

Q. 1 Write a detailed note on professional identity of teacher.

Wenger defines identity as what we know, what is foreign and what we choose to know, as well as how we know it. Our identities determine with whom we will interact in a knowledge sharing activity, and our willingness and capacity to engage in boundary interactions (Wenger 2000, p.239)

Participation constitutes identity construction, it will include dimensions of mutual engagement, a joint enterprise and a shared repertoire. (James).

- **Connectedness** is built upon shared histories, experiences, reciprocity, affections and mutual commitment.
- **Expansiveness** allows an individual to belong to multiple communities of practice and easily engage in boundary interactions.
- **Effectiveness** enables inclusive social participation.

Wenger identifies identity as engagement in the world, but people have multiple sources of identity and ways of connecting. Affiliation to an organization (e.g. being a teacher or a dental care assistant trainee) is not enough to constitute identity. It's the experience as professionals engaged in learning and knowledge creation, i.e. to be able to interact with all kinds of situations and people. Membership of a learning community ought to be transformative.

Billet points out that "becoming" a professional relies on a duality of two processes:

- kinds and qualities of interactions and activities at the workplace
- the individuals ontogenic development which includes personal goals that determine how and why individuals choose to engage. E.g. one may choose to become a firefighter for the social prestige or a nurse for the salary, i.e. not always idealized goals.

Regarding workplace learning, Billet suggests that the workplace offers both factors that constrain and inhibit learning and others that facilitate or enhance learning (Chappel:11). The latter set are the "affordances" of the workplace.

(1)routineness — the degree by which work practice activities are routine or non-routine, thereby requiring robust knowledge;

(2)discretion — the degree by which the scope of activities demands a broader or narrower range of decision making and more or less autonomous practice;

(3)intensity — the degree by which work task decision making is complicated by compounding variables and the requirement for negotiation among those variables;

(4)multiplicity — the range of activities expected to be undertaken as part of work practice;

Course: Professionalism in Teaching (8612)

Semester: Spring, 2021

(5)complexity — the degree by which decision making is complicated by compounding variables and resolution of tasks requiring negotiation among those variables

(6)accessibility (opaqueness of knowledge) — the degree by which knowledge required for the work practice is either accessible or hidden

(7)working with others (teams, clients) — the ways work activity is premised on interactions with others;

(8)engagement — basis of employment: a.status of employment — the standing of the work, its perceived value and whether it attracts support; b.access to participation — attributes that influence participation; c.reciprocity of values — the prospects for shared values;

(9)homogeneity of tasks — degree by which tasks in the work practice are homogeneous. Similarities may provide for greater support (modelling etc.) in development of the ability to perform;

(10)artefacts/external tools — physical artefacts used in work practice upon which performance is predicated.

Billet (2006:66) adopts the stance that “the individual can be seen as being socially shaped ontogenetically, albeit in ways rendered unique by their personal histories of self-construction [...] relations between the individual and the social world might best be understood as those between ontogeny and history are understood, as operating in parallel and through negotiation, where the immediate and premediate coalesce and shape the postmediate experience. It is these relations that are continually engaged in remaking and reproducing cultural and social practice, as in vocational practice and learning.”

Interestingly, Billet in the same article (2006) points out that even “Vygotsky [...] held that in the development of psychological functions, individual agency predominates over social guidance. In referring to child's play, he proposed:

"In play the child is always higher than his average age, higher than his usual everyday behaviour; he is in play as if a head above himself. The play contains, in a condensed way, as if in the focus of a magnifying glass, all tendencies of development; it is as if the child in play tries to accomplish a jump above the level of his ordinary behaviour. Play is the resource of development and it creates the zone of nearest development. Action in the imaginary field, in the imagined situation, construction of voluntary intention, the formulation of life plan, will motivate this all emerges in play. (as cited in Valsiner, 2000, p. 43)".

In a conference talk at ESREA 2013 talk, Billet identified:

- Learning as ongoing microgenesis (according to Lave when there is practice, there is learning)
- Development defined as ontogenesis
- Phylogenetic development / transformation of society

In other words, development is a concept that is distinct from learning

Teacher's identity

Teachers' professional identity implies both a cognitive psychological and a sociological perspective: people develop their identity in interaction with other people (sociological perspective), but express their professional identity in their perceptions of 'who they are' and 'who they want to become' as a result of this interaction (cognitive psychological perspective). (Bejaard, 2006).

