

THE MORAL BASE FOR TEACHER PROFESSIONALISM

Hugh Sockett

Moral Base For Teacher Professionalism

Terri Seddon, John Levin



Moral Base For Teacher Professionalism:

The Moral Base for Teacher Professionalism Hugh Sockett,1993 Hugh Sockett aims to fill a gap in the body of literature concerning moral foundations in education Dr Sockett posits that moral language must be used as the primary language of educators and that a major transformation across all educational institutions is needed to sustain the collegial autonomy crucial to educational improvement

Professionalism and Ethics in Teaching David Carr,2005-06-20 Professionalism and Ethics in Teaching presents a thought provoking and stimulating study of the moral dimensions of the teaching professions After discussing the moral implications of professionalism Carr explores the relationship of education theory to teaching practice and the impact of this relationship on professional expertise He then identifies and examines some central ethical and moral issues in education and teaching Finally David Carr gives a detailed analysis of a range of issues concerning the role of the teacher and the managements of educational issues Professionalism and Ethics in Teaching presents a thought provoking and stimulating study of the moral dimensions of the teaching professions

Moral Professionalism in Interaction Eija Hanhimäki, *Professional Learning in a School-Based Community of Science Teachers* Wayne Melville,2010-01-01 The ubiquitous science department occupies an unusual position in most secondary schools Traditionally they have been part of the organisational structure of schools with administrative responsibilities over room allocations teaching assignments and the management of laboratory equipment These are important roles but they only tell half the story Science teachers are more than members of an organisational structure They are also members of a science education community which is shaped by their shared understanding of science The science department as community also possesses a pivotal if undervalued role in teacher professional learning This book conceptualises professional learning as the engagement of teachers in a virtues based personal reflection and or public discourse around the episteme techne and phronesis in the spaces in between the metaphors of understanding community meanings practice and identity As such it speaks to heads of science departments school administrators and those with an interest in leadership within schools

Handbook of Teacher Education Tony Townsend,Richard Bates,2006-08-09 This book has its origins in conversations that started when the International Council on Education for Teaching ICET and the Australian Teacher Education Association ATEA jointly agreed to co sponsor a World Assembly of Teacher Educators in Melbourne in July 2003 hosted by Monash University The editors of this book were not only intimately involved in the management of the conference but had also been key figures in the Associations involved Tony Townsend had been secretary and on the national board of the South Pacific Association for Teacher Education SPATE which later became ATEA and had previously managed a SPATE conference in Frankston Australia in the 1980s He is currently the President of ICET and now works at Florida Atlantic University Richard Bates has been a long time board member of ATEA and is currently President of that organization He is also a Board member of ICET The International Council on Education for Teaching ICET was founded in 1953 for the purpose of

emphasizing international cooperation in educational development in order to improve the quality of teacher education as well as to expand global educational opportunities for people in teacher education Since that time ICET has developed into an international association of practitioners of teacher education policy and decision makers in education government and business dedicated to global development through education ICET is a Non Governmental Organization NGO and participates in NGO meetings and other UNESCO sponsored conferences around the world

Understanding Curriculum William F. Pinar, 1995 Perhaps not since Ralph Tyler's 1949 *Basic Principles of Curriculum and Instruction* has a book communicated the field as completely as *Understanding Curriculum* From historical discourses to breaking developments in feminist poststructuralist and racial theory including chapters on political theory phenomenology aesthetics theology international developments and a lengthy chapter on institutional concerns the American curriculum field is here It will be an indispensable textbook for undergraduate and graduate courses alike

