

NAME- DR. AKANKSHA

GUEST FACULTY

P.G DEPARTMENT OF PHILOSOPHY, PATNA UNIVERSITY, PATNA

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MOBILE NO: 7839270596, 7979872919

E-MAIL ID: sakanksha806@gmail.com

Professions are always differ from occupations because good they serve are complex. As Lawyers are expected to serve not only the interests of their clients in the settlement of disputes, the negotiation and supervision of contracts, but the rule of law and the administration of justice. In the same way, Doctors are concerned not only with the length of life but also with its quality, and with the health of their communities and society as well as that of individual patients. Social workers seek not only the good for their clients, but that of society. Likewise, Educationist serves complex goods, concerning to the development of the student and the future of society; and above all, the moral development of students. The good of society is not a single thing, but many interwoven goods. So is the good of the client. Moreover, the good of the client may conflict with that of other Stakeholders, or with that of society.

The complexity of moral judgment in the professions comes from conflicts between these goods. Thus a list of the goods a profession serves .It is part of being a professional that ethical decisions have to be made whenever these value conflicts arise. Moreover, as society becomes more complex,

professionals are inevitably faced with decisions where there are no guidelines, or where the traditional arguments are inadequate.

It is generally taken to follow from the above discussion that a profession should set its own moral standards. This will include devising codes of ethics, and also determining when breaches of the code imply that a professional is unfit to practice, self-regulation in many professions has been a means of setting standards of excellence. But professionals will surrender their autonomy if they are indifferent to ethical concerns, for public reaction to moral fault is typically to call for greater regulation. It is also taken to follow that a profession should see to it that its members are educated in ethics and then in social responsibilities, In addition to the identification of existing ethical obligations, an aim of professional ethical education is to encourage professional to scan their professional environments for emerging issues, not only to avoid a defensive posture, but also to exercise public leadership.

TEACHING AS PROFESSIONAL ETHICS

Teaching has special features in moral development and education of the students which gives additional ethical demands on teaching professionals. The first demand on the purpose of schools where the moral development and moral education for student are provided. Secondly, teachers sometimes resist this idea, asserting that moral development should be carried out in the home. But the debates on neutrality taught us two things: those schools cannot be neutral on moral issues, and that they ought not to try to be. The function of the school as an institution in society commits it to some values-truth, honesty and respect for persons. The situation of the teacher in classroom and playground requires attitudes to authority, property, consideration of other persons, and consideration of how most fairly to spend scarce resources, especially teachers' time. The demands of assessment require teachers to be conspicuously just and fair. Teachers thus make judgments, which are displayed to students, and will often have to be justified to students. And there lies the distinctiveness of the teacher's moral position. Not only do they have

to make moral decisions, like any professional; they have also to be able to justify them more than competently.

Teachers must be leaders in argument. To teach students to argue well, teachers must demonstrate excellent argument. School as a Learning Organization Precisely because their role is to teach students to be better at moral choices, they must be good at it themselves.

Respecting student's autonomy and rationality the teacher's moral position is different from that of other professionals. Since a teacher is essentially a person who takes responsibility for the learning of others, two moral dilemmas are set up. The first relates to respect for a student's autonomy, and the second, to respect for higher rationality. Now these matters are of fundamental importance. There is a long tradition of argument that the development of rationality and autonomy are the ultimate aims of education- and that they are the only aims that could make a compulsory education justifiable. But there are also arguments that rationality and autonomy depends on the foundation of morality itself.

Sometimes complications expressed in all professions, it is true, have to deal with conflicts between the interests of stakeholders. In education, the conflicts are not only between competing interests, but also between different rights to determine what is in the interests of children.

THERE ARE CERTAIN MORAL DILEMMAS CONCERNING TEACHER

We will list some generalizations about the range and complexity of moral issues in teachers' work. Teachers rarely raise questions of what to teach their students about morality, though they will, if prompted, take into account the effects of their actions on their students' future attitudes. Knowledge of such issues is essential for the head teacher to help the teachers in the school.

1. Wrong actions by superiors - by far the most common concern has been what to do about wrong actions by their superiors. The issues range from choice of textbooks and casual teachers through censorship of library books,

varieties of cheating such as misuse of school funds and equipment to some quite serious cases of inappropriate punishment and the risk of physical harm to students. They are also troubled by unethical-generally unfair-directives and procedures. Their problems are not usually in determining whether their superiors' actions are wrong, but in deciding what they should do about the situation.

2. Problems raised by the curriculum - Matters range from items they don't think are their business to teach, to concerns about standards and the quantity of material to be covered, and views of its incompetence. They generally feel powerless to act-which affects morale, and therefore ethical alertness. Under the same heading may be mentioned issues raised by teaching methods. Drama classes may invade student's privacy, science classes bring about clashes with parents, AIDS education may be controversial, vocational subjects in doctrinate a work ethic, history lessons raise current political issues. Only mathematics seems safe-and that illusion is shattered the more it is taught as an applied discipline.

