EDU433 Current questions September 2022

1:Professional conduct

Professional conduct is the field of regulation of members of professional bodies, either acting under statutory or contractual powers.

professional conduct was wholly undertaken by the private professional bodies, the sole legal authority for which was of a contractual nature. These bodies commonly established codes of conduct and ethical codes for the guidance of their members.

2:List of code of conduct:

The Alberta teachers' Association, presented a list Code of Professional Conduct in relation to:

- Colleagues

- Pupils

- Profession

- School authorities

3:Elements of professionalism

1. Attitude

2. Behavior

3:Communication

4:Code of professional conduct.

- The code of professional conduct stipulates minimum standards of professional conduct of teachers

- • Any member of teachers' association who is alleged to have violated the standards of the profession

- • May be subject to a charge of unprofessional conduct under by laws of the association.

5:professional conduct of teachers

In their professional practice, teachers demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment. Teachers' relationships with pupils/students, colleagues, parents, school management and the public are based on trust.

6:Purpose of code of conduct:

A well-written code of conduct **clarifies an organization's mission, values and principles, linking them with standards of professional conduct**. The code articulates the values the organization wishes to foster in leaders and employees and, in doing so, defines desired behavior.

7:Compositions of professional standard:

- Each professional standards has three components:
- a. Knowledge and understanding (content or what teacher knows)
- b. Dispositions (behavior, attitudes and values)
- c. Performances (skills, what teachers can do and should be able to do)

8:Profession

A profession refers to an occupation that requires specialized education, knowledge, training and ethics. Although professionals make their living in what they do, this paid work is often more than just a job or occupation alone.

9:Professionalism

"The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well"

"'Professionalism' is commonly understood as an individual's adherence to a set of standards, code of conduct or collection of qualities that characterize accepted practice within a particular area of activity"

10:Five Perspectives on Professionalism

1. Archetypes and Attributes

2;The professionalization Project

3:High expectations in Modern Society

4:The Logic of Professionalism

5:**The ethical and Altruistic Character of Professions and the Role of Trust**

11:Learning Environment

It consists of six strands;
1. Learner safety and security

2. Fair learning environment

3. Management of classroom structure and activities

4. Support for learner participation

5. Promoting of purposive learning

6. Management of learner behavior

12:Advanced technology in the classroom

• It is essential for teachers to understand how students learn, play and socialize outside the classroom.
• Digital media have the potential to transform learning environments and empower

learners to become active in shaping their own education.

• The use of new technologies should be adapted to fit the needs of students and teachers

13:Problems of Research and Development (R&D)

• There is generally little public funding for educational research.

• Private business do not seem to invest heavily in knowledge

• Policy makers do not seem to have a clear strategy for promoting investment in R&D.

14:The entrepreneurial identity is:

➢ Individualistic

➢ Competitive

➢ Controlling

➢ Regulative

➢ External defined

➢ Standards-led

15. Active Trust

• It is not unconditional and blind faith in other people but, it is contingent and negotiated feature of professional or social engagement with others.

• It demand increased visibility in social relations

16;A Protocol for Activist Teacher Professionalism

A protocol refers to the ways things are happen and rules and regulations that enables them to be done. In activist teacher professionalism, it requires:

➢ New ways for teachers to work inside and outside of school

➢ New kinds of affiliations with various educational interest group

17:Teachers' Disposition:

 • Teacher disposition is the innate characteristics, learned qualities, interpersonal behaviors, beliefs and attitudes held by pre-service and practicing teachers.

 • It is assumed that the teacher dispositional characteristics develop over time through participation in professional teacher education programs.

• These qualities are often not observed through direct classroom observations because of the intangible nature of teacher dispositions.

 • With the content knowledge and pedagogical expertise, there are others equally important factors for defining successful teaching that need to be addressed such as open mindedness, reflectiveness, intellectual curiosity.

