

Critical account on ethical practice

Education



**ASSIGN
BUSTER**

Critical Account on Ethical Practice

It is of the researcher's view that teacher's behavior in Darren's situation is fully supportive. It could be argued that she acted truly according to what the ethics tell any normal person to do in a situation like this.

Ideas expressed in the light of theory of Consequentialism, which is also known as consequence-based-ethics, declare the point that the rightness or wrongness of any particular action on the basis of ethics depends on the nature of consequence of that particular action (Froehlich 2004). In much simpler words, " whenever we are faced with a choice, the best and the most just decision is the one that results in the most good or greatest benefit for most people" (Strike 2009, p. 8). Darren's teacher's choice of not intervening at the time when Darren and Phillip were fighting was correct because as a consequence of her choice Darren and Phillip somehow resolved their matter by themselves and ended up working on their assigned task. If the teacher would have interrupted the possible consequences for this act could have been mostly negative. Likewise, the entire class would have got disturbed, the students might have reacted to Phillip's and Darren's actions and as a result the whole classroom would have portrayed the picture of chaos and panic. So comparatively teacher did the right thing, which produced good consequence. In addition, teacher stored any trouble for later because her silence didn't encourage any of the children to bully other mates but rather taught them the rule of tit for tat. As if one would be disturbing the other by any means he will in turn get the same disturbance sooner or later (Schon 2011; Atherton 2011).

In addition, based on deontological view of ethics, obviously Darren's teacher's act parallel to what duty-based ethics actually are. As her behavior <https://assignbuster.com/critical-account-on-ethical-practice/>

of staying quite and observing the fight among her students was the most dutiful attitude. She let her students decide what can be done in the situation like this. Also, there are two sorts of knowledge: convergent, and divergent. The gist of these two types of knowledge is that a teacher not just needs to be accurate and perfect guardian all the time but rather he should give opportunities to students to understand the actions of life by themselves. Israel and Hay (2006) are of the view that issues related to issues are highly common and they are surely becoming complex in nature to understand and deal with. They suggest “ this reflects both new methodological and technological patterns of working in social sciences as well as broader social, political, and economic shifts in our societies” (Israel and Hay 2006, p. 7). In the light of this statement, it is evident that learning is not just based on the classroom lectures but rather teachers should play the role of a tool which let their student form the basis of ethical society. In Darren’s situation, the teacher prevented the whole class from getting panicked just by letting the panic between Darren and Phillip continues as she was indeed aware that they both will continue with their task eventually. Hence, Darren’s teacher did complete justice with her responsibilities.

Through the above analysis of the case, it can be noted that as the situation ended up in Phillip and Darren treating each other equally, it becomes clear that situation-based-ethics suited the situation at best. Moreover, eventually along with both of them, every student continued with the task assigned by the teacher that shows resolution and ethical stimulation. On the basis of theory of Consequentialism, the ethical adherence of the teacher in order to settle down the situation becomes easy to understand (Strike 2009).

Evidently, it can be observed that the situation was under control by the

<https://assignbuster.com/critical-account-on-ethical-practice/>

teacher's act and the target is achieved. So, the teacher behaved ethically with Darren and Phillip. In a nutshell, it can be said that knowledge is experimental and learning can take place at any instant. Teachers can help children in adhering to ethical principle and allow them to understand Consequentialism for dealing such situations in the long run.

List of References

Atherton J. S., 2011. Learning and Teaching; Critical Reflection. [Online] Available from [Accessed on 8 January 2012].

Atherton J. S., 2011. Learning and Teaching; Experiential Learning. [Online] retrieved [Accessed on 8 January 2012].

Froehlich, T., 2004. A Brief History of Human Ethics. [Online] Available at: [Accessed 8 January 2012].

Israel, M. and Hay, I., 2006. Research Ethics for Social Scientists. London: SAGE Publications. p. 7.

Schon, D., 2011. Learning, Reflection and Change. [Online] Available from infed: [Accessed on 8 January 2012].

Strike, K. A., 2006. The Ethics of Teaching. New York: Teacher College Press. p. 8.