Sachs (1999) identifies 2 kinds of distinct identities: (1) the entrepreneurial identity and (2) the activist identity. "The managerialist discourse gives rise to an entrepreneurial identity in which the market and issues of accountability, economy, efficiency and effectiveness shape how teachers individually and collectively construct their professional identities. Democratic discourses, which are in distinct contrast to the managerialist ones give rise to an activist professional identity in which collaborative cultures are an integral part of teachers' work practices"

Identity in initial vocational training

Wenger's identity concept may be a key element to think about integration of workplace and school learning. Learners should be able to merge identity as a learner in school, as a learner in the workplace and as a practitioner in the workplace. Furthermore, most jobs have different facets that can be described as different roles. E.g. a teacher must learn to integrate his role as information provider, orchestrator, monitor, tutor and member of a bureaucratic organization. E.g. a dental care assistant must provide assistance to dental surgery, manage patients, do some office work, clean surgery tools, etc. Both must learn to develop his/her identity with respect to all expected roles.

Q. 2 Discuss "Right to Education" in national and international context.

In comparing international experience it is useful to draw two distinctions: first between the initial education and training of teachers and their continuing professional development, and second between preservice and in-service activities. The two sets of distinctions do not overlap: while many teachers are trained before they start their service, others begin work without teaching qualifications and get their initial training in-service. Programmes of continuing professional development have been offered for various different purposes that include raising the skills of the teaching force generally, supporting curriculum development, and enabling teachers to undertake new roles. In practice, some of these distinctions may be blurred: in Pakistan, for example, a Primary Teachers Orientation Course was run in the interests of curriculum reform, served as continuing professional development for many teachers, but provided initial training for unqualified teachers already at work. The purposes of teacher education are set out in Table 1.

Table 1: Purposes of teacher education programmes

Categories	Subcategories
<i>Initial training</i>	
May be preservice or inservice	Post-primary Post-secondary Postgraduate
<i>Continuing professional development</i>	
Upgrading of teachers who already have a qualification	For subqualified teachers For qualified teachers
Reorientation of teachers for curriculum change	
Teachers' career development	For classroom teachers For educational leadership (e.g. head teachers)

Teacher

education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely. An early distance-education programme in Kenya, for example, concentrated on raising teachers' own educational background, seen as the highest priority. A much more recent programme in Chile, designed to support the increasing use of information technologies in schools, was entirely concerned with reorienting teachers for the changed curriculum. Strengthening teachers' practical classroom skills has often been seen as a priority, but as one that is administratively difficult and likely to be costly to achieve.

The evidence on open and distance learning for teachers goes back two generations. In 1963

“Nearly 200,000 children of Palestinian refugees were in primary or lower secondary schools, where they were taught by 4,648 teachers. But of these only 450 had received any teacher training; most had done a course of secondary education and nothing more. ... The United Nations Relief and Works Agency looked at the problem and saw that it could not be solved by the classic method of pre-service training: if you took the teachers out of the schools to train them, you would have to replace them with less experienced, and no better qualified, teachers. So it was necessary to devise a kind of in-service training that was as good as pre-service. In 1963 UNRWA and Unesco set up a joint Institute of Education to do the job. All students were sent correspondence lessons which covered both academic subject matter and teaching methods. They had written assignments once a fortnight which were based both on their correspondence lessons and on their classroom experience. ... These assignments ... were used mainly as the starting point for fortnightly seminars organised by the 20 field supervisors on the staff of the Institute.”