18:Knowledge in practice and the practice literature:

- Empirical studies using the practice based approach gave following directions: • Study of the practical organization of knowledge in the form of:

➢ Methods of talking

➢ Reasoning

➢ Acting

• Association of human and non-human element

19:The Coaching/Mentoring Model:

• The coaching/mentoring model and community of practice model align closely.

• If the beginning teacher educators are to learn and construct new professional identities, then they need to engage in the practices of the community and develop supportive relationship which are essential aspects of their professional learning.

20:The development of a program for teacher education:

1. The program welcomes teacher educators from different backgrounds, who will learn with and from each other.

2. The program should have a solid theoretical underpinning by linking it to the knowledge base of teacher educators.

3. The program should stimulate teacher educators to broaden their professional network.

4. In the program, usefulness to the daily practice should be a focal point.

21:The program may consist of four modules:

i. Pedagogy of Teacher Education
ii. ii. Coaching
iii. iii. Research in Teacher Education iv. Broadening Network

22;Current Perspectives on Student Learning:

• While explaining the ways in which current shifts in society, especially changes brought about by the digital revolution, demand a concomitant shift in the ways in which we think about learning and teaching.

• A whole range of theories of learning sit under the umbrella of what are generally known as 'constructivist' perspectives.

• Learner activity encapsulates the central idea that knowledge, whether that is seen as possessed by the individual or distributed with a community is perceived as being actively constructed rather than passively transferred.

• This has important implications for the ways in which teaching is accomplished.

23:Seven Principles to Promote Students' Engagement:

i. Encouraging student-staff contact

ii. Promoting active learning techniques

iii. Developing cooperation and reciprocity between students

iv. Emphasizing time on task

v. Giving prompt feedback

vi. Communicating high expectations

vii. Respecting diversity in talent and ways of learning

24:Features for Effective Professional Studies Program:

1. Content focus: Learning opportunities for teachers that focus on subject matter content and how students learn that content.

2. Active learning: Can take a number of forms, including observing expert teachers, followed by interactive feedback and discussion, reviewing student work or leading discussions.

3. Coherence: Consistency with other learning experiences and with school, district, and state policy.

4. Sufficient duration: Both the total number of hours and the span of time over which the hours take place.

5. Collective Participation: Participation of teachers from the same schools, grade, or department

25:Moral Aspects of Relational Work:

Moral base of teacher professionalism, places five virtues at the center of professional expertise.

1. Teachers deals in knowledge and the trade in truth, question of honesty and deceit are part of the logic of their situation.

2. Both learning and teaching involve facing difficulty and taking intellectual and psychological risks that demand courage.

3. Teachers are responsible for the holistic development of the persons.

4. Fairness is necessary to the operation of the rules in democratic institutions.

26:Teacher Research a collaborative process:

Teachers are engaged in informal research on a daily basis by:

• Being reflective

•Trying new things

• Observing its impact on learning

• However, it's important not to see teacher research as an activity to be carried out in isolation.

• In fact, the process and outcomes are enhanced when teachers collaborate 5. Practical wisdom is essential to the complex process of teaching.

27:The Pre-Professional Age:

Factory-like public education Traditional, recitation/lecturing-based teaching with for main purposes.

i. Maintaining student attention,

ii. Securing coverage of content

iii. Eliciting some motivation

iv. Achieving some degree of mastery

This age was featured as: • Lesson structure orient toward collective student, rather than individuals. • Emphasis on overall flow of lesson and order control. • Restricted professionalism • Dominant in East Asian Countries wuner Confucian traditions.

In the beginning of 1960s, the terms professional and autonomy became increasingly inseparable among teachers, this age was denoted as:

28:The Age of Autonomous Professional:

• One of the overriding characteristics of teaching was it individualism.

• Most teachers taught their classes in isolation, separated from their colleagues.

• Licensed autonomy as teachers enjoyed trust, material reward occupational security and professional dignity and discretion with pedagogical freedom.

