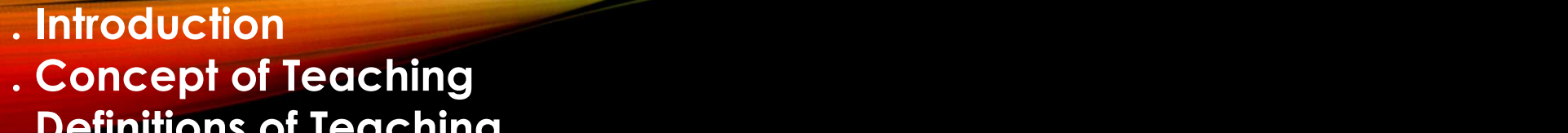




UNIT-5

TEACHING AS A PROFESSION

- 
- . **Introduction**
 - . **Concept of Teaching**
 - . **Definitions of Teaching**
 - . **Nature of Teaching**
 - . **Characteristics of Teaching**
 - . **Content Knowledge**
 - . **Pedagogical Knowledge**
 - . **Technological Knowledge**
 - . **Professional Attitude**
 - . **Reflective Practice Teaching**
 - . **Continuing Professional Development**
 - . **Professional Ethics**
 - . **In Paragraph Form**
 - . **Professional Accountability**
 - . **Important Dimension**
 - . **Recommendations of NPE 1968, NPE 1986, 92, RTE ACT 2009 and NPE 2020**

Introduction

Teaching is the most effective part of our life which produces some effective learners and these effective learners help to complete the whole teaching process. It is a process through which one can acquire full potentialities and achieve desired goals of one's life.

It is a process of attending to pupils needs, experiences and feelings and making specific involvement to learn a particular thing. We have to see this unit teaching professional and ethics.

. Concept of Teaching

Teaching is an essential part of the education system. Education is an important process through which men preserve their culture. In this context as a part of the formal education system, School is a special Institution which has been entrusted with the responsibilities of young ones, and teaching is the main Activity through which schools discharge their duties and attain their objectives. If teaching is done effectively, schools, successfully, achieve their goals.

. Definitions of Teaching

Teaching is defined by various ways by prominent educationist:

- (1) H C Morrison:- Teaching is an intimate contact between the more mature personality and a less mature one.
- (2) Jackson:- Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students).
- (3) J B Hough and James K Duncan:- Teaching is an activity with four phases, a curriculum planning phase, an instructing phase, and an evaluating phase. This definition presents the organizational aspect by which we can describe and analyze the teaching process.
- (4) N.L.Gage (Democratic point of view):- Teaching is interpersonal influence aimed at changing the behavior potential of another person.
- (5) Clerk:- Teaching refers to activities that are designed and performed to produce in students behavior.

We can define teaching according to the following three viewpoints.

- (a) Authoritarian
- (b) Democratic
- (c) Liassez faire.

. Nature of Teaching

1. Teaching is Guidance:

A teacher always provides guidance to the students to develop their all round capabilities.

2. Teaching is a science:

Teaching is a science in that there are strategies and practices involved in the teaching process.

3. Teaching is an art:

It is an art in that teachers must bring themselves fully into their teaching.

4. Teaching is stimulation and encouragement:

Teaching should free and enthusiasm of the child.

5. Teaching is training the emotion of a child:

Teaching is to develop the emotional life of the child by providing an atmosphere of love, affection and freedom.

6. Teaching is a means of preparation:

If a teacher is not prepared what to be taught in the class the process of teaching will not fulfill its objective.

7. Teaching is a skilled occupation:

Every successful teacher is expected to know the general methods of teaching and instruction in creating suitable learning situations.

8. Teaching is formal as well as informal:

Teaching is that which provides information to us, it can be held in any situation whether formal as well as informal.

. Characteristics of Teaching

Some qualities of a good teacher include skills in communication, listening, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning.

1. The concept of Teaching
2. Basic Teaching Models
 - a) Instructor-centered teaching
 - b) Learner-centered teaching
3. Nature or characteristic features of teaching
4. Different levels of teaching


- a) Memory level of teaching
- b) Understanding level of teaching
- c) Reflective level of teaching

5. Important concepts related to teaching

- a) Education
- b) Instruction
- c) Learning
- d) Training
- e) Syllabus
- f) Curriculum
- g) Indoctrination

. Consent Knowledge

1. A teachers familiarity and understanding of the language he or she teaches.
2. Knowledge about the actual subject matter that can be learned or taught.
3. The information that achievement of a goal requires.
4. The deep understanding teachers possess of the domain-specific subject-matter and substantive topics they teach.

