

Character Strengths in the Professions

Review the personal character strengths table and select the character strengths you feel are most important for the different professionals listed below.

Lawyers	
Doctors	
Teachers	
Nurses	
Army Officers	
Business Professionals	






News Report Activity: Case 1

Case 1: 'Special education teacher jailed for her affair with autistic boy, 14' (theguardian, 2015).

Then 23-year-old invited student to her home and seduced him after the breakdown of her seven-year relationship left her lonely, Brisbane court told



 The woman bought the boy gifts including an iPad, an iPhone and theme park tickets. Photograph: Graeme Robertson for the Guardian

A [Queensland](#) teacher has been jailed for lengthy sexual relationships with a 14-year-old special needs student, which she began to help her get over a breakup.

The then 23-year-old special education teacher invited the autistic student to her home in 2011 and seduced him after the breakdown of her seven-year relationship left her lonely and depressed, the [Brisbane](#) district court was told on Thursday.

Judge Paul Smith sentenced her to six and a half years in jail, to be eligible for parole in 18 months.

The seduction led to an 18-month affair that included frequent secret meetings for sex in the back of the woman's car, at her home and before class in a park across the road from the south-east Queensland state high school.

The teacher, who cannot be named, bought the boy gifts including an iPhone, an iPad and theme park tickets, and gave him alcohol and cannabis.

The woman's barrister, Liam Dollar, said the liaison had "made her feel like she was no longer alone and she was still somewhat desirable".

The state education department is investigating after it was revealed the boy's mother complained to the school principal in 2013 but the teacher was cleared.





The mother initially believed her son was spending his spare time with the teacher's intellectually impaired brother. But the truth came out after the relationship ended in mid-2012 and her son began self-harming.

The teacher – now 27 and banned from teaching – initially denied everything. But police gathered enough evidence to charge her and on Thursday she pleaded guilty to seven offences, including maintaining a sexual relationship with a child, indecent treatment of a child under care and carnal knowledge with a child under care.

"I'm extremely sorry, severely embarrassed and beyond ashamed," the woman, now a mother, wrote in a letter read out in court. "There aren't words to convey the level of contrition I feel."





News Report Activity: Case 2

Case 2: Married teacher, 37, arrested after a 'year long affair with her 18-year-old student who even met her husband and three children' (MailOnline, 2015).

- Lindsay Norwood, 37, allegedly had sex multiple times with her 18-year-old student
- The student told police he met Norwood's three children and that Norwood's husband threatened him twice to stop seeing her
- Norwood was arrested after the student's mother reported the alleged affair to police
- The student was 18 at the time of the alleged affair but Norwood can still be charged because she is married and she is employed at a school

By [ALEXANDRA KLAUSNER FOR DAILYMAIL.COM](#)

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Lindsay Norwood, 37, is accused of being in a year long relationship with her 18-year-old student

A Washington teacher is accused of having a year long romantic relationship with her 18-year-old student. Lindsay Norwood, 37, who taught English at Mark Morris High School in Longview for 11 years, was charged with two counts of sexual misconduct with a minor on Wednesday.

'Our charging decisions are based on the evidence at the time,' County Prosecutor Ryan Jurvakainen said on Wednesday.

'We've charged what we think we can prove.'

Even though the student was 18 at the time of the alleged relationship, Norwood was still charged with misconduct because she is married and allegedly had sex with a student enrolled in her class which can still be considered illegal.

According to the student, the illicit relationship lasted from 2013 to 2014 and began with flirting. It later progressed into sexting and after school meetings in Norwood's classroom, reports [TDN.com](#).

Norwood, 35 at the time, and the student who was a junior in her English class, allegedly met outside of the school where they had sex multiple times and even skipped school to be together.





The student told police he met Norwood's three children and that he was twice threatened by her husband to stop seeing her.

The student, now 20, graduated from the high school last year and didn't report the relationship earlier because he didn't want to break up Norwood's family. He told police that one of Norwood's children attends school in the district.

The student told police he was falling in love with Norwood and that the two of them would talk about the possibility of marriage.

The student eventually told his mother about the relationship with Norwood and she reported it to police on January 7.

The student said he felt an immense amount of guilt about the relationship and was even hospitalized for suicidal thoughts.



The student, now 20, graduated from Mark Morris High School last year and didn't report the relationship earlier because he didn't want to break up Norwood's family

He claims he feared that if he didn't do what Norwood wanted him to do he wouldn't graduate or he would fail the research project she oversaw.

School district spokeswoman Sandy Catt said the district provides help to teachers who have feelings for their students and requires training on state and district codes of professional conduct.

'The district also offers an Employee Assistance Program at no cost to staff members who have any need for professional mental health support,' she wrote in an email statement.

'In addition, schools provide various trusted adults with whom students and/or their parents can confide and work with for safe and healthy learning environments.'



News Report Activity: Case 3

Case 3: 'Disgraced Florida Teacher Used Materials That Racially Divided Students, Offended Families' (Parent herald, 2016).



Education journalist Alex Newman condemns Florida Spanish teacher Yoselis Ramos for using learning methods that promote racial inequality. (Photo : Peter Macdiarmid/Getty Images)

A Spanish teacher in Florida has been put on the hot seat for allegedly using inappropriate and unapproved learning methods. One education journalist claimed that the teacher had been instilling the idea of "white privilege" in the minds of her students.

