FROM THE TEACHERS PROFESSIONAL ETHICS TO THE PERSONAL PROFESSIONAL RESPONSIBILITY

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Abstract: Following the idea of civic responsibility of all adults for the new generation, we have tried, in different previous studies, to demonstrate that teaching is involving a lot of moral principles and values. Our present article aim is to present a part of our research about the teaching ethics under the idea of being a stable dimension of teaching professionalism. Calling, work engagement, autonomy, responsibility are revealed to be the main components of a Personal Moral Professionality; these topics are related and discussed under the perspective of existence a professional personality of each teacher. Our study suggests that universities and schools like learning and professional organizations could promote teachers ethos and contribute to the development of a Teaching Applied Ethics and, in the end, of an active Personal Moral Professionality .

Key words: teaching profession, professional ethics, professional knowledge, personal professional moral, long distance education

1. Teaching Professionalism and Professionality. Ethical implications

Starting with 1984 or even earlier, it is developed a debate in our professional community about teaching under some moral principles and duties (see at least, A. Tom's work – *Teaching as a moral craft*, 1984), thus our topic is not new but reconsidered in ourdays. In 1986, the Holmes Group, in *Tomorrow's Teachers* report, identified its goal as "nothing less than the transformation of teaching from an occupation into a genuine profession". (Holmes Group, 1986) Teaching is now considered to be at the level and status of a "true" profession (see Howsam, Corrigan & Denmark, 1985; Burbules & Densmore, 1991 or Soder, 1990 etc.) In our studies, we tried to develop a new perspective about the relation between other human being personality component and the professional actions. In the same time, we have to take into account the well known fact and truth that education is the most important *need* of an healthy society because of the huge implication on the *Good* of the next generation.

It is known that teaching is fifth percent science and fifth percent "an art of education", so, teaching is not strictly a technical/rational, skill-driven task; thus, it is very difficult to develop standards of professional practice, when a sufficient degree of autonomy and self-governance are still missing. Pratte & Rury in 1991 listed four criteria that constitute a profession: remuneration, social status, autonomous or authoritative power, and service. In the same year, Burbules and Densmore made up a taxonomic approach which focuses on a list of the profession characteristics: professional autonomy; a clearly defined, highly developed theoretical knowledge base; control of training, certification and licensing of new entrants; self-governing and self-policing authority, especially with regard to professional ethics; commitment to a public service. (see Burbules and Densmore, 1991)

The teachers training meaning vocational education for develop the professional competences become one of the most important goal of any formal educational system. In order to meet the large variety of requirements and to shape up a behavioral offer to diverse challenges, the educator / the teacher must be able to reflect over the meanings of his actions, to be aware of his mission. Like a new stage for the debates about teaching, in the 90th numerous authors have discussed teaching as a moral activity (Ayers, 1993; Jackson, Boostrom, & Hansen, 1993; Noddings, 1984, 1992; Sockett, 1993, Tom, 1984). Although these descriptions differ to some degree, two common features emerge: *1) teaching is founded upon a relationship between two or more individuals and therefore must be guided by a morality of relationship*; and *2) teachers are engaged in changing the behavior of others to attain prescribed ends.* These *ends* involve making decisions about what others should know and become, such judgments are based upon questions of value and worth, making these to be moral judgments.

Our study, being develop within the teacher education domain, have to take into account the important interpretations about professionality and professionalism – like main concepts for competences based training programs; both are detailed starting from the principle of teaching like a specific profession. The teacher is mainly an artist or an intelectual practitioner? This is only one of the arrised questions about teachers professionalism and about how to support a future teacher on his/her professional development. The professionalism determine the existence of an occupation ethos, having the role of coagulation the common beliefs, even prejudices related to that profession; existence of professionalism has essential implications to the *identity construction* and of *self esteem, of attitude and values orientation* for the members of a professional group (in time, the professionalism of each member of an occupation community is determining the increasing of that occupation prestige).

Professionality is a term introduced by Hoyle in 1975, by defining two distinct aspects of teachers' professional lives: professionalism and professionality. Even, Hoyle is known for his three dimensions *professionalism* model - autonomy, knowledge, responsibility, in fact, he explained the distinction as being between status-related elements of teachers' work, which he categorised as professionalism, and those elements of the job that constitute the knowledge, skills and procedures that a teacher uses in practice, and which he defined as professionality. Evans in 2002 had give us a new and more precise definition of the professionality term: "an ideologically-, attitudinally-, intellectually- and epistemologically-based stance on the part of an individual, in relation to the practice of the profession to which s/he belongs, and which influences her/his professional practice" (Evans, 2008, p. 26).

Becoming a professionalist, has to do with achieving the professionality stance which determinate the level of professionalism of a practitioner during the professional development process. The professional competence is achieved in time, the pre-service (initial) education being only the starting point in training professionals.

The stages identified in the evolution of the teaching career are mainly the same, on almost all the theorists works; making an useful and short description for each level, we select the following taxonomy (Huberman, 1987, apud. Seghedin, 2011): *1. Entrance -* characterised by the school staff like a discovering the career phase; accompanied by periods of uncertainty and confusion, sometimes even of perplexity caused by the professional ideal structured during the studies and the educational reality of a concrete school; small inner conflicts can appear between the ego of being a fresh graduator with fresh information and the uneasiness of the last arrived person (this conflict can sometimes be built, consciously or unconsciously, by the other teachers); *2. Stabilization* - the initial uncertainties decrease by gaining a more balanced status, involving the adaptation and acceptance inside the school community; at this level, the school culture is essential with its dimension of initiation ceremonial; the mentor is another important part of this phase; *3. Experimenting şi diversifying* - the moment for the new-comer to gain complete balance; even a critical viewpoint over the institution and community is developed, sometimes resulting in constructive involvement; the engagement for the profession is done, everyone is seen like a committed professionalist in thoughts and actions; *4. Reflection* is the representing the time of new questions that guide the school teacher towards critical arguments with the professional decisions taking the responsibilty of the personal decision making process; it is a phase of exercising the self-reflection and analyzing the own progress under this professional status; existential crises are possible and maybe the choice of another profession; these 3 and 4 phases are to be considered the main important steps in developing the ideal perspective about teaching profession; *5. Serenity and emotional distance* closely followed by the lack of motivation towards the own continuous training and even towards pursuing the compulsory activity; a period of resignation and submission; *6. Conservatism* - a time dominated by dissatisfactions and deceptions concerning own career, school, colleagues - all leading to a weaker open-mindedness towards new and experimenting, new projects etc; these two phases - 5 and 6 – from a teacher professional development are encourage, sometimes, by some strategical mistakes made on the educational policies level; *7. Disengaging* - stage of progressive orientation towards activities outside the school and profession; stage in which the professional career no longer matters.

Trying a link between the concepts we had invoke and, admiting some steps between the entrance and the reflective practitioner level, professionalism is the highest „pic" of professionality. The accent which we try to put on the personal professional evolution process is taking into account the structural

development of the teaching not on individual but on professional community level. Starting from a taxonomy designed by M. Altet in 1997, we tried to find the place and the time for some ethical perspectives and contents like development reflection points on the teaching professional development; there were identified four complementary phases: a) status changes on a professional activity level; b) the specific profesionals education level (for teacher education – to know how to teach for achieving learning outcomes); c) the individual professional development (a professional level of rationality in teaching, using reflection in action, to design teaching strategies, to analyse and reflect post action etc.); d) the recognition of the teachers like a distinct social-professional group.

Looking forward to these descriptions, we consider that we have to admit some particular developments on the professional evolution determined by the personal life "ups and downs". In the same time, we have to recognize that the main goal of teacher education is to support the individuals during the professional development, accepted like an increasing process between two stages: "from a technician, or an action practitioner to the highest level of reflective practitioner characterized by autonomy and responsibility." (cf. Altet, 1997 apud Seghedin, 2011)

2. Teaching - a moral profession. Teachers Ethos

It is already known that the education involves an axiological component and the moral values represent the spinal column of an individual personality. Mainly for an educator, the moral and morality are important from both perspectives - human and professional. The moral obligation of the teachers and the agreement with the community demand a *professional competence* coherent with both the teachers and the community. It is obvious that the teacher's practice, like any other profession, needs a specific field of abilities, techniques and, generally, resources for the didactic activity, but in the same way, those aspects of culture must be aknowledged in order to create the background of the knowledge is being taught. It is obvious, again, that the *professional competence* advances the purely technical meaning of the didactic competence. It is more likely to speak about complex professional competences, which combine abilities, principles and the awareness of the meaning and consequences of the educational practices. It is very hard to assume a moral obligation or an agreement with the social meaning and social consequences of education, if this complex competence is not mastered (cf. Sockett, 1990 apud Wynne, 1995)

To give more way to the chance of reaching the professional responsibility by the career teachers we need to operate with it in the form of moral-professional standards, usually imposed by the normativity of a code of ethics. We must stress that the existence of such moral-professional reference points has a double purpose, of building the professionality and defending the professionals: a. knowing these standards will guide the candidate that has chosen a teaching career over his/her moral-professional obligations; b. requiring them among the professional community will determinate career evolutions, without didactical geniuses and failed decisions for the moral dilemmas inherent to it.

One of the theoretical base for the present research is represented by a personal model for teachers professionalism - *A three-element professionalism Model*, in which the reflective capacity represents the link between the other two components - technical (scientific and didactics knowledge and skills) and moral elements (which are involved in everyday teaching activities). During the others, previous empirical studies we tried to demonstrate that the *reflective capacity* represents the link between the technology of teaching and the ethical components of teaching. (Seghedin, 2004) The *reflective ability* represents the mobile element, which facilitates the transition between the educator's professional conscience and the educator's professional conduct. *The reflective capability* helps the individual to choose. An heuristic approach to professional ethics is important for developing the students' reflective thought which is imposed by the diversity of the *ethical dilemmas* from the educational practice. The capabilities that are subsumed to the analytical thinking are not just the ways that could be used for accusing an educator in case of mall-practice, but as many opportunities not to make mistakes during the professional activities. (Seghedin, 2011)

The professional autonomy and *responsibility* are described, in our research papers like the main conditions in designing teaching professional standards and competences. The *professional autonomy* of the teacher refers both to the *personal ability of making operative decisions* while working, in the absence of any outer pressure or outerprofessional opinion, and to *the pertinent social responsibility*

towards the results and quality of the educational practice. Both *social* and *professional* dimensions of responsibility are important for a practitioner in education area. We cannot consider the teachers responsible of things over which they do not have any power of decision, because their autonomy has not covered that situation (which was theoreticaly bounded through judicial laws or through institutional rules). (Seghedin, 2011)

Professional Autonomy of teachers is ussually related with the commitment to the profession. Actions imposed by the professional standards (and duties list) is a good starting point but, in time, the teachers have to become their own „controlling center", having to achieve the level of *acting of conviction.* To be responsible is, for an educator, as well as for any other professional individual, an element of professional structure. Every professional role of the educator must submit to this responsibility principle concerning the *present* and *future* welfare of the educated. We are all responsible to a future nation, but only the professional educator becomes guilty if his/her acts are against the social desires or if the practice is evaluated as not corresponding to some criteria invoked by the professional competence standards. But the moral values and atitudine are special. They take shape not through precept, but rather through the uncountable ordinary and informal contacts we have with other people, so, we must accept the fact that *the teaching professional morality* is develop in time. The fact that everyday classroom life is saturated with moral meaning was our starting point in designing a set of stages for moral professional development.

In the international literature dedicated to the teacher education there are presented many proposals about the professional stages to attend during a teacher professional development. In some of our works we tried to identify some moral-professional levels conforming with the teacher professional development, using the researches of Kohlberg, Piaget, Huberman, Gorby, Gilligan, Lind and other authors. Corroborating the fact that there are indentified stages on the professional development of the teacher, (as various authors say, but in essence, as content elements, very similar - see Huberman, the educational profession stages), with the reality of differentiating on stages and/or levels identified in the moral individual development (after J. Piaget, L. Kohlberg, to remind only the most common pespectives of tackling the moral judgement development), we have delineated a series of compulsory *stages in the professional moral development.*