• Progressivism has not showed strong evidence of successes as the realities of classroom have not changed.

• Teaching is still very much individualistic teachers are isolated people. They do not known what others are doing.

29;The Age of Post-Professional or Postmodern.

Two possible trends:

• Open, inclusive and democratic

• Restructured to remain competitive and respond quickly

• Teacher professionalism become diminished/ abandoned

• Subject to globalization and digital revolution

• Defend deprofessionalization, blaming and shaming

• All teachers must value and defend their entitlement

30:Managerial Professionalism:

●This is more dominant discourse

●This is particularly the course with the consequences of: ☐ Reform initiatives such as organizational change

●It is imperative for teachers in schools to be more accountable

●And for system to be more efficient and economical in their activities.

31:Features for successful teacher education:

1: Coherence and Integration:

The first is a tight coherence and integration among courses and between coursework in schools that challenges traditional program organization, staffing, and modes of operation.

2 :Link theory and practice:

The second critically important feature that requires a wrenching change from traditional models of teacher education is:

● The importance of extensive and intensive supervised practical work

● Tightly integrated with Course work

● That allows students to teachers to learn from expert practice in school that serves diverse students.

The old professionalism is concerned with:

a. Exclusive membership

b. Conservative practices

c. Self-interest

d. External regulation

e. Slow to change and

f. Reactive 2.

The new (transformative) professionalism are:

a. Inclusive membership

 b. Public ethical code of practice

c. Collaborative and collegial

d. Activist orientation

e. Flexible and progressive

f. Responsive to change

g. Self-regulating h. Policy active i. Inquiry oriented j. Knowledge building

practitioner research'

The term '**practitioner research'** within the field of education usually refers to research undertaken by teacher.

 • Generally, such research methodologies share a commitment to the study of one's own practice by professional themselves, with a view to improving that practice for the benefit of other.

Intellectual component:

It 'relates to practitioners' knowledge, understanding and their knowledge structures which relate respectively to:

✓ The basis of people's knowledge; the nature and degree of reasoning that they apply to their practices.

Difference b/w professionalization and professionalism

The professionalisation focuses on the sociological project, relating to the status and authority of a profession

● Whereas the 'professionalism' concerns with the internal quality of teaching as a profession

● It depends on the acquired capacities and competencies that go to the successful exercise of an occupation

Respect:

Teachers who show professionalism are committed to using respect as a touchstone for their actions. They model integrity or wholeness (Palmer 1998), and present and authentic self to students while they acknowledge that vulnerability is a part of a teaching. ● Teachers who use respect as a behavioural norm desire to serve students actively. ● As an important emotional dimension in teaching, caring reflects respect and influences teachers' professionalism

Epistemic Practices:

• It means practices based on validated knowledge

 • Professionals are not only concerned with wider aspects of knowledge but

 • They are also conscious in questioning its validity and testing its feasibility.

• And upgrading their mode of practices accordingly

Core aspects of knowledge dynamics in professional work:

1. Professional explore Complex problems by approaching different knowledge resources

2. They highlight the social implication of knowledge and object relation

3. They develop linkage among knowledge objects, practices and institutional vision

Concept of Globalization

• Globalization in the world sweeping arrangement based upon: ✓ A creed of lower trade barriers ✓ An end to exchange controls ✓ Free movement of investment capital ✓ The displacement of public sector capital by the private sector • It is the integration of economic political and cultural system and trends

Autonomous professional

• marked by a challenge to the uniform view of pedagogy

• Teacher individualism in and

• Wide areas of discretionary decision taking

. **Collegial professional**

• The building of strong collaborative culture alongside role expansion, diffusion and intensification

Prospective of teaching profession

Teaching profession should be

1. A Well-Qualified Profession

2. A Profession Based on Lifelong Learning

3. A Mobile Profession 4. A Profession Based on Partnerships

The Main challenges of New Teacher:

The early stage of teaching career is a mixed state of enthusiasm and concern, "survival and discovery". That's why it is worth taking a look at beginner teachers' main concern and challenges.

