**Master II: Ethics and Deontology Teacher: KHELEF Embarka**

**Lecture/ TD 5 Professionalism in Teaching**

**Introduction**

 Teaching is a serving mission. It is true as Cook (2018) put it, "We should be proud of the fact that school men do not embezzle funds and do not graft as some city, county, state and United States officers occasionally do, and as contractors on public work frequently do." Professionalism in this mission refers to status-related elements of teachers’ work, but "Teaching is concerned not only with enhancing students’ mastery of the subject matter in preparation for their future occupations, but also with their development as moral persons and citizens in a democratic society" (Carr, 2006; Sockett, 1993, qted in Sabbagh, 2009).

1. **Definition**

 **Whether demanded or enacted, Hoyle (1975) defines professionalism as, "**Those elements of the job that constitute the knowledge, skills and procedures that teachers use in their work." According to Evans (2002) it is "an ideologically-, attitudinally-, intellectually-, and epistemologically-based stance on the part of an individual, in relation to the practice of the profession [teaching] to which s/he belongs, and which influences her/his professional practice" (p. 6) . In other words, professionalism in teaching is the practice that integrates the requirements for doing the mission and ethically conforming to the regulations imposed by the authority..

1. **Teaching Ethics:**

 The ethics of a profession is understood to mean the principles and rules which determine the attitude and conduct of its members toward each other and toward their calling (teaching). Here are some principles that Cook (2018) put ahead:

* The best possible preparation in broad and liberal scholarship should be in specialized professional training, in an understanding of and love for children, and an appreciation of the difficulties, as well as opportunities, of the calling.
* 'In making application for a position a teacher should not consider salary alone. The possibility of being able to render satisfactory service, as conditioned upon one's fitness for the particular position sought and as affected by local environment, should be weighed carefully
* The practice of granting recommendations to unsatisfactory teachers for the sake 'of getting rid of them cannot be condemned too severely. Still, recommendations should be issued on very frank and honest basis.
* If teachers are available in the neighbourhood, don't hire others from other regions;
* "Right conduct. outside of the schoolroom is just as imperative and essential to the children's training for good citizenship as right conduct in the classroom;

It is to be noted that anyone who is unwilling to submit to the restrictions which the very nature of his work imposes should find other employment.

1. **Loyalty in Teaching**

 Cook(2018) asserted," Teachers should have a lively, genuine interest in their work, and especially in those for whom we labor, an active desire for improvement in service, a friendly, helpful interest in our co-workers, and a sympathetic attitude toward the cause of education in general." He explains that teachers should be loyal to their profession at all times. It is true that many teachers are underpaid, but it is equally true that many others do not earn what teachers receive. At least, our incomes, though small, are sure. Believing in their mission and self-efficacy, true teachers, throughout history, have had the spirit of self-sacrifice and renounced other rewards for the sake of helping boys and girls and .having a part in moulding the civilization of tomorrow. **If we cannot believe in our mission and in the infinite possibilities of our work, we should get out of the profession.** **Teachers ought to be loyal not only to their profession, but to their co-workers as well.** Co-operation is indispensable to the success of a school. Harmony, good-will and good fellowship render work easy, pleasant and effective. Professional teachers do not criticise each other except in **a direct, friendly, constructive manner**. Out of school they speak well of one another or keep silent. Disloyalty is treacherous and distinctly unethical. Gossiping at boarding places or elsewhere about school matters which concern pupils, parents and teachers alone is indefensible. It is also unprofessional to unfairly criticize an absent predecessor to excuse one's lack of proficiency.

 At another level, as Cook stated; "Superintendents and principals who have risen from the ranks sometimes forget and treat their teachers as if they were children, instead of with the respect and consideration to which they are entitled. **Subordinates must be regarded not as slaves to do our bidding in blind obedience, but as intelligent co-workers**."

**Conclusion**

 **Teaching is a Rewarding Profession.** True teachers have the abiding satisfaction of knowing that their work is worthwhile and their service noble. Stronger professional spirit and 'more sympathetic good-will will give greater contentment and happiness in our work especially that our calling does not lack noble traditions to serve as an inspiration to unselfish effort and lasting achievement. So as long as we are in the teaching core, we may well be proud of our calling and eager to aid in the fulfillment of its divine mission of unshackling the slaves of ignorance and leading them into their rightful heritage.

**References:**

Evans, Linda (2008) Professionalism, professionality and the development of education professionals. British Journal of Educational Studies, 56 (1). pp. 20-38.

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