

Professionalism in the classroom

[Education](#)



Professionalism in the room It is requisite for teachers to show professionalism in the room and everywhere else they are required to interact with the students. In different careers and industries, there are varied definitions or constituents of professionalism (Green, 2011). In education, professionalism is grounded in the interactions with administrators, colleagues, staff, community members and students. This paper examines the application of teachers' professionalism in relation to students in the classroom.

The first portrayal of professionalism in the classroom concerns the grooming of the teachers. The manner in which teachers dress shows the level of professionalism they exhibit. They are supposed to maintain an appearance that is fit to generate respect from the students in the classroom. Dressing and appearance have three main impacts on the students. Not only do they maintain respect from the students, but also establish the teacher as an authority figure and solicit credibility. Research shows that students tend to model their behavior or appearance from the way they see their teachers or other close authority figures. Proper dress code policy for educators demands that they avoid visible piercings, bright hair colors, and tattoos. For this reason, educators can apply professionalism in the classroom by grooming well, setting high grooming standards and maintaining the same all though.

Interaction with the students is another element of professionalism that is applicable in the classroom. With the concern to the student, a thin line separates friendship with students and care as an adult figure (Lawn, 1996). As a professional responsibility, educators/teachers should enforce school or classroom rules as a priority without compromise. They should not be driven <https://assignbuster.com/professionalism-in-the-classroom/>

by the desire to get students to like them or create a good relationship at the expense of instilling the required educational principles in them. They can show professionalism by executing their mandate in the best way possible without undue influence to control the execution. Additionally, professionalism in the classroom comes in the form of shunning favoritism and discrimination of pupils. For a teacher exhibiting professional qualities in the classroom, all students are equal and should be given equal opportunities to contribute and learn (Green, 2011).

Thirdly, teachers can apply professionalism in the classroom through their educational strategies they embrace for their students. It requires them to have proper classroom management skills for effective learning to take place. Since the students have varying needs, it is important for teachers to implement professional qualities in learning such as improvisations and flexibility to meet the needs of the students ("Classroom Management," n.d.). Also, a teacher portrays professionalism in the classroom by the manner he or she sets up the students to understand the curriculum. For instance, a teacher can establish authority in the classroom through maintenance of a particular order that does not imply that the teacher is rigid, exceedingly authoritative as thus unapproachable for questions, clarifications or requests. Professionalism in the classroom, in this case, means setting the learning process appropriately by creating authority that does not instill fear in the students.

Other elements of professionalism in the classroom entail a teacher/educator showing up on time and showing compassion to students. Students are likely to respond well to persons that show compassion and willingness to help without judging or betraying their trust (Lawn, 1996).

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It is evident that the appearance, time management, educational strategies and proper interaction with the students promote professionalism in the classroom. With these professional qualities in a teacher, the process of instilling knowledge in students is much easier and effective.

References

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