- 
5. A person's understanding of the learning objectives expected of the students situated in knowledge of the context of those objectives in the field of study and the relevant practices and methods of inquiry in that field.
 6. Teacher knowledge of their discipline or subject matter, including facts, concepts, theories and principles.
 7. Knowledge of the subject matter and its organizing structures.
 8. Knowledge of the content that one teaches. Learn more in: Taking responsibility for the future.
 9. The general details, gist and elements of a subject or discipline that all teachers should know.
 10. Knowledge and information that are taught to learners in a given subject or content area, such as language, arts, mathematics, science or social studies.
 11. Knowledge about a particular subject matter that is to be learned, taught or used in life and work including basic facts, concepts, theories and procedures.
 12. These are the facts , concepts, theories and principles related to specific

13. Knowledge about the subject matter related to the content that teachers should teach.

14. Knowledge of subject such as early literacy. Learn more in: navigating remote and online tools in elementary school:

15. Knowledge content of interest. For example in mathematics knowing how to calculate a fraction

16. Prerequisite knowledge required of an instructor to deliver instruction on any subject matter.

17. A field of study. Learn more in teacher training in 3d virtual world.

18. Teacher knowledge about the subject matter to be learned or taught.

. Pedagogical Knowledge

Pedagogical knowledge refers to the specialised knowledge of teachers for creating effective teaching and learning environments for all students.

Pedagogical knowledge helps teachers to plan and deliver effective lessons that are engaging, accessible, and meaningful to their students.

Pedagogical knowledge, refers to the understanding of how to teach and **facilitate learning effectively**. It includes knowledge of teaching strategies, instructional design, assessment, classroom management, and student learning processes. pedagogical knowledge ensures that the teacher is equipped with the skills and knowledge necessary to convey that content in a way that is meaningful and effective for their students.

. Technological Knowledge

The technological knowledge strand guides teachers to develop learning activities that support students to develop specialist knowledge of what they will need to design and develop outcomes. As students design and develop outcomes, they will draw on technological knowledge as and when it is needed. For example, when designing a new school playground, students will explore where timbers, metals, and plastics are used. By knowing about the properties of these materials, they will understand why they are used in different places and for different purposes.

Students develop technological knowledge particular to technological enterprises and environments and in relation to how and why things work. They learn how functional modelling is used to evaluate design ideas. Prototyping is used to evaluate the fitness for purpose of systems and products as they are developed. An understanding of material properties, uses and development is essential to understanding how and why products work the way they do. Similarly, an understanding of the constituent parts of systems and how these work together is essential to understanding how and why systems operate in the way they do.

. Professional Attitude

A professional is punctual (to class and laboratory meetings) because he/she respects the valuable time of others; a professional follows the supervisor's instructions; a professional in the field respects private and public property; a professional arrives ready to work, appropriately dressed, with his or her tools; a professional is observant and sees what needs to be done; a professional is responsible and does what should be done (carrying the instruments and tools, for example). A professional helps maintain a safe workplace with a civilized atmosphere. A professional is perceived as a representative of his or her organization and always acts in a manner that reflects favorably on that organization. A professional asks a question rather than risk making a serious mistake with an unfamiliar scientific instrument.

PLAGIARISM: While I encourage students to help one another in finding solutions to homework problems or in evaluating the meaning of laboratory measurements, your report must reflect your *individual* effort. Graphs, maps and figures should be unique. The manner in which you present your data and select what is essential quickly reveals to the reader your degree of understanding. Therefore: be advised that graphs or figures that are duplicates (or nearly duplicates) of graphs or figures found in another report may be cause for both papers to suffer, particularly if there appears to be a pattern of unusually similar work. Of course, graphs dealing with the same data should share more similarities than differences and this will be taken into consideration, and in most cases a warning will be issued prior to penalties if reports appear too much alike. As concepts become more complex and we advance from the data presentation to geophysical models, the probability of product originality should increase. It is particularly revealing when two or more papers share a fundamental error that neither author seems to notice.