Teaching Methods Inconsistent With Curriculum

The teacher, who was identified as Yoselis Ramos, was suspended by Monroe Middle School administrators after parents complained about her offensive teaching strategies. A subsequent investigation found that Ramos had been using materials that ran contrary to the district's curriculum.

WND reported that Ramos told her students to fill out dubious "privilege" forms. The questionnaires were meant to assess student's levels of privilege. Education journalist Alex Newman said the tactic created a divide among students as they were asked to identify their race, religion, sexual orientation and disability.

Creating A Divide Between Races

"This is still America, where people succeed or fail based on their own merits. To teach children that they are seen by society as superior or inferior based on their gender or arbitrary characteristics like melanin content is an absolute disgrace," Newman condemned. "Whoever was responsible for this needs to be immediately fired so children can be protected from further abuses in the future."



Ramos later tendered her resignation after being called in for a follow-up meeting with school administrators. She has emphatically stated that the forms were meant to promote diversity. Needless to say, her intentions produced a different result.

"What they're doing with the 'white privilege' is setting up antagonisms, stirring up hatred, creating divisions because it's easier to exploit people if they're divided," explained Newman. "They want to separate everybody into warring camps, and then nobody ever looks at the real problems."

White Privilege Still An Issue In The US

According to [Teaching Tolerance](#), white privilege is the societal preference for white individuals. It's a notion that white people receive more social benefits and experience less real-world challenges than other race groups.

A study by [The Leadership Congress](#) found that white people are not profiled nor stopped on the road quite as often as blacks and Hispanics. Meanwhile, the [National Bureau of Economic Research](#) reported that people with "black-sounding names" have to send 50% more job applications to get a call back.





News Report Activity: Case 4

Case 4: 'Broome TAFE lecturer James Petticrew reinstated after threatening to 'break' student's legs' (the Courier Mail, 2015).



A TAFE lecturer has been reinstated and given back pay after being sacked for making threats to break a student's legs.

James Petticrew had been a maritime security lecturer at the Kimberley Training Institute in Broome since 2008.

In February 2014, while at the campus, Mr Petticrew was talking to a then 16-year-old student and asked if he had seen another boy.

He told the teen if he did see the other student to tell him if the boy was seen near the lecturer's house he would "break his f***ing legs".

Mr Petticrew had known the boy he had threatened since the teenager was a small child.

The lecturer emailed his employer apologising for his behaviour and said at the time of the threat his house had been robbed five times and he suspected the boy was responsible.



He also wrote “In retrospect, I admit I was probably wrong passing comment in front of students. It was a heat of the moment comment.”

He also wrote a letter to the boy’s mum apologising.

The disciplinary process stretched for more than a year, during which Mr Petticrew was dismissed three times and reinstated twice, suspended with pay for the whole time, and had his housing arrangements threatened.

The State School Teacher’s Union took action in the WA Industrial Relations Commission on Mr Petticrew’s behalf.

In a judgment published on Wednesday, Acting Senior Commissioner Pamela Scott found Mr Petticrew’s sacking to be excessive.

“I am not satisfied that the conduct struck at the heart of the contract of employment such as to warrant dismissal, even though it was inappropriate, threatening, unprofessional and disrespectful,” she wrote.

“At its highest, it may be seen as misconduct. However, not every act of misconduct warrants dismissal.

“I find that dismissal, being the strongest penalty available to the respondent, was disproportionate to the misconduct, and was harsh and unfair.

Ms Scott ordered for Mr Petticrew’s employment to be reinstated and paid back any income lost.





News Report Activity: Case 5

Case 5: 'New Plymouth teacher censured for serious misconduct.' (Taranaki Daily News, 2015).

HANNAH LEE
Last updated 12:03, August 14 2015



Fairfax NZ

Francis Douglas Memorial College principal Martin Chamberlain said Johannes Stefanus Meyer no longer works at the school.

A New Plymouth teacher who called a student "cowardly" and "depressed" and shouldered him through a classroom door has been censured.

Francis Douglas Memorial College department head Johannes Stefanus Meyer has kept his teaching registration but not his job after being found guilty of serious misconduct by the New Zealand Teachers Disciplinary Tribunal. Meyer was on leave following the incident. FDMC principal Martin Chamberlain confirmed Meyer was no longer employed at the school, however he was not aware of the tribunal decision so could not comment further.

Meyer was unable to be contacted for comment.

The tribunal decision released this week found Meyer to have "behaved in an unprofessional manner amounting to serious misconduct", during a Year 12 woodwork class on November 4, 2014.

Meyer verbally abused the student, calling him a "coward" and saying "you are pretty cheerful for a depressed kid."

"Following this exchange, in the course of attempting to eject the student from the classroom, the Respondent shouldered him through the door," the tribunal said.





The tribunal outlined a key concern around Meyer's comments about the student's mental health.

"The respondent referred to that fact the student was suffering from depression, with the result that he did or may have disclosed this to other students."

In his submission to the Complaints Assessment Committee (CAC), Meyer accepted the particulars of the charges against him amounted to serious misconduct.