1. Creating own identity and the socialization process:

The development of professional identity is a dynamically changing process, influenced by personal identity, job features and work experiences.

2. Perceptions of classroom events and discipline:

Classroom management and discipline are the leading difficulties novice teachers have to face. New teachers have much more need of development in student discipline and classroom management than their experienced colleagues (OECD, 2011).

3. Workload:

Demanding workload (even if the main part of the task is unexpected for a novice) was also considered as one of the key setback components of the job satisfaction among beginners.

National Education Policy 2009

➢ Focus on quality education through quality teaching and administration

➢ Enhancing quality of teaching through training

➢ two key strategies

- Teachers' licensing
- National Professional Standards for Teachers (NPST)

Use of ICT in Pedagogy:

Adoption of information communication technology in the pedagogy can serve as means of producing specific skills or of reducing cost and the integration of ICT demands complex understanding of the way in which ICT can be employed to enhance the effectiveness of instructional process.

Implementation of reforms:

The implementation of reforms is often impossible without the co-operation of education staff. Teachers are generally viewed positively by the public, even when there is great frustration with education systems. Teachers often also command greater public trust so any assistance to reform on their part is likely to be effective.

Professional development (PD) models that have raised student achievement can help policymakers and practitioners better understand what goes into quality teacher professional

learning. Various conditions for teaching and learning have been identified both within schools and at the broader systems level.

Challenges to implementing effective PD extend beyond the school and classroom. A new America report from Tooley and Connally (2016) identified system-level obstacles to effective PD and concluded that there are four overarching areas where improvement is needed to facilitate increased effectiveness of PD.

What is Accreditation?

Accreditation is primarily part of the process of building accountability by which an institution is recognized by the profession as meeting and/or professional standards. Accreditation is usually made of an institution to deliver teacher education programs, but it can also be just of programs within an institution. Accreditation of teacher education institutions and programs is one of the phase in the continuum for achieving better outcomes of teaching.

Professional Standards and Accreditation requirements for teaching:

The application of accreditation standards to teacher education institutions is not universal. Generally, teacher accountability tends to be driven by one or more of the following factors:

➢ Is there any universal trend to apply professional standards and accreditation requirements for teaching?

➢ Compliance with regulations, usually set by governments

 ➢ Adherence to professional norms, established by professions

➢ Result-driven or measures of student achievement

Personal growth and Professional Development It contains five strands:

1. Philosophy of teaching 2. Dignity of teaching as a profession

3. Professional links with colleagues

4. Professional reflection and learning to improve practice

5. Professional development goals

Subject Matter Knowledge Teachers know and understand:

☐ In depth knowledge of the subject matter

☐ Basic concepts, theories, history of the subject

 ☐ The new emerging concepts at national and international levels

☐ The relationship of the subject to other disciplines and its usability

Human Growth and Development

Teachers know and understand:

☐ How students construct knowledge , acquire skills and develop habits of mind

- Individual differences among students

☐ Diverse style of learning

☐ Motivational strategies

☐ Ways to treat all students fairly Standard

Knowledge of Islamic Ethical Values/Social Life Skills

Teachers know and understand:

 ☐ The Islamic code of conduct in light of Quran and Sunnah

☐ The values which are globally accepted

☐ Essential principles of Islamic values in the textbooks

☐Create a safe and secure learning environment

: Assessment Teachers know and understand:

☐ Different types of assessments to assess students' learning

☐ The results of assessment to evaluate and improve teaching

☐ The belief that students' deficiencies are opportunities for learning

Fair assessment and reporting to students and families

Effectiveness of distance learning on teacher professional development

 • the effectiveness and advantages of distance learning on teacher professional development are based on the following elaborated inputs

 1. Context

 2. Goals plan and implementation process

3. Knowledge and belief 4. Strategies 5. Critical issues

Critical Issues

- In assessing professional development programs, there are several issues that seem critical to success of the program everywhere regardless of the context.

