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From Philosophy of Education to Professional Ethics in Education and vice versa: an impossible way?



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A model of professional ethics in the teaching profession based on its core values



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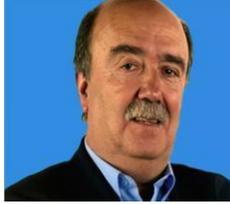
The challenges of the construction of professional ethics in education and training



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Professional Ethics; Dilemmatization and Innovation



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ABSTRACTS

From Philosophy of Education to Professional Ethics in Education and vice versa: an impossible way?

De la Philosophie de l'Éducation à l'Éthique Professionnelle en éducation et vice versa: un trajet impossible ?

The philosophical way to understand professional ethics consists in a critical, meticulous, tireless and complex questioning about the ethical constitution and perplexities of educational situations, acts and decisions. This very way forms also a commentary to the applied nature of professional ethics and reveals the possible inner conflict between philosophy and professional ethics as a conflict between the open and the closed. Given that educational field is fundamentally crossed by ethical worry (or inversely that ethical worry defines the educational field), the position of philosophical analysis is one of interruption and reorganization of certainties and doubts, of profound excavation of installed conceptions about moral, profession, practice, praxis, education and their multiple combinations. In that sense, professional ethics could not be either a specific well restricted local place for the description of specific local problems which are meant to be resolved in a specific way or an emphatic way to stress upon the necessity and urgency of solution or an index of problems clearly associated to clear solutions conforming to an "ought" or rational philosophy. It is important to philosophically problematize on an ethical level the sense of the end and of the solution themselves by organizing the map of possible conflicts, leaks, imbalances and ambiguities and by indicating that the problems often are situated at the very heart of that which constitutes the profession itself and its ethical nature. Ethical problems are rather inescapable and their inclusion in the field of professional ethics does not mean that they ought to be necessarily dissolved or disappear behind a simulation of resolution. Philosophy is a way to stare in the face the inescapable, the unfinished and the non finito which morally means accept the risk and irony of live humanly. In this dilemmatic chora of ethics, profession creates a paradox – but also, in the close space of profession, ethics creates an openness.

A model of professional ethics in the teaching profession based on its core values

Often defined as a self-regulatory process of professional conduct, professional ethics is required when relationships with others occupy a central place in the professional work. In this respect, the practice of medicine readily comes to mind as the patient must trust the doctor and rely on his or her knowledge and competence in order to be treated correctly and respectfully, from the diagnosis to the treatment and the assessment of its effect. In education, teachers at all levels of the school system are increasingly required to show ethical concerns, to be aware of codes of ethics related to their profession, and to behave accordingly, showing both high professional standards and empathy.

The aims of this study are to clarify the different values associated with the professional ethics in the teaching profession and build an integrated model based on the core values of the profession.

A review of the literature on ethics in the teaching field has been made through the following databases: ERIC, Psycinfo, Socionet, CAIRN, ProQuest and Google Scholar. It has yielded reference books, conceptual and empirical studies, research reports, and official documentation from professional associations, and governmental and non-governmental organizations. A qualitative analysis was made in order to put forward the values, as essential and substantive components of professional ethics in the teaching profession, and existing models in order to create an integrated model of professional ethics.

The content analysis shows that there are a number of professional values widely accepted in the teaching field and education such as respect, honesty, integrity, justice, equity, and altruism. These are all part of professional ethics and can be considered as components to build a model that places professionalism in its center. The integrated model of professional ethics in the teaching profession built from these values is presented and discussed in the light of other existing models in the field of professional ethics.

The model constructed from the integration of the essential values of the teaching profession gives a full overview of professional ethics specific to the field. It may be used in the training of pre-service teachers and continuous education aimed at professional development. Thus it may be meaningful to sustain the development of professional ethics rooted in psychological and social dimensions, and not only on justice and philosophical principles.

The challenges of the construction of professional ethics in education and training

The occupations which have to contribute to the education and to favor the training (formation) of others have a particular ethical status which cannot be considered as a simple care or a pure institutional and legal responsibility towards others. That is why surrounding areas of the ethics teaching as are: a case law activity, or a sociological habit appropriate to a corporate association, give no satisfaction. Having called back how the education is, before anything else, a philosophic act, we shall show that (it) possesses the structure which makes possible an ethical self-training of the educators and trainers. We shall highlight the stakes in this construction, from the point of view of the emancipation by a long-life education, directed to a politics of ourselves.

Professional ethics; Dilemmatization and Innovation

It is essential that professional ethics should be considered from a philosophical perspective to highlight the spaces of indecision that run across the educational activity. Ethics should provide the educator with capabilities of problematization and of dilemmatization: while instruments that will allow him to make ethics not a repository of rules to enforce and manage routine but rather a vehicle to constructively cope with deadlocks, events, surprises and conflicts. An ethics for innovation.