

Module 5 Educational Theory and Practise

Unit 5.6 Professional Development and the Teacher

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Introduction

About this unit

Welcome to Unit 5.6 on Professionalism and the Teacher

This unit introduces the concept of professionalism and the teacher in technical and vocational education and training. It identifies the factors that contribute to a positive relationship between teacher and students, teacher and co-workers, and teacher and society. It also discusses the professional roles, responsibilities, behaviour and competence of the teacher and focuses on strategies for professional growth and development.

The discussions on these factors, roles and strategies are illustrated by examples and case studies from the field of technical and vocational education and training. They are also accompanied by self-assessment activities to help you assess your progress.

How to use this book

As you can see from the table of contents, the learning points in this book have been organised into sections and subsections. Each section contains the objective(s) of the section, learning points, discussions, exercises or activities and feedback on activities.

The activities included in this book will not play a part in your assessment for this unit. Rather, they are designed to help you in self-assessment of your progress.

Go through the sections. Follow the instructions carefully and do the activities. Then compare your response with the feedback provided after the activities.

Your tutor will also specify the assignments included in this book and explain what you will have to do.

The assignments aim to assess your achievement of the learning outcomes. So, **the completed assignments determine your competence in this unit.**

How you will be assessed

For your assessment, you will have to submit three assignments.

The first assignment can be found at the end of Section 2, the second at the end of Section 4, and third and final assignment can be found at the end of Section 5.

Like many learners, you may start going through this Unit by looking at the assignments first. Your tutor will assist you to understand the requirements and marking criteria for each assignment. Feel free to ask for any clarifications that you need.

Finding your way

To help you go through the book and doing the activities more efficiently, there are several visual cues given in the left margin. These "icons" will guide you through the content.

Note the following icons used in this book:



Read



Important- take note!



Self-checking question/activity



Assignment



Competency

The curricula of this training program for Technical and Vocational teachers is competency based. The competency for this unit has been expressed in terms of a number of learning outcomes and assessment criteria.

The learning outcomes show what you are expected to achieve on completion of the unit. And the assessment criteria specify what you should be able to do to demonstrate that you have gained necessary knowledge, skills and attitudes to achieve the learning outcomes.

While this Unit aims to help you achieve the learning outcomes, we encourage the recognition of your prior learning and experience. If you feel that you have the necessary level of competence to demonstrate successfully the assessment criteria for this Unit, you may feel free to take the assessment tasks without going through the whole Unit.

Learning outcomes

On completion of this unit, the teacher will be able to:

- Define and discuss the attributes of a profession, professional and professionalism
- Identify and discuss factors which contribute to a positive relationship between
 - teacher and students
 - teacher and co-workers
 - teacher and the society
- Explain, using examples, the major professional responsibilities of the teacher
- Discuss ways in which teachers can contribute to their own professional development
- Discuss the values that underpin responsible and acceptable behaviour expected of teachers in their employment
- Justify the maintenance of ethical principles and policies in the teaching profession

Assessment criteria

- Explain four (4) assumptions about professionalism
- Explain, for each of the following, two (2) different factors that contribute to a positive relationship between:
 - teacher and student
 - teacher and co-workers
 - teacher and society
- Explain, using examples, three (3) ways in which teachers operate professionally
- Outline and explain four (4) different ways in which a teacher can contribute to his own professional growth and development
- Explain in accordance with given information, three (3) values identified with responsible and acceptable professional behaviour of teachers
- Explain, in accordance with given information, the essential purpose underlying policies of ethical behaviour for the teaching profession

Other resources you may find useful

- Brookfield, S. D. (1990). *The Skillful Teacher*. San Francisco: Jossey-Bass
- Hunt, D. E. (1987). *Beginning with Ourselves in Practise, Theory and Human Affairs*. Toronto: OISE Press.
- Baskett, M. H. K. and Marsick, V. (1993). *Professional's Ways of Knowing: New Findings on How to Improve Professional Education*. San Francisco: Jossey-Bass

Section 1



Professionalism and professional relationships of the teacher

This section of Unit 5.6 provides an overview of professionalism and the professional relationships of the teacher. On completion of section you will be able to:

- define operationally the concept professionalism
- focus on some assumptions about professions in general and teaching profession in particular
- point out the characteristics of professional behaviour
- explain the professional relationships between the teacher and students, the teacher and co-workers, and the teacher and society

1.1 Professionals and professionalism

The term profession is a common one, which usually means any paid occupation; especially one that requires advanced education and training (as suggested by the *Oxford Advanced Learner's Dictionary*). For example, architecture, law and medicine are some professions that require advanced education and training.

In this sense, professional means a person qualified or employed in one of the professions, and the term professionalism denotes the skill or qualities of a profession or its members.

However, in practise, people in only a few professions, such as in law or medicine, enjoy the status of professionals. The norms, standards and practises in these professions are determined and controlled by their professional body or 'associations' and the people in those professions must be members of their professional association.

The professional body of these professions have certain rights or privileges. For example:

- the professional body or the professional association declares and controls the ethical norms and standards of the practise and behaviour of their profession;
- the access to their profession, entry requirements and the total number of practitioners in their profession are determined and controlled by the professional body;

- the professional body issues the license to permit the new professional to practise and one cannot practise without such a license even after receiving the advanced education and training for that profession;
- the professional body also decides on the qualifications, fees and other professional issues of their members.

Anyway, the justification of professional 'rights' or 'privileges' is not beyond controversy. There is a sharp division between people who believe:

- professionalism is a right of the professions and the professional ethics and professional control maintained by the professional bodies are the only guarantee of quality and standards of any kind of service, business or public life

and the people who feel that:

- professionalism is a privilege enjoyed by the professionals. It is a means of mystifying the rest of the population into giving too much control and money to specialists who refuses to share their expert knowledge.

Whatever the assumptions about professionals, they are individuals with a quality job to do. They are supposed to be trained in the most up-to-date, high-level skills and knowledge associated with their work, and are bound by the standards of the profession to which they belong.

According to Bernard Barker ("Some Problems in the Sociology of the Professions", *Daedalus*, The Professions, XCII, No. 4, Fall 1963, p. 672), professional behaviour may be defined in terms of four essential attributes:

- a) A high degree of generalized and systematic knowledge
- b) Primary orientation to the community interest rather than to individual self-interest
- c) A high degree of self-control of behaviour through codes of professional ethics
- d) A system of reward (monetary or honorary).

So the professionals need to update themselves regularly on professional developments, work in an ethical way and guarantee that their work is of the highest quality, no matter who the client is.

This Unit will show you the ways that, as a teacher, you will update your professional qualities.



Self-check

Is there any professional body of the technical and vocational teachers?

Who determines the standards of the teaching profession in your country?



1.2 Teachers as professionals

By now you understand that professionals are the specialists or experts in a profession who are bound by the standards of their profession, maintains ethical codes of behaviour, guarantee highest quality of their service and who are rewarded for their services. Now, in this line of thought, can teachers be called professionals?

In the strictest sense of the term, teachers are not professionals in the sense that the lawyers and doctors are professionals. This is because of a number of technical reasons.