To each stage from the educational development, starting with the initial training years, it corresponds a certain level of the personal professional moral development. This reality requires an intensive care towards putting the professional training policy into practice. We cannot expect a beginner/probationist teacher to offer educational services of a maximum responsibility, although he/she is considered a professional after signing the individual work contract. As a signatory of the contract the teacher commits to the quality of his/her work, but this is not a professional responsibility, assumed on the basis of a moral and professional authentic autonomy. The beginner is not a complete professional from the moral competence point of view, sometimes not even the technical professional competence is not fully assured (and this is a well known fact), meaning that it does not reach the highest quality standards. In our opinion, the stages of the moral professional development are:

A. The student teacher (or the student educator) corresponds to an initial/pre-service education stage, which at its turn links with a heteronomy level of professional morality development. The knowledge and understanding of the ethical essence of the professional technical tasks occur, thanks to the help of a mentor. The purpose connected to the development of the reflective capability will make possible a personal orientation - for or against the profession.

B. The beginner teacher corresponds to the second faze of the initial training, which involves accepting the moral-professional authority that contains and keeps the professional morality, with an essential role in easing the social-professional integration and not in controlling it; it corresponds to the professional morality of a real professional group knowledge (the professional community of the teachers in a concrete school, from which a mentor is chosen; this mentor will become either a professional model or a carrier of the ethos of his/her own school, which can determine an affiliation development towards the respective community).

C. The teacher certified (in profession) - signatory of a *written professional morality contract*, a *final* commitment towards it with elements of stability and certainty in decisions and conduct. Is the

moment of certifying into teaching profession through national exams with different approaches from one country to another? The probations' mentor can be that colleague who supports the starter/beginner teacher in making a decision regarding the certifying exam.

D. The professional teacher (the professional educator) – along with progressing in career, the teacher plans the professional development cycles, and then the natural steps of this kind of improving follow; it corresponds to an autonomy level in the moral development, but also to *building and abiding by a personal professional morality,* adapted to the teacher's own life style. Level D has more sub-stages or levels constituted on the idea of reaching the goals of building and complying with a personal professional morality. The last level, we think, is that of *autonomous moral professional* – a creative personality, from the moral point of view, which can turn to the best account the *personal professional morality* in order to conceive new elements of content or structure in the professional morality of the group. (for details, see Seghedin, 2014)

The type of discourse used by a teacher in establishing relationships with students and engaging them in teaching-learning activities reflects the teacher's stance toward the role of the teacher in the classroom and toward children as learners. Thus, through classroom discourse children develop their understandings of themselves as learners, their expectations of their teachers as teachers, and their understandings of teaching and learning through the types of discourse they participate in during classroom activities. In other words, classroom discourse experiences are seminal to the ways children learn, what they learn, and how they come to see themselves as learners in their own education. Thus, the teacher of teachers has to proceed in the same way. Therefore, when examining the type of discourse used in classrooms numerous questions can be asked which focus our attention on the moral aspects of teaching and learning.We have to prepare teachers for what their practice is involving to. Examining the moral implications of classroom discourse means that moral education cannot be examined as a separate 'type' of education but must always be seen as woven throughout all that happens in the daily fabric of classroom life. As Sockett notes "Every educational and teaching context remains a moral context" (1993, p. 14 apud. Wynee, 1995). What teachers say to children *does* matter, and because of this, classroom discourse *is* moral.

3. Studying the Professional Moral of Teachers. Empirical results

Based on the idea that practitioners are the best individuals who have to talk about a theme for the objective of increasing the Professional Knowledge Areal, we had prepare some debate activities for a two categories of professionalists; using some study cases and ethical dilemmas protocols we had organize 8 Focus Groups and debates on the topic - *Professional Ethics vs Professional Moral* and, more deeper we had talk about *Personal Professional Moral (Dimensions).* Our study was made up for a qualitative interpretation under the goal to capture more detailed data which can be add for the professional and academic teachers education know-how.

Teaching Professional Ethics is an Applied Ethics which has between the other objectives, two very action orientated ones: a. to identify which are the moral professional values and the standards which confirm a moral teacher behaviour in a concrete society and b. to present the education strategies under which a Personal Professional Moral could be develop in time, during the teaching practice.

