

We analysed data from ethnographic observations (n = 29) of counselling situations forming PCDPs, and semi-structured interviews (n = 12) of counsellors administering PCDPs. In the analyse, inspired by activity theory (Engeström, 2014), themes constructed from the coding was explored to artefacts, which are further developed in collaboration with practitioners towards implementable models (e.g. McKenney & Reeves, 2013) in the counselling activity.

Our study shows examples of how counselling activities are struggling towards meeting newly set requirements, and how themes are forming developmental positions. Such are the individual relations of SBL–WBL combinations, and how counselling is meeting different individual needs for special support. Additionally, both to be positioned in the PCDP. Here, DBR can be fruitful in order to broaden the common understanding of connections between science and practice.

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Keywords: Vocational Education and Training, design-based research, competence-based learning, personalization

Students' opinion about professional ethics relation of the teachers

Elmira Salimzyanova; Kazan Federal University

Abstract

Professional teacher's ethics is a collection of moral codes of their professional work. It is significant that the teaching profession respects certain designated professional-ethical codes of conduct between the teachers and the students, with their colleagues and other people they professionally cooperate with.

Our study is focused on analysis of the professional ethical relation of teachers towards students, seen from student's point of view. These are the results of student's reported opinion of the tenth graders from seven schools of Russia, Kazan. On how teachers keep up to certain moral codes in the communication they achieve with the students during their education. This professional ethical relation of the teachers is analyzed in relation to respecting the following moral codes:

- 1) Implementing fair and professional teacher-student relation;
- 2) Motivating students to express free ideas and opinions;
- 3) Accepting and respecting different student's needs and requests;
- 4) Establishing a relation of teacher-student mutual trust and respect, paying respect, paying respect to student's personality and rights;

- 5) Following standards of non-aggressive communication, with the students during teaching and during extra-curriculum activities;
- 6) Keeping to the principles against discrimination, offensive behaviour and acceptance of inhuman punishments for the students;
- 7) Objective evaluation of the student's achievements.

According to the many research results, it has been confirmed that keeping to the moral codes of conduct between teachers and students is a base condition in creating positive atmosphere in teaching and establishing a relation of partnership with the students. It has been stated that the degree of their respect is not only in dependence with the degree of student's accomplishments, but in the stimulation of their development as well.

The largest number of the respondents consider that teachers have fair and professional attitude that they pay respect to students needs and requests, that they motivate free ideas expression and opinion, that they respect their rights, their personality and dignity, as well as the principles of non-aggressive communication with students. The results also show that not always and not all teachers keep to the moral codes of conduct with the students. One third of the respondents have reported their opinion of the total number of respondents. Their reactions are that teachers sometimes treat them rudely and arrogantly, that the teachers do not motivate and do not pay attention to student's ideas, that they are more tolerant and subjective towards female students, that they do not grade them objectively and that some teachers insult them using bad language and threaten them.

The expressed attitude and opinion about not respecting moral codes of teacher's conduct that have been reported at one third of the respondents, point out that this problem is present and that the educational institutions should treat it with more concern. Despite the fact that the moral codes of conduct of the teachers are regulated by certain laws and by-laws, still, it is necessary that this issue is treated more precisely by a special ethical codex for the teaching profession. That way all moral standards of this profession would become accessible and beneficial for the teachers, the students and their parents.

Keywords: teacher ethics; professional ethics; students; primary schools; primary school teachers

Mentoring and observation processes for an ethical and sustainable initial teacher education

Macarena Verástegui and Rocío Garrido;

Faculty of Teacher Training and Education of the Autonomous University of Madrid (UAM)

Abstract

The Teaching observation in initial education for teachers entails as key to promote ethic and sustainable educational improvement processes.

IMPLANTando #PIMeFIM project (FPYE_010.19_IMP) is the acronym and hashtag we created to spread the work we are currently carrying out as part of a Comprehensive Plan for Improving Initial Teacher Education at Autonomous University of Madrid. This innovative project began in 2018-2019 year to improve initial teacher education (Garrido y Thoilliez, 2019) and it continues in this year, 2019-2020, with a higher commitment from faculty members at the School of Teacher Training and Education.