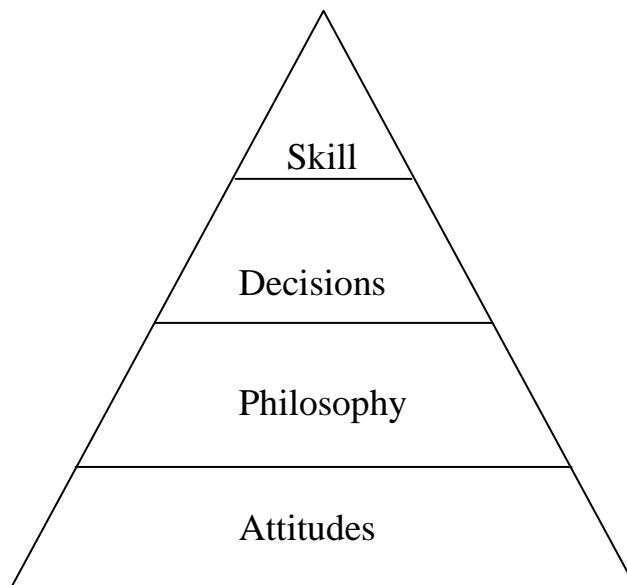
Second step: Gather information, to compare your understanding how you teach with feedback of others. **Get feedback from students and peers.** Gather information from different observers on different occasions about how teaching affected them and about alternative ways of accomplishing the objectives.

Third step: Decide what to change and how to change it. Don't change all at once. Change little by little.

Fourth step: Implement the changes decided upon. Change gradually, systematically and whole heartedly.

The Fifth step is to determine the impact of the changes by assessment --- self-assessment, feedback from colleagues and feedback from students.

View teaching as multidimensional as shown below



It is easy to change at the skill level. To change attitudes- attitudes towards teaching, towards students is much more difficult. In the long run it is this change in attitudes that will bring about improvement in teaching.

Effective Instruction results from continuing care, concern and commitment.

Society, Culture and Teaching Profession

| | |
|--------------------|--|
| Introduction | |
| Objectives | |
| 1 | Social Contest..... |
| 1.1 | Importance of the Social Context of Teaching and Learning..... |
| 1.2 | Learner-Centered, Self-Directed Instruction |
| 1.3 | Cooperative Teaching and Learning |
| 1.4 | Communication Theory |
| 2 | Cultural Context |
| 3 | Political Context |
| 3.1 | Factors Influence Teaching |
| 4 | Interplay with Value Education and Teaching Profession |
| 4.1 | Realness |
| 4.2 | Prizing, Accepting, Trust |
| 4.3 | Empathic Understanding |
| 4.4 | The Fully Functioning Person..... |
| 4.5 | Desirable Teacher Values That Inform Values Education..... |
| 4.6 | The Trait Approach |
| 4.7 | Values Clarification |
| 4.8 | The Cognitive Developmental Approach |
| 4.9 | Role-Playing |
| 5 | Self-Assessment |
| 6 | Bibliography |

INTRODUCTION

Nations in the world attained progress in their societies through utilizing knowledge and generation of knowledge. Education gains a lot of importance for the individual of every country and every society in the world. As the education is globalized in the 21st century the most essential is to know the type of education than why to education. The type of education needs to be given which must have its utility value that may able to fulfill individual, social and national needs. It means all-around development of a person who is self-aware and self-dependent, one who can make a better self, better surroundings and who can carve out a better history of humanity.

Multiple meanings have changed and developed over time of teacher professionalism in relation to changing historical, political and social contexts (Hilferty, 2008). Teachers are the changing agents in the education field. Therefore, choosing the teaching as a profession makes teacher responsible for introducing educational diversity in the classroom, integrating meaningful uses of technology for effective teaching learning process. Moreover, a teacher embraces and articulates outlining past, present, and future thoughts on curriculum, instruction, management, philosophy and different issues in education.

Social norms and cultural values are considered part of professional and social life transferred from a teacher to student. It is a teacher who prepares students to behave appropriately within campus and in the society. This necessitates academia to become a role model leaving a positive impact on students in and out of the classroom.

OBJECTIVES

After studying the unit, you will be able to

- . Trace the scope of social context in teaching profession
2. Understand the cultural provisions in the profession of education
3. Know about the political context and limitations in the profession of education.

1. SOCIAL CONTEST

Students' social needs and various student, classroom and school background are the important factors to determine the instruction of course other than the teacher's background, beliefs and attitudes. Teaching and Learning International Survey(TALIS) also observed such teaching practices which are totally based upon students socio economic, language background, intelligent level, grade level, and size of class. For instance studies on aptitude-treatment interactions proposed that learner with low intellectual abilities gains more advantages from organized, teacher-centered instruction. On the other hand learners with high intellectual aptitudes may gain more from less organized and more complex instruction (Snow and Lohman, 1984). TALIS looks at macro-adaptively i.e. the adaptation of teaching practices to characteristics of the class (Cronbach, 1957).

It has been proved from researches that the effectiveness of schools the quality of the learning environment is the factor affecting student learning and outcomes that is most readily modified. It shows the variables such as cognitive and motivational capacities, socio-economic background, social and cultural capital are out of control by the teachers and school (Scheerens and Bosker, 1997; Hopkins, 2005; Lee and Williams, 2006; Harris and Chrispeels, 2006). One of the most important task for TALIS is to assess quality, as perceived by teachers, at the classroom as well as the school level. It is not easy to identify the indicators that cause change as the the environment generally varies between subject and teacher. The main indicator used for the quality learning environment by TALIS is the time on task i.e. the proportion of lesson time that is actually used for teaching and learning and classroom context. Classroom climate has also strong impact on cognitive as well as motivational aspects of individual learning in different subjects. The method used here is adapted from PISA and focuses on the disciplinary aspect. For instance, if the teachers wait for a long time for the students to quiet down when the lesson begins it indicates a low level of discipline. It has been shown that the core element of the quality instruction is classroom discipline aggregated to the school level. In PISA, it is positively related to the school's mean student achievement in many participating countries (Klieme & Rakoczy, 2003).

Clausen (2002) research indicated that unlike other features of classroom instruction there is a high level of agreement about this indicator among teachers, students and observers. School climate is used as an indicator for the school environment in addition to the environment at the classroom level. School climate which refers to the quality of social relations between students and teachers including the quality of support teachers give to students has direct influence on motivational factors such as learners' commitment to their school and their level of satisfaction. However, school climate has indirect influence on students' achievement. The model of instructional quality (Klieme et al., 2006) recommends relationship between instructional practices and the two climate factors. In which the structure-oriented teaching practices should primarily relate to high levels of classroom climate, while student-oriented practices should be linked with positive social relations.

1.1 Importance of the Social Context of Teaching and Learning

Social interactions between student and teachers contribute to create healthy learning process and it has implications for both student development and teacher development. Numerous researchers have found that the teacher-student relationship can have positive effects on student development, academic achievement, and cognitive development, determination in higher education, students' personality development, and educational aspirations (Pascarella, 1980; Terenzini & Pascarella, 1980; Volkwein, King, and Terentini, 1986). . Teacher-student interaction is more significant if it is linked with students' development. Social context provide the opportunities for meaningful advisement, development of friendships, and testing of ideas and talents.

Latest reviews of the literature that aim to identify the principles underlying teaching and learning have authenticated the significance of the social context. An early pioneer Rogers (1969) found that the facilitation of meaningful learning based upon certain attitudinal qualities which exist in the personal relationship between the teacher and the learner. Rogers (1969) argued that learning does not only depend upon the

teacher's leadership skills, mastery of content, planning skills, integration of technology, programmed learning and books. It shows, there has been increasing recognition of the importance of the social context.

The key characteristics of successful teaching fall naturally into two main categories in which the interpersonal relation and clarity of presentation (Lowman, 1984). The literature on teaching and learning gives them about equal weight in their influence on teaching effectiveness. Seven principles of good practice in undergraduate education were extracted from fifty years of research on teaching and learning. These seven principles showed that good teacher encourages contacts between students and faculty, develops mutuality and collaboration among students, uses active learning techniques, gives quick feedback, emphasizes in time completion of task, communicates high expectations, and respects individual differences and other ways of learning. Many of these general principles are related to the social context of teaching and learning. This study supported by the American Association for Higher Education and the Education Commission of the States (Chickering & Gamson, 1989).

1.2 Learner-Centered, Self-Directed Instruction

Rogers (1983) has reviewed experiential literature to support the conclusion that student behaviors such as talking, participation and instigation and teacher behavior such as smiling, realization to student's self-belongingness and students' autonomy all promote effective learning and personal growth. Recent research has implied the power of the social context on learner-centered instruction. Teachers' smiling and joking-has a significant positive influence on the interpersonal climate, even when students are sitting and listening to lectures.