The main goal of our empirical study was to determinate if Being reflective is important for developing a *Personal Professional Moral,* secondly we were interested to identify in what percent our previous research about the *Teachers Professional Moral Stages* are still valid, if the stages are the same even the New Millennium Teachers have some specific characteristics (on at least two levels: axiological and social- financial) even we have to take into account the integrative personality of a teacher.

Subjects

We involved in our empirical study a lot of 83 subjects, teachers and students in Master degree: 52 are Practitioners and MA student having a double perspective about teaching profession, and 31 student teachers; from demographic perspective 22 secondary teachers, 30 primary and Kindergarten teachers (those 52 subjects have a double perspective about teaching professional moral).

About Methods

We know that a teacher's first moral obligation is to provide excellent instruction but, when we teach a Professional Ethics Course our purposes are to develop student teachers professional and moral responsibilities, to build up the commitment and the passion for the teaching profession.

We used during the seminars and experiential activities two main debate teaching methods: Study case and Ethical dilemma. The Ethical Dilemma like a reflective and critical thinking teaching technique, based on a personal adaptation of the George Lind structure and take into account that a dilemma, in general, is that disjunctive-hypothetical reasoning type of argument. For the Focus Group we prepare a list of 6-7 items starting from the debates from the previous learning activities.

We have used the same designing learning model for all our Focus group and reflective classes on the topic of Teaching Professional Ethics - *Professional Ethics vs Professional Moral*. There is a Reflective learning schema elaborated by Smyth and his collaborators in 1991, for Critical Thinking Reading and Writing activities.

1. DESCRIBING	4. REBUILDING
"**What are my practices?**" Examples of practices that reflect: • Regularities • Contradictions • Relevant facts • Irrelevant facts Including the elements: Who? What? When?	"**How could I change?**" • What could I do differently? • What do I consider important from a pedagogical point of view? • What should I do to make these changes?
2. INFORMING	3. CONFRONTING
"**What theories do my practices express?**" Analyze the descriptions to identify relations between elements. On these grounds, draw up sentences of the type: "it seems that…"	"**What are the causes?**" • Assumptions, values, beliefs? • Where do they come from? • What social practices do they express? • What is it that keeps my theories standing? • What limits/restricts my theories? • What connections are there between what is personal and what is social? • Whose interests do I serve?

Figure 1: *The Critical Reflection Process in the Educational Practice (cf. Smyth, 1992, p.12)*

The reflective capacity understanding have to begin with a list of it's structural and functional components; for our activities we use the following indicators: to "see" and to define problems; the capacity to argue, to find good arguments; to use a large set of analysis methods for understanding concrete situations; to elaborate or structure good solutions; to apply decision making techniques; to select the best solution for a concrete situation or case; to use self-reflection and self-control strategies. (see details, Seghedin, 2004)

In particular, even the most routine aspects of teaching convey moral messages to students. We suggest that those messages may have as important an impact on them as the formal curriculum itself. The latter includes moral education curricula centered upon values clarification, moral reasoning, democratic deliberation, and the like. These curriculum endeavors can benefit students, and, by extension, the larger society. However, we indicate that it is crucial to heed from a moral point of view what takes place in the routine affairs of the school and classroom. Those affairs can strongly influence students' character and personal disposition. Our experimental phase was focus mainly on how teachers, through their everyday conduct and practice, can create environments in which students can "catch" positive ways of regarding and treating other people and their efforts.

Examples of reflective incidents (study cases) for debates

Debate on topic *How to prepare an educational class*:

Case # 1

Maria is a primary school teacher at a good school in (name a town). She has a meeting with the students' parents tomorrow. Because she's a little nervous, she prepares very well for this meeting: *„I will sit on the chair at my teacher's desk in order to have more authority. Then, I will start with the grades, the attendance, the late students for the first class, the lack of equipment for the practical ability classes, why they - the parents - don't keep their children under control; I comment on the indiscipline situations individually; lastly, I listen to their problems."*

