Enhance The Ethical Value in Teacher Education

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Abstract

An appropriate classroom environment can enhance these positive dispositions in children if teachers receive appropriate training. It is no accident that some schools are more adept at addressing the moral development of their students. Better schools plan for virtue. The curriculum contains references to virtuous acts, and students are recognized and rewarded for virtuous behaviors. Four-Component Model of Moral Maturity, the program assumes that moral behaviors are built on a series of component processes. In addition, moral judgment training strategies might include the direct teaching of criteria for making professional moral judgments in cases involving informed consent, paternalism or breaches of confidentiality. For this component, reference should be made to the specific descriptions of prescribed actions found in professional codes of ethics.

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INTRODUCTION

The school building is physically cared for and psychologically safe and teachers model exemplary character traits (Benninga, Berkowitz, Kuehn & Smith, 2003). There is good communication between teachers and parents. Professionals in education need objective knowledge about how children form a basic sense of right and wrong and what schools can do to reinforce appropriate development.

Teachers with a high level of moral professionalism have a deep obligation to help students learn. According to Wynne (1995), teachers with that sense of obligation demonstrate their moral professionalism by:

- Coming to work regularly and on time;
- Being well informed about their student-matter;
- Planning and conducting classes with care;
- Regularly reviewing and updating instructional practices;
- Cooperating with, or if necessary, confronting parents of underachieving students;
- Cooperating with colleagues and observing school policies so the whole institution works effectively; tactfully, but firmly criticizing unsatisfactory school policies and proposing constructive improvement.

Moral Sensitivity, the awareness of how our actions affect other people. It involved being aware of the different lines of action and how each line of action affects the parties concerned. It involves knowing cause-consequent chains of events in the real world, and empathy and role-taking abilities.

Moral Judgment is based on the work of Piaget (1965) and Kohlberg (1984) and involved intuitions about what is fair and moral. It requires adults to make moral judgments about complex human activities.

Moral Motivation requires a prioritization of moral values over personal values, particularly in professional settings, and,

Moral Character requires individuals to act on their moral convictions. Training strategies which lend themselves to enhancing moral sensitivity may include role-playing exercises to sensitize pre-service teachers to professional dilemmas (like the one that began this essay) and related strategies to make professionals aware that their actions affect others. In addition, moral judgment training strategies might include the direct teaching of criteria for making professional moral judgments in cases involving informed consent, paternalism or breaches of confidentiality. For this component, reference should be made to the specific descriptions of prescribed actions found in professional codes of ethics.

CONCLUSION

As I conclude in this paper, appears that moral and ethical issues, including character education, are slowly becoming part of the teacher education programs. Philosophical writings and psychological research exist to provide guidance, and exemplary university training programs, provide beginning models of practice. Overwhelmingly deans and administrators of teacher education programs agree that core values can and should be taught in our schools. It's now up to the profession to ensure broader and deeper implementation.

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