Meyer did not apply for suppression of his name or identifying details.

The tribunal indicated from the outset, this case had caused them some concerns.

Both Meyer and the student complainant had told the CAC Meyer's behaviour should have cost him his teaching licence, the tribunal concluded Meyer would keep his teaching registration.

"What this case involves, putting it at the very highest level, is a possible breach of confidentiality in relation to a sensitive topic, an abusive criticism and a technical assault, all of them having taken place on one occasion.

"That being so, we do not agree with the parties that this is a case in which it would be appropriate for us to make an order cancelling the respondent's registration."

The CAC asked Meyer to pay 50 per cent of the costs of their investigation into the incident, which totalled \$1618.94, and half of the costs and disbursements of the student's legal costs in the tribunal.

The student was given 10 working days from the tribunal's decision, on July 10, to apply for costs.





News Report Activity: Case 6

Case 6: 'Alberta school teacher admits to writing on students' faces, humiliating them' (Inquisitr, 2016).



A Canadian schoolteacher admitted this week that he has been humiliating and belittling students — sometimes even writing disparaging remarks on their bodies — for decades, *The Edmonton Journal* is [reporting](#). Up until this week, Louis-Georges Pelletier had been a language arts and social studies teacher at Lindsay Thurber Comprehensive High School, a French “immersion school.” (That means that all classes are conducted in French, even though French may not be the students’ first language.)

However, an administrative hearing on Monday may spell the beginning of the end of Pelletier’s career. Appearing before the Alberta Teachers’ Association, Pelletier pleaded guilty to two counts of unprofessional conduct during the 2013-14 and 2014-15 school years: one count of failing to treat students with respect and dignity and one count of “failing to maintain the [honor] of the profession.” Those charges are professional charges only, not criminal charges.

Pelletier’s disciplinary file with the Red Deer School District is thick with complaints from students and parents going back as far as 1994. Marvin Hackman, arguing on behalf of the students and their parents, produced 30 sworn statements from students and parents and seven sworn statements from his colleagues detailing examples of the abuse he heaped on his students throughout his career.

Those statements reveal a depressing pattern showing that Pelletier’s students dreaded his classes to the point that some even suffered nausea and vomiting at the prospect of having to attend his class and risk being singled out for humiliation.

One student said they asked for clarification on an exam question; Pelletier replied, “Are you dyslexic?” Another student wrote, “I’m tired of being made to look like an idiot every time I don’t understand or I make a small mistake.”





A student who had to miss class for her grandmother's funeral was belittled by Pelletier when she returned to class; the student said Pelletier told her "my family wasn't important, that school was the most important." Students who made minor mistakes in pronunciation were made to stand in front of the class and read sentences over and over again until Pelletier was satisfied.

Pelletier also made fun of the students' appearance. One boy, who was short, said Pelletier made him stand on top of his desk whenever he asked questions, ostensibly so Pelletier could hear the boy over the other students. In addition to the verbal abuse Pelletier heaped on his students, on at least one occasion he abused a student physically. The teenager said Pelletier wrote the word "Vendredi," which is French for "Friday," on him as a reminder to the student that he had an assignment due on Friday. When the student complained, Pelletier wiped the word off with a moist towel.

At least six students said they dropped out of the high school's French immersion program specifically to get away from Pelletier. Another student, who while a high school student was struggling with his sexual orientation, was hospitalized after multiple suicide attempts. The student said that Pelletier had made homophobic statements in class, and those remarks were part of the reason he attempted suicide.



At least six students dropped out of school to get away from Mr. Pelletier. [Image via Shutterstock/[Lissandra Melo](#)] It is unclear as of this writing why Pelletier's abuse of his students was tolerated for 20 years. At his disciplinary hearing, Pelletier declined to speak on his own behalf, and he told reporters outside that he had no comment.

The Alberta Teachers' Association could levy any of several different disciplinary options against Pelletier, from a formal reprimand on up to having the Alberta government suspend or cancel his teaching license.

[Image courtesy of Red Deer Public Schools]





News Report Activity: Case 7

Case 7: 'Skyler: A kind teacher can have a lasting effect'. (The Orange County Register, 2015).



My daughter, Lux, was lucky to have a wonderful Kindergarten teacher, Patricia Hermsen at Kennedy Elementary in Madison, Wis.

PHOTO BY HEATHER SKYLER

I was a kindergarten dropout. That sounds like a joke, but it's actually true. I have a borderline birthday, Nov. 27, so I was not quite old enough to make the cutoff into kindergarten. My mother had me do some testing and I got in early based on those tests, but once I arrived I was almost immediately filled with despair.

For one, I had missed the first month of school so started off already behind, but even more crucially, my teacher was cruel. I don't even remember her real name, but we called her Mrs. Manly, because she was mean ... like a man, I guess. (Sorry men, that was my kindergarten self talking).

Mrs. Manly kept our notebooks in a stack by the windows, and when it was time to work in them, she'd call out our name then throw the notebook onto the floor. We'd each scamper over when our name was called, scoop up the book, then scurry back to our chairs. If you failed to run and retrieve your notebook, she yelled at you. If you ever asked a question, she'd snap at you. Other than that, I can't recall what she did that seemed particularly mean – perhaps I've blocked it out – but I know I was afraid to speak to her about anything.