Cranton and Hillgarmer (1981) found such characteristics as teachers' enthusiasm and rapport to be responsible for better learning and a more positive attitude toward teaching. Later Murray (1983) and Erdle, Murray, and Rushton (1985) have found that teachers' sense of humor expressed in lectures are correlated with high student ratings. According to Greeson, (1985, 1986, 1988), effective social arrangements are different ways that teachers and students relate to one another it is not merely things that teachers do. Further, Greeson's studies are concerned with the broader social arrangements between teacher and student. His examination of teachers' and students' behavior under both student-centered and teacher centered instruction indicates that

student-centered instruction can enhance the dynamics of interaction between teachers and learners in classroom settings. In student-centered classroom increase the responsibilities of learner and make them self -responsible towards task completion. Student -centered approaches are popular today as a welcome corrective to other methods; their popularity attests to how skewed instruction in higher education has become toward teacher-centeredness.

1.3 Cooperative Teaching and Learning

An instructional strategy in which students work in a small group to achieve the common goals is called cooperative learning (Cooper & Mueck, 1989). This perspective is currently moving from K- 12 into higher education promises to bring change dramatically the social arrangements between teachers and students. Mill (1990) has summarized the main features of cooperative learning. There is interdependency of group members in cooperative learning. Learners accountability in which no student can get spare from group members, because course grades largely reflect individual learning. Groups are formed on the bases of heterogeneity in which mixed ability students differences in learning abilities, cultural diversity, and gender. Leadership skills in group work are designed to build team skills and social skills to help students engage in cooperative interaction and show mutual respect. Slavin (1989-90). Research on cooperative learning documented its advantages for K-12 settings. However, recent college-based research have also supported similar conclusions in which cooperative learning is more effective, more fun, and leads to greater student involvement and cooperative group skills (Millis, 1990).

This paradigm of cooperative learning has shifted the role of teachers becomes facilitator rather than the lecturing authority (Finkel & Monk, 1983). Teacher's role is expanded beyond the typical product model of simply presenting information and evaluating (Schon, 1987). Now the teachers, main role is to facilitate-to set tasks for the group and guide the group toward cooperation and interdependence. The teacher's role in cooperative learning has been linked with Rogers's client-centered theory (Hassard, 1990). It entails a conscious shift of perspective on the part of the teacher towards the cooperation and facilitation of instruction by keeping away from authoritarianism. Teachers remained successful in securing and creating well-designed, team-oriented tasks for learners who have incorporated this philosophy into their classrooms.

1.4 Communication Theory

Watzlawick, Beavin, and Jackson (1967). They argue that “every communication has a content and a relationship aspect such that the latter classifies the former” (p. 54). Possibly the most relevant treatment of communication for our purposes is the social interaction theory. The meaning of a message is inherently dependent on this contexts consisting of human relationships. Simpson and Galbo (1986) has applied this theory to the classroom who discuss the influence of relationships on communication. Simpson and Galbo (1986) argue that if the quality of the relationship is as important to communication then the association between teacher and students is important to efficient communication. Furthermore, it seems that communication make relationship stable that directly contributes to effectiveness. (Pascarella, 1980) Explained perhaps this is why informal interaction between teacher and students is linked with positive outcomes. Another idea Simpson and Galbo (1986) applied to teaching and learning from the Watzlawick theory that any communication is a function of the unique interaction at the time it takes place. The quality of particular interaction is determined by the time of encounter and the contextual situations in which communication occur between individuals. Therefore, quality of a particular interaction is not predicable. Thus, teachers cannot decide with certainty that how students will respond to the various parts of a learning. Teachers must rely upon information obtained through interacting with students during the class to determine some of the ultimate specifics of instruction (Simpson & Galbo, 1986). Seeking and using information on the spot during teaching is a high level professional skill Teachers required high professional skills to seeking and using information on the spot about their students that is little understood and poorly researched, according to Simpson and Galbo (1986). Effective teachers know how to use their personalities to inspire and stimulate connections between students’ previous experiences and the subject matter. Teachers’ personality is viewed as the instrument of instruction. Researchers seek methods that are independent of personality. Simpson and Galbo (1986,) turn the traditional assumption on its head. Much of the research about classroom instruction has attempted to control the teacher’s personality as a variable. The more productive course of action may be to control for method and to make the teacher’s personality the experimental variable.”

Jones (1989) found that the students of different ages and institutions typically report two indicators which they linked with good teachers. These two factors include technical and person logical. Person logical factor gained much more importance as it help the students to achieve the feelings of self-worth. Teachers’ personality is an important and valid factor. Students rating of effective teachers’ competence depend upon the perceptions of teachers’ personalities as well as of their technical competence (Jones, 1989).Teacher-student relationship has gained much importance in educational process (DeVito, 1986). Relational approach to teaching can be best understood and improved by defining it as a process of relational development. DeVito (1986) presents nine relationship skills highlighting openness, sympathy, supportiveness, fairness, collaboration, trust and interaction-that can help teachers to enhance their effectiveness. Teachers should able to build relationships between student and teachers. They should encourage

meaningful dialogue and serve as a role model. Teachers should be reflective and be able to able to relinquish control to students.

Feedback is another central theme of communication theory. It is considered one of the dominant mechanisms of experiential learning and action research (Kolb, 1984), sensitivity training (Lakin, 1972), and laboratory methods of personal and organizational change. Descriptive feedback enhanced both teaching and learning that occurs in the course of interaction between teachers and students (Schein & Bennis, 1965). Interaction in group is linked to feedback. This is true in the dynamic teacher student relationship as in tutoring or advising and in the classroom group (Billson, 1986). When students are given the autonomy to define issues, problems, and projects, work can be broken into discrete blocks that can be targeted, attempted, and mastered, with many opportunities for immediate feedback, criticism, redirection, and consultation. The cognitive aspect points the critical role of feedback plays in mastery learning (Guskey, 1988)

Other aspects focus on making goals more transparent to students. Cross (1988) Cross & Angelo (1988) research indicated that teachers and learners cannot share responsibility for the effectiveness of education if the learner has no idea of the goals planned by the teacher and the teacher has no idea of how the learner is progressing toward those goals. Teachers do not always like to teach they asked in the test while students tend to study what they think will be tested. Teachers remain busy to cover the whole content and learners are busy in psyching out exams. This gap between teaching and testing presents and hindrance to the sharing of responsibilities and to teacher-learner

collaboration. The best way to bridge this gap and to bring learner and teachers into collaboration is to use a technique that teaches and assess students simultaneously. For instance, requiring students to practice critical thinking as part of a learning exercise can both teach the skill and test it. Learning goals cannot be clearly articulated unless they are well defined and assessed. Cross and Angel (1988) present over forty classroom assessment techniques that double as teaching tools. one of the tool recommended by cross (1988) developed at Harvard called the Teaching Goals Inventory (TGI), intended to help teachers clarify their teaching goals. In addition to this she is now designing assessment measures, these measures will help teachers regulate how close students are to achieve the goals. Recent research indicates that the use of learning contracts to encourage sharing of responsibility for learning is not new, that they may provide a useful way to teach students some self-directed learning skills (Knowles, 1975; Rossman, 1982).

Research showed that interactive learning experience helps students to achieve their educational goals enables them to identify the resources required to complete different kinds of tasks (Caffarella & Caffarella, 1986). Curricular changes can be improved by students feedback, shared responsibility to empowering students and development of written material. However the role of students in these areas is not highly encouraged by the teachers. Teachers usually do not believe that their lectures or course materials such as outlines and syllabi could be improved by student input. Menges and Brinko (1986) research indicated there are evidences that both lectures and the

design of teaching materials (Medley-Mark and Weston, 1988) can be greatly improved by the help of student feedback, cooperation, and assessment.

2. CULTURAL CONTEXT

The progressive approach change in the schools was occurring in the most recent decade of twentieth century. Educators have found themselves capable to expand the nature of training and enhance results for students so as to make a more talented and instructed work environment. Levin (1998) has referred to both created and creating economies alike an approach pestilence which is conveyed by operators, for example, the World Bank and the OECD. Because of this strategy instruction is consider as a key fixing in the national financial advancement procedures. Certain elements have made ational legislature of western industrialized countries concentrate on the nature of their necessary tutoring frameworks. These components specifically are moves in social dispositions and normal auxiliary issues, for example, changing work designs, maturing populaces, youth joblessness, neediness, avoidance and the osmosis of financial vagrants.