Teachers' Professional Ethics Kirsi Tirri, Elina Kuusisto, 2022-09-12 Now available in Open Access thanks to the support of the University of Helsinki Teachers Professional Ethics Theoretical Frameworks and Empirical Research from Finland is intended for international readers in education who want to learn the theoretical frameworks that guide teachers ethics and that help them address concrete challenges in their everyday work Scholars and teachers from different countries can use this book to widen their understanding of the Finnish educational system and teacher ethics The authors provide examples of concrete moral dilemmas in teaching that can be more effectively navigated with the rational principles and guidelines that philosophies of different ethical frameworks can provide They argue that teachers require ethical skills especially ethical sensitivity in order to select the most beneficial course of action concerning diverse students in inclusive education They should be purposeful in their profession to develop the motivation and resilience to continue their demanding but fulfilling work with long term goals Moreover they should acknowledge their implicit beliefs and possible stereotypes to be able to provide equal learning opportunities to their students and to build democratic moral communities in their schools In this book ethical sensitivity purposeful teaching and incremental beliefs concerning learning are seen as important prerequisites for teachers professional ethics We discuss these aspects with examples from our empirical studies in Finnish schools

Professional Values and Practice James Arthur, Jon Davison, Malcolm Lewis, 2005 The professional code of the General Teaching Council lists eight new standards each of them analysed here in detail using questions and activities to describe what trainee teachers need to know understand and demonstrate as they work towards Qualified Teacher Status Each of the eight standards cover the following issues expectations diversity and achievement personal and professional values values in the classroom values rights and responsibilities in the wider community the community of the school professional relationships personal and professional development professional responsibility This practical and jargon free guide features an extensive range of examples and suggestions for further reading designed to help those in their early professional development

[Educators, Professionalism](#)

and Politics Terri Seddon, John Levin, 2013 This title brings together contributions from around the world that analyse and reflect on the way curriculum is configuring and reconfiguring that world **Resources in Education** ,1995-05

Resilient Teachers, Resilient Schools Christopher Day, Qing Gu, 2013-12-17 This book unpicks the complex dynamic blend of individuals psychological and professional assets workplace conditions and leadership support which enable teachers who stay in teaching to continue to make a difference in their careers regardless of shifts in policy workplace professional and personal circumstances Whilst much has been written over the years about teacher stress and burnout there is very little research which reports on the conditions which are essential for teachers to sustain their commitment and effectiveness over their professional lives in contexts of challenge and change Drawing upon a range of educational psychological socio cultural and neuro scientific research together with vivid accounts from teachers in a variety of primary and secondary schools internationally and from their own research on teachers work and identities the authors discuss the dynamic nature forms and practices of teacher resilience They argue that resilience in teachers is not only their ability to bounce back in extremely adverse circumstances but that it is the capacity of teachers for everyday resilience which enables them to sustain their commitment and effectiveness in responding positively to the unavoidable uncertainties inherent of their professional lives The authors conclude that resilience in teachers can be nurtured by the intellectual social and organisational environments in which teachers work and live rather than being simply a personal attribute or trait determined by nature Resilient Teachers Resilient Schools will be of key interest to policy makers head teachers teachers and training and development organisations who wish to improve quality and standards in schools **An Ethical Approach to Practitioner Research** Anne Campbell, Susan Groundwater-Smith, 2007-09-12 Practice based research is burgeoning in a number of professional areas An Ethical Approach to Practitioner Research covers a comprehensive range of issues and dilemmas encountered in practitioner and action research contexts While principally focused upon practitioner inquiry in education it takes account of and acknowledges that others engaged in professional practice such as in legal nursing and social care contexts face similar issues and dilemmas It aims to stimulate ethical thinking and practice in enquiry and research contexts Following moves to promote professional learning and development in the workplace there is an increase in the number of practitioners engaging in action or inquiry based learning in the workplace supported by university staff or consultants as evidenced in the emergence of professional learning communities and learning networks There are many tensions inherent in relationships between practitioners and academics in terms of the setting of the research agenda the policy implications that may flow from it and the right to publish outcomes Negotiating that relationship requires ethical probity where each party recognises understands and respects mutual responsibilities The book explores this through a wide variety of roles from those of academic researchers consultants and teachers to professional practitioners as researchers and importantly students and children It therefore illustrates a number of differing perspectives about ethics and research which are allied to those roles

Drawing on the expertise of international researchers and academics from America Australia and Europe the book provides invaluable support to the novice researcher and illuminates some of the more intricate issues for the more experienced research practitioner Packed with detailed and thought provoking examples this book contains both theoretical analyses of ethical matters and offers practical advice to practitioner and action researchers across the fields of schools hospitals and community and family settings