So I sat there in my tiny plastic chair, staring at numbers I was supposed to be adding together, and wondering how it all worked. I'd missed that initial lesson and never had the courage to ask Mrs. Manly how to do it, so I started guessing, or trying to copy off my neighbor. Basically, I was headed for a life of cheating and confusion when, luckily, I got the chicken pox.

Due to the pox, I missed another long stretch of school. I spent time wandering in my backyard, wearing socks on my hands and being slathered in anti-itch potions, and when it finally came time to return, I told my mom, "I'm not going back." You see, that extended period away from Mrs. Manly had given me time to reflect on my life, and that teacher was not someone I wanted in it.

To my delight, my parents agreed that I could wait and start kindergarten again next year. So, I was an official dropout for half a year, then I got my second chance.

Mr. Ault, my next kindergarten teacher, wasn't a kindly angel by any means, but he was a bit more fair, a tad less scary and I started at the beginning of the year – rather than partway in – so I had an easy time keeping up. Teacher-child relationships matter. I think we all know this, but an unusual study conducted in Germany in 2012 with 120 6-year-olds revealed just how crucial a kindly teacher can be.

The students were each given cognitive tests on a computer, such as solving problems about shapes, patterns and analogies. Between each question, a photo of their teacher's face was flashed on the screen for a second. They didn't even realize it was there – the photo was meant to register only subliminally – but the results were interesting. The kids who had a close, affectionate relationship with their teacher, as opposed to distant or cold, ended up solving many of the problems faster. And other studies have shown that the effects of a warm student-teacher bond during a child's early years can have a long-lasting positive influence, including lower stress levels and better academic outcomes in the future. (For more on the 2012 study, visit parentingscience.com and search "student-teacher-relationships.")

What would've happened if I'd stayed in Mrs. Manly's class? Would I have been forever lagging behind, answering questions slowly as I pictured her disdainful face? Since so many factors influence how a student does in school, it's difficult to say, but I'm guessing I had a better school career due to dropping out, and I'm grateful that my parents listened to me and let me quit.

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News Report Activity: Case 8

Case 8: 'The "World's Best Teacher" Gives Kids Choices—Instead of Tests'
(GoodNewsNetwork, 2015).



Pop quiz: who's the coolest teacher around? Answer: Ms. Atwell.

Today, for World Teacher Day, we're shining a spotlight on Nancie Atwell, the "World's Best Teacher" who doesn't give her students tests or quizzes.

Atwell received the first "Global Teacher Prize" earlier this year—but she's been changing the profession for 25 years. She created "The Center for Teaching and Learning" in Edgecomb, Maine, to let students and teachers learn alongside each other. Her philosophy boils down to a simple motto: "Give kids choices." math teacher CC BurningQuestion

"Anybody's achievement is driven by interest," Atwell told PBS News Hour (watch the excellent video below).

She believes the students will invest in their learning if there is a "real curiosity and passion." The classrooms in the school are designed to promote collaboration, with students and teachers freely moving to work with one another on projects.

The 75 students in her Kindergarten-through-8th Grade school take the standard school curriculum, but they approach it much differently than most schools. Each student is encouraged to research what he or she finds interesting in each course.

The baseline \$8,000 tuition is set up on a sliding scale based on parental income — the less parents earn in their jobs, the less they have to pay. That allows kids of doctors and lawyers to share the same classes as kids of farmers and lobstermen. Oliva Haillsey Google screenshot Google Science Fair

Teachers from around the world are offered four-day internships to learn alongside the students. They see her ideas in action and look for ways to improve their skills while incorporating some of her ideas into their classrooms when they return.

It is true that Atwell's school really doesn't allow tests or quizzes. Instead, teachers are required to assess each student's daily progress and the students keep portfolios of their work through the year.

She's using her global award to call attention to the profession of teaching as an intellectual opportunity and is investing the one million dollar prize money back into her school — including new scholarships for students.





News Report Activity: Case 9

Case 9: 'Show us that you care': a student's view on what makes a perfect teacher' (theguardian, 2015).

Ofsted has its own ideas about outstanding lessons, but what young people love about teachers is quite different



📷 'The incredible teachers I've had are the ones who never give up on me and have taught me that I should never give up on myself.' Photograph: Allstar/Disney

The perfect teacher. In Ofsted's eyes, that probably means exemplary lesson plans and 30 immaculately marked books with targets for improvement. But, as a 16-year-old, I'm not sure I agree. What students love about the best teachers – the ones whose lessons are discussed at the dinner table, whose names are always remembered and whose impact is never forgotten – is quite different.

Show us that you care

Ofsted says outstanding teachers demonstrate a "deep knowledge and understanding of their subject". Although passion is inspiring, a deep knowledge and understanding of their children is just as important.

I have a teacher who, from the beginning of my two-year course, has offered an after-school session every single week, for however long we need. I am often the only one there but she doesn't mind. She has completely changed my life by believing in me, pushing me and caring about me. Obviously, I don't expect every teacher to be like her, but to know someone values you enough to put time in is amazing.