In the first place, a profession should control not only the training but also the conduct of its members. Yet, teachers in most countries are neither certified nor, in the broad sense, supervised by master teachers. The matters of curriculum and conduct of teachers are not settled by any set professional body. Rather, they are usually settled by the state and local boards of education composed mainly of laymen.

Although there might be a professional association of the teachers, it seldom controls the entry requirement, fees and number of professionals in teaching profession and it does not declare any definite set of codes for the conduct of its members.

Finally, whereas the professional person enjoys high social esteem, the teacher, with the exception of the university professor, is little regarded for his expert knowledge. Unlike the professional knowledge and competence of a doctor or a lawyer, the decisions of teachers can be criticised by any layman.

However, with all the limitations of the teaching profession for its inability to raise its status to a professional level, like the professions of law or medicine, teachers are professionals. This is because of a number of practical reasons.

First, teachers need advanced education and training to enter their profession. They are actually specialists in their respective fields and they need to update themselves regularly on professional development.

The primary orientation of teachers is to the community interest rather than to individual self-interest, as teachers are serving the society by maintaining and challenging the social values and systems.

Teachers maintain a high degree of self-control of behaviour through some ethical codes set by themselves.

Teachers are also supposed to maintain a professional detachment or objectivity in discharging their service to the students and to the community.

In fact, professionalism is a desired goal of teachers and it is the highest form of their professional development. We will consider a teacher professional if s/he--

- updates herself/himself regularly on respective field
- works in an ethical way
- guarantees that her/his work is unbiased and of the highest quality



Self-check

Do you consider yourself a professional? Why or why not?

What can you do to achieve the highest level of professionalism?



1.3 Professional relationships of the teacher

As in other professions, teachers also have to maintain a number of professional relationships. We know that professionals serve their clients. Who are the 'clients' or stakeholders of the teaching profession?

Obviously the students are the primary stakeholders of the teaching profession. But the teachers also help their co-workers in a number of professional ways, so the co-workers are also part of the stakeholders. However, in the broad sense, teachers are serving the society. So the society is the ultimate stakeholder of the teaching profession.

Teachers, therefore, have to maintain at least three levels of interpersonal and professional relationships; with students, with co-workers and with society. This sub-section will briefly overview the nature and roles of these professional relationships of the teacher and will identify the factors that contribute to a positive relationship between them.

The teacher and students

Education is two-way communication between the teacher and students. So the relationship between the teacher and students is central to all forms of education.

The teacher acts as a helper to achieve the educational goals. So the relationship between the teacher and students is both an end in itself and a means to achieve objectives. The relationship is an end in the sense that through the relationship learning takes place and the teaching-learning process continues with the relationship. The learner-centred teachers help students understand themselves and manage their learning more effectively.

However, in another view, teacher-students relationship is not an end in itself. Rather, it is instrumental in achieving the educational goals. The goals won't be achieved if the relationship is poor. But if too much focus is placed on the relationship itself, both students and teacher can be distracted from the real work to be done.

In fact, teaching and learning is a collaborative work and the teacher and students are in a 'working alliance'. The relationship between the teacher and students can be termed as a forum for learning and relearning. Both the teacher and students learn from the educational process in this forum.

What constitutes this forum of relationship between the teacher and students? In a sense, they are the norms and patterns of behaviour in the teaching-learning relationship, which include the assumptions, beliefs and values held by the teacher, students and the institution about themselves, the teaching learning process and world around them.

These relationship and patterns of behaviour constitute the institutional culture, the personal culture of the students and the personal culture of the teacher for necessary interactions in the teaching-learning process. The popular definition of institutional culture is "the way we do things here", whereas a student's personal culture is "the way I do things in my life" and the teacher's personal culture is "the way I teach".

The interaction of these cultures and influence by the values determine the relationship between the teacher and students.

Therefore, the values contribute to a positive relationship between the teacher and the students.

Values are not just ideals. They are actually a set of criteria for making decisions. Ideally values are the drivers of behaviour. For example, read the following case:

Case 1.3

Donald King went to class in a hurry. The day was a busy one for him. Just after class he would have to give an exam to another class and after that he had a seminar to teach. Usually he'd stay for 10 minutes after his class to answer individual questions of the students. But today he thought he would go directly to the Exam Hall. The class was almost over and everybody seemed to understand. Suddenly a student stood up and asked him a question. Donald thought it was not relevant to the topic he was teaching. He was a little bit annoyed and tried to avoid that discussion. He said, "Well, this is not the time to discuss this matter. Just ask if you have any relevant questions."

But the student was adamant, "But it is very important for me, Sir, I've been thinking of this problem from the beginning of this lesson"-- she insisted.

"And I have to think of the whole class, not just of you"-- said Donald but asked of himself, "Am I over-worked and losing my patience?"

In this case, what drives Donald's pattern of behaviour? He was probably too preoccupied with his professional responsibilities of giving an exam and offering a seminar on time and he thought it was his responsibility to serve the whole class, not just an individual. But at the same time, he failed to understand and value the individual.

Your values as a teacher drive your professional actions and behaviour. How can you translate your values to a positive relationship between you and your students? The following is a set of suggestions that you can follow. Remember, this is not a complete set of suggestions and you can and should develop your own set of rules to develop a positive relationship with your students.

- **Be competent and committed:** Get good at whatever model of teaching you follow. Be committed to your profession.
- **Make it clear that you are 'for' the students:** Your manner should indicate that you are for your students; that you care for them in a down-to-earth, non-sentimental way.
- **Assume the students' goodwill:** Work on the assumption that your students want to learn in an effective way. The resistance and reluctance of some students is not evidence of ill will.
- **Do not rush to judge:** Be non-judgmental in your behaviour. You are there to help your students, not to judge them or impose your values on them.
- **Keep the learning agenda in focus:** You should pursue the learning agenda of your students, not your own.
- **Do not harm:** Like the first rule of the physicians, your rule also should be not to harm your students. Teaching is not a neutral process; it is for better or for worse. So it is important to emphasise a non-manipulative and non-exploitative approach to your students.
- **Understand diversity:** While your students have their humanity in common, they may differ from one another in a range of ways: accent, age, attractiveness, colour, developmental stage, disabilities, economic status, ethnicity, gender, group culture, personal culture, personality variables, politics, religion, social status and so on. Try to understand and appreciate these diversities contextually, in student's own context with a range of variables.
- **Understand and value the individual:** Although you are professionally committed to all of your students, you should also understand and value their individuality. That means you have to appreciate their unique characteristics and respond to their individual needs in a professional (objective) way.
- **Avoid defensiveness:** Try to know your own strengths and weaknesses as a teacher and be non-defensive of your own conduct. This genuineness will establish mutual trust between you and your students.



Self-check

Think of a situation in your classroom and analyse your action in that situation. What was your thought in that situation? What was your feeling? What was your attitude to that situation? What was your behaviour responding to that situation?

You could follow the following example.

Situation: One of my students was shaking his head while I was lecturing.

Thought: "Doesn't he agree with me?"

Feeling: A sense of interruption

Attitude: "I hate to be interrupted during my lecture."

