

**COURSE DATA****Data Subject**

Code	44545
Name	Professional ethics applied to planning and management of educational institutions
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations	3 - Methodology for assessment and intervention in the education system	Obligatory

Coordination

Name	Department
PEREZ ALONSO-GETA, PETRA M.	335 - Education Theory

SUMMARY

Deontology is etymologically rooted in Deon (duty). It is defined as the knowledge or discipline that determines those obligations or responsibilities -of an ethical or moral kind- that arise in the practice or exercise of a profession^[1], that is to say, the rights and duties that management entails. It refers to the values and ethical principles that should govern the exercise of a particular profession, which in our case is the management and direction of educational institutions.



This subject deals with the values and ethical principles of the profession of Management and Administration of Educational Organisations, which translates into knowledge, not only of what can or cannot be done within such professional practice, but also why and what for. This is finally solved in the knowledge of "what and who I am" and "should be" to be devoted to this task and not to another one. Therefore, it deals with the values, profile and skills of those involved in the exercise thereof. The principles of professional ethics and their application to the teaching and activities of the Directors and Management understood the full extent in the professional role in order to create an ethical culture within the organisation (innovation, leadership, etc.)

^[1] Guiruch, C.W. (1996) *La ética de la profesión docente*. Pamplona, Eunsa. Pag.16



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

To have a technical vocabulary of basic words related to the subject: courage, ethics, moral, democracy, authority, heteronomy, leadership, mobbing, etc.

OUTCOMES

2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Utilizar y analizar de forma crítica instrumentos avanzados para la medición de competencias como indicadores de resultados (simples y complejos, tasas y ratios, índices producto de información multivariada) en la evaluación de organizaciones educativas (sistemas e instituciones).
- Utilizar y analizar de forma crítica diferentes instrumentos tecnológicos para en la gestión y administración de instituciones educativas, que promuevan de forma efectiva el cambio desde la sociedad de la información a del conocimiento.
- Analizar en términos relacionales enfoques de evaluación económica, financiera, social y ambiental de proyectos, programas y servicios educativos, estableciendo un compromiso activo con la promoción de una gestión sostenible de centros.
- Ser capaces de establecer un compromiso ético deontológico a través de una vinculación consecuente con los valores éticos de la institución e institucionales y gestionar el centro de acuerdo con los principios éticos coherentes con un sistema democrático.
- Que los estudiantes utilicen y analicen de forma crítica los conceptos y métodos avanzados implicados (diseño y uso de indicadores, pruebas matriciales, estándares-juicio-empíricos) para el diseño y planificación de la evaluación de las organizaciones (sistemas e instituciones educativas de diversos tipo), tanto a nivel nacional como internacional



LEARNING OUTCOMES

- To know the values related to the management function.
- To analyse the major ethical dimensions and components of the professional role of the educational institutions' management.
- To learn the ethical basic principles in relation to the teaching profession and the management function.
- To know and to develop strategies for the professional practice of leadership in relation to ethical leadership.



DESCRIPTION OF CONTENTS

1. VALUES IN THE MANAGEMENT ROLE AS A PEDAGOGICAL NEED

1. Introduction: Ethics and Deontology.
2. Approach to the concept of value.
3. The values in the Management and organisation of educational institutions.
4. The role of the Principal towards controversial social values.
5. A management proposal focused on values.

2. The professional role of the management: dimensions, components and moral competences versus the perversion of management function.

Especificaci  de continguts de la unitat

1. Moral dimensions of the Principal and the manager of educational institutions.
2. Components: the five components of a moral personality: M. W Berkowitz
3. Perversion of the management function: Mobbing as an organisational epidemic.
- * Harassed: a case study.