. Professional Attitude Tips

- 1. Honesty:** Part of maintaining a professional attitude is remaining transparent and honest at all times.
- 2. Respect:** Thoughtful professionals respect everyone on their team and respect their customers.
- 3. Communication:** Maintaining open and clear communication is a vital component of a professional attitude.
- 4. Integrity:** Professional attitude is often associated with integrity, by doing the right thing whenever possible.
- 5. Care:** Having a professional attitude means caring about your job, your company and your coworkers.
- 6. Accountability:** Those with a professional attitude hold themselves accountable for their errors or missteps.
- 7. Commitment:** A professional attitude means a commitment to your job and your career development.
- 8. Meetings**
- 9. Time management**
- 10. Safety**
- 11. Corporate Goals**
- 12. Dress**

. Reflective Practice Teaching

When instructors engage in reflective teaching, they are dedicating time to **evaluate** their own teaching practice, examine their curricular choices, consider student feedback, and make revisions to improve student belonging and learning. This process requires information gathering, data interpretation and planning for the future. Reflective teaching involves examining one's underlying beliefs about teaching and learning and one's alignment with actual Classroom practice before, during and after a course is taught.

Examples of Self Assessment

- a) Reflective Journals**
- b) Teaching Inventories**
- c) Video-Recorded Teaching practices**
- d) Teaching portfolio**

Examples of External Assessment:

- 1. Student Evaluations(Midterm and End of term)**
- 2. The poorvu center offers consultations regarding mid-semester feedback collected.**

3. Peer review of Teaching

4. Classroom observations

Continuing Professional Development

Continuing Professional Development is the ongoing process of **developing and maintaining professional skills**. A Continuing Professional Development program might be conducted as formal courses, or in a more informal manner, through coaching, mentoring, or on-the-job observation. Every professional should be given access to Ongoing Professional Development programs, both for the benefit of the organization, and for the satisfaction of the employee. Generally, this training consists in carrying out a series of learning activities Designed to achieve three main objectives:

- a) Hone or reinforce existing skills
- b) Develop skills to a new level
- c) Obtain new skills and knowledge.

Why CPD for teachers is important

Continuous Professional Development allows teachers to learn new skills and techniques. Teachers who take part in professional development courses often learn how to improve their teaching methods and techniques. They also comprehend how to create lesson plans and other resources that can be used in the classroom.

We can regard CPD for teachers as an invaluable opportunity to:

- a) Get a thorough knowledge of what it actually means to be an educator
- b) Have a greater appreciation of what teaching involves.
- c) Become fully aware of the impacts of your work in the classroom.

Positive outcomes of CPD for teachers

Continuous Professional Development allows teachers to learn new skills and techniques. Teachers who take part in professional development courses often learn how to improve their teaching methods and techniques. They also comprehend how to create lesson plans and other resources that can be used in the classroom.

Benefits of CPD

Keeping knowledge and skills up-to-date.

The professional standard of qualifications and registrations are maintained.

Provides a professional sense of direction.

Confidence and credibility are built and enhanced.

Improve communication with other schools

Helps them stay engaged and remain proficient.

TYPES OF CPD FOR TEACHERS

Structured/active

Accredited training

Unstructured/self-directed

Work-based learning

Mentoring

Peer observation

Shadowing

Peer group exchanges

International exchanges

CELTA course

Erasmus + programme

Create your own CPD Plan

- . Evaluate the overall situation
- . The needs of the teaching environment
- . The teachers own educational needs
- . Identify
- . Skills that are lacking