3. Incompetence of fellow teachers -Incompetence, bad teaching and wrong actions by their fellow teachers concern '- them. Their fellows are occasionally seen as lazy, failing to bring themselves up to date or to improve their lessons. Sometimes teaching methods are seen as poor, or even as psychologically harmful. Such matters raise conflicts of loyalties-the schoolyard prohibition on informing retains its force or is developed into a belief in an obligation of loyalty. Frustration at inaction by their superiors, at having to repeatedly step in and settle another teacher's class down, or having to re-teach earlier grade material leads them to seek avenues for action-often unsuccessfully.

4. Problems of the multicultural classroom - Professional Values and Ethics, problems of the multicultural classroom are high on the list of problems raised by the teachers. Answers for many of these have been found (e.g. what to do about students who reject the authority of women teachers, how to teach Islamic girls to interact in a co-ed class, given the cultural blamers of mixing

with boys.) Conflicts with parents and their differing expectations still figure here, and the variations in the esteem with which they are held. And then there is what to do about the Christmas play, the Easter parade, Diwali, Id, Ramzan, Janmashtami, and so on.

5. Unsatisfactory responses to problems raised by other departments- A teacher follows the Law and Departmental instructions about physical abuse or suspected sexual abuse, and officials appear to do nothing. The child may have been afraid to tell the teacher, and only done so after much hesitation. Under present circumstances, the teacher can hardly assure him/her that the perpetrators will not find out or deduce who has informed on them, or that the abuse will be stopped.

6. Students wrongdoing outside the school- This is a hardy perennial. When should the police be told? The parents? What should the principal do? To leave matters with any of these is to take moral responsibility for what it is known that they will do. Issues of trust and confidentiality arise, and of revenge by other wrongdoers on the whistleblower (conscience keeper/ referee). These have to be set against notions of civic duty, and the future consequences of unstopped wrongdoing.

7. Treating confidential issues- A child reveals what is of high educational significance, such as trouble in the home. If the teacher reveals it to other teachers, whose classroom responses to the child might be usefully modified by their knowledge, the child is likely to find out that they know, and develop a dim view of authority and the desirability of seeking help from them. The principle of keeping confidences also creates problems when a school student, in trouble, refuses to go to those who could help.

8. Relations with students- Problems may seem to be raised by anything from leadership of youth groups and friendship with students' parents, playing on the same rugby team, making personal friends of students to foolish behaviour such as partying and drinking at the pub with students; and at the extreme,

dating and possible sexual relations. On the other side of these questions are worries about how teachers are to protect themselves against the risk of harassment claims and worse, without seeming cold, unfriendly and uncaring to their students.

9. Issues of staff and student privacy -Inquiries by principals into the religious beliefs and marital status of staff; into their acceptance of the school's philosophy and ethos; into their behaviour outside the school or in their own houses are well publicized problems, particularly in private schools. Revelations might be made of the above matters, or of pregnancies, applications for position or promotion and other personal matters without leave being sought from the staff member concerned. Student privacy is breached whenever doings in class are reported to other teachers. A student, like anyone else, has a right to know what their audience is when they speak.

10. The ethical problems of the staff room- There are matters of office ethics, the ethical problems of the staff room. What should a teacher do about inside remarks, jealous comments, and constant disparagement of the principal or other staff, prejudice, bias and gossip? Does a teacher have a different responsibility if he or she is a member of the group being attacked?

11. The ethics of innovation- Teachers are properly concerned about a casual approach to innovation, of just trying something out to see how it works. Problems encountered are a failure to discuss innovations before hand in order to forestall difficulties, to investigate others' experience, to assess the innovation properly, and to have remedial arrangements in Professional Values place in case the innovation does not work.

12. Dilemmas of priorities- Issues here concern fairness and scarce resources. There are well known, major issues concerning social justice in education. The large issues are often reflected in small cases, where teachers struggle to find solutions.

13. The ethics of obedience, submission and compromise- Can it ever be right to do what is wrong? There can be no moral obligation to obey an unethical order. However, matters are not that easy in fact the issues are complex and difficult. For what kinds of disagreement are teachers justified in disobeying instructions? Compromises, too, involve people accepting that they will do less than they think that they ought to. Decisions of the staff may be taken against the teacher's attempts to argue for alternatives. Refusal to accept them threatens the ' decision-making process. Similarly, the ethics of committees and meetings creates issues about tactics. When one's opponents are abusing procedures, working on people's weaknesses and generally playing dirty, what is a justified response? Does the decent person have to lose? There are also procedures that are rarely, but sometimes, legitimate, such t as going above people's heads, or leaking reasons to the press.

14. Disagreement with employer's ideologies - It is of particular concern to teachers in private schools who do not share the religious convictions of the school's management. How, for instance, does a liberal Christian with a belief in student autonomy react in a fundamentalist "Christian" school? By subverting the school policy? By leaving? In government schools, disagreement is most commonly dealt with by the union. But again, teachers are forced to decide whether to stay and subvert, to stay and obey (or partially obey) or to get out. Issues about democracy are relevant here.