Course: Professionalism in Teaching (8612)

Semester: Spring, 2021

Open and distance learning has been used for the initial training of teachers who enter programmes with primary, secondary or tertiary qualifications. With the exception of the programme for Palestinians (see above) the early and documented examples are from sub-Saharan Africa. Newly independent countries that include Botswana, Kenya, Malawi, Swaziland and Uganda

launched distance-learning projects in the 1960s, with student numbers usually in the hundreds. Their common aim was to respond to the shortage of primary-school teachers, often by raising the capacity of trainee teachers who had themselves no more than primary schooling. They followed a similar pattern, using a combination of correspondence teaching, radio programmes and some supervision of teaching practice. College tutors would, in principle, visit trainees in their classrooms to guide and strengthen their teaching practice. Where data are available we know that these projects had high pass rates of between 83 and 97 per cent which can be attributed in considerable part to the promise of a salary increase on completion. The projects were generally seen as one-off activities designed to eliminate untrained teachers from the system. Kenya followed a slightly different approach in basing its programme for unqualified teachers in a correspondence unit at the University of Nairobi and concentrating just on the general education of trainees (Young et al. 1980: 29-34; Perraton 2007: 60-1).

About a decade later, Tanzania, Zimbabwe and Nigeria demonstrated that it was possible to use open and distance learning on a larger scale, again to expand primary education. Tanzania calculated that it needed an extra 40,000 teachers although existing teachers' colleges could produce only 5,000 new teachers a year. To make up the shortfall secondary-school leavers were recruited to be trained on an apprenticeship model, partly on the job and partly through distance education. Trainees were posted to schools, given a reduced teaching load, and trained through correspondence courses backed by radio programmes. Their classroom practice was supervised and tested and the programme ended with a six-week residential seminar. 38,000 trainees completed the course and passed their examinations. Zimbabwe followed a similar approach after independence, recruiting 7,400 trainees to its ZINTEC project of whom 80 per cent passed the course and gained their qualification. Similar projects have continued in other countries, often on a one-off basis. Malawi, for example, used open and distance learning for teacher training from 1997 to 2004 (Lewin and Stuart 2003, Mulkeen 2010: 75) and is reported to have started using it again. In an organisationally different approach Nigeria set up a single-purpose, distance-education, National Teachers Institute in 1976, which has become a permanent part of the federal education system. It has been involved both in initial training and in upgrading qualified teachers (Bako and Rumble 1993, Perraton 2007: 64-5).

Post-conflict countries have used open and distance learning to overcome teacher shortages. Rwanda, for example, has trained secondary teachers at a distance through the Kigali Institute of Education (Mukamusoni 2006). As

Course: Professionalism in Teaching (8612)

Semester: Spring, 2021

Uganda was coming out of war, it began to experiment with distance education as a way of upgrading serving but untrained teachers. The Northern Integrated Teacher Education Project ran from 1993 to 1997 in northern Uganda where it integrated its distance teaching with the work of ten conventional teachers' colleges where trainees attended two residential courses each year. They also attended twice-monthly tutorials and got help, guidance and support from tutor-counsellors. In contrast with the Nigerian and Tanzanian examples, the programme gave relatively heavy weight to pedagogy, which took up about 40 per cent of the time, with subject matter knowledge taking up most of the other 60 per cent. About 88 per cent of students completed the course which had a pass rate of about 75 per cent (Wrightson 1997, Perraton 2000: 69-70).

The establishment of open universities has provided a mechanism for large-scale programmes of initial teacher training. In China, for example, 11 per cent of primary and secondary school teachers were unqualified in 1998 but were able to qualify through the China Television Teachers' College. Between 1987 and 1999, 717,300 primary teachers gained certificates and 552,000 secondary teachers gained diplomas. As the title implies, the college made heavy use of satellite television but has moved towards multi-media packages (Zhang and Niu 2007, Perraton 2007:

67). The Open University of Tanzania runs programmes for teachers using a different organisational mechanism from that used in the earlier project. Britain, too, has used its Open University as a means of initial teacher training.

In 1994, with a government grant, it introduced a postgraduate certificate in education for graduates who wanted to teach in primary or secondary schools. In order to facilitate computer conferencing students were provided with a computer, but the course also made use of printed materials. The course was school-based and students spent thirteen weeks doing teaching practice which was supervised by a mentor from the school staff. Examination success rates, and the achievement of qualified teacher status, were in the range 71 to 77 per cent for the first five cohorts. The primary level version of the course was criticized by the Office for Standards in Education (a national inspectorate) and subsequently abandoned by the university but the secondary-level version has continued. (Walker 2007).