Competencies that need to be developed
Personal career goals.
Develop a timeline

Benefits of CPD training

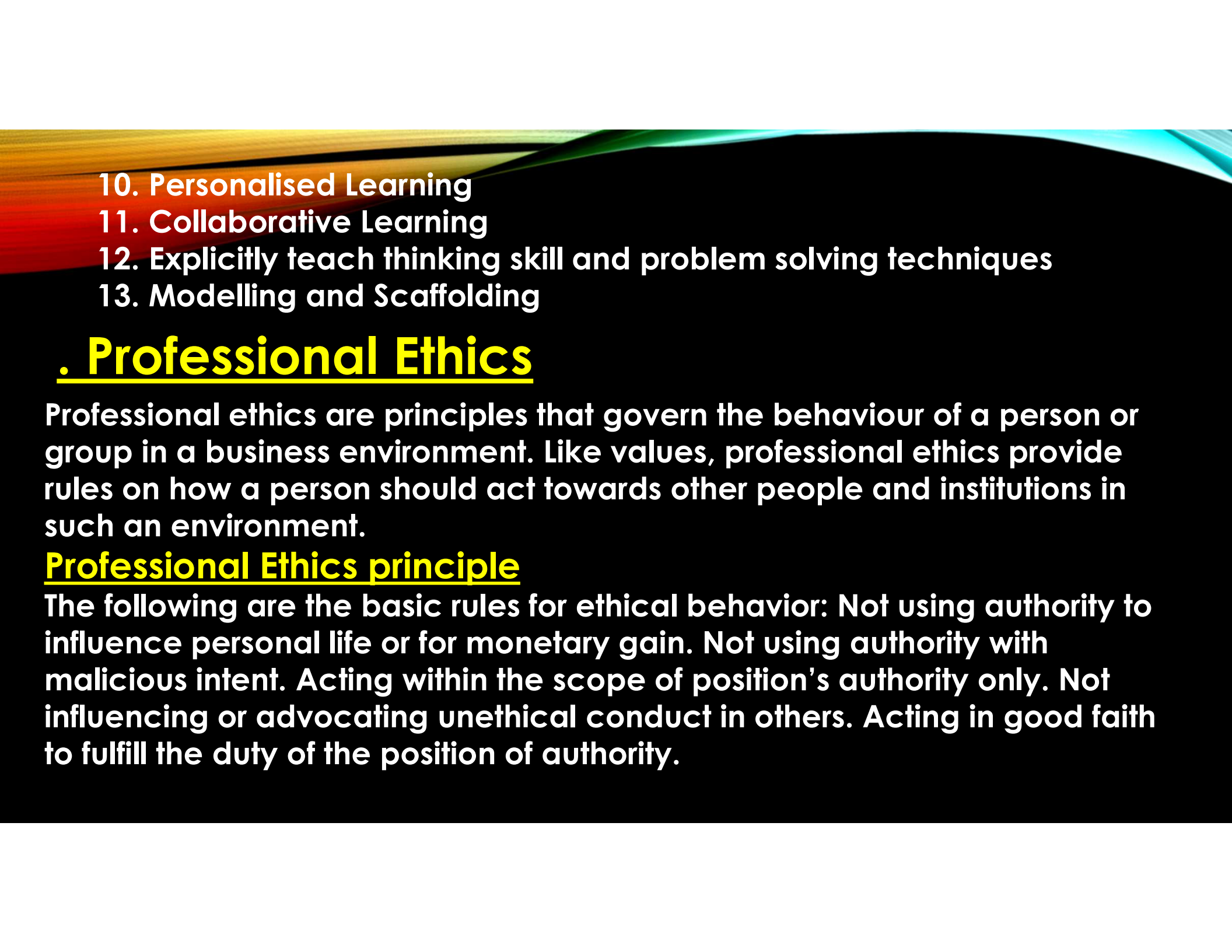
Keeping knowledge and skills up-to-date.
The professional standard of qualifications and registrations are maintained.
Provides a professional sense of direction.
Confidence and credibility are built and enhanced.
It will enhance your confidence and self-esteem. ...
Keep up-to-date with trends and research. ...
Stay motivated. ...
Discover new opportunities. ...
Enhance patient care. ...
Enhance support. ...
Give your patients confidence. ...
Develop new skills.

What are teaching Strategies

Teaching strategies are the various method educators use in their teaching practice and cover a wide range of techniques. Effective teaching strategies include preplanning, outlining learning goals and criteria for success, and consistently providing feedback.

List of teaching Strategies for primary school

1. Know your pupils and develop their respect
2. Appropriate use of summative and formative assessments
3. Teach the vocabulary
4. Explicit Instruction
5. Effective questioning techniques
6. Deliberate practice
7. Differentiation
8. Reinforcing effort/providing recognition
9. Metacognition

- 
- 10. Personalised Learning
 - 11. Collaborative Learning
 - 12. Explicitly teach thinking skill and problem solving techniques
 - 13. Modelling and Scaffolding

. Professional Ethics

Professional ethics are principles that govern the behaviour of a person or group in a business environment. Like values, professional ethics provide rules on how a person should act towards other people and institutions in such an environment.

Professional Ethics principle

The following are the basic rules for ethical behavior: Not using authority to influence personal life or for monetary gain. Not using authority with malicious intent. Acting within the scope of position's authority only. Not influencing or advocating unethical conduct in others. Acting in good faith to fulfill the duty of the position of authority.

Need of Professional Ethics

- 1. To aware the teachers to do their duties and abiding by truth, hard work and honesty when they tend towards comforts, selfishness, laziness and money.**
- 2. To change the conduct and behavior of teachers in such a way behind which there must be social acceptance and approval.**
- 3. To act as a role model for students by behaving in ethical manner to one and all.**
- 4. To create, sustain and maintain a reciprocal relationship between school and society for ensuring harmonious development of the students as well as of society.**
- 5. To enable every teacher for becoming a real one in truest sense of the term by moulding his personality.**
- 6. To bring improvement in professional environment to make it more conducive, favourable and appropriate for effective working.**

Professional Ethics

The following are some professional ethics for teachers:

- a) Loyalty towards duty**
- b) Punctuality**
- c) Dutifulness**
- d) Respect for the profession**
- e) Respect for the institution**
- f) Respect and admiration for co-staff**
- g) Strictness and straight forwardness**
- h) Truthfulness**
- i) Honesty**
- j) Good behavior towards students**
- k) Use of rights**
- l) Motivational attitude studious/good learner**
- m) Dressing sense**
- n) Positive Attitude**
- o) Innovative proper**
- p) Use of authority**

In Paragraph Form Accountability

Accountability is an assurance that an individual or organization is evaluated on its performance or behavior related to something for which it is responsible.

The term is related to responsibility but is regarded more from the perspective of oversight. For example, an employee may be responsible for ensuring that a response to a request for proposal meets the stipulated requirements.

When the performance of a task is substandard, there may or may not be consequences. When there's accountability, however, the employee is held responsible for successfully completing the task or explaining why they failed to do so.

Professional Accountability

Professionalism in any sector is a result of the extent of accountability on the part of individuals. Teaching being a profession, assumes that every teacher needs to be accountable towards his job.

Professional accountability is a commitment that you make to yourself and your career when you become a nurse to advance, grow, improve, and adapt to your work. Ownership comes from being fully engaged in your work and feeling a sense of pride in your profession.

The following are the expected teacher behavior in the form of accountability:

- a) Accountability towards students**
- b) Accountability towards society**
- c) Accountability towards profession**
- d) Accountability towards lifelong teaching and learning**

Important Dimension

As teachers we work hard to provide learning experiences that ensure that every day in every classroom, every student is achieving. Critically, in designing any learning, we seek to understand the readiness of all learners and set challenging but achievable learning goals. We know that the quality of classroom teaching has a profound influence on student learning and achievement.

Teaching is a complex and challenging profession in which an effective teacher makes countless daily decisions. The most critical decisions focus on the student. What do my students already know? What do they need to learn? How do I teach it?

. Recommendations of NPE 1968, NPE 1986, 92, RTE ACT 2009 and NPE 2020

The ministry of Human Resource Development recently replaced the 34 years old National policy on Education(NPE), framed in 1986 with the new Education Policy of 2020(NEP 2020). The NEP 2020, which is approved by the union cabinet, Will attempt to make important reforms in education. The policy aims at universalization of education, starting from pre-school to secondary level with a



100% gross enrolment ratio (GER) in school education by 2030.

Overall, the NPE 1986 created a pool of education and trained human resources who contributed to the value chain but NEP 2020 dreams of creating human resources who will create value propositions.

With the implementation of the new NEP 2020, the Indian education system is poised to become closer to international standards. In an online survey conducted across 1103 students across India, nearly 96.4% were optimistic about the results that come out of the implementation of new policy.

MODEL QUESTIONS

1. What is concept of teaching?
2. What are nature of teaching?
3. What are characteristics of teacher
4. Write a notes on
 - a. Content knowledge
 - b. Pedagogical knowledge
 - c. Technological knowledge
 - d. Professional attitude
 - e. Reflect practice
5. Explain the process and strategies of continuing development of teachers?
6. What are the meaning of professional ethics and accountability?
7. Write a notes on importance and dimensions of teacher ethics and accountability?
8. Describe the major recommendation on teacher ethics and following commission?
 - a. Npe 1968
 - b. Npe 1986 ,92
 - c. Rte act 2009
 - d. Npe 2020



Thank
you

