

PROFESSIONALISM IN TEACHING

Course Code: EDBE321

Credit Hours: 3

Course Description:

Learning to teach is a continuous process which involves pre-service teacher preparation and mentoring for beginning teachers and professional development. The purpose of this course is to assist student teachers to grasp the theory of professionalism and implement the same into practice needed for teaching profession. Teaching is the profession that is on the edge of a great transformation all over the world. At the same time the expectations about teacher's performance, roles, responsibilities, enthusiasm and commitment are increasing. Enhancing professionalism among teachers is an area of global concern. Developing cognitive skills is not the only criteria for effective performance, we also need to develop the affective skills of student teachers so that they can demonstrate the dispositions required of them mentioned in the National Standards for Teachers in Pakistan. This course will broaden the horizon of student teachers in determining the relationship of theory and practice of professionalism in respect of commitment and dedication for teaching through depicting dispositions required for teaching profession.

Learning Outcomes

At the end of the course students will be able to:

1. Explain the concept and characteristics of profession and professional
2. Describe and adopt the characteristics professionals and effective teaching
3. Define and discuss the term professionalization and its process and establish their awareness about the professionalization of teaching profession
4. Recognize the requirements and characteristics of professionalism and depict their commitment and enthusiasm towards teaching profession
5. Adhere to the professional code of conduct and professional values and show their commitment to professional renewal
6. Depict their commitment towards teaching through practicing professional dispositions for teachers
7. Demonstrate and practice Islamic principles of professionalism regarding teacher's accountability
8. Identify the difficulties that beginners' teachers face and recognize the role of mentor in overcoming these difficulties
9. Develop awareness about the attributes of professional teachers as reflective practitioner, transformative, enquiring, committed and a role model
10. Recognize their professional distinctiveness and develop skills for carrier development to match their expertise with changing teaching learning scenarios
11. Appraise and align their knowledge, skills and attitudes with Suggested Readings to national professional standards for teachers in Pakistan
12. Write reflective journals and become effective professional teacher of 21st century

Contents

1. Introduction of Profession and Concept of Teaching

- 1.1. Concept of Profession and Professionals
- 1.2. Characteristics of Profession and Professionals
- 1.3. Assumption about Teaching
- 1.4. Teaching as a Profession
- 1.5. Characteristics of Effective Teaching

2. **Professionalization Process and Professionalism**
 - 2.1. Concept and Process of Professionalization
 - 2.2. Professionalization of Teaching Profession
 - 2.3. Definition and Characteristics of Professionalism
 - 2.4. Subject and Pedagogical Knowledge
 - 2.5. Importance of Commitment and Devotion in Teaching
3. **Professionalism in Teaching: Theory to Practice**
 - 3.1. Code of Professional Conduct and Values
 - 3.2. Commitment to Professional Renewal
 - 3.3. Professional Dispositions for Teachers
 - 3.4. Islamic Principles of Professionalism
 - 3.5. Problems faced by Beginner Teachers: Highlighting Role of Mentoring
4. **Attributes of Professional Teacher As A/ An:**
 - 4.1. Reflective Practitioner
 - 4.2. Transformative Teacher
 - 4.3. Enquiring Teacher
 - 4.4. Committed Teacher
 - 4.5. Role Model
5. **Changing Role of the Teacher: Beyond Classroom**
 - 5.1. Teacher's Professional Identity
 - 5.2. Career Development
 - 5.3. Writing Reflective Journals
 - 5.4. Write A Review of National Professional Standards for Teachers in Pakistan

Teaching-learning Strategies

The instructional strategies will focus on constructionist learning approach. These strategies will be diverse in line with the course contents. Therefore, these strategies will include but not limited to demonstration, cooperative learning, collaborative learning, teacher and student-led discussion, individual and group presentations, reflective practices and classroom activities.

Assessment and Examinations

The students will be assessed according to the following criteria

Examination	Marks Distribution
Sessional Work	25%
Mid-Semester	35%
Final Semester	40%

Suggested Readings

- Beckett, D., & Hager, P. (2002). *Life, work and learning: Practice in post modernity*. London: Routledge.
- Bolton, G. (2005). *Reflective practice: Writing and professional development*. Sage: London.
- Campbell, E. (2003). *The ethical teacher*. Buckingham: Open University.
- Day, C., Kingon, A., Stobart, G., Sammons, P. & Gu, Q. (2007). *Teachers matter*. Open University Press.
- Edwards, R., & Usher, R. (2002). *Globalisation and pedagogy: Space, place and identity*. London: Routledge.

- Fredson, E. (2001). *Professionalism: The third logic*. London: Polity.
- Goodson, I. F. (2003). *Professional knowledge, professional lives: Studies in education and change*. Maidenhead: Open University Press.
- Mahony, P., & Hextall, I. (2000). *Reconstructing teaching: Standards, performance and accountability*. London: Routledge Falmer.
- Malin, N. (Ed.). (2000). *Professionalism, boundaries and the workplace*. London: Routledge.
- Walker, M. (Ed.). (2001). *Re-constructing professionalism in university teaching: Teachers and learners in action*. Buckingham: The Society for Research into Higher Education & Open University Press.
- National Professional Standards for Teachers*. Retrieved from http://www.ascd.org/publications/books/100047/chapters/Professionalism,_Teacher_Efficacy,_and_Standards-Based_Education.aspx