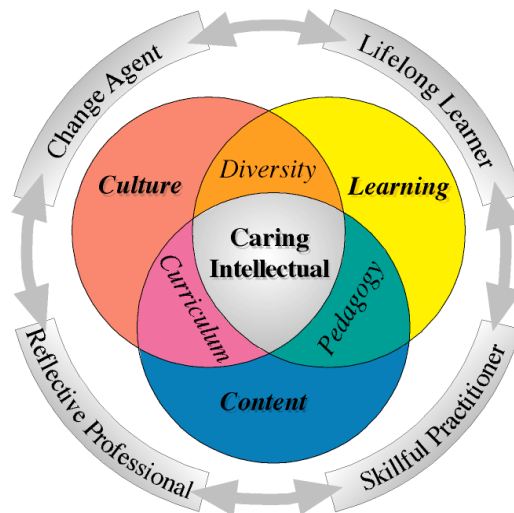


Model for Preparation of Educators

The Educator as a Caring Intellectual



CARING means more than being nice to others. A *caring* educator is one who can understand the perspective of the *cared-for--the Aother*. A *caring act* involves stepping out of one=s own personal frame of reference into the other=s. When we care, we consider the other=s point of view, the other=s objective needs, and what the other expects of us. We act (or sometimes must choose not to act) so as to promote the well-being of the other.

INTELLECTUAL does not mean *Abrainy* or *Aivory-towered*. Educators, as *transformative intellectuals*, are thinking men and women with a special dedication to the values of the intellect and the enhancement of the critical powers of the young. They take active responsibility for raising serious questions about what they teach, how they are to teach, and what the larger goals are for which they are striving.

CULTURE refers to ideals for conduct that are passed from one generation to another within an identifiable group--the collective perceptions, beliefs, knowledge, customs, skills, arts, technologies, language and values. Culture sets standards and determines our views about social relationships. It strongly influences not only *what* we learn but also *how* we learn.

CONTENT refers to subject matter knowledge. Educators must be knowledgeable about a range of content and must also understand and appreciate the content likely to be part of their curriculum in order to skillfully focus simultaneously on content, teaching strategies, and students, while planning for teaching, during teaching, and during reflection after teaching.

LEARNING occurs when experience causes a relatively permanent change in an individual's knowledge and/or behavior. It can result from the association of events, changes in antecedents and/or consequences, cognitive processes, modeling and observations. Learning is often facilitated by a supportive environment in which students interact.

DIVERSITY creates a rich mosaic of the human community. Educators need accurate and authentic understanding of diverse groups. A willingness to critically analyze stereotypes, preconceptions, and prejudices directed at diverse groups and to appreciate and value diversity is needed, also, to promote effective and empathetic social interaction.

CURRICULUM represents the knowledge and the learning environment which teachers and students together experience as they interact and attend to skills, understandings, appreciations, analyses and critical thinking about what is being studied. Educators must strive to produce curriculum that is democratic, fair, just, visionary, and reality based, so as to enhance the likelihood of academic and social success by all student learners.

PEDAGOGY includes the dialogues and/or activities a teacher might initiate with a class to bring about student learning, effectively designed to accomplish the objective desired--whether it be conceptual development, skill learning, or habits of reasoning and critical reflection.

LIFELONG LEARNERS find pleasure in discovering new ideas, exploring issues and problems, developing hypotheses, evaluating conjectures, and creating connections. The educator who values lifelong learning recognizes that societal survival is dependent upon the ability and inclination of students to learn, to contribute, and to celebrate in ways that are life sustaining. Thus, effective educators model and motivate lifelong learning for students.

AS A CHANGE AGENT, an educator is committed to a vision of education that strives for a democratic society in which exceptionality, social class, race, ethnicity, and gender are included and affirmed in all realms of social and political life. This vision transforms curriculum and teaching practice in order to reflect democracy.

REFLECTIVE PROFESSIONALS are continually striving to improve their understanding of the form and function of an educator, and to develop mastery over the theory and knowledge of their field in order to resolve problems that arise in practice. A reflective professional shares learning with and learns from colleagues and students. A reflective professional is guided by an ethical practice which is often grounded in a formal code.

SKILLFUL PRACTITIONERS assess how individual students learn and develop and translate that information into instructional approaches that are adapted to fit the needs of diverse learners, while maintaining an inquiring mind and being open to innovation and new ideas. Skillful practitioners attend not only to students' academic needs but also to social and emotional needs. They create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation