PROFESSIONAL EDUCATION STUDIES (PES)
PRIMARY TEACHER EDUCATION
SIMPLIFIED AND DETAILED

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YEAR ONE MODULE
2018

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UNIT 1: INTRODUCTION TO PROFESSIONAL EDUCATION STUDIES (PES)

Terminologies in Professional Education Studies

A profession is an occupation, practice or vocation requiring mastery of a complex set of knowledge and skills through formal education and/or practical experience.

Every organized profession (accounting, law, medicine, teaching etc.) is governed by its respective professional body.

Education is the act or process of imparting or acquiring particular knowledge or skills as for a profession.

Professional Education is an educational process or program that facilitates individuals to acquire special competencies for professional practice.

Professional Studies is a term used to classify academic programs which are applied or interdisciplinary in focus.

Professional Education Studies is therefore an integrated discipline that equips teachers with the theoretical and practical knowledge, skills, attitudes and values that enable them to implement the school curricula. Professional Education Studies is a multi-dimensional discipline that equips teachers with the required practices, principles and guidelines to confidently teach in a school.

Professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

Some of the examples of Professional development are;

1) Furthering education and knowledge in a teacher's subject area e.g., learning new scientific theories, expanding knowledge of different historical periods, or learning how to teach subject-area content and concepts more effectively.
2) Training or mentoring in specialized teaching techniques that can be used in many different subject areas, such as differentiation (varying teaching techniques based on student learning needs and interests) or literacy strategies (techniques for improving reading and writing skills).
3) Developing technical, quantitative, and analytical skills that can be used to analyze student-performance data, and then use the findings to make modifications to academic programs and teaching techniques.
4) Learning new technological skills, such as how to use interactive whiteboards or course-management systems in ways that can improve teaching effectiveness and student performance.

5) Improving fundamental teaching techniques, such as how to manage a classroom effectively or frame questions in ways that elicit deeper thinking and more substantive answers from students.
6) Working with colleagues, such as in professional learning communities, to develop teaching skills collaboratively or create new interdisciplinary courses that are taught by teams of two or more teachers.
7) Developing specialized skills to better teach and support certain populations of students, such as students with learning disabilities or students who are not proficient in English.
8) Acquiring leadership skills, such as skills that can be used to develop and coordinate a school-improvement initiative or a community-volunteer program. For related discussions, see leadership team and shared leadership.
9) Pairing new and beginning teachers with more experienced "mentor teachers" or "instructional coaches" who model effective teaching strategies, expose less-experienced teachers to new ideas and skills, and provide constructive feedback and professional guidance.
10) Conducting action research to gain a better understanding of what's working or not working in a school's academic program, and then using the findings to improve educational quality and results.
11) Attending graduate school to earn an advanced degree, such as a master's degree or doctorate in education, educational leadership, or a specialized field of education such as literacy or technology.

The components of Professional Education Studies

Professional Education Studies has the following components;

- Educational Psychology
- Philosophy of Education
- History and comparative education
- Education Technology
- Curriculum Development Studies
- Innovations in Education
- Socio-economic and political aspects of education
- Generic Methods
- Special Needs Education
- Sociology of Education

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Relevance of Professional Education Studies in the Teacher Education Curriculum

The aims of studying PES should include the following;

(a) Understanding the pupil
(b) Awareness of the society or ones culture
(c) And a grasp of the nature of the process of education

Professional Education Studies is a core subject that a teacher trainee offers to make his/her course complete in order to become a professional.

The Qualities of an Ideal Teacher

The teacher, of whatever subject, is an enabler helping the learners to create a way of life, guided by reason more than by passion. Therefore the teacher selects and offers the learning content of study to ensure that the intended objective is fulfilled. The teacher has numerous challenges to cope with such as; the variety of personalities of the learners who belong to different backgrounds. However, the teacher must find the appropriate educational matter and method of catering for their educational needs. The teacher who can do this must therefore possess certain special professional and personal qualities.

A. Professional Qualities of a Teacher

An ideal teacher:

1. Should have a Clear Aim:

Must know the aim (s) of the subject he/she teaches, collect the relevant matter and method of teaching the subjects effectively.

2. Should be Professionally Trained

Should be well-grounded in theoretical matter of the subject he/she teaches and should be able to teach it easily using the right method appropriate to the subject and the learners.

3. Should be Lively and Imaginative

- Should prepare adequately to be able to stimulate and retain the learners' interest and participation
- A disinterested class is a bored class and will feel relieved when the lesson ends and the teacher leaves
- With proper preparation, the teacher is able to vary the method to suit the temper of the learners

4. Should have insight into the life of the learners

Have a clear insight into the life of the pupils since he/she is dealing with not only facts, but also emotions, attitudes and beliefs. This pre-supposes that the

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teacher should have a clear understanding of the background of the learners in order to apply the appropriate method in lesson delivery.

5. Should have interest in Teaching

- Teaching is not only demanding but also very exciting.
- The teacher must prepare thoroughly for every question and challenge in the teaching/learning process
- The lessons must be rich in matter and method
- To gain efficiency and effectiveness, the teacher must spend a lot of time reading, researching and preparing material related to his/her subject.

6. Should have Academic Depth and Breadth

- Teacher should be very knowledgeable, having a lot of information about a lot of things.
- This helps him/her teach in an integrative manner combining ideas from various disciplines.
- Emphasis is that knowledge is perceived as an entity but not departmentalized or fragmented particles

- It helps the teacher compare theories and sort out the most correct information.
- Human mind is infinitely capacious, always ready and willing to receive new information
- It helps the teacher to conduct lesson interestingly because learners are usually interested in up-to-date information.

B. Personal Qualities of a Teacher

Besides professional qualities, a teacher must be distinguished by some special and personal qualities. Among so many possible qualities, an ideal teacher:

1. Should live by a Certain Philosophy of Life

- A teacher of whatever subject and level of qualification should have some basic principles of his/her life, some standards, some ultimate aim or purpose of life- whatever it may be.
- Whatever good qualities the teacher advocates must be reflected in his/her life. The teacher must live what he/she preaches.

2. Should be sincere

- This is an indispensable quality every teacher must have.
- In all dealings with the learners and the society- in explaining things, especially in dealing with people of other religious convictions etc. the teacher should be sincere in making his/her position clear. Sincerity wins Respect.
- Admit what you do not know- but find out and report to the learners.
- If you make a mistake admit it and endeavour to correct it.

3. Should be tolerant

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- Along with sincerity goes tolerance.
- Listen to other people's views, especially religious convictions, cultural values and practices, with patience, tolerance and understanding.
- Sincerely share your views constructively with the learners and fellow staff and society
- While you may stick to your persuasions or convictions, avoid the attitude bigotry.

4. Should have warmth and good humour

- These are universal gifts which must be developed by everybody, especially teachers.
- They are expressed in such traits as pleasantness, cheerfulness, friendliness, sympathy, and approachability
- A good humored person should not only crack a joke, but should also recognize when a joke is made (about him/her) and laugh it off.

  N.B: A joke expressing good humour should not be mistaken for a satire.

5. Should be creative and adoptable

- Every teacher has some capacity of talents- some of which remain latent.
- Whatever qualities or talents a teacher has, must be discovered, developed and put to the use for the benefit of the learners.

  Every good attitude, aptitude and interest the teacher posses should be put at the disposal of the class.

6. Should be flexible and approachable

Along with creativity and adaptability, goes flexibility and approachability.

- A teacher should be flexible to attend to a real need expressed by the learners or a line of study deserving immediate attention.
- The teacher may digress to attend to a question or an educational need, but not wander too far, forgetting the lesson for the day (in progress).

7. Should be humble

- However knowledgeable a teacher may be, he/she cannot claim to be omniscient.
- He/she should also be willing to admit that he/she does not know everything and willingly accept the convincing contributions made by students.
- Humanity goes with creativity, adoptability, tolerance and sincerity.

8. Should have good memory

- A good memory is an indispensable quality, which is very good asset in the class which every teacher must have.
- A forgetful teacher is both ridiculous and dangerous. A teacher known for his/her good memory will be tolerated if she/he forgets some details.

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- Good memory helps to knit together various blocks of knowledge experienced at different times in different previous lesson sessions.
- Should fulfill promises he/she makes.

9. Should have firm personality

It is important that a teacher should have firm and consistent personality..

- Should be aware of the so many eyes following his/her movements and ears listening to his/her talk and then organize and present himself/herself and the lesson clearly and firmly.
- Firm personality helps the teacher to make students learn and reinforce discipline.

