PROFESSIONAL PRACTICE AND ETHICS IN TEACHING

CONTEXT
Teachers and trainers are reflective and inquiring practitioners who think critically about their own educational assumptions, values, and practice in the context of a changing contemporary and educational world. They draw on relevant research as part of evidence-based practice. They act with honesty and integrity to maintain high standards of ethics and professional behaviour in support of learners and their expectations. This course, therefore, seeks to immerse pre-service teachers in understanding how to transform theory into practice and how to harness their experiences from the field of practice into enhancing their professional development. The course sets out clear expectations of effective practice in Education and Training; how to enable teachers and trainers to identify areas for their own professional development, and above all, support initial teacher education.

Course Title	Professional Practice and Ethics in Teaching						
Course Code	EBS 407		Course level: 400		Semester: 2		Credit value: 3
Pre-requisite							
Course Delivery Modes	Face-to-face ■	Practical Activity	Work-Based Learning	Seminars ■	Independent Study ■	E-learning Opportunities	Practicum ▢
Course Description	The focus of this course is a theoretical and practical exploration of ethics in relation to education and teacher identity and disposition. It encourages pre-service teachers to consider how particular philosophical ideas inform educational values, how these values relate to their identity as teachers, and how they might be articulated into their own ethical teaching practice. This course is designed to expose students to professional values, attitudes, and dispositions of the teaching profession that enable students to develop the right attitudes and skills to meet the physical, psychological, social and spiritual needs of the children they will be teaching. The course also covers the professional ethics and code of conduct of teachers and the rights of and obligations to the teachers. Also covered in this course are issues of right of students, child abuse and consequences of child abuse. The legal framework governing the various units of the Ministry of Education is covered in the course. Above all, the course is to ensure that teachers act with honesty and integrity to maintain high standards of ethics and professional behaviour in support of learners and their expectations. (**NTECF, NTS pp. 6-34**).						
Course Learning Outcomes	By the end of the course:			Indicators			
	CLO 1. pre-service teachers develop own judgement of what works and does not work in their teaching and training (**NTECF, NTS 1a-g**)			**1.1** Reflect on what works best in their teaching and learning to meet the diverse needs of learners **1.2** Evaluate and challenge their practice, values and beliefs **1.3** Inspire, motivate and raise aspirations of learners through their enthusiasm and knowledge **1.4** Be creative and innovative in selecting and adapting strategies to help			

		learners to learn **1.5** Value and promote social and cultural diversity, equality of opportunity and inclusion **1.6** Build positive and collaborative relationships with colleagues and learners
	CLO 2. pre-service teachers develop deep and critically informed knowledge and understanding in theory and practice (**NTECF, NTS 2a-f**)	**2.1** Maintain and update knowledge of their subject and/or job-related area **2.2** Maintain and update their knowledge of educational research to develop evidence-based practice **2.3** Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence **2.4** Evaluate their practice with others and assess its impact on learning **2.5** Manage and promote positive learner behaviour **2.6** Understand the teaching and professional role and their responsibilities
	CLO 3. students develop expertise and skills to ensure the best outcomes for learners (**NTECF, NTS 3a-p**)	**3.1** Motivate and inspire learners to promote achievement and develop their skills to enable progression **3.2** Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment **3.3** Promote the benefits of technology and support learners in its use **3.4** Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning **3.5** Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge **3.6** Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement **3.7** Maintain and update their teaching and training expertise and teaching skills through collaboration with employers **3.8** Contribute to organisational development and quality improvement through collaboration with others
	CLO 4. Students exhibit sound knowledge of the Ghanaian educational systems, legal and ethical codes of professional behaviour and key policies guiding it. (**NTECF, NTS 1d-g, 2a, 2f, 3b, 3o**)	**4.1** Critically examine the basic education system and key policies guiding it **4.2** Understand the interplay of learners' cultural, socio-economic and ecological backgrounds to teaching and learning **4.3** Maintain and update their knowledge of legal and ethical codes of professional behaviour

Course Content	Unit	Topics	Sub-topic(s)	Teaching and learning activities to achieve learning outcomes
	1	Foundations of Professional Practice	• The Nature, Characteristics of Teaching as a Profession • Standards of Practice for the Teaching Profession • Ethical Standards for the Teaching Profession • Professional Learning Framework for the Teaching Profession	Discussion in groups and as a whole class of the nature of a profession, characteristics of a profession, professionalism in teaching, attributes of teacher professionalism, how to acquire and exhibit professionalism Case studies should also be employed in discussing professionalism.
	2	Professional Values and Attitudes	• Concepts of Professional Values and Attitudes • Teacher Professional Development • Community of Practice	Scenarios and simulations of engagement with colleagues, students and other stakeholders to improving teaching and learning, teacher agency and efficacy, and communicating with the public
	3	Teacher Professional Knowledge and Understanding	• Knowledge of educational frameworks • Knowledge and understanding of Curriculums (Objective-and Standard-based) • Deep and Critical Knowledge of Students • Develop Expertise and Skill to ensure the best Outcomes for Learners	Seminars, group work and think-pair-share and panel discussion approaches to be used in the analysis of the development of expertise, knowledge of students and educational frameworks, understanding of curriculums
	4	Professional Practice	• Managing the learning environment • Improving Teaching and learning in Schools • Contemporary Issues Improving students' learning through Assessments	Simulations and role-play in developing pre-service teachers' understanding of how to manage teaching and learning environments to improve higher learning outcomes among learners.
	5	Issues and challenges of Ghana's educational system and policies	• Seminars and Symposia about Issues and challenges of Ghana's educational system and policies	Seminars, panel discussions, debates on the challenges of the education system and policy formulation and implementation.

Course Assessment	**Component 1 (**Formative assessment**):** Discussion and Group Participation: 10%; Reading and Class Participation: 10% Weighting: 20% Assesses Learning Outcomes: CLO 2, 3 & 4.
	Component 2 (Formative assessment**):** Quizzes and Case studies. Weighting: 20% Assesses Learning Outcomes: CLO 1 & 3
	Component 3 (Summative assessment**):** Writing assignments, and End-of-Semester Examination Weighting: 60% A final examination will be comprised of some short answer questions, some multiple-choice questions and a case study. Assesses Learning Outcomes: CLO 1-4
Instructional Resources	1. Relevant videos from YouTube 2**.** Field trips and observations 3. Instructive Papers: Academic journal articles teacher professionalism, values, knowledge and dispositions
Required Text	Bolton, G. (2014). *Reflective practice: Writing and professional development* (4th ed.). London: Sage Publications Ltd. Darling-Hammond, L., & Brandford, J. (Eds.). (2005). *Preparing teachers for a changing world*. San Francisco, CA: Jossey Bass. Day, C. (2004). *A passion for teaching*. London: Routledge Falme. NTC (n.d.). Ghana teachers' standard for Ghana guidelines. Accra, Ministry of Education.