Q. 3 Teacher education is confronted with multiple challenges in 21st century. Give suggestion to overcome.

Globalization and education are complex phenomena and their causal relationship is of a "chicken or the egg" character. There is of course a great debate over what constitutes both "education" and "globalization", let alone their relationship with one another. The essays in this issue of Pedagogical Historical are not consistent in their conceptualizations. That inconsistency is a virtue, because it points to the extraordinary range of historical phenomena that may be included in discussions of education and globalization. One way or another social

Course: Professionalism in Teaching (8612)

Semester: Spring, 2021

transformations are powerfully affected by cultural developments, some of which may be clearly thought about in terms of the impacts of deliberate and incidental educational activity. In the process individuals, communities of various kinds, the state and collectivities and communities beyond the state are constructed.

A nation depends on the activities of the teachers. Identically, they are working to grow the basement of the students. No matter it is school, college or university, a qualified teacher is the builder of a student. Even a teacher on the special skills or technical courses is keeping role responsibilities on the societies. For this reason, the leader of tomorrow is created by a teacher. At the same time, if a teacher fails to discover the eternal power of a student, the student fails in his whole life. That means a teacher is the best mentor for a life of the student.

The education system of the 21st century has changed radically with the integration of the technology in every sector. At the same time, the students are more matured than the previous time. Now, in the twenty-first-century education depends on Thinking Skills, Interpersonal Skills, Information Media, Technological Skills as well as Life Skills. Especially, the education of the present time emphasis on life and career skills. Now there has no value for rote learning. In general, it needs to meet the industry need. To clarify, the teaching will be effective when a student can use the lesson outside of the classroom.

For changing the globalizing world, the role of the teachers is essential to improve the sustainable education. At the same time, inspiring and guiding the students in increasing employability skills with the digital tools is the prerequisite for a teacher. Thus a teacher in the twenty-first century will be a digital teacher. Teachers are not the facilitator for learning of the students only, and now they are responsible for training the students for increasing employability skills, expanding the mind, growing digital citizenships, critical thinking, and creativity as well as sustainable learning. Thus, the winning of the students is the win of the teachers.

With the passes of time and integration of technology in every sector, the teacher's role has changed a lot. They need to enrich some skills to develop their students. Otherwise, the students will not get the lesson, and it will increase the of educated unemployed in the digital era. Let's see the changing role of a teacher in the 21st century.

1. A Planner for 21st Century Careers

This is the most competitive world, and there has the diverse option to choose the next career for a student. In this case, a teacher needs to become a big planner to support them according to their psychology. The future of a student will depend on 4C's (Critical thinking, Communication, Collaboration, and Creativity). It is the duty of a teacher to introduce them the mentioned terms very clearly. The students will need to try several multidisciplinary jobs. So the teachers will define where they will give more importance and which skills are just for adding value or keeping as optional. Besides, if an educator can provide a proper guideline to build the

Course: Professionalism in Teaching (8612)

Semester: Spring, 2021

career in the 21st century for the students, he will be the all-rounder in his career and life. Do you know the quotes from the American Philosopher Nancy Kassebaum?

If we teach today as we taught yesterday, we rob our children of tomorrow.

2. A Resource Provider

In this digital age, the internet is full of supportive resources. When a teacher teaches the students from a collaborative perspective, the students will learn more deeply if they get the resources. It can be YouTube Video Tutorial, Digital Content, eBooks or even the printing documents. If the student receives the supportive materials on how to enrich Critical thinking, Communication skills, Collaboration, and Creativity, they can lead their own future. A teacher can show the resources according to their interest. Even a teacher can't be expert on the topics, albeit he can easily point the links of the supportive materials. It will ensure better learning environments and the students will be engaged with the lesson.

3. A digital Instructor for Different Ways of Learning

Effective teachers don't limit the learning resources for the students. Correspondingly, they are the best instructor for the students. In contrast, they will create the learning materials entertaining. In the digital age, you can find a lot of resources who are teaching the course efficiently. The instructor knows how to make the meaningful learning opportunities for all students. Providing practical examples in the classroom or collaborating in a class with another teacher can also help them to learn perfectly. To emphasize, they know mixing the knowledge with an expert collaborator can make the student motivated.