Behaviour: Asked question to the student at the end of the lecture.



The teacher and co-workers

Other than with your students, you also have to maintain interpersonal and professional relationships with your colleagues and co-workers. So your relationship with your colleagues and co-workers also forms part of your professional behaviour.

It is important to put teaching in a broader context of the institution and the society. Teaching is actually teamwork. You are only teaching part of a broad curriculum and the institution is only contributing to part of the students' learning, as the students learn from multiple sources such as from family, church, club and other social institutions. It is important to recognise everybody's contribution with respect.

Like your relationship with your students, your personal values and culture and the personal values and culture of your co-workers interact with each other in the institutional culture to form the professional relationship between you and your co-workers.

You can develop a set of personal and working principles to follow to contribute to a positive and professional relationship between you and your co-workers. The following are a few suggestions to develop such a set of principles.

- **Teamwork:** Take the teaching-learning process as a total teamwork and create an environment of sharing, collaboration and cooperation.
- **Open communication:** Open communication between the team members is a necessary pre-condition for a positive professional relationship.
- **Mutual respect and trust:** Respect your co-workers for their competence and professionalism and trust their goodwill for the team.
- **Active listening and learning:** Try to actively listen to what your co-workers suggest to you. You have many things to learn from each other.
- **Understand and value individual members of the team:** Understand and value the unique characteristics of each individual member of your institution. Be sensitive to their diversity.
- **Delegate responsibilities:** Delegate power and responsibilities to your co-workers where applicable.
- **Take responsibilities:** Take responsibilities for your work and conduct.
- **Admit limitations:** Be genuine in your conduct. Admit your limitations in a non-defensive way.
- **Professional tolerance:** Create an environment that supports professional tolerance. Let your co-workers challenge your ideas and express their own opinions.

The teacher and society

The third level of relationship the teacher has is with society. A teacher's work is not isolated. The teacher and the educational institution are placed within, and are closely linked to, a society.

The system of education, like any other field of social practise, responds to the nature of the society in which it functions. The teacher's role, in this sense, is closely related to the nature and structure of the society in which the teachers are placed.

There are two broad views on this social role of the teacher. In one view, the teachers' role is seen as maintaining the social system and reproducing the existing social relations. The believers of this view think that teachers transmit social knowledge and reproduce social culture, thus contribute to the continuation of social structures and values.

In the other view, the teachers' role has been seen as contributing to building a better future society than the existing one. The believers of this view advocate that teachers should challenge the existing social structures and systems and act as the critic of society.

Whatever the view, there is no denying the fact that teachers are entrusted by society for the education, training and upbringing of its present and future members. Parents and guardians trust the teacher for the overall development of their children. Employers trust the certification of the teachers for the quality of the graduates. In fact, with the diminishing role of the family and religious institutions, the social role of the teacher is getting more important day by day.

The following are a few suggestions to establish and improve the professional relationship between the teacher and the society:

- **Identify your social roles in life.** For example you may have different roles as a family member (parent, child, etc.), as a member or leader of social groups and organisations (at work, in community life, etc.) and as a citizen (a voter, volunteer, community worker, etc.). Clearly recognise your roles and draw relationships and boundaries between them. Decide how much time and effort you will allocate for each of your roles.
- **Communicate.** Have communication with different groups of people in the society, such as with the parents or guardians, employers, and other professionals. Try to understand what they expect from you and how they would like to see your role in the society.
- **Get involved.** Get yourself involved in social and community work. You may be invited to join some social or community work, or you may take a leadership role to initiate some social or community work.
- **Be objective.** Be analytic and objective in your criticism of social actions or events. People may look for your opinion. So try to be rational and impersonal in your analysis of things. But don't be indifferent to social happenings.
- **Avoid control.** Avoid control of access to information and control of people by using specialist language or jargons.
- **Be a partner.** Be a knowledgeable partner of the numerous developmental forces of the society. Work cooperatively with other professionals and agents rather than competing with them.

It is desirable that teachers be professional in their conduct with the students, co-workers and society. There are numerous ways for the teachers to be professional in their conduct. It is true that teacher's

professional conduct is influenced by their value systems and working philosophies and how they view their work as a profession has an impact on their conducts. By following some suggestions and principles the teacher can translate their values and philosophies into practical professional conduct and relationships.



Activity 1

- a) Draw a concept map (mind map) on "Your Professional Relationships as a Teacher". Put yourself at the centre of the map and then show your relationships with your students, co-workers and society by using lines (and colour, if you wish). Also indicate the principles that you follow in maintaining those relationships.
- b) Write a description, in about 200 words, of the map that you have constructed.

Check your answers on the following page.



Summary

- Professionals are individuals with a quality job to do, who are supposed to be trained in the most up-to-date, high-level skills and knowledge associated with their work and who are bound by the standards of the profession to which they belong.
- Professionalism or professional behaviour may be defined in terms of four essential attributes:
 - a) A high degree of generalised and systematic knowledge,
 - b) Primary orientation to the community interest rather than to individual self-interest,
 - c) A high degree of self-control of behaviour through codes of professional ethics, and
 - d) A system of reward (monetary or honorary).
- Professionalism is a desired goal and the highest form of professional development of the teacher. We will consider a teacher a professional if s/he updates herself/himself regularly in respective fields, works in an ethical way, and guarantees that her/his work is unbiased and of the highest quality.

- Teachers have to maintain at least three levels of interpersonal and professional relationships: with students, with co-workers and with society.



Activity 1 answer key and discussion

- a) The "Concept Map" will be totally subjective. It is for your own understanding and analysis. Write anything you like and draw any lines to show the interrelations. The concept maps will widely vary from person to person, as people's thoughts, beliefs, frames of mind, and working philosophies are different from each other. So try to draw the map by yourself. You may wish to compare the map with those of your course-mates and discuss or share that with your tutor.
- b) Write the clues to read through the 'Concept Map' you have drawn. Again, this is a subjective task and will vary from person to person.

References

Barker, Bernard. (1963). "Some Problems in the Sociology of the Professions", *Daedalus*, The Professions, XCII, No. 4, Fall 1963

Hornby, A. H. (Ed.). (1996). *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.

Section 2



Professional Roles and Competence of the Teacher

As a teacher of technical and vocational education and training, you are probably aware of your professional roles and the knowledge, skills and attitudes that you require to perform them successfully. This section discusses the professional roles of the teacher and focuses on the teacher's competence for performing the roles in a professional way.

Upon completion of this section you will be able to:

- identify the professional roles of the teacher
- tell what knowledge, skills and attitudes a teacher requires to perform the roles professionally
- analyse how the teacher could integrate knowledge of the students, subject matter and pedagogy to excel in professionalism

2.1 Professional roles of the teacher

Teachers have a diversified range of professional roles. On one hand, they have to act as the instructor and guide of their students. On the other, they have to work as program planner and administrator of the educational process. Besides, they also have to work as researcher and specialist in their respective fields.

As a teacher, it is important that you identify these different professional roles of the teacher.

Instructor:

The most common role of the teacher is that of the instructor. The teacher is the person who teaches. In the conventional sense, teaching usually means passing on knowledge, demonstrating how things are done, and directing the educational process to the students.