In 1991 Maastricht Treaty has set instruction under the specialist of the European Union (EU) inside the Europe. National training frameworks are feeling obligated to take part in some type of rebuilding and realignment, in spite of the guideline of subsidiary which implies that EU law must be surrounded in connection to existing national needs and practice. Both in Europe and past, an intense talk has guaranteed that the market, managerialism and performativity have consolidated to make what Ball (2003) has alluded to as three interrelated 'arrangement advancements' which have been utilized to control crafted by educators and the execution of schools. These adjustments in the direction of instruction frameworks have incited observers to guess on the effect which such changes are having on the wide range of instructors' work and the degree to which they can hold their independence as experts (Apple, 1986; Ball, 1994; Hargreaves, 1994; Robertson, 1996; Helsby, 1999; Smyth, Dow, Hattam, Reid, and Shacklock, 2000). Sadly, an inclination for some approach research to concentrate on either the meta-story of significant moves in the control and administration of training frameworks, or the assessment of individual activities can fortify an administrative point of view of the strategy procedure. Age and execution have been developed as unmistakable and separate 'minutes', with age took after by usage in an immediate, straight manner. This can offer ascent to an auxiliary functionalist way to deal with approach investigation which searches for confirmation of 'data sources' and 'yields' and expect a shut arrangement of basic leadership (Bowe and Ball, 1992). Strategy moves toward becoming what government does, expecting a reasonable, 'top-down' and robotic process in which usage is clear and unproblematic. Such a view appreciates what occurs in the 'black box' of usage, and puts less accentuation on the part of the included on- screen characters or 'road level officials' (Lipsky, 1980) who can impact, or even subvert, arrangement during the time spent execution.

The ensuing area talks about the effect of approaches on the components included. These elements may differ significantly because of the specific social setting inside

which they are arranged. Thusly, a strategy which might be worldwide in inception can be interceded by national instructive factors, for example, societies at school and educator level, bringing about altogether different elucidations and reactions. Organization and structure both coordinate to deliver new elucidations of educators' work in various social settings. It is especially critical not to limit the pretended by educators' convictions and qualities in translating, obliging state approach. So as to see this case this part audits near discoveries on educators' work in a few European nations. near discoveries on educators' work drawing especially upon a program of expressly relative research which has analyzed the effect of national approach change on instructors' work and expert character.

3. **POLITICAL CONTEXT**

The decision about the education system in Pakistan will be entirely different fro Zimbabwe as due to the two countries having very different politics, government structures, laws, histories, cultures and education systems to name only a few factors. The context in which decisions are made around education is matter a lot. One of the major factor of classifying and understanding what the formal and informal rules and institutions look like in a given country is political context.

Codified constitutions, laws, policies, rights and regulations are the base of formal institutions while informal institutions don not follow any written and formal regulations, values and behaviors (Leftwich& Sen, 2010). A mutual strand is the idea of a stability of power between elite groups that leads to peaceful political contestation. Kelsall et al. (2016a: 8) summarizes that: Stability in political context found where dominant groups have agreed to stop fighting and pursue their aims through peaceful politics. The set of rules and institutions both formal and informal that create and sustain equilibrium are the substance of political context. However the most models revolve around the division of wealth of society by the powerful groups.

Most importantly the political settlements and peace supremacies are formed when the distribution of society's institutions wealth in a way that is acceptable to powerful groups (Ibid.). The nature of politics of any country can help to elucidate the way that the formal and informal institutions work, and the incentives that these create for different stakeholders. This is useful from a policy and programme perspective, as it can enlighten the ways to bring change in the design of institutions as well as shape appropriate strategies to achieve change.

Four underlying assumptions highlighted by Kelsall et al. (2016a) as to why political context matter in teaching profession of any country.

1. Sustainable or inclusive development is impossible in the absence of a political scenario of any country.
2. The nature of the political settlement, strongly influencing the ability of the state to raise income through taxation, creates powerful path dependencies for future development, to hire and dismiss the competent civil employers, to privilege certain sectors for economic development or to advance the position of different social groups, among other things.

3. Political settlements incline to change gradually until such a time as a tipping point is reached, after which change can be dramatic and discontinuous.

4. Institutions and policies are implemented effectively where they are aligned with the underlying political settlement.

To explore that how the political context affects the prospects and strategies for teaching progress we are particularly interested in (i) how teacher education institutions and teaching interventions interact with the incentives created by the political parties(ii) which factors have the power and incentives to engage in reform. These factors will shape if and how systemic change is feasible in the short to medium term.

3.1 Factors Influence Teaching

There are several factors that are influence by political involvement among teachers. The most pertinent figure are the school principals and department chairpersons in the teaching profession.

Principal affect everything in the school motivation, morale, feeling, relations with students and parents. However effective principals are ones who make a positive political climate across the school, but an ineffective person can destroy everything. For instance, principals who are biased toward selected teachers triggered feelings of anger,

jealousy, suspicion, and futility among the faculty. Competition among teachers (e.g., for resources, status, recognition), avoidance, and disruption of chosen cohorts created further splits in the faculty. As a result, different lobbies emerged in the school around in-group and out-group alliances. Some teachers retreated to the classroom. Faculty political interaction affect adversely in school-based leadership.

Politics either be positive and negative. Supportive environment and controlling the negative expression and emotions were identified in Positive politics. It refers to work- related interactions that increase cohesion among faculty. In general, diplomacy is the tactic to handle the conflicts in terms of positive politics. While negative politics, on the other hand decreases the cohesion in school bring destructive results. Conflict and passive aggressiveness are prominent examples of this response set. Both type of political action was perceived to stem from protectionist or influence concerns, but usually associative consequences are more closely related to the former and dissociative consequences to the latter.

Underdevelopment theory is the base of political revolution. “Many programs which start from underdevelopment theory assumes that political revolution is necessary to achieve changes in approaches to development and that this revolution would have a mass rural base. Some of the most rational educational strategies based on underdevelopment theory gain this consistency from the location of educational action within a scheme for mass revolution (Freire, 1970). The World Bank, as an inter- government agency, can hardly propose to achieve its educational aims through mass political revolution. It has to accept existing political conditions even though it may,

legitimately, choose to give aid disproportionately to projects in countries where governments do meet internationally respected standards of efficiency and justice.

The 1979 World Bank paper put emphasize to endorse educational changes which will stimulate political revolution. According to World Bank (1979, Summary para, 0.02) the paper states widely diffused educational activities provoke and facilitate changes in socio-political context. The paper fails to provide other indications of political means of producing desired changes than popular revolution. Many of the Paper's proposals in relation to impartiality and education are the concern of established governments where decisions necessarily will reflect local political and social pressures. One of the major failures to prioritize the educational justice to local community control of schools

may result from reasonable choices by governments in the face of conflicting political demands. There may be more to the failure of governments to achieve the World Bank Paper's social aims than subjective attitudes and self-interest of local officials. The absence of sufficient emphasis in the Paper on political considerations may again be related to the misapplication of theory to strategy.

Economic, social and political conditions are seen to be integrated parts of larger structures. Political institutions considered as integral part of these conditions rather than as agencies which can change social and economic conditions. The theoretical perspective taken in the Paper is predominantly structuralism. The logic behind that is political structures also must be changed equally along with social and economic conditions. This approach proposes no means of achieving change except political revolution. The methodological mistake found in the World Bank paper of attempting to derive policies directly from descriptive social theory.

Theories of the structure of social relation can only help to suggest what social changes need to be made to attain certain goals. Theory do not indicate how changes can be achieved and do not identify the mechanisms for producing change or the contexts in which the various stages of policy-making take place. These theories are structuralism and suggest particularly that social, political and economic structures are inseparable. Economics interest is the base of the political interests. The World Bank yet, even accept this view even at a theoretical level, this connection can be questioned. Nation states are the products of historical power-struggles. Political interests are not necessarily wholly consistent with economic conditions. Educational policies will have to take into account the strengths and weaknesses of nation states and national governments as well as social and economic structures. The nation and the national government may not represent cohesive social or economic units. Report is concerned may be seen to have two aspects of the political dimension of education in the countries. Firstly there is the effect of educational provision on the achievement of political unity and constancy. Secondly there is political interference of governmental responses in particular countries to educational provision.

The countries which are politically unstable and underdeveloped receive aid from World Bank. In many cases this has been also linked with the recent colonial history of nation- states whose

boundaries has great influence by European international politics rather than the affiliations of their peoples. The divisions between traditional and modern sectors intensify political conflicts noted in the World Bank paper. National political institutions are often weak and do not command widespread loyalty. The predominant experience of the majority of the population often is of the forced arms of government.