10. Should be kind

Human beings are not beasts to be tamed by compulsion, but through kindness and persuasion. The young learners should be made to understand that the teacher has good intentions for them- to improve and succeed; and so they endeavour to do what the teacher says.

11. Should love the learners

- Should try to overcome the barriers in modern life such as social, economic and ethnic differences.
- Should endeavour to know each child individually in all possible details both in school and more preferably out of school.
- It is easy to know children because they are young.
- It is easy to know children because they are not reserved.

12. Should be exemplary

- The teacher has exemplary role to be emulated in society
- Should be knowledgeable (perpetual student) and a person of great vision.
- The teacher is a bridge between school and society. School is not an exclusive confined place but school and society flow into each other so influence each other with the teacher as the main actor.
- The teacher is a bridge between “youth and maturity”
- The teacher should belong and understand both levels and thus help both levels understand each other.

13. Should be a conscientious person

- Should be able to work without being watched.
- The teacher has entered an agreement to help his/her class do well and succeed
- Should use every available opportunity to fulfill his/her obligation
- Should apply all professional techniques and skills to help the learners succeed. This implies all the qualities mentioned above.

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TEACHERS' CODE OF CONDUCT

A **code of conduct** is a set of rules outlining the social norms and responsibilities of, or proper practices for, an individual, party or organization.

All people who are in charge of life and welfare of children in our community have to live a life that conforms to the expected standard and code of conduct.

GOVERNMENT OF UGANDA

TEACHER'S CODE OF CONDUCT

Part I - Membership to the Teaching Profession

Membership to the teaching profession shall be open to a person who has successfully completed an approved course of training as a teacher leading to the award of a recognized certificate in teaching and whose name has been entered in the registrar of teachers in accordance with the provisions of the Education Act, 1970, and such a person has been issued with a certificate of registration as a teacher.

Licensed Teachers; a person who has not fulfilled the requirements of subparagraph one of this code, may join the service if that person meets the requirements of eligibility and a license to teach, in accordance with the provisions of the Education Act, 1970, in regard to a person who may be licensed to teach and whose name has been entered on the Roll of persons licensed to teach.

Part II - The Child-Learner

A teacher's chief responsibility is towards the child/learner under the teacher's care and the teacher shall guide each child/learner where necessary in and out of school in order to develop the child/learner in body, mind, soul, character and personality. The teacher shall therefore: -

- Respect the confidential nature of information concerning each child/learner and may give such information only to persons directly concerned with the child-learner's welfare.
- Recognize that a privileged relationship exists between the teacher and the child/learner and shall refrain from exploiting this relationship by misconduct prejudicial to the physical, mental and moral welfare of any child/learner and the teacher shall not have a sexual relationship with the child/learner: and
- Refrain from using a child/learner's labour for private or personal gain.

Part III - Professional Conduct
A teacher shall

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At all times live up to the highest standards of the profession and avoid any conduct which may bring the profession and the service into disrepute.

- Teach conscientiously with diligence, honesty and regularity.
- Teach objectively in all the matters including politics, religion, race, tribe and sex.
- Not take advantage of his or her influence to indoctrinate the child/learner towards the teacher's tenet, dogma or doctrine.
- Prepare relevant schemes of work, lesson notes teaching aids well in advance to ensure effective teaching and learning.
- Set an adequate amount of written and practice exercises promptly for effective teaching and learning.
- Mark and evaluate all written and practical exercises promptly and carefully.
- Undertake such remedial teaching as effective learning might require.
- Observe regulations and instructions regarding coaching and private instruction issued from time to time by appropriate authorities.
- Seek for and obtain permission to be absent from duty from the head teacher before the occurrence of such absence.
- Not to teach while under the influence of alcohol or drugs or come to school while drunk.
- Not to eat any food while conducting a lesson except when required for the purpose of teaching or on medical grounds.
- Conduct all internal and external examinations in accordance with rules governing such examinations issued from time to time by the competent authorities and shall not commit any offence against examination regulations in force.
- Follow the programme discussed with and approved by the head of the department and shall co-operate with the head of the department and other teachers in carrying out that programme.
- Make schemes of work, records of work and lesson preparation books available to the head teacher and the head of the department for inspection.
- Allow the head of department or the head teacher to be present while the teacher is teaching.
- At all times, maintain a professional attitude towards colleagues, avoiding derogatory, slanderous and unfair criticism against his or her colleagues and shall at the times create and maintain harmony.
- Use proper channels of communication and flow of information.