Teacher, in this sense, is a subject matter or content expert who acts as the 'instructional agent' by imparting knowledge and directing the educational process.

Although this instructional role of the teacher is most dominant in the formal educational sector, there could be some other role when the teacher acts more as a facilitator or as a 'guide' than as an instructor.

Guide:

Apart from acting as an instructor, the teacher may also follow the role of guiding the learners. This role of guidance is not solely based on the knowledge of the subject that is being mastered, but on the nature of the educational activity or the study materials.

The professional role of the teacher as a guide is to act as a facilitator by guiding a process, showing the way and assisting in ways other than imparting content to the learners.

Program planner:

Apart from the process of instruction and facilitation, the teacher may also have to work as a program planner or programmer.

A program planner plans for the educational event or the course. As a programmer, the teacher may have to decide what courses and content will be offered, what resources will be required to carry them out, and what the general objectives of the course or program will be. The teacher, as a program planner, is often involved in managing or administering the courses or the program and may make decisions about any evaluation procedures of the program.

Although the role of the programmer varies greatly from one institutional setting to another, it is often included in the professional responsibilities of the teacher.

Administrator:

Program planning is related to organisation of the educational activities. However, the teacher may also have to spend time in a management function. The teacher may be appointed as chairperson, dean, director or head of an educational unit or organisation. In large organisations, the teacher may have to take more than one such position.

As an administrator, the teacher may have particular responsibility for managing the process within the unit. The teacher-administrator may have to acquire and apportion resources, develop and administer policy, and select, develop and supervise personnel. Besides, s/he may have special concern for managing public relations with many groups of persons outside the unit, such as with the institutional hierarchy, other educational bodies and with the community.

So, not only the academic tasks but also the managerial work may be part of the professional responsibilities of the teacher.

Researcher:

Teachers have professional interest in research activities, as one of the mandates of the teacher is to contribute to the discovery, acquisition, systematisation and dissemination of knowledge.

The research activities of the teacher may be independent research in their own field of interest. Or it may be contract research, as the government and other public agencies are increasingly seeking research results as part of the policy formation process.

Specialist:

Apart from these discussed professional roles of the teacher, there may be several other special roles of the teacher. These specialties have emerged in recent decades and may be expected to grow in size and importance in future years. For example, the teacher may have to work as the student adviser or counsellor. Other specialist roles of the teacher could be that of the curriculum developer, consultant, media specialist and so on.

It is apparent from the foregoing discussion that the teacher may have diversified professional roles as part of their professional responsibilities. These roles not only involve teaching and facilitating, but also involve organising, managing and performing specialist duties.

In the remaining part of this section, we will see what knowledge, skills and attitudes teachers require to carry out their professional roles and how they can integrate their knowledge of the students, subject matter and pedagogy to be successful teachers.

**Self-check**

What professional roles do you have to perform? What knowledge, skills and attitudes do you think help you to perform these roles professionally?



2.2 Knowledge of the teacher

In order to explore the range of professional knowledge, skills and attitudes required by the teacher, we can start by considering three questions:

- What knowledge is expected of the teacher?
- What specific skills do we expect the teacher to have?
- What are the qualities that we expect to find in a teacher?

We expect teachers to have a wide knowledge of the subjects they teach, the background and psychology of their students and the context in which they work.

We can prepare an extensive list of topics that the teachers, teacher trainers, educational policy makers and other groups of people feel that the teacher ought to know. For example, we expect the teacher to know as much as possible of the following:

- a) Education: Principles, philosophy and history of education; educational methodology; curriculum development; testing, assessment and evaluation; educational technology.
- b) Behavioural Science: Educational psychology, developmental psychology of the students.
- c) The basic subject the teacher teaches: Objectives and contents of the subject, its relation to real life.
- d) Language: First language, at least one second language, techniques of writing and interpretation.
- e) Social Science: Man and society, sociology and human relationships, economics, political science, communications, geography and cultural studies.
- f) Science and numbers: Basic sciences, primary health care, environmental awareness, mathematics and accounting.
- g) National context: National history, culture, literature, development policy, educational system, and economy.
- h) General knowledge: Current affairs, national affairs, and contemporary world problems.
- i) Vocational and applied knowledge: Social work, gardening, electric work, etc.
- j) Philosophy and ethics: Working philosophy, personal ethics and moral education, work ethics and professionalism.

It is remarkable that this list is not an exhaustive one and many things could be excluded from the list and many other things could be included there. It is clear from the attempt to make such a list that teachers need, or should need, a wide range of knowledge on their students, the subjects they teach, pedagogy or the way to teach and the context in which they teach.



2.3 Skills of the teacher

Besides having the professional knowledge, teachers also require a wide range of skills to be successful in their profession. For example, we expect the teachers to be able to do the following:

- a) Teaching: Motivating students; delivering lectures; demonstrating the processes; imparting knowledge, skills and attitudes; teaching for special needs.
- b) Planning and organising: Planning lessons; organising classes; utilising resources; planning and organising courses, co-curricular activities and other events.
- c) Counselling and guiding: Analysing situations; identifying, analysing and solving problems; providing effective suggestions.
- d) Taking part in social activities: Communicating and maintaining links with other agencies and the community; contacting students, guardians and authorities; holding meetings, discussions, etc.; participating in group and community activities.
- e) Managing and controlling: Managing classes, controlling student learning process, doing routine administrative work, and keeping records.
- f) Conducting research and evaluation: Conducting research, monitoring student progress, setting question papers, marking scripts, providing feedback, grading students.

Like the list of required knowledge, this is also a suggestive list of skills required by the teacher. But this list is in no way, complete and it will definitely vary from context to context. However, it can be noted that this list of skills is closely related to the professional roles of the teacher.



2.4 Attitudes of the teacher

Other than professional knowledge and skills, the most important aspect of teachers behaving professionally is through their attitudes. We expect the teacher to display the following qualities:

- a) Professional aptitude for teaching and learning, motivated by and committed to the profession, society and the nation
- b) Honesty, responsibility, reliability and trustworthiness
- c) Well-mannered, sociable, polite, friendly and approachable
- d) Flexible, open to new ideas, considerate and tolerant
- e) Ethical, impressive personality, leadership qualities, social and political awareness, and a scientific and logical outlook
- f) Confident, self-critical, realistic, impartial and fair
- g) Hardworking, punctual and disciplined
- h) Intelligent, creative, persuasive and efficient
- i) Democratic, participatory, progressive and cooperative

Like the other two lists related to knowledge and skills, this list of qualities is also a suggestive one. You may add to this list as you go into further discussion and clarification.

These three lists of knowledge, skills and attitudes represent the three psychological domains of mind; the cognitive domain (of knowledge), the psychomotor domain (of skills) and the affective domain (of feeling). The successful achievement of the professional qualities for the teacher depends on the integration of these three domains.



2.5 Integrating context, subject matter and pedagogy

It is assumed that teachers can work most confidently and effectively if they know and understand four things:

- The context in which they work;
- The subject they teach;
- The pedagogy or methodology of doing their jobs; and
- How to synchronise the context, subject and methods.