In developing national political cohesion Education played a vital role. This is defined in governmental statements of educational aims. Experience of education itself may be a significant means of creating national unity. This required uniformity in system. Centralized education system may bring uniformity in educational institutes. This involves central control of educational institutions, central allocation and training of teachers and a national curriculum. Proposals in the World Bank (1979) Paper for the decentralization of education threaten the political objectives of national unity especially when this means autonomy for each local community. Decentralization of education may create regional conflicts at any level which can be based on economic development, different languages and different religions. At worst, locally controlled schools in politically weak nation-states may become agencies of competing political groups. In this way, education itself becomes a politically disunifying force.

It is not being argued that all the policies proposed by the World Bank paper will threaten national political stability. An education policy which emphasizes the maintenance of rural population stability rather than urban growth may help to reduce the social stresses of rapid social and economic change which can threaten political stability. A policy of giving priority to the achievement of impartiality of educational provision may help to encourage wider acceptance of national norms and ideologies more than one which raise discrimination between a small educated group and the mass of the population which has received little or no schooling. The point I want to make is that the policies proposed by the World Bank paper should be seen in the context of existing political frameworks and national political aims.

Political aspect likely to have a major effect on the adoption of policies by governments but it seems to be ignored. The provision of education is affected by the ways in which schooling is viewed by community. The reaction to these demands is essentially a political matter which reflects political balances within individual countries. World Bank paper notes, that some people in rural areas reject state education as they do not find it as irrelevant or unfriendly to their interests and values. Others may perceive schooling as a way to social change and more find it more attractive occupations in the modern sector of the economy. Some may oppose teaching other than the mother or local language. While others may accept the international language as a medium of instruction in their schools. Some governments may wish to encourage the use of national languages in schools to achieve national unity while others may tolerate the use of many languages where other means are available of attaining national unity or where the opposition to national languages is too great to be overcome within existing political resources. The pattern of these demands and the balance vary between countries. All depends on political conditions. Whether educational policy makers respect the expressed wishes of major groups in the population or try to

change them. The relative strength of political groupings will affect the degree to which formulated policies are adopted and then implemented. Educational and non-educational goals can be achieved by the Educational programmes.”

Schools may also vary as some governments tolerate rural schools becoming avenues for limited rural-urban mobility for some students as an incentive for rural communities accepting land reform or participating in government. Other governments may wish to prevent rural schools becoming means to migration as the first stage in an overall rural reform programme. Most governments would endorse this aim that the World Bank may propose schemes to achieve economic development with the knowledge. The scheme proposed that the achievement of economic goals is mediated by social conditions which may have to be changed if economic aims are to be realized. However, it is clear that the achievement of change vary from country to country and that national governments are best placed to decide, and to achieve, what is politically feasible depends on political conditions. While some statements in the World Bank paper seem to indicate recognition of this, it does not inform the overall character of the analysis and prescriptions of the report. The failure of the World Bank paper to give weight to political considerations seems to stem from the type of analysis that is adopted as too much emphasis is given to structuralism theories of social relations. Insufficient

consideration is paid to the processes and contexts of policy formulation, adoption and implementation.

4.INTERPLAY WITH VALUE EDUCATION AND TEACHING PROFESSION

Two questions seeking answers in order to address the problem of determining the impact of teacher values on teaching in general and values education in particular:

1. Is effective teaching the expression of a general set of teacher personal values that inform teacher behaviors and relationships with students?
2. Are there specific teacher values that inform quality values education?

It is necessary to establish that teaching is values-laden before focusing on these questions. In one sense teachers are social and moral educators. Teachers take positions on a variety of social and emotional issues and develop values that are informed by these challenges regardless of the institutional limitations within a school.

Generally, a teacher’s selection of subject matter, his choice of instructional strategies and structures to communicate that content is values-laden. For example, deciding between instructional models of teaching involving teacher presentation and a collaborative approach involving students more proactively, both sends significant messages about the teacher’s values to students. The research of Halstead and Xiao (2010) argued that the students’ constantly learn values that may not be those that are clearly written and taught as an impact of hidden curriculum. While giving the example author says that students learning to show tolerance when it is

appropriate to disobey certain rules be learned after reflection on a teacher's dominating behavior. Both teachers and students bring and develop a variety of professional and personal values to classroom relationships. Just as teachers bring and develop a variety values, the students also bring a variety of values from the home. These will include varying expressions of tolerance, respect for others, social conscience and personal responsibility.

So relationship is an activated process that is informed by the values of both students and teacher (Brophy and Good 1974).The threats in originating an ideal set of teacher values for effective teaching include the tendency to confuse personal values with professional values and personality with character (values). One attractive image is that some students prefer a teacher who is friendly, delightful, passionate and owning a strong sense of humor. While in other case some students prefer a teacher who exhibits the conflicting that is, one who is distant, composed and serious, as this teacher may produce better results. Teachers who possess desirable qualities such as enthusiasm and charm may contribute to professional expertise personality traits are only contingently contributory (Carr, 2010). While the outflow of expert practices is reliant on certain individual esteems that has significance for classrooms. There is adequate writing that inspects alluring instructor conduct and educator esteems. There is additionally an extraordinary consciousness of the significance of relationship to powerful educating and learning. Bingham and Sidorkan (2004) alter an assortment of commitments that investigate the essentialness of connection in instruction, concentrating less on instructive process but rather more on human connections. Tirri, (2010) minding and regard are the most clear enthusiastic articulations obvious in addressing the necessities of individual understudies. Tirri's (2010) look into on instructor esteems that educate proficient morals and relationship distinguishes minding and regards demonstrable skill and responsibility, and collaboration.

Clement, 2010 unravels student perceptions about the caring attitude of teachers. Research revealed that teachers with professional values deal their students equally, respect them as a person, consider individual difference while making expectations, offer instant constructive feedback and act as role model for their students. Professionalism and commitment are apparent in the planning. Two of the arguably more enduring profiles of teacher qualities and values that are desirable in establishing teacher-student relationships to optimize learning are those of Carl Rogers (1969) and Paulo Freire (1998). They present an ideal of the teacher and human being as emotionally and psychologically stable, and are described by the author as follows:

4.1 **Realness**

This includes the teacher being himself without presence of different classroom identity. Teacher may be enthusiastic, uninterested, interested, annoyed, sympatric and sensitive because they accepts these feelings as her/his own, she/he has no need to enforce them.

4.2 **Prizing, Accepting, Trust**

This comprises the teacher way of recognizing and acknowledging his students. Recognition should be in the way that it may not discourage other students while encouraging one in front of class. For that purpose private recognition is encouraged as compared to public recognition. Caring for them in such a way that their feelings and opinions are affirmed.

4.3 **Empathic Understanding**

This contains the teacher quality to demonstrate a sensitive understanding of how his student perceive and feels about learning. Considering the context as a major requisite for learning, Rogers (1969) said about the student voice that at last someone understands how it feels to the students without wanting to analyzing or judging them. In this way students can grow and learn in a healthy teaching and learning environment.

4.4 **The Fully Functioning Person**

These teachers are emotionally secure and have no need to be defensive. This involves teachers in the process of being and becoming themselves by being open to their feelings and evidence from all sources, and by discovering that they are soundly and realistically social.

“Freire’s (1998) ‘Central Qualities of Progressive Teachers’ also portray the essentially human and emotionally responsive teacher:

- Humility: being perceptive about their own limitations and implementing a democratic rather than an authoritarian classroom.
- Lovingness: showing love for both students and teaching and practicing armed love (fighting for what is right).
- Courage: removing one’s own fears and insecurities.
- Tolerance: respecting difference but not ‘acquiescing to the intolerable.’
- Decisiveness: making often-difficult choices for the best, yet being careful not to ‘nullify oneself in the name of being democratic.
- Living the tension between patience and impatience – preserving the tension between the two yet never surrendering to either.
- Joy of living: committing to both teaching in particular and life in general.”

While the educator estimations of Rogers (1969) and Freire (1998) are apparently persisting, if testing to instruct (realness, lovingness, lowliness, the completely working individual, and the delight of living), different articulations of perfect instructor esteems and practices unavoidably advance as impression of educating and learning change. Brady (2006) follows a development in expansive ways to deal with taking in and instructing from conventional to dynamic to collective, and characterizes a model of contemporary learning and showing that depends on social constructivism, and that is communicated by Bruner’s (1996) assert that learning ought to be

participative (understudies being occupied with their learning), proactive (understudies stepping up with regards to their learning), and cooperative (understudies working with each other and their educator to advance their learning). Such a dynamic perspective of students, combined with a similarly powerful part for instructors as co-constructors of learning, has apparently changed prior pictures of the perfect educator as the 'wellspring of all intelligence', the quintessential explainer, or one who can 'separate' and present data such that it is acceptable for understudies. It has likewise had the impact of featuring the requirement for instructor resilience and lack of bias in esteems training, and highlighting the requirement for understudy support and expert activity.