Case # 2

Mioara is the class master of the 6th graders at a secondary school located in a working class neighbourhood. She has a lot of unemployed parents and one parent families for various reasons ...and yet she must see that the terminal school fee required by the school leading board is payed: *„I will give the example of Mrs X, who managed to pay the (put a sum), although she is alone and has serious problems. I will ask them to make an effort to cover at least this minimum sum admitted, or else I see myself needed to think about some threat, isn't that so? After that, I will get to the problems of the class: non-attendance, school results, the need of sponsorship for the class' magazine – who will write it, who knows a publishing house etc., making a wardrobe for the exchange shoes, the class award winners' trip, and that should be about it"*

Case # 3

Doru is a physics teacher and also the class master of the 10th graders. He is a calm person. It is only the parents' meetings that make his blood pressure grow. His class of students is very messy, noisy and with weak school results; he is always getting rough criticism from his colleagues: *„This torture again: the new meeting with the students' parents. What should I tell them now? What else should I do? I will invite a psychologist to assist the class and tell them about adolescence! Yes, I think that should do; they will listen quietly and then, I will briefly tell them about the situation at the end of this semester."*

Case # 4

Mihaela has been a teacher for two years. She trained well for her inspection, and this summer she will take her teacher certificate examination. She loves what she is doing. The only problems are her the form master classes and the students' parents meetings. The form master classes take up a lot of her time if she wants to find interesting topics for her 11th grade students to discuss about: *„I think that this topic about leisure time can also be covered with the parents' help. Maybe we could even arrange a student-parent meeting. I will prepare some reflection topics to be sure we touch the problems that affect me as a teacher and that attract them as students, too: the styles of intellectual work/effort, efficient learning techniques; what leisure time means for them; what a hobby means, what their opinion about boy-girl friendships is, what an Internet Café is all about and... I will see what else... But I must ask the parents to talk to them about time and how to spend it wisely. How much and in what way should I get ready for my future profession, yes, I think this is good. Maybe after the class we could take a walk in the Botanical Garden for an hour, all of us – the parents, the students and I."*

Example of text support for a debate on topic - *It is a need to have a Code of Professional Ethics?*

In Mercier's opinion (1999) the objectives of a Code of Ethics (or Code of Conduct) are: Occupies the empty place between the main-values of a community and law. Contributes to the prestige trust and respect that the beneficiaries of an activity have for the institution that assures that service. Represent a moral contract between beneficiars and organisations, between those who are part of the same organisation (professionals) and, in this way, keeps the cohesion within one organisation, institution, even within a socio-professional category. Protects the profession/organization from dishonest or opportunist behaviour and gives a conduct model. Promotes a positive imagine of the profession/organization. It is an instrument for regulating the colaborators accord, acceptance, devotion. Influences the creating of uniqueness and the belonging feeling among the professional group members. Is a reference frame for orienting the decisions and actions. Shows the principled commitment of leaders. Relates the pure contractual relationships with trust and responsibility. Creates a moral climate, which means the climate where actions are understood as right. Guides the behaviour in the case of ethical dilemmas.

Some Findings

Starting with the professional development ideea (*professional development* being a syntagm frequently used in professional ethics, to define the implicit dynamics of a professional career), we accept the need of raporting to a set of quality criteria or to standards of professional competence; the fact that there is a certain evolution in career makes true the fact that these standards are reached in time, which implies the idea of some levels that must be satisfied while reaching performance in the professional practice. The professional competence is achieved in time, the preserve (initial)

education being only the debute in training professionals. The certification as a professional educator is made at a certain time after finishing the theoretical courses and, only after some criteria about the candidate's atitude are satisfied, which can put to good use or not, the second period of the preservice (initial) education – probation. As a debutant teacher, a candidate has the posibility to be guided, that means to have a magister or an advisor (see, the Mentor teacher Status, on the National Education Ministry Orders). The probation step becomes the most important one for the assumation of the professional responsibility, being the time when the graduate himself is able to apply the things that he has learned during the University studies. The probation time is the moment when he can get another chance in the professional decision. Going to the certification exam is, in fact, the decision for following a teaching career.

Any profession impose a distinct professional morality, built on a set of values and rules involved in professional educator's practice. Become very clear for the participants that the professional ethics has two distinct components from the individual-colective perspective:

> o   *A group professional ethics*, which is developed in time, by acquisitions regarding the practice quality of each professional and of the professional community as a social group;

> o   *A personal professional ethics*, which is formed on several levels of individual moral development given as evolution opportunities, carried on at the same time with the professional development steps; represents one of the in-service teacher education purposes.