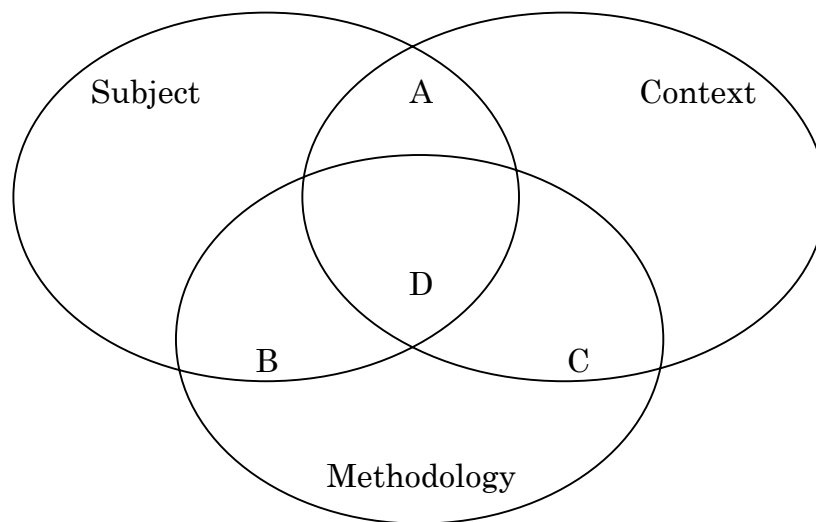
From the list of knowledge areas required by the teacher, we can note that there are various levels of context in which the teacher works. For example, the teacher has to understand the student context first, such as their background, age, psychology, educability, learning styles, developmental stage, family and home environment and so on.

But the teacher is also required to have an understanding of a number of other different contexts, such as the institutional context, social and community context, national context and the global context.

The mastery of the teaching subject includes the core subject area the teacher is to teach, the objectives and content of the subject, and the relation of the subject to the institutional curriculum and real life.

The methodology includes not only pedagogy, but also includes professional education, leadership, communications, planning and management, educational technology, testing and evaluation and so on.

Now it is important to integrate the context, subject matter and methodology. These three components, when put into a diagram, show the following interrelationships:



Interrelationships of the context, subject and methodology

In the above picture, 'A' represents the relationship between the subject and the context; that is, in which context the teacher is going to teach the subject and the subject's relevance to the context. 'B' represents the relationship between the subject and the methodology; that is, what methodology would be suitable for teaching the subject efficiently and effectively. Likewise, 'C' represents the relationship between the context and the methodology; what methodology would be most suitable for the context in which the teacher teaches.

'D' in the picture represents the interrelationship between the context, subject and the methodology. Professional performance of the teaching job largely depends on the understanding of these three components and their synchronisation in practise. Integration of these three components helps the teacher to synchronise their professional knowledge, skills and attitudes in their job and real life.



Activity 2

- a) Identify three professional roles the teacher has to perform and the skills required for performing those roles successfully. Identify at least three skills for each of the roles. Put your answer in the following table:

	Professional role	Skills
1.		
2.		
3.		

- b) Write down three areas of knowledge, three skills and three attitudes a teacher requires in order to perform the teaching role professionally.
- c) Analyse briefly why it is important for the teacher to integrate knowledge on the students, subject matter and pedagogy to excel in professionalism.



Activity 2 answer key and discussion

a) Answers could be varied. The following is a suggested answer:

	Professional role	Skills
1.	Instructor	Lesson planning, delivery, demonstration
2.	Administrator	Planning, teamwork, leadership
3.	Researcher	Observation, exploration, analysis

b) Answers could be varied. The following is a suggested answer:

Knowledge: Educational Science, School and society, teaching subject.

Skills: Organising, communications, management.

Attitudes: Commitment, professionalism, sincerity.

c) A suggested answer:

Successful teaching largely depends on the professional competence of the teacher. It is assumed that teachers can perform their jobs most successfully if they know their students, the subject they teach and the methods of teaching the subject. That means the teacher has to integrate his or her knowledge on the students, subject matter and pedagogy. By knowing the students the teacher can decide on the appropriate teaching-learning styles. The teacher can choose appropriate teaching methodology by knowing pedagogy. However, the teacher's mastery of the subject s/he teaches is essential for the teaching-learning process.

By synchronising the knowledge on students, subject matter and pedagogy the teacher can achieve professional excellence in the teaching job.



Summary

- Teachers may have to perform several professional roles, such as that of an instructor, guide, program planner, administrator, researcher and other specialist.
- Certain areas of knowledge, such as the context, subject area and teaching learning methodology help the teacher to perform professionally.
- The teacher requires a wide range of skills such as planning, organising, communicating, managing, monitoring, evaluating and so on for their professional responsibilities.
- Teachers must have certain professional attitudes to be successful in their profession.
- It is important for the teachers to integrate professional knowledge, skills and attitudes as well as their knowledge of the students, subject matter and pedagogy to excel in professionalism.



Assignment No. 5.6-1

Unit 5.6 Professional Development and the Teacher

You are now required to do the **Assignment 5.6 - 1** which will be found at the end of this unit or distributed to you by your Tutor.

Section 3



Professional Responsibilities and Activities of the Teacher

Section 2 discusses the various professional roles of the teacher and the knowledge, skills and attitudes required by the teacher to perform professionally. Besides those professional roles and competencies, there are many other issues, responsibilities and activities that the teacher has to undergo in professional life.

This section briefly highlights these professional responsibilities and activities of the teacher. On completion of this section, you will be able to:

- identify some attitudinal issues in the teaching profession
- focus on some professional activities of the teacher
- explain how teachers could handle those issues and take part in those activities professionally

3.1 Work ethics and loyalty

As a teacher, it is important for you to have strong work ethics. Work ethics mean your personal beliefs, attitudes and moral stance at your work place and on professional issues.

Work ethics is related to your working philosophy, which is constituted by your frame of mind, beliefs and interpretation of experience. So work ethics is also related to your professional attitude and professionalism.

In section 5, we will discuss what principles and policies you could take to maintain your work ethics. However, the work ethics is often shared and agreed on by you, your co-workers, institution and society.

Loyalty indicates your commitment and integrity to your profession. It includes your commitment to your job responsibilities, students, institution and society as a whole.

It is also important for you to have professional integrity and to be loyal in discharging your professional duties.



3.2 Personnel policies

Personnel policies of the institution relate to job distribution, hierarchy, working relationship and terms of reference of the staff members of the institution. So, it is important for you to be aware of personnel policies, norms, conventions and rules and regulations of the institution.

By conforming to these policies, norms and conventions, you could maintain a professional distinction in your work. However, it is always better to work for promoting collective decision making, teamwork and participatory democracy in professional life than to be indifferent and work for self-interest only.

3.3 Gender issues

Gender issues are becoming increasingly important in recent decades, as organisations prefer mixed-sex group culture to all male or all female group culture.

In your professional life you may have to work with both male and female students and colleagues. So it is important to work in a non-discriminatory way by valuing and appreciating gender diversity.

