

Summary and Reflection #1

Full Name:

Submission Date:

Class:

Module 1: Definitions of Teacher Ethics, Theories of Moral Development, and Codes of Behavior

Section I: Summary of What You Have Learned

Direction: For this section, you need to summarize main aspects you have learned from all the topics in this module.

I. Definition of Teacher Ethics

In this section, it focuses on the teacher ethics. When it comes to teaching profession, ethics play a very vital role in order to make the teaching better. Moreover, ethics is an indispensable domain in teaching and it emphasizes precisely in private and professional life of teachers. In the teaching context, if the teacher is not ethical, he/she may not be loved by their pupils. Some students love their teachers because their teachers are ethical; additionally, they are fair and treat their pupils equally. Not only do ethics play a significant role in teaching, but also help teachers on how to be connected with students, co-workers, all staffs at school or people in the community and so on.

As a novice teacher, s/he should try to understand the role of ethics that is very crucial in teaching profession. It enhances teachers to think about their behavior and belief in teaching context. To add more, people may think that teaching profession is hard, for it demands you to be a role model both inside and outside the school.

II. Theories of Moral Development

There are two American psychologists such as Lawrence Kohlberg and Carol Gilligan, who wrote the theories of moral development differently. For the theories of moral development of Kohlberg has three levels which are the Pre-conventional,

Conventional and Post-conventional. In level 1 of Pre-conventional has two stages. The first stage is Obedience and Punishment Orientation which means children do things regarding the results. If they do something good, they will get something good, but if they do something bad, they will get those things back. Self-interest/Instrumental Orientation is the second stage which means people do things that they like, they do not really care about others. In addition, in the second level of Conventional has two stages as well such as Interpersonal Accord and Conformity is the third stage which means people do things in order to be able to socialize with others, and the fourth stage is Authority and Social Order Orientation which refers to maintaining and obeying the law because in this stage the law is very important for everyone to respect and follow. Last but not least, Post-conventional is the third level of Kohlberg's Moral Development theories. It has two stages, which are the Social Contract Orientation, the fifth stage that basically means if the law is not good and unacceptable for people, the law should be changed, and the sixth stage is Universal Principles Orientation which means people use the universal critical reasoning to human rights or justice.

However, the theories of moral development of Gilligan are quite different. She (Gilligan) stated just three levels without stating the stages like Kohlberg's, such as Pre-conventional level which means people do things to please themselves and they care themselves than others, Conventional level means people care others more than themselves and Post-conventional level means they care themselves and others equally. Furthermore, there are also two different kinds of level of thinking. Care-based Morality is the level of thinking of Kohlberg and Justice-based Morality is Gilligan's.

Based on the National Council for Teachers Education, there are 3 main guidelines of codes of professional ethics for teachers. They are Obligation towards students, Obligation towards parents, community and society, and obligations towards profession and colleagues.

III. Codes of Behavior

In this point of Module 1, I have also learned about the Sub-Degree of Ethics Code for teaching profession. This codes of behavior are very significant for teachers around Cambodia, and it helps teachers know what they should and should not do in terms of teaching career. This Sub-Degree of Ethics Code for teaching profession consists 6 chapters. The chapter one is about General Provision which basically means the created articles are to develop the morality of teachers and the qualities of education in Cambodia. Chapter 2 is Teachers' duties which all articles encourage teachers to know about their duties such as respecting their students, be a guardian, motivator, and advisor for their pupils. Moreover, it suggests teachers to always prepare their lesson plans before they come to teach and keep self-studying to improve their knowledge. For Chapter 3 is about Teachers' Duties on Students, their Parents or Guardians. Teachers need to facilitate and access students' learning process, and they have to make a healthy relationship with students' guardians and they must not discriminate their students whether they are from rich or poor families. Relation between Teachers and Teachers, Teachers and Non-Teaching Staffs is in Chapter 4. The articles are about the maintaining the good relationship with each other, and as teachers and teachers, they need to exchange their teaching experiences so as to improve their teaching skills. In addition, teachers have to respect all staffs whether they are teachers, cleaners or administrators. The chapter 5 is about Profession which means as teachers, we need to keep improving ourselves by self-study or continuous professional development and we should not force our students to study with us with tutoring fee or private class. Chapter 6 is Final Provision and it is the last Chapter of Sub-Degree of Ethics Code for teaching profession. In this mean, teachers should respect all the ethics codes for teaching profession which were created in order to improve teachers' awareness about their profession.

Section II: Personal Reflection of the Module

Direction: For this section, you can reflect on the relevance, usefulness, and the drawbacks of the contents of the topics of this module in relation to real-life and/or work-related situations.

After having learned about Module 1, it enhanced me to understand more in terms of teaching profession, especially I can understand that teaching job is not as easy as I usually think. Without commitment, determination and work hard, it will not be easy for me to teach. In the following paragraphs, I am going to reflect the three main points of this module such as the teacher ethics, theories of moral development and the codes of behavior.

First and foremost, I have never heard about the teacher ethics before; however, after I have learned about this topic, I have found out that teacher ethics is very important. As a teacher, I have to be ethical; I need to be fair to every student. In addition, to be an ethical teacher, I have to love, treat and respect my students. The ethics also focuses on how teacher demonstrate and assess students' learning progress. Moreover, if I am not trustworthy, truthful and honest, I am an unethical teacher.

What is more, it shocked me when I studied about the moral development theories of Kohlberg and Gilligan. These two American psychologists have shown me the level and stage of moral development when I have faced some challenges to solve. Looking back in 2020, when I was playing football with my teammates in one football field called Angkor Sport Club, my friends, Pha and Khun, were fighting with the opponent mates seriously. At that time, I went to help my friends and I knocked one of the opponents out, then the field owner came and stopped us. Luckily, the owner did not call the police, I and all my friends went home safely. Having thought about that event for a moment, I thought why I have done such a disgusting thing like that, I should not have done that; I should have stopped and facilitated that situation. If I reflect this situation into Gilligan's theories of moral development, I was in Conventional level which means I care for my friends than myself, and if I reflect this to Kohlberg's, I was in stage

3 of Interpersonal Accord and Conformity in Level 2 of Conventional, which means I try to help them in order to be with them and to live in the society happily with them.

Last but not least, honestly speaking, I have never known that in Cambodia we have the codes of behavior for teachers. Having learnt and read about the articles which have in in the book of codes of behavior, I have reflected to the real situation happened in Cambodian school context. Back when I was teaching, I have noticed that most teachers are still doing some illegally activities such as giving some exam preparation questions for the ones who study extra classes with him/her in a very inappropriate way. As the article 19 stated that, "Teachers shall not illegally do any activity which affects their teaching and study and exams of students."

All in all, I and all teachers around Cambodia will make a better change in Cambodian educational system if we all become more ethical, know the stages of moral development of students, and respect and follow the articles which were provided by the government and the ministry of education. I will always keep improving my knowledge and I urge all teachers too if we really want to make a fruitful change for our country, especially in education field.