4.5 Desirable Teacher Values That Inform Values Education

The challenge of teaching values education is to focus on the need for teachers to create warm and supportive classroom environments in which students feel free to express their thoughts and feelings or even experience catharsis, and to be tolerant of different student opinions. A more demanding strategy for deciding if certain esteems are more critical in values instruction than different regions of learning, is to inspect the educating/learning systems that instructors must embrace in encouraging each of the significant contemporary ways to deal with esteems training, and to deduce the educator esteems that are expected to illuminate hone.

4.6 The Trait Approach

“The trait approach is based on the view that values education should comprise predetermined traits or qualities that can be taught. Kohlberg (1975) referred to the approach pejoratively as ‘the bag of virtues approach’. While often cited desirable virtues include honesty, loyalty, tolerance, trustworthiness, service and compassion, the implicit question is ‘what values’ and ‘determined by whom’. So the approach is based on values absolutism: certain prescribed values are deemed more worthy than others. The indirect expression that utilises moral biography is the typical expression of the trait approach. Biography provides the raw data for discussion, and the learning principle is that of transfer: if students are impressed by the values by which eminent people lived their lives, they will adopt the values as their own. Proponents claim that a biography need not simply comprise one or a number of desirable behaviours for potential adoption, but that it can be potentially powerful in presenting the feelings and thoughts that guide action in specific contexts. Conventional practice involves the teacher reading the biography (usually abridged to a page or two), and focusing a discussion on the values demonstrated. Effective teaching involves more than simple deduction of qualities or values. It includes examination of the reasons for, and consequences of action, and the transposition of the demonstrated values into student-centred contexts (‘Can you think of ways that you could practice these values in your own life at home or at school?’). Rather than use full biographies or chronologies of a person’s life, brief extracts may be presented providing defining moments from speeches or reports that exemplify the desirable values of the lauded character or speaker. These extracts are typically followed by specific questions about the value ‘What examples of care and compassion are shown?’”

4.7 Values Clarification

“The approach involves students identifying their values and beliefs ‘in an effort to enable them to be more self-directing in life’s confusions’. This reflection process to clarify the confusion, proponents claim, makes the student more purposeful and productive, less gullible and vulnerable, a better critical thinker, and more socially aware. Values clarification is based on the notion of values-relativity, that is, in contrast to the trait approach for which values are prescribed (values absolutism), students are encouraged to adopt their own values, providing they are personally meaningful. The approach does not focus on the imposition of a set of prescribed values, but the process of acquiring them. The strategies may include ranking or rating values statements in particular areas (students ranking or rating on a five point scale); creating a Values Shield (students representing what is meaningful to them by drawing symbols on a cardboard family crest); conducting SWOT analysis (students identifying the relevant Strengths, Weaknesses, Opportunities and Threats relating to an issue or situation); completing unfinished sentences (students finishing a sentence structured by the teacher to elicit a feeling, opinion or value), utilising discussion cards (students discussing issues written, often by themselves, on cards) and ‘playing’ voting questions (students voting on contentious issues with raised hands for agreement, thumbs down for disagreement, and arms folded for undecided). The variety of possible strategies is virtually unlimited. The strategies are typically presented to students in small groups, though sometimes they are completed individually or as a whole class. While the students are undertaking the tasks, the teacher visits each group, facilitating by asking questions related to three identified processes (choosing, affirming and acting). For example, for ‘choosing’ the teacher might ask ‘Did you consider another possible alternative?’ and ‘Are there some reasons behind your choice?’; for ‘affirming’, the teacher might ask ‘Would you tell the class how you feel?’ and ‘Are you willing to stand up and be counted for that?’; and for ‘acting’ the teacher might ask ‘Have you done anything yet?’ and ‘How long do you think you will continue?’ Once the tasks are completed, student responses are typically shared in discussion with the whole class, though exceptions may be made for very sensitive issues or vulnerable students.”

4.8 The Cognitive Developmental Approach

“This approach is called ‘cognitive’ because it bases values education, like intellectual education, on the active thinking of students about values. It is ‘developmental’ because it views values education as the movement through stages. These stages define ‘what (a person) finds valuable how he defines the value, and why he finds it valuable, that is, the reasons he gives for valuing it’ (Kohlberg, 1975). This distinction between ‘structure’ and content indicates that we are located at a particular stage according to the nature of our reasoning and not its content. For example, two people might justify two completely opposite stances, say for and against euthanasia respectively (different content), and be reasoning at the same stage level the same ‘structure’). The focus of the cognitive theorists is therefore to improve reasoning and facilitate movement through the six stages identified by Kohlberg (1975) towards moral autonomy, rather than to differentiate between right

and wrong decisions. Kohlberg (1975) claims that the means of promoting development (movement through the stages) is through the provision of conflict, so the classroom strategy involves the presentation of a moral dilemma story, sometimes called ‘unfinished,’ ‘open ended’ or ‘conflict’ story. It is ‘unfinished’ because it presents a student-centred dilemma, and asks how the protagonist should solve the conflict. They have great appeal as a strategy in values education because they are so student-centred, and therefore possess a capacity to engage through discussion. There is no established classroom procedure apart from teacher direction of the discussion. Teachers facilitate by asking both questions that clarify substantive issues in the dilemma, and questions that are more generic (‘Might there be an alternative? Why do you think that? Can you give another example? What might the consequences of that be?’), ensuring that the conflict is not so great as to be daunting, nor so slight as to be insufficiently challenging. Teachers avoid imposing their personal views and judging the responses of students. To do so would diminish the presence of conflict – the agent of moral growth. They may however ensure that the class is exposed to the opinions of those who are reasoning at the next highest stage, as evidence indicates that when students are exposed to reasoning at one stage above their own stage, they are more influenced by it and prefer it as advice. While teachers may summarize the discussion and delineate suggested solutions, no particular proposal is endorsed as ‘right’.”

4.9 **Role-Playing**

“Shaftel, 1967 provides an early definition of role-play as ‘the opportunity to explore through spontaneous improvisation typical group problem situations in which individuals are helped to become sensitive to the feelings of the people involved’. Typically, two students selected as the players react spontaneously to each other in dialogue to explore solutions to a presented problem. In assuming the role of another person, students step outside their accustomed role and adopt the role of another person. In this way, they are required to become less egocentric, and as a result, they develop insights into themselves and others. The following six steps in conducting a role-play are derived from the author’s observation and demonstration teaching of over 100 role play lessons:”

1. **Solution confrontation**

The teacher identifies the roles/duties to be played for a nominated solution, and if necessary, clarifies the names of characters and the sequence of events.

2. **Briefing**

The teacher assists students to enter the role of the character they are to play by questioning the players and class about what each character in turn might be thinking or feeling. (‘What might Leif be feeling?’ Why might she think that?’). Alternatively the briefing may comprise a statement by the teacher describing the gamut of thoughts and feelings each character might be experiencing, to sensitise the players and audience. For both the questioning and statement forms of briefing, the teacher remains as ‘neutral’ as possible.

3. **Role-play**

Fully sensitized to the feelings of the characters involved, the players react spontaneously to each other in dialogue. The exchange is unrehearsed; each player reacts to the unpredictable responses of the other; and this 'transactional' quality of role-play often produces solutions that are not those initially anticipated by the players or class.

4. **Debriefing**

This is an optional step that is only implemented if the teacher feels a player needs to be extracted from the role. It may take the form of a simple statement ('Remember Erin, you're not Lachlan anymore...his problems aren't really yours'), or teachers may use the nametag technique: removing the nametag of the character's name when the role-play is complete, and throwing it in the bin (psychologically disowning the role).

5. **Reflection on transaction**

Once the role-play is over, the teacher asks the two players to comment on the transactional nature of the exchange by analysing the thoughts and feelings that the other player evoked, and how these shaped their own reactions. The class may also contribute its perceptions of the interaction, and 'test' them by asking the players questions.

6. **Further enactment**

The discussion prompts further enactments, sometimes involving the same two characters, but with different players, or involving an exchange between one of the original characters and a third. In the case of the former, a new player may be chosen on the basis that he/she thought an original player was not sufficiently real (too harsh or too lenient).

7. **Scaffolding learning**

Teachers need to engage in contingent scaffolding by questioning students about their evolving views. For instance, teachers may facilitate the process of values clarification by asking questions about choosing, affirming and acting upon values; they might ask students how values deduced from moral biography might be transferred or acted upon in their own lives; and they might expose students to higher stage moral reasoning about a moral dilemma and question them about the merits of that reasoning. So teachers need to be committed to a dynamic form of learning in which students are equally as active as the teacher, and operate as constructors of knowledge.