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- in view of ever rising standards, strive to improve his or her own academic and professional standard but shall not do so at the expense of the children/learners he or she teachers; and
- Maintain and keep in a safe manner records of learners' performance in examinations to enable him or her report factually and objectively on each learner's progress.

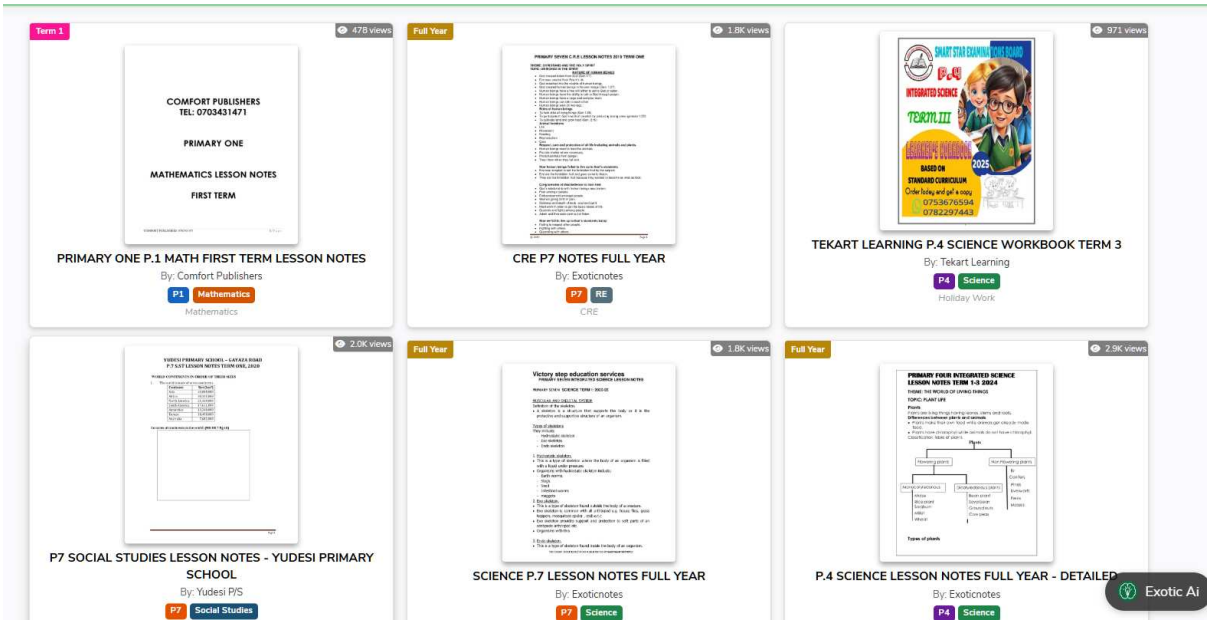
The new teachers' professional code of conduct (2012) replaced the one of 1996, has been gazetted as a statutory instrument legally binding to all teachers. The code of conduct that spells out the personal responsibility and conduct expected of a teacher was designed by the education service commission that recruits teachers. According to the instrument, teachers are expected to dress appropriately and decently to ensure "a neat and pleasant outlook" while on duty as well as in the community. "You don't need many pairs of shoes of trousers to be smart. It means that if you have one shirt you should wash it in the evening and put it on in the morning when it's clean. Decency requires that teachers brush their teeth and shoes before appearing in public so as not to bring the profession into disrepute. The code of conduct outlaws the involvement of teachers in any acts likely or intended to cause disturbance or riot in a school. The code of conduct bans teachers from encouraging students and other teachers to join in the strike If one (teacher) is striking they are expected to strike peacefully and withdraw their labour if they want but they should not instigate others to strike and paralyze the institution.

DEVELOPING PERSONAL PRINCIPLES

Every person who is to be trusted must have principles that can be seen from him/her over a period of time. Trust in a person is built basing on what you show to other people. Personal principles are a set of things, dos or don'ts that an individual will always work hard to uphold or not to do in order to maintain his/her self righteousness. Principles are the actions or set of values that define what a person stands for. The following can be some of the principles that teachers can have:

- Never walk passed any child who is being abused no matter by whom
- Always speak the truth
- Always be in support of the rights of children in any situation
- Never torture any child
- Never sell him/her self to anybody no matter the condition

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