Teaching Character and Virtue in Schools James Arthur, Kristján Kristjánsson, Tom Harrison, Wouter Sanderse, Daniel Wright, 2016-07-15 Teaching Character and Virtue in Schools addresses the contemporary issues of quantification and measurement in educational settings The authors draw on the research of the Jubilee Centre at the University of Birmingham in order to investigate the concern that the conventional wisdom sound judgement and professional discretion of teachers is being diminished and control mistakenly given over to administrators policymakers and inspectors which in turn is negatively effecting pupils character development The books calls for subject competence to be complemented by practical wisdom and good character in teaching staff It posits that the constituent virtues of good character can be learned and taught that education is an intrinsically moral enterprise and that character education should be intentional organised and reflective The book draws on the Jubilee Centre s expertise in support of its claims and successfully integrates the fields of educational studies psychology sociology philosophy and theology in its examination of contemporary educational practices and their wider effect on society as a whole It offers sample lessons as well as a framework for character education in schools The book encourages the view that character education is about helping students grasp what is ethically important and how to act for the right reasons so that they can become more autonomous and reflective individuals within the framework of a democratic society Particularly interested readers will be educational leaders teachers those undertaking research in the field of education as well as policy analysts with a keen interest in developing the character and good sense of learners today

Understanding the Professional Agency of Female Language Teachers in a Chinese University Xiaolei Ruan, 2021-12-30 Centering on a qualitative study of three female English teachers in Shanghai China the book explores female language teachers perceived discrepancies and agency exercised in their teaching research and teacher learning practices By adopting multiple research methods such as narrative questionnaire metaphor timeline interview and classroom observation this study reveals that female language teachers agency is a dynamic entity manifested in the ongoing negotiation of agency belief agency practice and agency inclination as well as the interaction of individual and the environment Though there are certain limitations concerning representativeness and generalizability the author provides a thick description of how female language teachers in China are exercising agency to fulfill their career development which offers insightful suggestions to language education in both China and broader areas globally The book will appeal to researchers studying teacher education and foreign English language teaching university teachers especially female foreign language teachers PhD students and graduate students as well as career women

Towards Professional Wisdom Cecelia Clegg, 2016-02-24 People professions such as social work teaching nursing ministry and counselling are at heart ethical or moral enterprises Much recent theorizing has been concerned to show that effective professional deliberation and judgement cannot be reduced either to technical rationality or to simple obedience to general occupational procedures or prescriptions Professional judgement would seem to require the development of a distinctive mode of practical ethical reflection or wisdom perhaps along the lines of Aristotle's phronesis or practical wisdom Reflection is required to address such key professional concerns as What is the impact of official prescription and regulation on professional judgement How should conflicts of professional judgement and public political accountability be resolved How might one reconcile tensions between universal justice and equality and particular client need What is the role of emotion and or affect in people professional practice This ground breaking work addresses in a thoroughly multidisciplinary way the central question of the nature of professional judgement and deliberation that has recently come to the fore in the academic literature of profession and professionalism It proposes a marked shift in theory practice and policy making away from technical rational approaches to professional decision making in favour of reflection and deliberation informed by responsible moral judgement This reflects a significant progressive trend in this literature by taking practical wisdom rather than technical rationality to lie at the heart of professional judgement It is unique in bringing together key authors from different professional fields to address the issue of professional wisdom in a cross professional and multidisciplinary way *Good Teachers for Tomorrow's Schools*, 2021-05-25 Teachers in schools nowadays are challenged to create inclusive learning environments and safe spaces for encountering diversity in values cultures and religions as well as in disability and talent Classrooms are micro cosmoses in which local and global issues are confronted and addressed This volume discusses the characteristics of good teachers and the teaching that is needed in today's and tomorrow's schools The focus is on research based perspectives with contributions from several internationally renowned scholars on what constitutes good and quality in teaching studying learning processes The chapters focus on good teaching and good teachers from perspectives concerning the fundamental and transversal features of what constitutes a good teacher More specifically it is argued that good teachers in tomorrow's schools will need capabilities that reflect the purpose of education values in education and talent in education As an outcome the book provides insights into how in attending not only to the cognitive but also to the affective behavioral moral and spiritual domains teachers are able to support holistic growth and learning among their students in schools of the 21st century This volume discusses good teaching for schools in the future from the perspectives of school pedagogy educational psychology and neuropsychology Antiracist Professional Development for In-Service Teachers: Emerging Research and Opportunities View, Jenice L., DeMulder, Elizabeth K., Stribling, Stacia M., Dallman, Laura L., 2020-06-26 The ideal 21st century public school teacher has a keen understanding of the racialized history of education and has already taken a critical stance regarding that history This teacher is a changemaker and able to create classroom conditions that