8. **Encouraging student expression**

All approaches are language-rich in that they rely on both teacher questioning, and either full class or small group discussion in resolving or sharing insights. The discussion of moral dilemmas and moral biographies, and the use of role-play are totally based in student talk; and values clarification typically involves minimal written responses prior to discussion. The approaches are also highly emotionally engaging for students. So teachers need to be committed to promoting learning that is participative, collaborative and verbally rich.

5. SELF ASSESSMENT

Section I: Short answer Questions

1. How the empathic understanding plays the role in teaching profession?
2. What is the role of self-directed instruction in improving the role of teacher in society?
3. Explain cooperative teaching and learning in reference to the societal context.
4. Briefly highlight the role of communication theory in improving teaching profession.
5. Mention either different educational policies are being enacted in many countries in response to global pressures or not.

Section II: Essay Type

1. How can a teacher conduct an effective role play during his/her lecture to enhance the understanding of the students?
2. What are the qualities of an effective teacher?
3. Highlight the features of teaching profession in your social context.
4. What kind of political interference a society is facing in promotion of teaching profession? Explain your answer with reference to the context.

ETHICAL ISSUES IN TEACHING PROFESSION

| | |
|-------|---|
| 1 | Definitions of Ethics |
| 1.1 | Difference Between Ethics and Morals |
| 1.2 | Professionalism in Teacher Education |
| 1.2.1 | Profession |
| 1.2.2 | Professional Ethics |
| 1.2.3 | Criteria for Professionalism |
| 2 | Teaching |
| 2.1 | Why Teaching is Called Profession?..... |
| 2.2 | Teaching Professionalism |
| 3 | General Principle of Ethics in Teaching..... |
| 3.1 | Justice |
| 3.2 | Care |
| 3.3 | Utilitarianism |
| 3.4 | Critique |
| 3.5 | Virtue |
| 4 | Ethical Issues Pertaining to the Role of Teacher..... |
| 4.1 | Ethical Role Pertaining to the Role of Teacher |
| 4.2 | Moral Person |
| 4.3 | Moral Educator |
| 4.4 | Student Teacher Relationship..... |
| 4.5 | Self Awareness..... |
| 4.6 | Fairness and Care..... |
| 4.7 | Formal Responsibility..... |
| 5 | Ethical Issue Pertaining to Education..... |
| 5.1 | Right to Education..... |
| 5.2 | Should Teacher Students be Friends? |
| 5.3 | To What Extent Help is Required? |
| 5.4 | Communication..... |
| 5.5 | Conflict Management |
| 5.6 | Language of Learning..... |
| 5.7 | Teacher Autonomy |
| 6 | Ethical Issue Pertaining to Schooling |
| 6.1 | Relational Professionalism |
| 6.2 | Social Diversity |
| 6.3 | Discipline..... |
| 7 | Self-Assessment Questions..... |
| 8 | Bibliography |

INTRODUCTION

Teaching is deemed a profession with responsibility, trust and truthfulness. It demands highest standards of professionalism which the teachers are expected to demonstrate not only within the boundaries of an educational institution but beyond the boundaries as well. Teachers through teaching transform the society and set examples for the coming generations. The society expects that their behavior reflects ethical and moral integrity. They are role models and their conduct significantly influence upon their professional image. Their professional role expects commitment to the students, the profession, the community and the family. With the advent of technology and impact of social media, ethical standards are being questioned and multiple challenges are coming up. Teachers deeply feel that they should develop a keen awareness and sensitivity to a variety of issues and situations they may encounter in daily contact with students, families and the community. In order to cope with the ethical issues embedded with social and cultural contexts, the teachers must practice ethical standards of the teaching profession. Besides this, there has been a concern among ethics experts about the general decline of ethics in teacher education programs. This unit will discuss ethics, ethical conflicts and issues in teacher education. It will also highlight ethical theory and practice for prospective teachers.

OBJECTIVES

After studying this unit, you will be able to:

1. Explain Ethics and its importance.
2. Differentiate between Ethics and Morals.
3. Discuss Professionalism in Teacher Education.
4. Identify General Principle of Ethics in teaching.
5. Elaborate ethical issues pertaining to Role of Teacher.
6. Describe issues related to education and Schooling.

1. DEFINITIONS OF ETHICS

Ethics are the fundamental ways of human behavior or basic principles of social and personal life. It studies the values of all men and women, human or natural rights, concern for health and safety in natural environment.

Ethics are concerned with the moral philosophy or codes practiced by a person or group of people.

Ethics a set of moral principles: theory or system or moral values. The discipline dealing with what is good and bad.

Ethics can be viewed as a 'philosophy of morality' as it deals with ought and ought not.

(Mohony, 2009).

Ethical principles provide guidance on how individuals live their lives according to defined criteria. Many thinkers discussed virtues of an ethical life. It has been a great debate on role of ethics or ethical behavior in professional life. The demand of ethics is essential part of life most importantly to perform duties in professional setting. In every field of life ethical demand becomes crucial day by day. Doctors, lawyers, accountants, scientists and several professions follow rules and regulations. They are all restricted to follow ethics for the benefit of their stakeholders. Teaching is a moral and ethical activity. Teachers are representative of moral values and virtues. Hence, the duty of principals and teachers increases more. They are the true exchangers of values to next generation.

1.1 Difference Between Ethics and Morals

Ethics and morals relate with human attitude, behavior and ways of interacting with each other.

These are the code of conduct 'what is right' and what is wrong'. Usually, both terms used

interchangeably but they are different from each other Ethics considered to be the rule or code of conduct provided by external sources in the workplace or governing bodies. Morals are the internal principles of an individual life.

Ethics Morals

These are the rules of conduct recognized in respect to a particular class of human actions or particular group. Principles of habits with respect to right or wrong conduct. While morals also prescribe dos and donts morality is ultimately a personal compass of right and wrong.

Social system-external Individual-internal

Society says it is right thing to do We believe in something right or wrong

Ethics are dependent on others for definition. They can vary between context Moral are consistent whenever individuals belief cannot change

A person strictly follow ethical principles may not have any moral at all. A moral person although perhaps bound by a governing body to follow a code of ethics.

1.2 Professionalism in Teacher Education

1.2.1 Profession

The concept of profession consists in a system of ethical principles expressible as duties or obligation (David, 2012).

Profession Professional Professionalism

- They get paid what they do.
- Ground for generalization Activities of different occupations. Requirements of particular class or category of occupation.

1.2.2 Professional Ethics

Professional ethics are acceptable standards of personal and business behavior, value and guiding principles, Code of professional ethics are often established by professional organization to aid and direct members in performing their functions and duties according to required consistent ethical principles.

Professional ethics is conceived as an extra theoretical component in courses of professional education, or the ethical aspects of professionalism are reduced to just so many extra practical competencies acquired through training (David, 2000).

1.2.3 Criteria for Professionalism

- Professions provide an important public service.

- They involve a theoretically as well as practically grounded expertise.
- They have a distinct ethical dimension ethical dimension which calls for expression in a code of practice.
- They require organization and regulation for purposes of recruitment and
- Professional practitioners require a high degree of individual autonomy or independence of judgment for effective practice (Carr, 2000).

2. **TEACHING**

Any professional enterprise is deeply implemented in ethical concerns and considerations. Teaching is also an enterprise which deeply and significantly implicated in ethical concerns and considerations.

“Teaching is a kind of activity in which human being engage”.

It brings changes in human learning. Teaching skills can be leaned through specific practical skills. It can be professional one in terms of acquisition of skills.

2.1 **Why Teaching is Called Profession?**

There are several different occupations such as doctor, lawyer, accountants, plumber, and electricians and so on. But some are called by occupation and others profession

so what is the difference between them. How occupation is transformed into profession?

Occupation and profession is different with regard to “moral values”. “Teaching is regarded as the kind of occupation which people enter for love rather than money” (David, 2000). Teacher are the employers of wider community those who serve with the interests of people, society, culture and religion.

Teaching is called profession due to:

- Its social obligation
- Social prestige
- Community demand
- Social service
- Transformation of values and traditions

2.2 **Teaching Professionalism**

Professionalism is a measure of social strength and authority of an occupational group, teaching profession is notion of regulated autonomy because it acts on behalf of the state in the best

interest of its citizens. Teacher professionalism is what teachers actually practice. These practices involve:

- Transfer of knowledge
- Presentation of content
- Facilitating learning
- Developing skills in monitoring and enhancing learning
- Ability to exert educational judgment (Frelin, 2013).