4. Learning Facilitator

A digital teacher or leader in the teaching profession don't teach the students only. Also, they help their colleagues to become the supporter of technology and show them how to find the online resources and how to stay updated on their subject. They know how to enjoy the work and how to make the lesson enjoyable. That means they are the facilitator for all the students and teachers. Remember, if you can share your knowledge you will learn more deeply. Similarly, the people will love you.

5. A Technology Lover for Learning

Now, it is so tough to attract the students without the use of technology. If you don't teach the right use of technology and how to find the internet resources, they will get the evil resources. Important to realize, a teacher needs to learn how to read the psychology and what the students want. With attention to, if you can't maintain the online community with the students, you will not be able to inform the students about the world. Indeed, there has no way of the teachers to deal with the students without learning the technology and internet world. As a result, when you want to build the nation, you have to develop yourself first. Must be remembered, you have to know how the Google Advanced Search process works.

6. A digital Learner for the lifetime

Effective teachers who are the builders of a nation are the lifetime learner. To point out, they keep knowledge of the latest changes in their subject. Then again, they keep knowledge about which jobs will be available in the next decade. In addition, they learn the newest technology to help the students. To put it differently, they know how to combine the technology, pedagogy, and content which will ensure Real-World Problem Solving and cooperative learning. To summarize, a teacher needs to follow the quotes from Henry Ford.

7. A genuine predictor

The teachers of the 21st century know the importance of Acquisition-based learning and Participation-based learning. Similarly, he knows the value of engaging and working in the community. For bringing innovations in the technology sector, it is necessary to create cooperation with one another. In this case. The teachers can manage how to ensure the knowledge, skills, and attitudes.

Q. 4 Explain importance of social and cultural context in teaching learning process.

In comparing international experience it is useful to draw two distinctions: first between the initial education and training of teachers and their continuing professional development, and second between preservice and in-service activities. The two sets of distinctions do not overlap: while many teachers are trained before they start their service, others begin work without teaching qualifications and get their initial training in-service. Programmes of continuing professional development have been offered for various different purposes that include raising the skills of the teaching force generally, supporting curriculum development, and enabling teachers to undertake new roles. In practice, some of these distinctions may be blurred: in Pakistan, for example, a Primary Teachers Orientation Course was run in the interests of curriculum reform, served as continuing professional development for many teachers, but provided initial training for unqualified teachers already at work.

Teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely. An early distance-education programme in Kenya, for example, concentrated on raising teachers' own educational background, seen as the highest priority. A much more recent programme in Chile, designed to support the increasing use of information technologies in schools, was entirely concerned with reorienting teachers for the changed curriculum. Strengthening teachers' practical classroom skills has often been seen as a priority, but as one that is administratively difficult and likely to be costly to achieve.

Course: Professionalism in Teaching (8612)

Semester: Spring, 2021

The evidence on open and distance learning for teachers goes back two generations. In 1963 “Nearly 200,000 children of Palestinian refugees were in primary or lower secondary schools, where they were taught by 4,648 teachers. But of these only 450 had received any teacher training; most had done a course of secondary education and nothing more. ... The United Nations Relief and Works Agency looked at the problem and saw that it could not be solved by the classic method of pre-service training: if you took the teachers out of the schools to train them, you would have to replace them with less experienced, and no better qualified, teachers. So it was necessary to devise a kind of in-service training that was as good as pre-service. In 1963 UNRWA and Unesco set up a joint Institute of Education to do the job. All students were sent correspondence lessons which covered both academic subject matter and teaching methods. They had written assignments once a fortnight which were based both on their correspondence lessons and on their classroom experience. ... These assignments ... were used mainly as the starting point for fortnightly seminars organised by the 20 field supervisors on the staff of the Institute.”