The professional relationship between men and women in the workplace is described as a relationship of 'colleagueship'. In professional 'colleagueship', the teacher maintains the working relationship with a person of the other sex by acknowledging the personal touch of the relation. This relationship is collaborative rather than competitive and is based upon a strong sense of valuing and affirming the partner.

In section 5, we will see how you can apply the principle of equity in dealing with gender issues related to your students and colleagues.



3.4 Membership in professional organisations

It is usual for the teachers to have memberships in some professional associations or organisations. Such memberships indicate the involvement of the teacher in professional activities that are greatly esteemed, by other teachers and professionals.

Try to obtain membership of such associations or organisations of your area of professional interest. This is how you can keep in touch with other professionals in your field.

3.5 Participation in committees

As a teacher, you often have to sit on a number of committees, such as admission, exam, or organising of a seminar committee or workshop and so on. It is important to make a professional contribution on those committees.

Participation in committees requires good leadership, teamwork and communications skills. You may have to take initiatives, suggest ideas and persuade the other members of your committee. Also you will have to be an active listener, value and appreciate different opinions and comply with the collective decision-making.

3.6 Participation in workshops, seminars, etc.

By participating in the workshops, seminars, conferences and so on, you could make valuable contributions to your area of expertise and gain professionally. The workshops, seminars and conferences give you the chance to share and exchange your ideas with other experts in your field. Thus it helps you to keep yourself up-to-date and track the development and direction of your professional area. Moreover, it is a good source of being aware of the contemporary professional issues of the area.

Try to participate actively in the workshops, seminars, symposia, conferences etc. in your professional area of interest. You may also wish to present papers in these forums to share and exchange professional views.

3.7 Research, publication and advanced professional programs

Research and publications are the highest indicators of professional excellence for the teacher. For teachers, it is often said, "Publish or perish". That means teachers need to be constantly engaged in research and publications.

There is different types of research the teacher could undertake. First, the teacher could undertake research independently in his or her own area of interest. Secondly, the teacher could engage in collaborative research with colleagues or students s/he is supervising. Thirdly, the teacher could engage in contract research, if hired by an organisation or the government.

Whatever may be the type of the research, it is important for the teacher to conduct the research with utmost objectivity and professionalism. Equally important is the publication and dissemination of the research results through professional journals, newsletters, seminars and so on.



Activity 3

Write how you would respond to the following situations. Analyse why you would respond in that way.

- a) Tomorrow is your birthday. You would like to take off and celebrate the day with your friends. However, the head of your institution has just called you and given you a special assignment for tomorrow for which you will have to come to the institution and be engaged for at least five hours.
- b) You are not happy with the performance of one of the secretaries to the faculty member. You think her work is important but you also believe that she might lose her job if you report the matter to the higher authority.
- c) One of your colleagues of the opposite sex has invited you to their home for a dinner. You think the invitation is too personal and may be harmful for the professional relationship in the workplace.
- d) You are the member of the admission committee of your institution, but you differ in opinion from another member who seems to push his ideas too hard.
- e) You have an invitation to participate in an international seminar and present a paper there. However, the time for writing the paper is too short and you are tremendously busy with your institutional schedules.
- f) You have written a few papers and articles and you would like to publish them. You are not sure whether to publish them in newspapers or periodicals as popular articles or publish them in professional journals for the specialist readers only.



Activity 3 answers and discussion

Answers will vary from person to person. Write your responses and then share them with your course mates. You may also wish to discuss them with your tutor. In the discussion with your course mates, please note the similarities and differences among responses from members



Summary

- It is important for the teacher to have strong work ethics, professional integrity and loyal in discharging his or her duties professionally.
- Teachers can maintain a professional distinction in their work by conforming to the personnel policies, norms and conventions of the institution.
- In professional colleagueship, the teacher maintains best working relationship with a person of the other sex by acknowledging the personal touch of the relation.
- While participating in professional associations and committees, the teacher may have to be an active listener and value and appreciate different opinions and comply with collective decision-making.
- Teachers can professionally benefit a lot by participating in seminars, conferences, symposia etc and being involved in research and publications.

Section 4



Strategies for Professional Development

So far we have discussed what professionalism is and what are the professional relations, roles, competencies and activities of the teacher. In this section we will discuss how you can develop yourself professionally as a teacher.

On completion of this section, you will be able to:

- identify some strategies for professional development
- explain how teachers can develop professionally
- choose some strategies for your own professional development

4.1 Reflective practise

One of the most popular and useful strategies for professional development is reflective practise or 'action reflection learning'. This approach assumes that teachers professionally develop better in actual work experience, as opposed to more formal approaches such as training.

Reflective practise involves learning through reflecting on how your work team functions to achieve its task and how you function as a learner in your group context. Take some time to reflect on how your team accomplished the task, what you learned from that, and to decide what you and your group need to learn in order to better achieve the task. In this way you can learn to improve continuously.

As an active, reflective practitioner, you need to:

- control your thinking and learning
- analyse circumstances and situations
- apply problem-solving skills
- recognise and respond to the contexts in which the actions took place
- have a thorough grasp of a range of professional knowledge, skills and attitudes and deploy them flexibly and appropriately
- reflect on your roles and actions and evaluate them critically with a view to finding out better ways of doing things

Without looking for any additional resources you could easily take 'Action Reflection Learning' for your strategy for professional development.

4.2 Professional interaction

Professional interaction could be a great source for professional development. Professional interaction includes your interaction with your students, colleagues, members of the professional associations, other professionals and the other members of your profession around the world.

Through professional interactions, you gain the experience, maturity and necessary skills to perform your job professionally. Such interactions could be both formal through classroom interaction, meetings, seminars, academic exchange, etc and informal through outside the classroom interaction, informal discussion, correspondence, and interactions through email, telephone, and so on.

Whatever the form of interaction, professional interaction is an effective source of learning from each other through sharing, collaboration and cooperation for mutual benefit.

4.3 Teacher training

Training is thought to be an effective means of professional and human resource development. Through training, the trainee follows a planned, systematic and structured curriculum to achieve some specific professional development goals.

There could be two types of training for the teacher, such as pre-service training and in-service training.

Pre-service training

Pre-service training prepares the teacher before entering the job. Such training may include an extensive professional curriculum on educational sciences, pedagogy, teaching subjects and practise teaching. Also some form of internship for the prospective teachers may help them a lot to grow professionally.

In-service training

In-service training is the training received by a professional after entering the job. Such training is necessary for getting the basic orientation and skills of the job and for continuous professional development.

There could be various types of in-service training for the teacher, such as:

- a. orientation
- b. foundation training
- c. refresher training, and
- d. career development training

Orientation is for introducing the newly joined teacher to the job responsibilities, expectations and the institution.

Foundation training is the basic training for the teacher to achieve the necessary professional knowledge and skills of the job. Like pre-service training, the curriculum for the foundation training may include educational sciences, teaching methodology, basic teaching subjects and practise teaching.

Refresher training is necessary for the practicing teachers to be introduced to the latest developments in their fields and to be professionally up to date. Such training may be arranged for the mid level and senior level teachers for continuous professional updating and exchanging of views.