enable all children and youth to be changemakers as well In order to assist teachers to become this ideal educator antiracist professional development must be undertaken Antiracist professional development has as its goal the transformation of teachers for the eventual transformation of classroom environments instruction and curricula to provide for equitable and inclusive educational experiences particularly for students of color Unfortunately such transformative teacher professional development has been in short supply in the age of high stakes standardized testing and the deprofessionalization of the teaching profession Antiracist Professional Development for In Service Teachers Emerging Research and Opportunities is a crucial reference book that addresses the historical sociological and pedagogical background concerning racial issues in education It proposes an antiracist model for professional development as a tool for transforming schools and teachers to be critically sensitive changemakers Drawing upon more than 20 years of developing a transformative teaching master s program the book includes data from the authors national survey of teacher professional development assignment examples teacher work products and the authors self critique reflections on their efforts to support teachers in transforming their practice The book also presents the voices of P 12 teachers including those who thought that they already knew it all the new teacher at a punitive public charter school with high turnover teachers who took leadership within the school and in the larger community and teachers who significantly changed their classroom practice for the long term Moreover the authors offer policy recommendations for teacher professional development experiences that meet the needs of all teachers experiences that provide support for teachers professional growth that have an immediate impact on student learning and that create the conditions for school communities to work together as changemakers It includes an epilogue that considers the urgency of these issues as were revealed by the 2020 global pandemic As such this book is ideal for teachers teacher educators educational leaders administrators policymakers academicians researchers and students

Building Teacher Quality in India Alexander W. Wiseman, Preeti Kumar, 2021-08-04 India has one of the largest student populations in the world the quality of teaching is blamed for the poor performance by Indian students on internationally comparative assessments By analyzing various measures of teacher quality this book provides a framework for policymakers to further improve teacher quality in India

Professional Responsibility Ciaran Sugrue, Tone Solbrekke, 2014-06-23 What does professional responsibility entail in an increasingly insecure unpredictable and de regulated world This is the core question addressed in this text The point of departure for the various contributions is that professional responsibility is a way of being in the world that includes a particular mandate to behave in a manner consistent with moral and societal obligations as a professional Increasingly however there is a lack of consensus as to what such mandates imply and even more dissensus as to what appropriate exercise of responsibility entails One of the distinctive features of this book is the manner in which it combines normative and empirical dimensions It moves beyond dualistic perspectives to create a more inclusive conversation on professional responsibility In the face of increasing complexity of professional work professional responsibility remains

open to further development The book signals direction for the development of professional responsibility and while seeking to give direction to ongoing deliberations avoids the pitfalls of performativity The chapters are grounded in a variety of disciplinary perspectives and traverse various professional boundaries in a self reflexive manner to create more inclusive transformative and generative narratives on professional responsibility This is achieved by Focusing on normative dimensions of professional work and combining these with a focus on empirical aspects of professional practice in a variety of setting and Recognising the inevitable tensions between personal trust and responsibility and largely depersonalised policies and strategies of quality control when normative and empirical aspects of professional responsibility are situated within their policy environments The concluding narrative moves beyond deconstruction complexity and critique of these considerations to a construction of new imagined horizons of professional responsibility from theoretical conceptual and practical perspectives This text sets out to transform professional responsibility through a re configuration of its constituent elements in imaginative and creative ways and by indicating the real world import of re charting the field

