

Professional and Ethical, Development of Teacher

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Abstract:

Teaching relationships are interactive, caring and ethical. As such they take into account both the importance and the uniqueness of the individual. In particular, personal history, developmental (social, emotional, physical, cognitive) level, personal learning style. Teaching relationships with peers are based on professional qualifications, ethical conduct, trust, equality and collaboration. Communication, interpersonal skills and decision-making in all professional interactions are based on the Encouragement values of trust, mutual respect, equality, acceptance and co-operation. Community building involves developing a sense of belonging and honoring the uniqueness and diversity of each individual. Teaching as a planned process is based upon defined standards and practice. Teachers believe that it is through the knowledge, skills and example of teachers that public school education nurtures the growth of students, intellectually, socially, physically and emotionally, so that they may be and become self-reliant, self-disciplined, participating members with a sense of environmental and social responsibility within a democratic society. Teaching, as a planned process, is based upon a set of Standards of Professional Practice which incorporate principles of **pedagogy, social responsibility, ethical practice, and collaborative relationships.**

1. Pedagogical Principles

Members, individually and collectively, have an obligation to maintain a standard of professional practice that reflects

Knowledge, understanding and competence in the application of the following principles of pedagogy:

(a) Nature of Learner:

1. Developmental stages in the intellectual, social, emotional, physical and moral growth of students.
2. Skills in diagnosing, assessing, reporting on the intellectual, physical, social and emotional needs and
3. Abilities of individual students.
4. Diversity of learning styles.

(b) Nature of the Structures of Knowledge and Curriculum Building:

1. Structures and content within the disciplines that are the foundations of curriculum building.
2. Theories of learning and learning styles.
3. Processes related to curriculum development.
4. Processes related to the integration of curriculum components.

(c) Nature of the Teaching/Learning Process:

1. Planning and organizing learning experiences that incorporate:
 - assessing of learner needs.
 - establishing and communicating person-allied learner objectives.
 - balancing cognitive, affective and psycho-motor learning objectives.
 - developing interpersonal relationships needed for a nurturing and stimulating learning environment.
2. Creating a classroom climate that recognizes every student's right to dignity, safety, equality of opportunity and success.
3. Matching content, resources and instructional strategies to accommodate differing learning/teaching styles and individual or group learning activities.
4. Providing on-going feedback to the learner based on the principles of authentic assessment.
5. Monitoring and adjusting teaching/learning strategies to meet unanticipated classroom events/dynamics.

2. Social Responsibility

Members, individually and collectively, have an obligation to maintain a standard of professional practice that reflects Knowledge, understanding and competence in the application of the following principles of social responsibility to ensure That:

1. The purposes, goals and values of a public school education are consistent with those that foster the growth of students into autonomous, socially responsible citizens in a democratic society.
2. Global concerns and perspectives, and related social developments are incorporated into classroom activities.
3. The array of resources and services within the community available to students, parents and teachers are appropriately utilized.
4. Communication with students, parents, colleagues and other members of the educational community are ongoing and effective.
5. A sense of community in the school setting is established.
6. Interactions with students, parents and colleagues, and other members of the educational community are conducted in an ethical manner free from discrimination with regard to gender, age, race, nationality, religion, socioeconomic status, physical ability, mental ability, marital status or sexual orientation.

3. Ethical Practice

Members, individually and collectively, have an obligation to maintain a standard of professional practice that reflects

knowledge, understanding and competence in the application of the following principles of ethical practice. Specifically,

members have a professional responsibility to:

1. Model honesty, integrity, self-reliance, self-confidence, self-discipline and spirit of co-operation and Encouragement that members seek to develop in students.
2. Engage in critical reflection, based on both research and experience, about professional practice.
3. Model a commitment to learning and personal and professional growth by engaging in a process of self-evaluation, And individual professional development.

4. Participate as an advocate for public education.
5. Adhere to the professions Code of Ethics.

4. Collaborative Practice

Members, individually and collectively, have an obligation to maintain a standard of professional practice that reflects knowledge, understanding and competence in the application of the following principles of collaborative practice:

(a) Collegial Professional teachers are committed to relationships with colleagues that:

1. encourage on-going programs of collegial professional development.
2. Promote co-operation in the teaching/learning process which include planning, teaching, reflecting and evaluating.
3. reflects the commitment to expand the body of professional expertise.
4. Promote shared decision-making practice at the school and district level.
5. Demonstrate a commitment to accept and act in accordance with democratic principles.
6. Contribute to the education, training and induction of pre-service and novice professionals.
7. Demonstrate a commitment to uphold standards of professional practice.

(b) Co-worker

Professional teachers are committed to collaborative relationships with co-workers that:

1. provide for effective direction and supervision of auxiliary personnel who work directly with students.
2. Promote effective interactions with associated professionals who work directly with students, e.g., speech language pathologists, physiotherapists, family and social workers, community workers.
3. Promote effective interactions with administrative officers, clerical and custodial staff, and others who are part of the school's educational setting, in the development of a sense of community within the school.

5. Professional Rights

The responsibility of members, individually and collectively, to maintain the standards of professional practice

Articulated in sections 1- 4 are contingent upon the recognition by society of the member's right to:

1. Autonomy in establishing the teaching/learning environment.
2. Primary control in diagnosing learner needs, in planning curriculum and in determining appropriate Methods of instruction to meet these needs.
3. Primary control over evaluation instruments and processes and the interpretation and communication of Evaluation data in regard to students.
4. Significant influence over decision-making and policy formation through the school staff at the school level And through professional organizations at the district and provincial level.
5. Sufficient human and material resources to meet standards of professional practice.

Conclusion

In each of the above cases, several responses are possible. Some action is clearly guided by a code of conduct. Other decisions and actions are not. One of the purposes of using these types of case studies is

to provoke a range of possible responses. There may not be 'correct' answers to some questions raised or a 'correct' response in some situations. Determining appropriate responses will depend upon an examination of the sometimes competing value positions held by individuals and espoused by institutions. Such examination usually requires professional dialogue and the ability of individuals to reflect on and acknowledge the implications of different decisions. In short, a comprehensive approach to 'ethics training' is dependent upon an open workplace culture of enquiry and professional learning. The use of case studies and effective ethics training in general is sometimes incompatible with cultures of bureaucratic dependency based on rule following and abrogation of individual responsibility for action – the antithesis of professionalism in teaching.