3. GENERAL PRINCIPLE OF ETHICS IN TEACHING

3.1 Justice

An action is considered to be right when all people treating fairly. Justice is mainly related with the duties and rights of all stakeholders and its emphasizes the fairness and equity of an action (Dempster & Berry,2003).

3.2 Care

The care perspective emphasizes empathy and caring as well as the network of relationships. An action is right when it satisfies stakeholder's needs and desires and leads to their growth (Feng, 2011).

3.3 Utilitarianism

Utilitarianism perspective is concerned with outcomes. It emphasizes that the consequence of an action determine its moral worth. An action is right because it leads to the greatest good and the least bad on the basis of utilitarian considerations. Teacher, principal should always act to maximum benefit of students and minimum harm for the greatest number of stakeholders (Feng, 2011).

3.4 Critique

The critique perspective emphasizes decision makers' recognizing inequities in both schools and society. An action is right when it leads to equal opportunities for stakeholders by breaking oppression, privileges, and inequalities. School leaders should critically reflect on the ideology that people take for granted and probe unreasonable details when making decisions. Overall, the focus of this perspective is on addressing inconsistencies and inequalities in life to achieve real social justice.

3.5 Virtue

The virtue perspective emphasizes a person's moral character. Virtues are a person's disposition to act in a certain way and are cultivated by practice in daily life to facilitate a certain way of acting and living.

4. ETHICAL ISSUES PERTAINING TO THE ROLE OF TEACHER

Teaching is associated with physical, mental, social, psychological and moral upbringing of students. Teacher plays a significant role in development of all aspects of life. The demand from the teacher increases when she is performing her duties that what is the major responsibility of teacher? To answer this question considered the major assumption which society expect that teacher is a moral agent. Teacher is a role model; he/she has to perform according to the requirements of cultural or traditional values. Carr, (2000) stated, the teachers are conceived as the representative or custodian of a specific set of civilized standards and value predicted on a traditionalist idea of education as the transmission of culture.

Teachers play multiple tasks in daily life; an imperative role is transmission of morality towards next generation. Teacher performs moral duty formally and informally, he/she is considered to be same role inside and outside the classroom.

Ways to transmit moral messages:

- Show moral and ethical behavior himself
- Model good behavior and attitudes in classroom
- Story telling
- Respecting students
- Peaceful environment
- Being nice, polite and thoughtful
- Well behaved

The moral duty of teachers

- Handle students with care
- Positive relationship with students and other staff members
- Acting best interest of students
- Classroom environment (Catherine. E, 2011).
- Knowledge and expertise of teachers
- Academic and theoretical knowledge

- Cultural custodian
- Facilitator of inquiry
- Communicator, management, organization for effective teaching (Carr, 2000)
- Using rapid incremental innovation
- Empowering others
- Emphasizing thinking over memorizing
- Applying knowledge
- Fitting one's teaching to one's own style
- Maintain dignity of the student
- Fairness
- Responsibility (Joyce & Rober, 2003).

4.1 Ethical Role Pertaining to the Role of Teacher

4.2 Moral Person

Campbell,(2013) presented notion of teacher as a moral person. Teacher conveys his/her thoughts, ideas, values to next generation deliberately or in deliberately. The all positive and negative aspect of teacher personality is being part of student's personality. So, it is necessary for the teacher that he/she possesses good ethical attributes. Now days, it is a big ethical issue towards teachers responsibility.

4.3 Moral Educator

Teachers does not always been a good moral character. While this is the process exchanging these virtues to their students. Teacher should consider consciously that students are gaining these ethics directly or indirectly.

4.4 Student Teacher Relationship

Teacher deals with students in their daily life, in these days student teacher relationship is not based on attitudes, intentions and good moral values.

4.5 Self Awareness

Awareness of what is right and wrong? This should be part of teacher's character that he knows what the criteria of being right and wrong.

4.6 Fairness and Care

It is the right of students to treat students evenly, fairness in dealing day to day activities, conversations, and teachings. Provide opportunities to every student fairly. It is mandatory for teacher:

- Enforcing school and class rules
- Marking and assessing students
- Displaying their work publically
- Assigning tasks
- Granting favors
- Calling on them to respond to question in class
- Arranging them in groups and seating patterns
- Engaging them in personal exchanging with individuals
- Assigning and enforcing test dates and homework deadline.
- Participation of all students in performing classroom duties (tidying up room, row monitoring, cleaning the black board)
- Same students does always do the same duty

4.7 **Formal Responsibility**

The formal responsibilities of teacher are an immense ethical issue for the whole educational process such as at planning phase, classroom management and classroom control.

Teacher formal responsibility in terms of:

- Academic objectives
- Efficiency strategies
- Control techniques
- Effective planning (selection of reading material according to the wellbeing of students)
- Structuring lessons

5. **ETHICAL ISSUE PERTAINING TO EDUCATION**

5.1 **Right to Education**

Due to the importance of education in Islam, The Holy Prophet (PBUH) said: “Getting knowledge is obligatory to every Muslim man and woman”. It is the moral duty of government and concerned authorities to provide opportunities for students.

5.2 **Should Teacher Students be Friends?**

Schooling is the act of interacting people with each other towards the mutual goal. Here the related persons are student and teacher. Nowadays, the renowned philosophy of education leads towards the friendship relationships of student teacher. But, the addressing question here is that should teacher exceed the limits or should provide some measures to maintain positive relations.

5.3 To What Extent Help is Required?

This issue is more considerable that is more required in relationship of principals, teachers and students.

5.4 Communication

Communication is the heart of any educational process whether it is carried in classroom or beyond the classroom. Being polite and humble can uplift the ethical environment of schools.

5.5 Conflict Management

Conflicts can be easily resolved, by adopting ethical frameworks. (www.miamiherald.com/news/locals/ethics)

5.6 Language of Learning

Biesta (2006) found concept of the language of learning. In this regard, he has identified four contributing trends which influence on ethic in educational system:

- 1) new theories of learning which shifted the attention to students and their activities rather than teachers and teaching, where learning became more central and teaching conceptualized in terms of facilitating learning;
- 2) postmodern doubt framed education as a modern project in need of questioning;
- 3) the growing market for non-formal adult learning as a mainly individualistic activity has made use of the word learning
- 4) with the destruction of the welfare state the relationship between governments and citizen has been, in many cases, re-conceptualized into an economical relationship between the provider and the consumer of public services. All of these trends contribute to rise of the language of learning. Above mentioned trends in education narrows teachers' possibilities for professional influence on the educational system.

5.7 Teacher Autonomy

The concept of teacher refers to the professional independence of teachers in schools, especially the degree to which they can make autonomous decisions about what they teach to students and

how they teach it. Due to the market influence in education it decreases the independence of teachers (Hargreaves, 2000).

6. **ETHICAL ISSUES PERTAINING TO SCHOOLING**

6.1 **Relational Professionalism**

Relational work skill is the term used to describe the ways in which professionals interact with each other. Relational skills go beyond knowledge of business models and professional experience to include personal traits. As with professional skills, relational skills differ from person to person. Teacher interact with students what they practice in relational manners are: knowledge of students, pedagogical knowledge, principles of classroom management. Teacher should adopt relational qualities (engagement, authenticity, understanding) to enhance positive environment in schools. This relational professionalism impacts on overall school ethical environment (Frelin, 2013).

6.2 **Social Diversity**

There are different groups in a school. They have cultural, religious and economic differences. Ethically to cope up all these diverse people is the challenging tasks.

6.3 **Discipline**

Due to the lack of ethical considerations in all educational setups, the discipline problems are increasing day by day. Practice of ethics and morality is lead towards the fulfillment of educational goals.

7. **SELF-ASSESSMENT QUESTIONS**

1. Define ethics. Differentiate between ethics and morality.
2. Discuss ethics in teaching.
3. Describe three accounts of professional teaching from your experience of school life.
4. Highlight ethical issues which one should keep in mind as teacher.
5. Discuss ethical issues related to education.

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To develop a strong sense of professionalism, a teacher must focus on the critical elements of attitude, behavior, and communication.

Every teacher must develop the characteristics of a professional and model professionalism every day. In fact, among the standards of the National Council for Accreditation of Teacher Education (NCATE) is a requirement that teacher candidates demonstrate specific dispositions of professionals (NCATE 2001). Bridges (in Ben-Peretz 2001, 50) advised that, aside from academic qualifications, professional teachers must “act in an ethical manner, based on an explicit or implicit code of conduct.”

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What are the elements of professionalism? This article categorizes some of the most critical ones into three main categories: attitude, behavior, and communication. Addressing these areas can help any teacher to develop a stronger sense of professionalism.

