

THE  
MORAL  
BASE  
FOR TEACHER  
PROFESSIONALISM

Hugh Sockert

## Moral Base For Teacher Professionalism

**RD Boyd**

## **Moral Base For Teacher Professionalism:**

The Moral Base for Teacher Professionalism Hugh Sockett, 1993 Hugh Sockett aims to fill a gap in the body of literature concerning moral foundations in education Dr Sockett posits that moral language must be used as the primary language of educators and that a major transformation across all educational institutions is needed to sustain the collegial autonomy crucial to educational improvement *Moral Professionalism in Interaction* Eija Hanhimäki, **Professional Learning in a School-Based Community of Science Teachers** Wayne Melville, 2010-01-01 The ubiquitous science department occupies an unusual position in most secondary schools Traditionally they have been part of the organisational structure of schools with administrative responsibilities over room allocations teaching assignments and the management of laboratory equipment These are important roles but they only tell half the story Science teachers are more than members of an organisational structure They are also members of a science education community which is shaped by their shared understanding of science The science department as community also possesses a pivotal if undervalued role in teacher professional learning This book conceptualises professional learning as the engagement of teachers in a virtues based personal reflection and or public discourse around the episteme techne and phronesis in the spaces in between the metaphors of understanding community meanings practice and identity As such it speaks to heads of science departments school administrators and those with an interest in leadership within schools **Resources in Education**, 1994

Towards Professional Wisdom Cecelia Clegg, 2016-02-24 People professions such as social work teaching nursing ministry and counselling are at heart ethical or moral enterprises Much recent theorizing has been concerned to show that effective professional deliberation and judgement cannot be reduced either to technical rationality or to simple obedience to general occupational procedures or prescriptions Professional judgement would seem to require the development of a distinctive mode of practical ethical reflection or wisdom perhaps along the lines of Aristotle's phronesis or practical wisdom Reflection is required to address such key professional concerns as What is the impact of official prescription and regulation on professional judgement How should conflicts of professional judgement and public political accountability be resolved How might one reconcile tensions between universal justice and equality and particular client need What is the role of emotion and or affect in people professional practice This ground breaking work addresses in a thoroughly multidisciplinary way the central question of the nature of professional judgement and deliberation that has recently come to the fore in the academic literature of profession and professionalism It proposes a marked shift in theory practice and policy making away from technical rational approaches to professional decision making in favour of reflection and deliberation informed by responsible moral judgement This reflects a significant progressive trend in this literature by taking practical wisdom rather than technical rationality to lie at the heart of professional judgement It is unique in bringing together key authors from different professional fields to address the issue of professional wisdom in a cross professional and multidisciplinary way **The**

**Professional Teacher, The Preparation and Nurturance of the Reflective Practitioner** Kay A. Norlander-Case, Timothy G. Reagan, Charles W. Case, 1999-07-02 From the AgAnda for Education in a Democracy Series Sponsored by the National Network for Educational Renewal This book is comprehensive in its account of what goes into the substance and process of preparing the professional educator from selection to induction into teaching The story that unfolds in the collaboration of the University of Connecticut and several schools is one of redesigning virtually every component into something quite different from what existed before without stopping the traffic of future teachers from crossing the bridge to practice from the Foreword by John I. Goodlad codirector Center for Educational Renewal University of Washington and president Institute for Educational Inquiry This practical volume redefines teaching as a profession with pronounced service and moral dimensions The Professional Teacher shows how this new paradigm can be instilled in teacher education programs and in teaching practice The authors argue that the practice of teaching requires much more than knowledge and technical competence It calls for reflection and inquiry and dedication to democratic principles and a strong commitment to educational renewal and change The authors reveal how teacher education can be structured to emphasize the moral and service responsibilities of the profession especially by forging closer ties with local schools and communities to produce caring and effective teachers Richly illustrated with research and real life examples of good practice The Professional Teacher proposes a new standard that focuses on preparing teachers for a climate of school renewal and change

**The Nature of Two Teachers' Professional Morality** Amy Bernstein Colton, 1998 [International Handbook of Research in Professional and Practice-based Learning](#) Stephen Billett, Christian Harteis, Hans Gruber, 2014-07-15 The International Handbook of Research in Professional and Practice based Learning discusses what constitutes professionalism examines the concepts and practices of professional and practice based learning including associated research traditions and educational provisions It also explores professional learning in institutions of higher and vocational education as well as the practice settings where professionals work and learn focusing on both initial and ongoing development and how that learning is assessed The Handbook features research from expert contributors in education studies of the professions and accounts of research methodologies from a range of informing disciplines It is organized in two parts The first part sets out conceptions of professionalism at work how professions work and learning can be understood and examines the kinds of institutional practices organized for developing occupational capacities The second part focuses on procedural issues associated with learning for and through professional practice and how assessment of professional capacities might progress The key premise of this Handbook is that during both initial and ongoing professional development individual learning processes are influenced and shaped through their professional environment and practices Moreover in turn the practice and processes of learning through practice are shaped by their development all of which are required to be understood through a range of research orientations methods and findings This Handbook will appeal to academics working in fields of professional practice including those who are concerned about

developing these capacities in their students In addition students and research students will also find this Handbook a key reference resource to the field The Ethical Teacher Campbell, Elizabeth,2003-09-01 This text combines teachers beliefs and practices with a discussion of the connections between the moral dimensions of schooling and professional ethics applied in teaching It presents the concept of ethical knowledge as it is revealed as it is challenged and as it may be used in schools

**A Knowledge Base for Teacher Education and Development: Teacher study and teaching competence ,2002**

Teacher Education Anthony Selkirk,Maria Tichenor,2009 This work evaluates teacher professional development programmes These programmes are evaluated in terms of participants classroom teaching behaviour as assessed by their school students perceptions of their classroom learning environments **A Knowledge Base for Teacher Education and Development** Man Tak Chan,Yin Cheong Cheng,Kwok Tung Tsui,2002

**The Drama of Education, Crafting an Ethical Practice** Randall J. Buursma,2000

**Moral Matters** Barbara S. Stengel,Alan R. Tom,2006-09-08 Most of us agree that moral issues matter but how do they fit into the context of our schools Since A Nation at Risk most educators and policymakers have focused on the academic dimensions of schooling governed by standards and testing This timely book explores the ways that committed K 12 educators have attempted to make the moral visible in American schooling over the past 25 years The authors look at their efforts using an analytic framework that distinguishes five possible ways that the moral and the academic can be related in schooling Book Features A useful survey of moral education that enables the reader to arrive at personal judgments about the value and weaknesses of various approaches Case studies that illustrate the moral education of students the moral component of teachers work and the moral dimensions of school structure A mixture of philosophical analysis and attention to school practice suitable for courses and accessible to teachers administrators policymakers and parents

**Journal of School Leadership ,1997** *What is Moral about Teaching?* Matthew N. Sanger,2003

*The Massachusetts Register ,2017-07-28* Those who Can, Teach Kevin Ryan,1998

**"Code of Massachusetts regulations, 2016"** ,2016 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

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