Open and distance learning has been used for the initial training of teachers who enter programmes with primary, secondary or tertiary qualifications. With the exception of the programme for Palestinians (see above) the early and documented examples are from sub-Saharan Africa. Newly independent countries that include Botswana, Kenya, Malawi, Swaziland and Uganda

launched distance-learning projects in the 1960s, with student numbers usually in the hundreds. Their common aim was to respond to the shortage of primary-school teachers, often by raising the capacity of trainee teachers who had themselves no more than primary schooling. They followed a similar pattern, using a combination of correspondence teaching, radio programmes and some supervision of teaching practice. College tutors would, in principle, visit trainees in their classrooms to guide and strengthen their teaching practice. Where data are available we know that these projects had high pass rates of between 83 and 97 per cent which can be attributed in considerable part to the promise of a salary increase on completion. The projects were generally seen as one-off activities designed to eliminate untrained teachers from the system. Kenya followed a slightly different approach in basing its programme for unqualified teachers in a correspondence unit at the University of Nairobi and concentrating just on the general education of trainees (Young et al. 1980: 29-34; Perraton 2007: 60-1).

About a decade later, Tanzania, Zimbabwe and Nigeria demonstrated that it was possible to use open and distance learning on a larger scale, again to expand primary education. Tanzania calculated that it needed an extra 40,000 teachers although existing teachers' colleges could produce only 5,000 new teachers a year. To make up the shortfall secondary-school leavers were recruited to be trained on an apprenticeship model, partly on the job and partly through distance education. Trainees were posted to schools, given a reduced teaching load, and trained through correspondence courses backed by radio programmes. Their classroom practice was

Course: Professionalism in Teaching (8612)

Semester: Spring, 2021

supervised and tested and the programme ended with a six-week residential seminar. 38,000 trainees completed the course and passed their examinations. Zimbabwe followed a similar approach after independence, recruiting 7,400 trainees to its ZINTEC project of whom 80 per cent passed the course and gained their qualification. Similar projects have continued in other countries, often on a one-off basis. Malawi, for example, used open and distance learning for teacher training from 1997 to 2004 (Lewin and Stuart 2003, Mulkeen 2010: 75) and is reported to have started using it again. In an organisationally different approach Nigeria set up a single-purpose, distance-education, National Teachers Institute in 1976, which has become a permanent part of the federal education system. It has been involved both in initial training and in upgrading qualified teachers (Bako and Rumble 1993, Perraton 2007: 64-5).

Post-conflict countries have used open and distance learning to overcome teacher shortages. Rwanda, for example, has trained secondary teachers at a distance through the Kigali Institute of Education (Mukamusoni 2006). As

Uganda was coming out of war, it began to experiment with distance education as a way of upgrading serving but untrained teachers. The Northern Integrated Teacher Education Project ran from 1993 to 1997 in northern Uganda where it integrated its distance teaching with the work of ten conventional teachers' colleges where trainees attended two residential courses each year. They also attended twice-monthly tutorials and got help, guidance and support from tutor-counsellors. In contrast with the Nigerian and Tanzanian examples, the programme gave relatively heavy weight to pedagogy, which took up about 40 per cent of the time, with subject matter knowledge taking up most of the other 60 per cent. About 88 per cent of students completed the course which had a pass rate of about 75 per cent (Wrightson 1997, Perraton 2000: 69-70).

The establishment of open universities has provided a mechanism for large-scale programmes of initial teacher training. In China, for example, 11 per cent of primary and secondary school teachers were unqualified in 1998 but were able to qualify through the China Television Teachers' College. Between 1987 and 1999, 717,300 primary teachers gained certificates and 552,000 secondary teachers gained diplomas. As the title implies, the college made heavy use of satellite television but has moved towards multi-media packages (Zhang and Niu 2007, Perraton 2007:

67). The Open University of Tanzania runs programmes for teachers using a different organisational mechanism from that used in the earlier project. Britain, too, has used its Open University as a means of initial teacher training.

In 1994, with a government grant, it introduced a postgraduate certificate in education for graduates who wanted to teach in primary or secondary schools. In order to facilitate computer conferencing students were provided with a computer, but the course also made use of printed materials. The course was school-based and

Course: Professionalism in Teaching (8612)

Semester: Spring, 2021

students spent thirteen weeks doing teaching practice which was supervised by a mentor from the school staff. Examination success rates, and the achievement of qualified teacher status, were in the range 71 to 77 per cent for the first five cohorts. The primary level version of the course was criticized by the Office for Standards in Education (a national inspectorate) and subsequently abandoned by the university but the secondary-level version has continued. (Walker 2007).