I have been lucky to have teachers who taught me far more than the syllabus, who showed me how to tackle obstacles head-on and become stronger as a result. Perfectly planned lessons are one thing, but, to an insecure teenager, showing that you care is essential.





Don't shout at us

The teachers who screamed at my class when I was 11 are the ones I still can't form any kind of relationship with. Respect isn't about having 30 silent faces shouted into submission. If you treat us as humans, know what you're talking about and take an interest in what we have to say, you will gain our respect. Thinking of your lessons spontaneously and spending an hour shouting at us for our "disrespect" won't get you anywhere.

There's a teacher who's renowned at my school – she's the one everyone dislikes, mainly because she screams and gives detentions all the time. We have no motivation to work for her, because we just can't talk to her. Shouting us into silence doesn't give you more authority.

Show us your personality (but not too much)

Let's face it, nobody wants to be up at half past eight on a Monday morning. But the best teachers are the ones whose personalities are so bright that the lightbulbs inside 30 heads are switched on anyway.

We genuinely like the teachers who smile, who can do the voices in books without feeling embarrassed and can hear one of those innuendos that we find hysterical and not tell us off for being teenagers. We know you're not here to be our friend, but some sort of relationship is important.

A balance is crucial, however: the teachers who try too hard to "have a laugh" run the risk of student's taking advantage to the point where there's no going back.

Tell us when we've done well

Teachers may be expected to write pages of feedback, but if you want to improve your students' self-esteem and encourage them to further their thinking, but it's the verbal feedback that really sinks in. It can be as simple as "You've got it", "Spot on" or "Absolutely" – it could just be an enthusiastic nod and a proud glint in your eye. It sounds simple, but being told that you've achieved something means the world.

Verbal criticism in front of our peers is not so great, however. Put yourself in my shoes: you're in a food technology class and you have forgotten your tea towel. It is a mistake so great in scale that you will still regret it when writing an article four years later. Being told you're stupid in front of your friends hurts, please don't forget that.

Remember that we do appreciate you

Believe it or not, we know you have it tough. We know that the stress you are under is ridiculous, that you sometimes do more paperwork than teaching, that a one-hour lesson can take more than an hour to prepare and that you hate learning objectives as much as we do. We know that setting us targets and marking our books can feel like a waste of time when you could be kindling a love of your subject.

We might not always show it, but we really do appreciate what you do. Because when it comes down to it, great teachers are like melodies that you can't get out of your head. As children and teenagers, we are constantly changing and you – who see us through that time, pick us up from the wrong paths, failed tests and mistakes – are the truly great ones.

I'm not sure that the perfect teacher exists, but the incredible teachers I've had aren't the ones who never make mistakes, they're the ones who never give up on me and have taught me that I should never give up on myself.





News Report Activity: Case 10

Case 10: 'Bronx Teacher Inspiring Students To Run' (CBS New York, 2015).



Sally Bojorquez poses with some of her students from P.S. 159. (Credit Marla Diamond/WCBS 880)



NEW YORK (CBSNewYork) — Teacher Sally Bojorquez is a marathoner who ran track in school.

She saw that her students at P.S. 159, a small K-through-5 school in the South Bronx, did not have the same opportunities she once did.

"She noticed right away that there was no phys ed in the New York City Department of Education, especially in elementary school," said Principal Luis Liz. "It's something that's unfortunately put to the side."

"We don't have a gym. We don't have an auditorium," teacher Xavier Ortiz said. "Our cafeteria serves as a gym and an auditorium, which gets awkward at times."

Bojorquez knew that had to change. She had to improvise, so she and Ortiz began having the children run laps on the sidewalk outside the school.

"This, I feel, just provides the kids with that time to be outside to have more physical fitness," Bojorquez told WCBS 880's Marla Diamond.

"They are incredible. ... We practice from 7 to 8 Tuesdays and Thursday mornings. I feel like a lot of times, after practice, too, they're more energized in classes, so it kind of carries on for the rest of the day."

The kids agree.

"I like it because it encourages me, and it gives me more energy when I go to class," said fifth-grader Brandon Romero.

The New York Road Runners' Young Runners program partners with the school, and many of its students will run through the TCS New York City Marathon finish line Friday with some of the elite athletes.

Bojorquez will be joining them. She's also running the marathon Sunday.

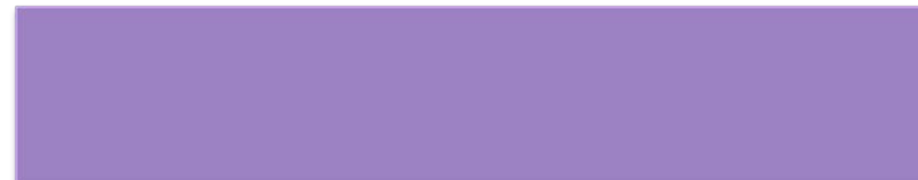
"My coaches in high school instilled that passion in me, and I'm loving the fact that I get to pass it down to kids now," she said.



Ranking News Reports

Rank cases 1-6 in order of how serious you assume they are.

MOST SERIOUS



LEAST SERIOUS





Common Themes

In groups, discuss the character virtues and vices displayed by the teachers in each case.

Case no.	Character virtues displayed	Character vices displayed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		





Personal Character Virtues and Strengths

Review the character traits in the personal character and strengths table. Pick four character traits that you believe are of critical significance to these roles, and explain the rationale behind your choice.

Headteacher

**Primary
school
teacher**

NQT

**Teaching
assistant**

**College
teacher**

**Special
education
teacher**



Dilemma 1: The Snowy Afternoon

You are teaching your Year One class on a winter afternoon. There are three children in the class who have recently arrived in the UK: Halima from Somalia, Joseph from Zimbabwe, and Amudha from Sri Lanka. These three children have been fairly quiet and withdrawn in class, and you have been trying your best to engage them and encourage their interaction with their peers. Your mentor has encouraged you to be flexible in your lesson plans. Snow begins to fall outside. All of the children are excited, but particularly Halima, Joseph and Amudha, who have never seen snow before and who gaze out of the window in amazement, Amudha asks: 'Can we please go outside and touch it?'

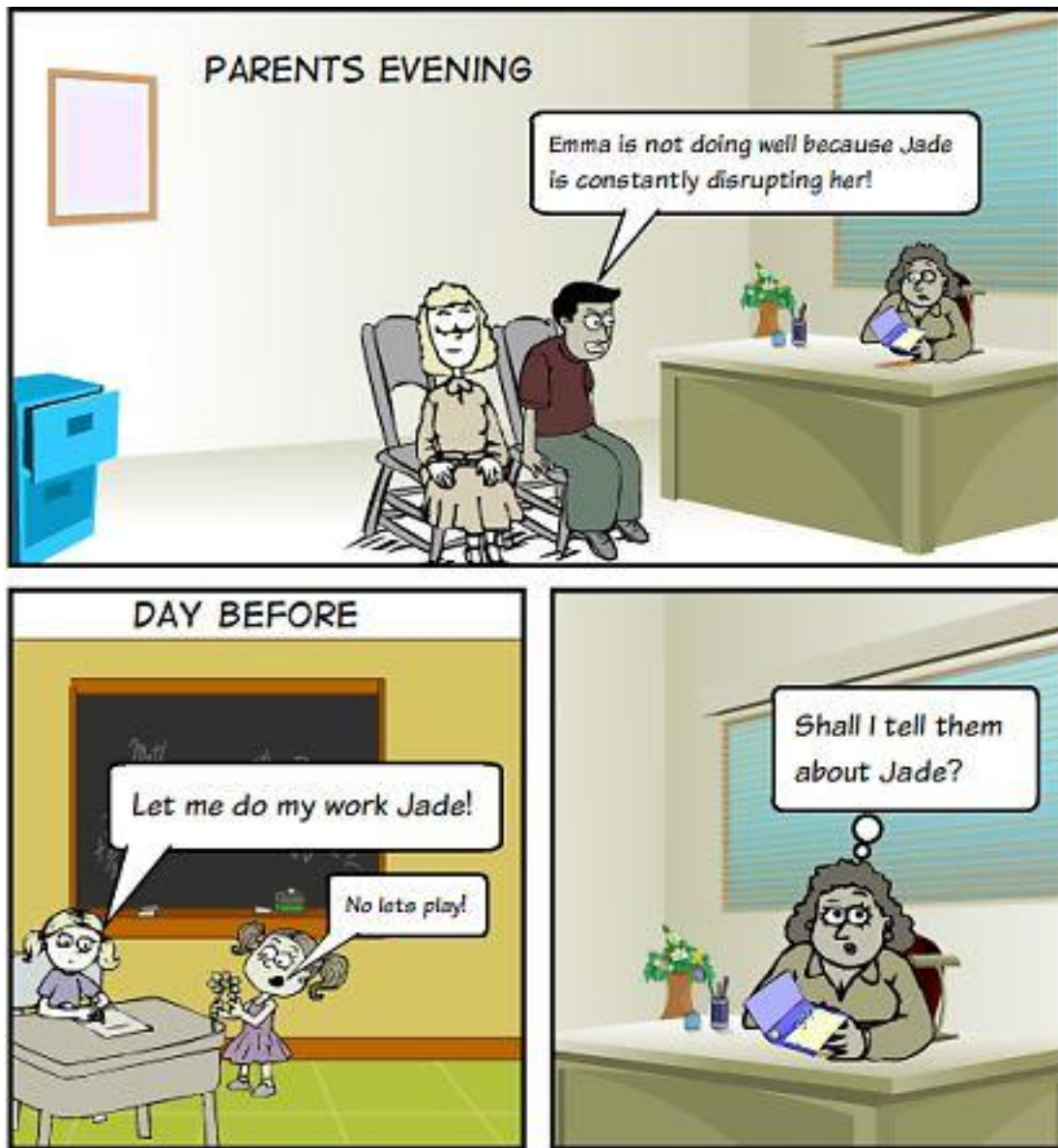




Dilemma 2: Parents' Evening

You are an NQT at your first parents' evening and are speaking to Emma's parents. They are concerned that Emma is not doing as well at school as she used to and think the reason could be that another girl Emma has told them about, Jade is constantly disrupting the class.