From the debates protocols we have made a topic analysis using factorial procedure. Some of the best arguments were transformed in "main ideas" which we can present here like a list of best practices for developing the Personal Professional Moral; first places from a ranking ideas were: being decent, make good analysis of a concret learning situation, being a good colleague and supporting teaching professional community, developing a good human relations management, Self controll.

Learning in organizations was another main idea which have to be detailed for a good use of this type of a professional group learning (narrative therapy learning, personal learning experiences, sharing ideas and being reflective on the teachers professional meetings). Under the idea - *The teachers is a practitioner between personal values and needs and organizational values and needs,* we can list some findings from the students teachers Focus Groups:

- The school have to develop themselves like a professional learning organizations, in which the leadership is authentic and the professional ethos includes the most important moral values like professional moral values.

- The teachers group will be a professional community which support the beginners and respect the mentors for developing a carring and supportiv climate for teachers, students and parents, too.

- The university teachers have to develop situations in which both students and teachers can exercise about being moral agents meaning to design learning activities like experiential classes for learn how to behave like autonomous moral agents.

- The schools have to develop moral professional environments for sustain the exercise of moral aspects of the professional autonomy.

- Educating a personal discipline and a personal authentic moral is a good premise for becoming a moral individual – an authentic teacher.

- The teacher is a model - like a moral agent, with a cognitive and moral authority.

- A professional and moral *Must* – to develop a healthy climate for all the students; to be aware about the relationships during the learning actions.

- Under the curriculum issue – there were some *To do list* for a teacher: to respect the official outcomes; to correct the students books; to find useful new informations for student; to recomand bibliography like a supliment for students learning etc.

- On the teaching strategies plan, it is a need to make useful methods, techniques from the reflective, heuristic, creative learning models and theories and stimulating the collaborative learning, too.

- For educational assessment strategies, the teachers have to be aware about the cheating, lying or even about copyright actions. Using formative evaluation techniques with a specific goal of a new perspective about learning process. Establishing a concrete and understandable rules list for students and organizing debates about the school organization normativity.

- Using a very open mind language and a nondiscriminatory vocabulary (no discrimination actions, no stereotypies or beliefs about financial, ethnic or cultural or, even, social differences between people/students)

3. Some conclusions

Starting from this first interpretation of our studies results we have to consider them, besides the research limits, like important findings for supporting the topic of Teaching Professional Ethics (and for Moral Professional training in service or pre/service education programms). All the moral values have to become living principles for an educator, in the perspective of being some internal or intrinsec motivations for any professional actions. This is what a future teacher have to learn about – his/her transformation into a moral personality no matter the actions in which they become part of. Working with humans, with children or adolescents a teacher 's professional moral conscience and behaviour it is a must; but, during the pre-service education, the teachers need to be coached, to experiment on their own values system, on their beliefs and they have to destroy all stereotypes which are not on the same direction with the ourdays society conventions and rules. Our study main goals were to identify and/or underline the indicators which are involved in the design process of Teaching / Teachers Professional Ethics and, on second time, to inovate or to experiment some best practices on the process of development of a Teachers Professional Moral, meaning from theory to practice.

The issue to be explored was circumscribing to the idea of putting of good use the reflective methods for training and development of moral – ethical competences in teaching, seen as linked to standards of professional benefit. The starting point from the theoretical perspective was the idea of considering the Professional virtues like an essential part of teaching morals. The integration of professional ethics in teacher' education will define new dimensions of teachers' opportunities to learn how to become an educator. Shaping the professional competences, particularly the ethical dimension that characterizes the professionalism of practitioners in education, requires not only the transmission of ethical knowledge important for moral - professional consciousness, but especially their practice. Thereby, becomes important for educators to understand their specific mission of moral and civic training of young generations of practitioners. Ethics, in its professional dimension, can be approached on two levels of being: a. through official recognition and, thus, formally regulated (codes, regulations); b. through the trainers activities in order to be known and, then, through *reflection,* transformed into a *professional moral*, felt and lived individually.

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