Second International Research Handbook on Values Education and Student Wellbeing Terence Lovat,Ron Toomey,Neville Clement,Kerry Dally,2023-11-14 This collection applies the principles underlying values education to addressing the many social and learning challenges that impinge on education today Insights in the fields of social and emotional learning student wellbeing and increasingly educational neuroscience have demonstrated that values education represents an efficacious pedagogy with holistic effects on students across a range of measures including social emotional and intellectual outcomes With schools in the 21st century confronting issues such as gender identity stemming radicalism mental health equity for disadvantaged groups bullying respect and the meaning of consent values education offers a way of teaching and learning that integrates and enhances student s affective and cognitive functioning The earlier edition of this book has become a standard reference for scholars and practitioners in the fields of values education moral education and character education Its citation rates reads and downloads have been consistently and enduringly high as have those of its companion text Values Pedagogy and Student Achievement A decade on the main purpose of the revised edition is to update and incorporate new research and practice relevant to values education Recent insights in the fields of neuroscience and social and emotional learning and their implications for education and student wellbeing are more overt than they were when the first edition was being compiled Additionally advanced thinking in the field of epistemology how humans come to know and therefore learn has also sharpened especially through the later writings of prominent scholars like Jurgen Habermas The revised edition has preserved the essential spirit and thrust of the original edition while making space for some of these new insights about the potential of values education to establish optimal and harmonious learning and social environments for both students and teachers

Unveiling the Energy of Verbal Artistry: An Mental Sojourn through **Moral Base For Teacher Professionalism**

In a global inundated with screens and the cacophony of fast transmission, the profound energy and psychological resonance of verbal art usually diminish into obscurity, eclipsed by the continuous barrage of noise and distractions. However, set within the musical pages of **Moral Base For Teacher Professionalism**, a fascinating function of fictional brilliance that impulses with fresh emotions, lies an remarkable trip waiting to be embarked upon. Composed by way of a virtuoso wordsmith, that mesmerizing opus courses visitors on an emotional odyssey, softly revealing the latent potential and profound influence stuck within the intricate internet of language. Within the heart-wrenching expanse of this evocative analysis, we can embark upon an introspective exploration of the book is main subjects, dissect its interesting publishing fashion, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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Table of Contents Moral Base For Teacher Professionalism

1. Understanding the eBook Moral Base For Teacher Professionalism
 - The Rise of Digital Reading Moral Base For Teacher Professionalism
 - Advantages of eBooks Over Traditional Books
2. Identifying Moral Base For Teacher Professionalism
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Moral Base For Teacher Professionalism
 - User-Friendly Interface
4. Exploring eBook Recommendations from Moral Base For Teacher Professionalism
 - Personalized Recommendations

- Moral Base For Teacher Professionalism User Reviews and Ratings
- Moral Base For Teacher Professionalism and Bestseller Lists
- 5. Accessing Moral Base For Teacher Professionalism Free and Paid eBooks
 - Moral Base For Teacher Professionalism Public Domain eBooks
 - Moral Base For Teacher Professionalism eBook Subscription Services
 - Moral Base For Teacher Professionalism Budget-Friendly Options
- 6. Navigating Moral Base For Teacher Professionalism eBook Formats
 - ePub, PDF, MOBI, and More
 - Moral Base For Teacher Professionalism Compatibility with Devices
 - Moral Base For Teacher Professionalism Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Moral Base For Teacher Professionalism
 - Highlighting and Note-Taking Moral Base For Teacher Professionalism
 - Interactive Elements Moral Base For Teacher Professionalism
- 8. Staying Engaged with Moral Base For Teacher Professionalism
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Moral Base For Teacher Professionalism
- 9. Balancing eBooks and Physical Books Moral Base For Teacher Professionalism
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Moral Base For Teacher Professionalism
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Moral Base For Teacher Professionalism
 - Setting Reading Goals Moral Base For Teacher Professionalism
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Moral Base For Teacher Professionalism
 - Fact-Checking eBook Content of Moral Base For Teacher Professionalism

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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