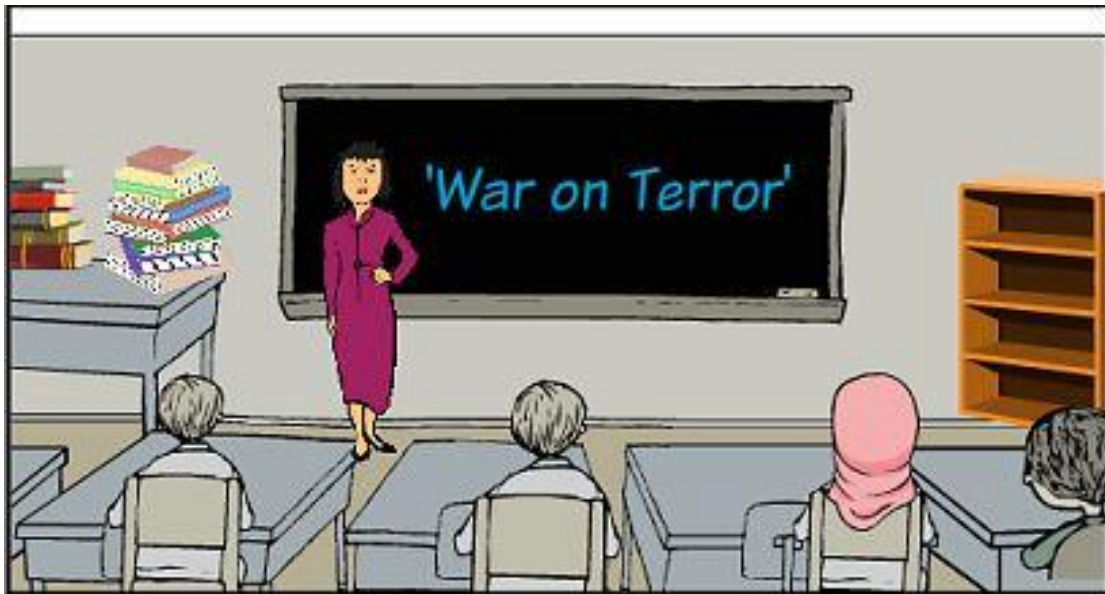
Unknown to them, Jade has a Statement of Special Needs but her Learning Support Assistant is on maternity leave and has not been replaced. Although you have sought support from the SENCO, you have largely been left to struggle along as best you can with Jade's challenging behaviour.



Dilemma 3: The Citizenship Lesson

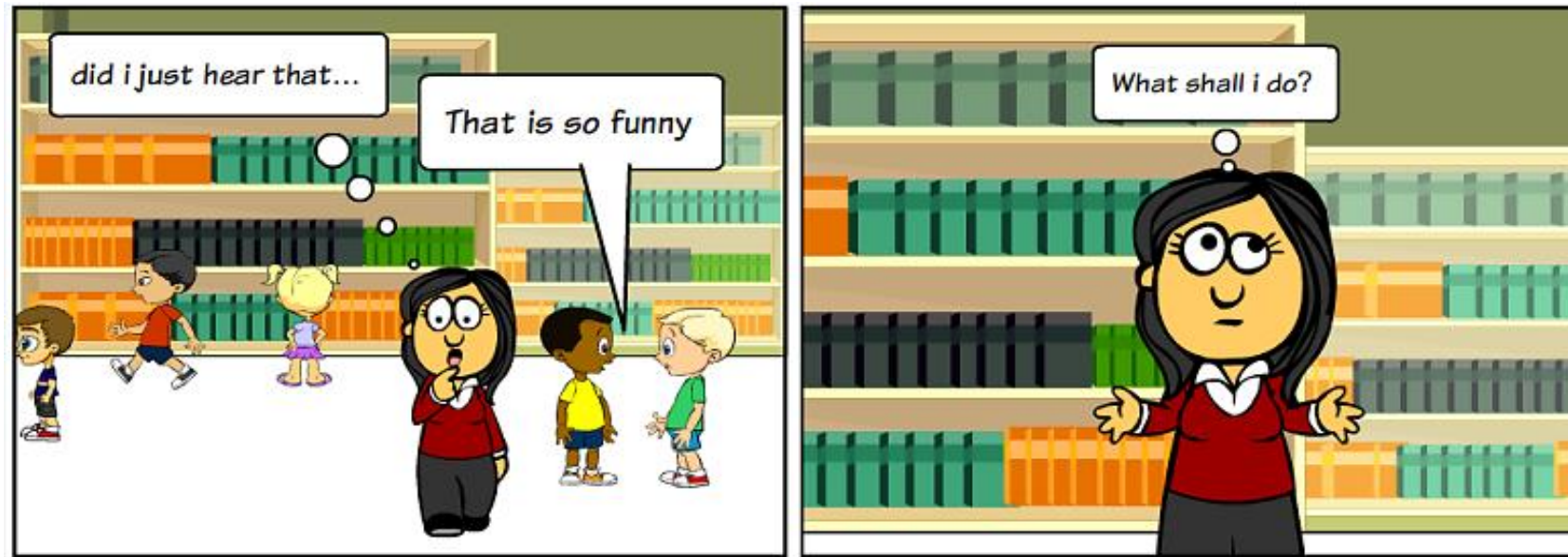
You are teaching a Citizenship session with Year Nine about the 'war on terror'. You emphasise that Islamist terrorists are a tiny minority and that most Muslims condemn violence. The class discuss the topic respectfully and you feel that a potentially sensitive session has gone well.