Career development training also contributes to professional development. This type of training provides scope for further professional development in management and senior level positions and helps the teachers plan their career by deciding a career path for them. It is important to coordinate personal aptitude, organisational culture, professional development and career development.



4.4 On the job and workplace learning

On the job and workplace learning could be a most rewarding source of continuous professional development of the teacher.

Most people learn what they need to know from on-the-job experience, but some people learn from their colleagues and very few from training.

That means you could learn a lot from your job experience and from colleagues.

Strategies for facilitating on the job and workplace learning may include the following:

Coaching: It involves someone, who is usually more skilled or experienced, helping an individual or a group to learn a new competency.

Mentoring: It is a more broad-based process than coaching, in which a more experienced person takes personal and direct interest in the development and education of a less experienced teacher.

Partnering: In this process, the teachers can work together as two-person teams and learn from each other informally.

Shadowing: Teachers can learn a lot from watching others. So the less experienced or inexperienced teachers can be assigned to follow and observe an individual for a period.

Other strategies for facilitating workplace learning may include providing **job aids** such as manuals, checklists etc., providing **supervision and feedback** on the jobs done, introducing **learning contracts**, promoting **reflective practise**, engaging the teacher in **teamwork**, giving special **job assignments** and so on.

4.5 Research as professional development

Research could be another strategy for professional development of the teacher. Through research you form hypotheses, observe and collect information, analyse data, interpret results and disseminate your findings. Following these processes can help you grow personally and professionally and achieve professional confidence.

In fact, research is a part of the professional activities of the teacher. You can undertake independent research or be engaged in contract or group research.

4.6 Professional support group

Getting a professional support group is also important for professional development. We all need to feel that what we are doing is all right and often we look to the people close and important to us for this recognition.

It is important that the people you feel close to and important to support your continuous learning and professional development. If they are not supportive of your learning efforts, try to find people who are, and build opportunities for mutual support into learning situations.

Networks, work-teams and self-directed study groups could act as professional support groups and they could be excellent source of learning and professional development. Through networks you may have contacts in a variety of places and besides getting professional information from the network, you may also learn from the other members of the network.

Good net-workers, as well as group and team members, develop a sense of mutual trust and comfort with people from whom they can learn and it sometimes result in long-term friendships. Maintaining relations with the people from whom you can get support and you can learn pays off in your professional development.



Activity 4

Where do you need improvement?

Analyse your situation and your professional development efforts. What three strategies do you think would be most convenient for your professional development? Why do you think so?



Activity 4 answer key and discussion

Answers will vary from person to person. Write your response and then share that with your course mates'. You may also wish to discuss your response with your tutor. You should be able to learn from the variety of responses from your teammates.



Summary

You can deploy several strategies for professional development including the following:

- Reflect on your professional practise. Action-Reflection-Learning can be a good source of professional development.
- You can grow professionally through your continuous interaction with your students, colleagues, other professionals and professional counterparts.
- Teacher training-- both pre-service and in-service-- can shape you professionally. The in-service training may include orientation, foundation training, refresher course and career development training.
- Learning on the job and in the workplace can be an effective strategy for professional development.
- Undertake and be engaged in research to grow professionally.
- Get a professional support group to help in your continuous endeavour for professional development.



Assignment No. 5.6-2

Unit 5.6 Professional Development and the Teacher

You are now required to do the **Assignment 5.6 - 2** that will be found at the end of this unit or distributed by your Tutor.

Section 5



Principles and policies in teaching as a profession

In Section 1 you have learnt that professionals work in an ethical way and are bound by the standards of their profession. Now what principles and policies will you follow to ensure the professional standard and ethics of your practise?

This section discusses some principles and policies in teaching as a profession. Of course, these principles and policies are related to one's world outlook, working philosophy and personal culture that determines one's actions. However, by comparing your personal policies with some widely accepted professional principles and policies you can evaluate yourself as a professional and you may develop a new set of principles for your practise.

On completion of this section, you will be able to:

- identify the common principles and policies in teaching as a profession
- develop a set of principles for your professional practise
- appreciate the necessity for following the professional principles and policies in the practise of teaching

As in other professions, there are also certain common norms and principles in the teaching profession. By following these principles, you can develop your policies of professional conduct. The following are a few principles common to many professional practises. Of course, there could be many other principles and they might vary in different professions and contexts. But the following would contribute to forming the basics of your professional frame of mind.

5.1 Boundaries

Establishing professional boundaries could be your first professional principle. Your students, colleagues and other people may have different expectations of you. While responding to all those expectations and performing your professional duties, you may sometimes find it difficult to maintain your personal and professional commitment and achieve people's trust.

One way of solving this problem and achieving people's trust without giving them false expectations is to clearly establish your roles and responsibilities as a teacher. To do so you have to develop a clear boundary between:

- yourself as a teacher and the people with whom you work;
and between:
- your job and your personal life.

If you are quite clear and consistent with your boundaries, it will help you to deal with any situation in which people seem to overstep your limits. When a student or a co-worker tries to overstep your boundaries, consider the issue behind their behaviour and think how you will respond to that situation.

For example, say a group of your students ask if they can go home with you to have some informal discussion on a topic. If you think that their going home with you would not hamper your personal life and overstep your boundaries, then it is all right. But if one of your boundaries is not to hamper your home environment with classroom matters, then you already know that you will not agree to the students' request. In that case, you can politely refuse their request, but at the same time you can look at some of the reasons for their behaviour:

Do they need more support from me?

Is my interaction time with them insufficient?

Does the topic seem to be too complex for them?

By exploring such issues associated with their behaviour, you can work out with them if there are other ways to meet their needs.

Establishing clear boundaries is helpful for building up and maintaining healthy relationships in your profession. This relationship enables people to understand your roles as a teacher and express their feelings confidently. While establishing your boundaries, be careful that your behaviour in relation to your students and co-workers cannot be interpreted or misinterpreted as abusive, aggressive or sexual.



Self-check

What are some of your boundaries or limits that you can set for yourself when you work with:

- a) your students, and
- b) co-workers?



5.2 Access and equity

Your students and your institution should have access to your professional service. One of the important principles and practises in teaching profession is to treat all students and co-workers in equal, fair and just manner. All your students should have equal access to the service, opportunities and information you provide.

While performing your professional roles and responsibilities, it is important to consider that you cannot discriminate against a person on the grounds of:

- gender
- age
- culture
- race
- religion
- ability/disability
- marital status
- pregnancy
- sexuality or sexual orientation
- class, and so on

Just think how you can promote non-sexist relations in your work, how you can promote the rights and access of students with disabilities to your service, and so on.

5.3 Support

The role of support in teaching and learning is very important. Your students need support in their learning journey.

In order to support them without any false expectations you need to clearly communicate your responsibilities and limits of your role as a teacher. For example, if you expect that students should go through a textbook before attending your class, and you have no plan to act as a walking text, clearly communicate that to your students and explain your plan. From that mutual understanding, you can then support them in the best possible way.

It is your professional responsibility to provide support to student learning. Think what things you can do to support your students in their learning endeavours.