• These issues are professional cultural, leadership, capacity building for sustainability, time evaluation and assessment.

• These issues should be anticipated and tackled in initial designing of the program.

different stakeholders

 (student, faculty members, administrator, instructors, etc.)

Stakeholders in Professional Development of Teachers

• The key stakeholders in the CPD programs are teachers, facilitators, head of departments (HOD), deputy heads, heads (principals), standards officers, resource center coordinators (RCC), standards officers, teacher educators etc.

• It is necessary that every stakeholder shall work to ensure the implementation and quality of the activities under the program in collaboration with other stakeholders.

Teacher Professionalism and Dispositions Introduction

• Teacher training program around the globe and emphasis to build knowledge, Skills and Disposition for teaching effectively.

• For teacher's professionalism and disposition, there are number of qualities i.e.

• It must be ensured that teachers: ✓ Possesses integrity ✓ Are highly motivated ✓ Display perseverance ✓ Exhibit self-control ✓ Are punctual and reliable

Commitment to Democratic Values and Social Justice

• Teachers understand systematic issues that prevent them from full participation in teaching learning activities

• Teachers have complete Awareness of practice is that the sustain unequal treatment for unequal voice

1. Proper Planning

• Actively taking time to organize once Life make and incredible difference in opportunities and ability to study and learn. • Consider building case study plan or time table to develop this trait

2. Curiosity

• Distance learning succeed the most when they have a genuine interest in learning new things and expanding their Awareness of the world. • They are required to choose topics not only the keeping in view their interest but they are required to be prepared to go outside from their comfort zone.

3. Open mindedness

• Open mindedness is that trait of understanding that there is almost always more than one point of view on any particular subject.

• It means being open to understanding and engaging with ideas, methods and activities, even when they came from areas of persons with whom you don't feel comfortable.

4. Mindfulness of Thought • Improving the quality of your thinking process means being aware of things you are thinking. • It is a discipline focused around recognizing when your brain is becoming distracted about less important things.

six factors to professional identity.

1. Value

2. Efficacy

 3. Commitment

4. Emotions 5. Knowledge and beliefs

6. Micro politics

Psychological aspect of the problem

 • This deals with those situations that one of a school related person receive as a problem and usually results in frustration due to the fact that the current situation Different from the expected situation

Benefits of joining professional Associations

• Access to legal defence and liability insurance.

• Career development by scholarships and grants to teachers.

• Learning innovative and problem-solving Teaching techniques.

Proffesional Accountability
It is promulgated through codes of conduct or practice and systems of regulation designed and operated by peers.

• **Old reforms of teacher professionalism**

•   It draws on established studies of professionalism and professionalization in order to argue the case of teachings a profession

- Old professionalism is characterized by:
- Exclusive membership
- Conservative practices

- Self-interest

- Slow to change
- Reactive

activist teacher professionalism

The development of an activist teacher professionalism is based on three concepts:
- Trust
- Active trust
- Generative politics
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Characteristics of Teacher Professionalism

1. Professional autonomy through professional monopoly;

2. Control over their work;

3. Involvement in the entrance to the profession;

4. Control over the central values and good conduct within the profession;

5. Membership of professional societies;

6. A focus on integrity and dedication of the professional

- **The Islamic way of teaching encourages:**

- Sensual of perception,

- perception of the abstract,
- induction and deduction
- Measure, memory, and

- cognition which is to think deeply and reflect

Certification

- After completion of education and skill development, a professional is required to pass one or more exams that assure the person has attained a minimum level of knowledge.

Commonly cites criteria of professionalism?
Modern and Islamic theoretical framework of teacher training
Characteristic of Muslim teacher
How teacher can achieve professional integrity