Later in the playground, you overhear a pupil who attended the session saying to another that Muslims are 'a bunch of terrorists'.



Dilemma 4: The Offensive Remark Overheard

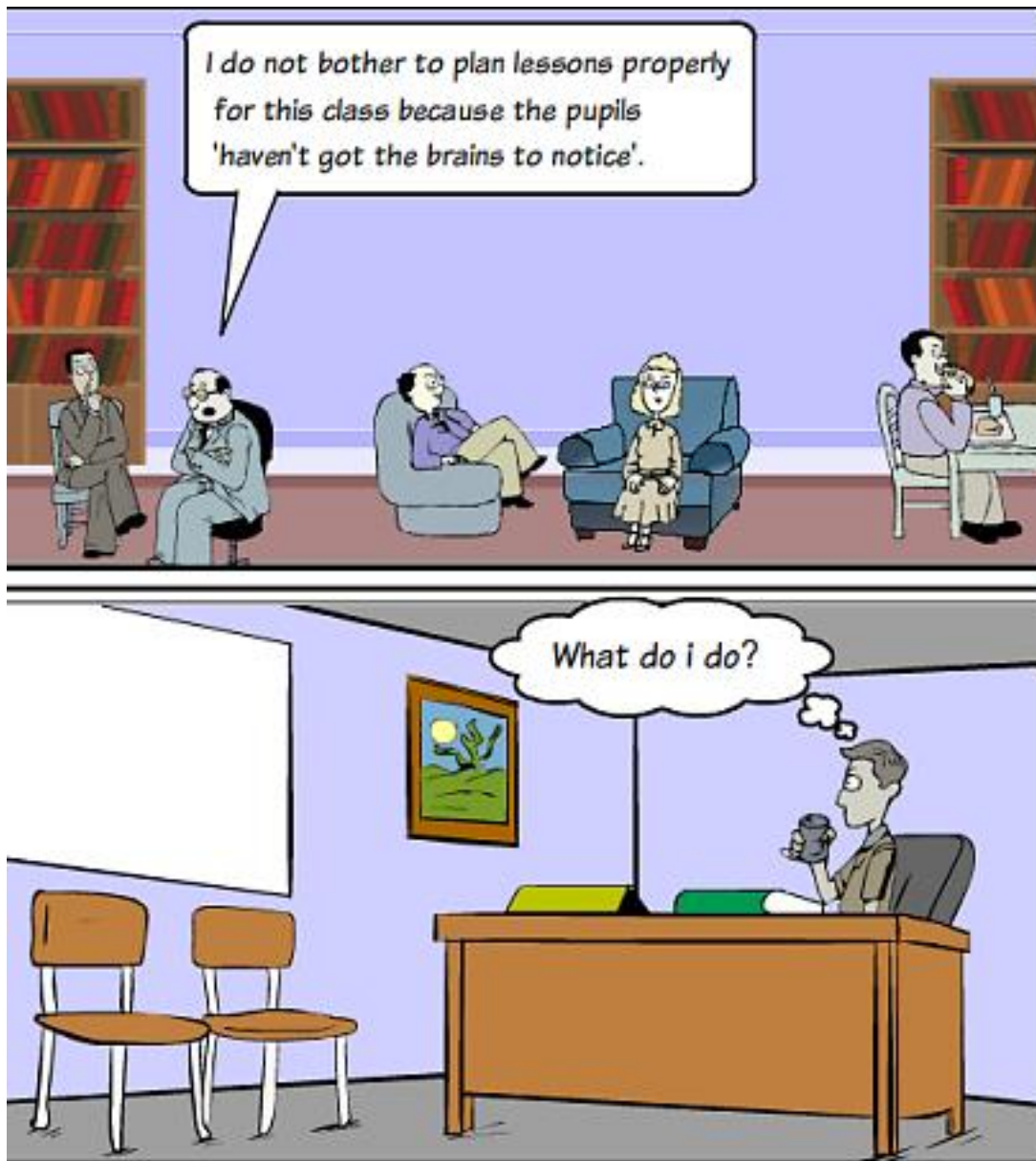
You overhear a conversation between two students. The students are making jokes amongst themselves. One student is white, one student is black, and they are making jokes about a friend that relates to the colour of their skin.





Dilemma 5: Staffroom Chat

You regularly hear an experienced member of staff in your school complain about a class you both teach. You know this can be a frustrating class to teach because their behaviour is challenging. This teacher comments that they do not bother to plan lessons properly for this class because the pupils 'haven't got the brains to notice'. The teacher also comments that they see no point in marking the work that this class produces because it is 'worthless'.





Codes of Conduct in the Teaching Profession

1. Which of the codes in the document are the most important to you?

Code/principle	Reason for choice
1.	
2.	
3.	
4.	
5.	

2. What does it mean to you to be a teaching professional?

3. What do the following stakeholders expect from you as a teaching professional?

Stakeholder	Expectations
Parents	
Government	
Senior members of staff at your workplace/ university	
Community	
Students	