Q.5 Describe general principles of ethics in teaching. How these are practised in our educational institutions.

Value education is the process by which people give moral values to each other. According to Powney et al It can be an activity that can take place in any human organisation during which people are assisted by others, who may be older, in a condition experienced to make explicit our ethics in order to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being, and to reflect on and acquire other values and behaviour which they recognise as being more effective for long term well-being of self and others. There is a difference between literacy and education.

There has been very little reliable research on the results of values education classes, but there are some encouraging preliminary results.

One definition refers to it as the process that gives young people an initiation into values, giving knowledge of the rules needed to function in this mode of relating to other people, and to seek the development in the student a grasp of certain underlying principles, together with the ability to apply these rules intelligently, and to have the settled disposition to do so^[3] Some researchers use the concept values education as an umbrella of concepts that includes moral education and citizenship education Themes that values education can address to varying degrees are character, moral development, Religious Education, Spiritual development, citizenship education, personal development, social development and cultural development.

There is a further distinction between explicit values education and implicit values education where:

- explicit values education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions.

Another definition of value education is "learning about self and wisdom of life" in a self exploratory, systematic and scientific way through formal education. According to C.V.Good'value education is the aggregate of all the process by means of which a person develops abilities and other form of behavior of the positive values in the society in which he lives'. Intrigued by the notion that effective teaching is as much about relationship as it is about 'technical' proficiency, the author examines the values of teachers that inform classroom relationships, and poses the question as to whether there are particular teacher values that are

Course: Professionalism in Teaching (8612)

Semester: Spring, 2021

necessary for quality values education. This question is addressed by focusing on the teaching strategies involved in the major approaches to values education, and by deducing the teacher values necessary for effective teaching. The implications for the pedagogy of teacher education are briefly discussed. The teacher in particular holds poignant role that mediates interaction of students with them and with others. As every individual are summed of the values that they learn from different contexts, dyadic exchange of values come to perpetuate in classroom relationships among teachers and students vice versa One of the instances by which these values come to surface is when one characterizes the degree of one's relationship as paralleled with transgressions. The study transpires that while similar values ought to emerge in these two relationships, differentiation lies in its manifestation of the values. ... It is the moral obligation of teachers to keep them on track by identifying and clarifying their ideas and by making them think in the right direction; therefore, at the university level, establishment of positive teacher-student relationship is much more important than anything else. This association is a vibrant procedure which is acquainted by the values and morals of both students and teachers (Brady, 2011). Values related practices play a very significant and decisive role in the establishment of positive student-teacher relationship

When students define ethics, they connect the term to specific expectations that society has for professionals in professionals settings, such as codes of ethics. When students define morals, the term (or its variant morality) is usually reserved for prescriptive standards of behaviour imposed by some powerful entity. For these students, they consider the latter term to be outdated and dogmatic. According to Gunzenhauser moral principles are the basis of deontological ethics, and rules and duties are the basis for moral actions. Deontological ethicists consider these principles to be universal and categorical, and in ethical conflicts, deontological ethicists argue over which rule or principle should be more prominent. From the consequentialist ethics, the educator can draw the importance of the consequences of one's actions and the justification for a public education that serves all children to the best of their abilities. A moral actor can make the notion of consequences as complicated as she would like, considering even what kind of society she helps to create by acting the way she does in a certain situation. In that sense it can form the basis for a social ethics. Concerning the virtue ethics the most important set of virtues in the school are the ones that are being cultivated in the students. What virtues are the adults modelling for the students and encouraging through curriculum? To what extent are the difficulties the teachers having with the curriculum affecting the students? What is it they are learning? Virtue ethics can be more helpful if we could get a handle on those effects (Gunzenhauser, 47-50). Then Gunzenhauser argues for three tenets of professionalism for educators: 1. As a professional, an educator is in a position to profess substantive beliefs about the meaning and value of education. In other words, a professional educator has a philosophy of education and engages others who may have different ideas about the meaning and value of education. A

Course: Professionalism in Teaching (8612)

Semester: Spring, 2021

philosophy of education grounded on the care of the self is a philosophy of possibility. 2. As a professional, an educator is in a position to exercise ethical and professional judgment. An educator is in a position to continually develop ethical and professional judgment throughout his career and in his various positions of responsibility. Further, professional judgment spans the positions of educators throughout the educational sector. Active/ethical professionalism applies to educators, school leaders, school boards, teacher educators, graduate educators, and policymakers. 3. As a professional, an educator is in a position to acknowledge and resist opportunities to enact normalization on herself, students, and colleagues. One very important part of articulating an active/ethical professionalism is being clear on the role that resistance plays in order to achieve more defensible educational aims than those that are encouraged by high-stakes accountability policy. To act ethically, an educator needs to understand how and why her work must at some level be resistant (Gunzenhauser, 126-127).