Attitude

Attitude is everything! A positive attitude is an essential component of professionalism (Hurst and Reding 2000).

Beginning at the simplest level, teachers cannot let their personal lives interfere with their professional attitude. Even when having a bad day, a teacher still needs to maintain a positive attitude and not take out a bad mood on the students. A professional needs to push away outside concerns or distractions and focus on the task at hand. No one would want a surgeon to let personal anger interfere with a patient's operation. Similarly, a teacher shouldn't let negative feelings spill over to the students.

One of the best things a teacher can do is to love his or her students. It is so important for students to know that their teachers care for them. A professional doesn't view his or her profession as just a *job*, but rather sees it as a *calling* that is all about caring for children. The ability to make personal connections with students is an identifiable trait of a successful teacher (Pajak 2001).

It's easy to fall into the trap of focusing on the negative. Yes, teaching is a demanding profession; but if teachers dwell on the challenges, they could easily spend all their time complaining. Lorenz (2002, 327) urged that every teacher "resist the pettiness of the staff lounge and behave like a true

educator. Bottom line: whining about not being treated as a professional just betrays the fact that you really aren't one." Every job and profession has its ups and downs, and a true professional focuses his or her energy in a positive way. This calls for an attitude of assertiveness. When a teacher sees that something is not working well, he or she needs to take action and seek solutions.

Risk taking is another element of a professional attitude. Wong and Wong (1998, 304) stated,

A professional doesn't view his or her profession as just a *job*, but rather sees it as a *calling* that is all about caring for children.

"There can be no accomplishment without taking some risk." A professional should be willing to take risks and try new things, and thus avoid falling into a rut and becoming stagnant.

An attitude of confidence is another key component of professionalism. Lack of confidence can lead to social errors and unprofessional behavior (Hurst and Reding 2000). Teachers must know and trust themselves and their abilities.

An attitude of initiative is also an important element. Hurst and Reding (2000, 47) emphasized, "Professionals set goals for themselves and their students. They know what they want to achieve." One of the first signs that preservice teachers are becoming

more professional is that they begin to take initiative, rather than wait to be told what to do.

Lastly, effective teachers need to commit themselves to being life-long learners. Wong and Wong (1998, 294) described a professional as "someone who, without supervision or regulation; is a responsible person; has a continuing growth plan to achieve competence; and strives continuously to raise the level of each new group of students." Hurst and Reding (2000) stressed the importance of professionals staying current in their field of study.

Behavior

Numerous behaviors are associated with professionalism. Wong and Wong (1998, 293) stated, "A professional is defined not by the business a person is in but by the way that person does his or her business."

Preparedness, one behavior associated with professionalism, is an important focus in the current standards movement. The NCATE Standards require that "the teacher candidate knows the subject matter and can teach it effectively so students can learn" (Wise and Leibbrand 2001). The National Board for Professional Teaching Standards (NBPTS) also includes a proposition that teachers should know the content and methodology of what they teach (Seifert 1999). Teachers need to be prepared to teach the content of their lessons, as well as be prepared with the proper materials and resources. Hurst and Reding (2000, 45) reminded us, "Teachers need to be prepared every time they enter the classroom." Many beginning teachers underestimate how much time proper planning and prepara-

tion entail. The sooner they understand this, the better.

Hurst and Reding (2000) identified punctuality as another critical behavior associated with professionalism. Tardiness does not go over well in the school setting. Children cannot be left unsupervised. Therefore, it is critical that teachers arrive on time, whether it is for the start of the school day or for picking up the students from a special class.

Professionals, metaphorically, live in glass houses; they are under constant scrutiny and are held to the highest moral and ethical standards. Teachers, expected to be role models for their students, must carefully examine how their behavior, both in and out of the classroom, might make an impression on others. A teacher's actions and influence as a role model can either help or harm others. Just the hint of any impropriety can both ruin a teacher's reputation and leave students disappointed and confused.

Like it or not, people are often judged by their appearance. A professional is expected to dress in a respectable manner. Wong and Wong (1998, 51) caution, "You will be treated as you are dressed." While the level of formality has declined in many professions, many types of clothing still are considered inappropriate in professional settings. Clothes that are too provocative, casual, or sloppy are inappropriate. Body piercings, tattoos, and other bold fashions are often looked upon unfavorably. Teachers are encouraged to err on the side of formality, rather than to dress in casual or contemporary fashion. Hurst and Reding (2000, 13) advised, "A teacher should look like the teacher, not one of the students. School is not the place to

make wild fashion statements or to dress in provocative ways."

Being able to discern the types of topics that are appropriate for conversation is an important quality of professional behavior. Hurst and Reding (2000) recommended that teachers avoid responding to inappropriate questions and ones that are too personal. In conversation, they also should avoid interrupting others and should think before they speak.

to do in the classroom is imperative for professional behavior. Hurst and Reding (2000, 36) suggested, "It is important for teachers to recognize their role in this chain of command. . . . An aspect of being a professional is the ability to be a follower as well as a leader." This is especially important for the preservice teacher who is not an employee of the school district. Yet, at the same time, educators should be prepared to take



The NBPTS identified respect, the act of displaying a high regard for students, as one of the 13 Dimensions of Teaching Expertise (Helms 2001). Hurst and Reding (2000) also cited respect, as well as courtesy, as key components of professionalism. A professional respects all others, even when that respect is not returned. As a role model for appropriate behavior, a teacher always must show respect to colleagues, parents, and students. A professional treats everyone with dignity.

Knowing the boundaries in terms of what teachers are allowed

a stand for what is right. Teachers are encouraged—through the practices of research, reflection, and sharing with others—to help bring about needed changes.

Communication

Numerous facets of communication impact professionalism. Among these are collaboration, cooperation, support and encouragement, and participation in learning communities, as well as basic modeling of proper language usage.

The NBPTS identified collaboration as one of the core propositions of accomplished teaching

(Helms 2001). That organization further cited the imperative for teachers to be members of learning communities where they work collaboratively with professionals, parents, and the community. Hurst and Reding (2000, 26) stated, "Building good, strong relationships is part of being a professional." Teachers no longer can go into their classrooms, shut the door, and do their own thing. The changing nature of schools calls for teachers to collaborate with others and work effectively as a team toward common goals. Collaboration is essential for meeting the needs of all of students.

Hurst and Reding (2000) maintained that professionals support and encourage their colleagues. The students at East Stroudsburg University of Pennsylvania participate in Professional Development Schools in cohorts. That program's leaders work to create a sense of community and bonding that will carry over to the participants' fieldwork. Teaching is hard work, and a little encouragement goes a long way. It is important for teachers to edify and support one another, to have opportunities to share their triumphs and tragedies. As professionals, teachers must focus on cooperation rather than competition.

Wong and Wong (1998, 300) advised that "professionals consult and help one another." The NBPTS includes a proposition that encourages teachers to be members of learning communities (Seifert 1999). There are many opportunities for teachers to become involved in professional education groups early in their careers. Organizations—such as Kappa Delta Pi, discipline-specific organizations (such as the National Council of Teachers of Mathematics and the

National Science Teachers Association), and student versions of teacher union groups—provide vehicles for developing professional skills and expertise. Most of these organizations offer educational opportunities through conferences, workshops, and publications. Additionally, these organizations often are the breeding grounds for future educational leaders. Wong and Wong (1998) encouraged teachers to have a support group where they can learn from outstanding teachers and

As a role model for appropriate behavior, a teacher always must show respect to colleagues, parents, and students.

leaders. Participation in these groups can be an excellent way to connect with new sources of information and to give and get needed emotional support.

On a more basic level, Hurst and Reding (2000, 16) counseled, "Educating yourself as to the proper use of the English language is imperative if you want to be a successful role model to your students and present yourself in a professional manner to those with whom you come in contact." A professional should sound like an educated person, always using proper speech and grammar. Here again, teachers need to be ap-

propriate role models for students.

Closing Thoughts

Seifert (1999, 95) offered that "becoming truly professional is a lifelong challenge," and he also stated:

Professionalism is a process more than an outcome—a way of encountering new students and new classroom problems and of finding meaning and solutions to them as you grow. It is not a "thing" acquired or worn like a piece of clothing; at no time will you have become professional once and for all.

The ideas presented here should help acquaint preservice and new teachers with the characteristics of professionalism. They also serve as good reminders to every educator regarding the level of professionalism that is expected of all teachers. Educators play a significant role in enhancing the professionalism of the teaching field by demonstrating these characteristics in their own professional lives.

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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:

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).

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.

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.

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 lead 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 lead 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.

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.