5.4 Power and empowerment

There is a certain authority and power that apply to you in your role as a teacher. The first is the power and authority vested in you by the institution you work for and by the cultural norms of the society. Your role as a teacher is largely determined by:

- the institutional terms of reference of your job
- the cultural expectations of the community and society
- the procedures and standards of the teaching profession

The second form of power that you have is your inherent authority coming from your personality, personal image and people's recognition of your knowledge, wisdom and life experiences.

It is important to use your power in your profession ethically and rationally. Students sometimes expect control of their learning through your power. But it is also your educational goal to make them autonomous and self-directed in their learning. Here comes the notion of empowering the students.

Empowerment denotes the use of your power in a way that helps your students take control of their own learning. It refers to the way in which you help students to:

- define their own learning agenda and problems
- explore and decide on the agenda and solution to their problems

You have a responsibility to help your students learn in a planned way and facilitate their learning process, but ultimately learning lies with them. So you need to find an appropriate balance between power and empowerment; that is, between teacher control and student autonomy in each individual context for successful learning to take place and for achieving the broad educational goal of self-directed learning.

5.5 Impartiality

Impartiality refers to professional detachment or objectivity in teaching practise. It is closely associated with the notions of boundaries and equity.

While discharging your professional duties, you should be unbiased and maintain validity and reliability in your professional action. For example, you need to maintain utmost objectivity and impartiality in assessing and grading the students as you are bound by the confidence vested in you by the institution, students, guardians, employers and so on.

However, you need to distinguish between the necessary professional detachment or objectivity and sheer indifference. You need to pay attention to the individuals and appreciate and value diversity, but at the same time you need to be impartial in your behaviour.



5.6 Respect

Valuing and respecting others is a common professional principle. Healthy professional relations and workplace environment are based upon mutual respect and trust.

Your students need affirmation and recognition of their qualities by you. You need to respect, value and appreciate their talents, abilities and individual feelings.

Respect is also an important principle to maintain healthy relationships with your co-workers and with the society.

5.7 Genuineness

Be genuine and natural in your professional conduct. Artificiality and pretensions create tension and mistrust in the professional relations.

Try to provide your genuine service and suggestions if sought from you. Be open in communicating with people. Open communication is often

an indicator of genuineness and it is an essential precondition for building rapport, understanding and mutual trust and respect at the workplace.



Self-check

How can you promote genuineness in your professional environment?



5.8 Excellence

Excellence is both an educational and professional goal and principle. Achieving excellence is the aim of any educational endeavour. However, to guarantee the highest quality or excellence of the service provided is also a professional goal and commitment.

The goal of all your personal and professional development is to achieve excellence in your service, conduct and behaviour. You are bound both by the educational goal of excellence and the professional norm of quality assurance of your service.

It is not easy to achieve excellence, as it involves a life-long process and all-out effort by the individual, institution and the society. But one can and should continuously try to achieve professional excellence of their practise and this is how one can assure the high quality of their service.



Activity 5

The following exercise is designed to help you work out a set of your own professional principles and policies for your practise. Try to answer all the questions and then share and discuss them with your course-mates, colleagues and tutor.

- a) What are some values and principles that are important to you?
- b) How do these values or principles relate to your reasons for choosing teaching as a career?
- c) What impact do you feel your values/principles have on the way you work or will work?
- d) What changes could you make to improve the way you work with your students?
- e) What changes could you make to improve the way you work with your co-workers and society, especially with those who have different values/backgrounds from yours?



Activity 5 answer key and discussion

Answers will vary from person to person. Write your responses and then share and discuss them with your course mates and colleagues. You may also wish to discuss them with your tutor.



Summary

Professionalism in teaching is based upon certain values, principles and policies commonly maintained by the professionals. Such principles and policies include:

- establishing professional boundaries between the person and others and between the job and personal life
- providing equal access to the service and maintaining equity in treatment
- supporting learners in their learning endeavours
- empowering learners to be self-directed through a balance between teacher control and student autonomy
- maintaining impartiality in discharging professional duties and responsibilities
- respecting and valuing others and promoting mutual trust
- being genuine in professional conduct
- striving continuously for achieving excellence in the professional service provided by the teacher



Assignment No. 5.6-3

Unit 5.6 Professional Development and the Teacher

You are now required to do the **Assignment 5.6 - 3** that will be found at the end of this unit or distributed by your Tutor.



Unit Conclusion

Professionalism is a desired goal in teaching. By trying to achieve this goal, you can continuously update and develop yourself and guarantee the high quality of your service. This unit has discussed some aspects of professional development and professionalism related to the teaching profession.

The teacher has to maintain various levels of relationships with students, co-workers and society. Success in the teaching profession is determined by certain knowledge, skills and attitudes of the teacher and their integration in practise. Integration of knowledge on the students, subject matter and pedagogy by the teacher contributes to the improvement and high quality of the job of teaching.

The teacher has a number of professional roles to perform and activities to do and for these roles and activities they need various types of competencies. However, teachers can adopt several strategies such as reflective practise, professional interaction, teacher training, workplace learning, research and professional support for their professional development.

It is important to maintain a number of professional values, principles and policies such as boundaries, equity, support, empowerment, genuineness, impartiality, respect and excellence to ensure professional behaviour of the teacher.

On completion of this unit, you can decide on a number of strategies for your professional development and identify a set of values, principles and policies for your professional conduct. I hope your experience of going through this unit was both enjoyable and fruitful and you can now advance on your own for further professional development.

Good luck to your continuous endeavours!



Assignment No. 5.6-1

Unit 5.6 Professional Development and the Teacher

To be completed and returned to your tutor for assessment.

This is an Open Book assignment and you may refer to whatever references you have at your disposal.

Name: _____ Due date: _____

Question 1

Identify and describe four categories of persons you would classify as professionals?

For each, outline three functions that they perform, to warrant your classification.

Question 2

Would you categorise teachers as professionals? Support your discussion with four examples to substantiate the position you have taken.

Question 3

Identify for each of the following two (2) different factors that contribute to a positive relationship between:

- the teacher and student
- the teacher and co-workers
- the teacher and society

Explain briefly how they contribute to those relationships.



Assignment No. 5.6 - 2

Unit 5.6 Professional Development and the Teacher

To be completed and returned to your tutor for assessment.

This is an Open Book assignment and you may refer to whatever references you have at your disposal.

Name: _____ Due date: _____

Question 1

From your experience, identify four professional roles of the teacher. What skills do you think are required by the teacher to perform those roles professionally and why does the teacher require them?

Question 2

What do you understand by the concept of professional growth of the teacher? State three (3) different strategies that a teacher can use for professional development. Explain how those strategies can contribute to the professional development of the teacher. For each of the strategy give an example from your own experience.



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Name: _____ Due date: _____

Question 1

List three (3) values identified with responsible and accepted professional behaviour of teachers. Explain how those values can be translated into professional behaviour of the teacher in practise. Give an example for each of the values from your experience.

Question 2

Explain the essential purpose underlying policies of ethical behaviour for the teaching profession. Why is the teacher bound by those principles and policies?

Question 3

Develop a set of five principles and policies for your own professional conduct. Why have you chosen those particular principles?