The importance of ethics When I stress the importance of ethics in education, it constitutes the repository of their social and cultural values, and the medium of their historical memory. In common usage multicultural education generally refers to education about different ethnic groups. As dialogue on cultural difference and education has spread to other nations, it has become more sharply focused on complex issues of identity, diversity, and citizenship. "the relationships between democracy, citizenship, and education cannot be treated in isolation from the question of multiculturalism." Several vectors of globalization have converged to raise the topic of multicultural education to the level of public, or at least professional, debate around the world today. The increasing cross-national mobility of people and the transnational communication of ideas that took place in the twenty-first century has fed into the contours of diversity around the world. It has also led to international dialogue. With increased human mobility and increasingly thick networks of communication, the common social fact of unequal educational experiences and outcomes is increasingly the subject of transnational dialogue. Educators around the world are faced with new challenges of balancing local, national, and global norms and moral as well as ethical values in the process of educating children. While fostering a sense of citizenship remains an important function of mass schooling, it is becoming less and less viable to do so at the expense of socializing children for their futures in a global society (Sutton, 100). Schools should ensure multicultural perspectives are incorporated into all aspects of school life by: promoting diversity as a positive learning experience, incorporating multicultural perspectives across all learning domains, incorporating multicultural, anti-racism, and human rights perspectives in school policies and practices, enhancing teachers' and students' intercultural understanding and cross-cultural communication skills. Teaching multiculturalism in the classroom is important. At the basic level, multicultural education provides a fundamental education for all students, with the purpose of eliminating discrimination because of ethnic origin and background. By

Course: Professionalism in Teaching (8612)

Semester: Spring, 2021

incorporating many cultures into the classroom, schools can celebrate diversity, learn about cultures around the world and raise awareness. There are four steps to bring multiculturalism into each classroom: 1. Provide a basic education for all students – it means to keep in mind that there are stereotypes for international students. By understanding that you will be teaching students from many different walks of life, you will have won half the battle. Therefore, do not favor or ignore international students specifically. You may feel like you should favor these students so you can teach them more, but it is important to treat all of your students, international or not, with the same respect and understanding. 2. Address language and cultural norms: dispel myths that are often associated with certain cultures; avoid using jargon while speaking; be willing to use multiple forms of communication to convey ideas; repeat and recap information; use visual aids for clarity; teachers encourages the usage of multiple modes of learning: including logical, mathematical, literate, kinesthetic, music and spatial methods; active listening may also help when there is a moderate language barrier; reading material on cultural norms may also help with transitions. Gestures in one part of the world may not mean the same thing in others. 3. Make it a learning experience - if you have just a few international students in your classroom, the best way to integrate their new perspective into your classroom is to integrate their cultures into the curriculum as well. One of the best ways for younger students includes incorporating fairy tales and folklore into the learning. Storytelling is a great way to have your students learn about new customs. In connection with contemporary global issues in multicultural and globalized school environment I would like to stress ethical and human approach. Humanity and human dignity are the terms used in moral, ethical, and political discussions to signify that a being has an innate right to respect an ethical treatment. Young people must be able to measure current events against the yardstick of the principles of humanity, dignity and law and not just in terms of economic or political criteria; develop resistance to feelings of impotence and indifference and refuse to become hardened the face of complex and negative world events; develop tangible bonds of solidarity with the suffering or needy; develop the strength to reject acts which take account only of the end to be achieved and not of the consequences to themselves and others; to incorporate the minimum standards of behaviour to respect in the event of conflict in the values handed down by official educational establishments, families and social authorities and in the rules of the society.