3. Basic principles of professional ethics applied to the Organisation and Management

1. The idea of profession and the Protestant ethics.
2. Teaching as a caring profession.
3. Deontological codes of organisation and management

4. Innovation and ethical leadership

1. Innovation, creativity and ethical leadership.
2. Social and emotional skills.
3. Construction of anthropological places.
4. Construction of time: time within the educational organisation.
5. Coaching as a successful strategy in educational organisation

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	7,00	100
Group work	5,00	100
Classroom practices	5,00	100
Tutorials	4,00	100
Attendance at events and external activities	3,00	0
Development of group work	10,00	0
Development of individual work	8,00	0
Study and independent work	10,00	0
Readings supplementary material	6,00	0
Preparation of evaluation activities	12,00	0
Resolution of case studies	5,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

n
A class system is established, with active participation of students, in which the following steps are carried out.

n
Delivery of documents, where appropriate, with specific and complementary bibliography by themes.

n
Explanation and commentaries of the professor.



n

Preparation and presentation of works by the
students (cooperative work)

n **Theoretical classes:** they will
be developed depending on the characteristics of the subject, using different
methodologies for the analysis and understanding of basic concepts in the
programmed subject. In any case, the teacher will explain more complex concepts
and theories. Here alumni will complement appropriate exercises and activities
in order to facilitate their understanding.

n

Practical classes: The students will work in groups, performing
complementary activities that facilitate the assimilation and understanding of
the theoretical concepts studied. It will consist on reading and analysing
basic texts, student's presentations of different topics, problem solving or
moral dilemmas, discussion of key issues, information research, etc. Some of
these activities will be exposed to the group on a class level.

Cooperative learning:

Cooperative learning can be defined as the
situation in which the learning objectives of the participants are closely
linked, so that each one of them "can only achieve its objectives if and only
if others manage to reach theirs". The teaching-learning process comes from the
organisation of the class into small heterogeneous groups where students work
together in coordination with each other in order to solve academic tasks and
to delve into their own learning.



EVALUATION

The evaluation will be conducted continuously:

1. Attendance and participation in classroom activities: 30%.
2. Cooperative work: 30%.
3. Practical activities: 20%.
4. Making of a written test or presentation of a case study: 20%.

Evaluation criteria

Theoretical criteria



1. Mastering of specific terminology and conceptual precision.
2. Clarity in the written statement and ability of analysis, synthesis and concept relationship.
3. Ordered, systematic and documented presentation of the contents of the subject.
4. Personal Development, substantiated criticism and learning.
5. Correctness of grammatical and syntactical expression.

Practical criteria

1. Class attendance.
2. Active participation, commitment and interest.



3.
Quality of the essay: adaptation to the theoretical concepts explained, preparation, originality, incorporation of additional information, etc.
4.
Compliance with due deadlines.
5.
Clarity of the presentation, ability of analysis, synthesis and concept relationship. Richness, originality and relevance of the ideas and personal opinions.

REFERENCES

Basic

- Referència b1: Altarejos, F. y otros (2003) Ética docente. Barcelona. Ariel
- Referència b2: Vila, E. (2017) Competencias éticas y Deontología profesional. Málaga. Aljibe
- Referència b3: García Olalla, A. y Poblete Ruiz, M. (2010) El desarrollo profesional en la dirección de centros educativos. Hacia la construcción de un modelo basado en competencias. Deusto. Universidad de Deusto. Aula virtual

Additional

- Referència c1: García, R. y otros (2010) Profesión docente y ética profesional. En García López, R. y otros Ética profesional docente. pp. 13-36. Barcelona. Síntesis.
- Referència c2: Marín, R. (1993) Los Valores un desafío permanente Madrid. Cincel
- Referència c3: Hernández, T.; Duana, D. (2017). El acoso laboral. Como enfrentarse al acoso laboral o mobbing. Guía personal y profesional. ICEA, [S.l.], v. 6, n. 11, nov. .

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council



English version is not available

1. Volumen de trabajo y planificación temporal

En lo relativo a la planificación temporal y la organización de las sesiones de clase, la programación de la asignatura se ajustará a su horario; la parte presencial y la no presencial síncrona, cuando coincidan, se impartirán siempre en el aula asignada, en los días y horas fijados. La docencia no presencial asíncrona puede implicar trabajo autónomo programado de l@s estudiantes o sesiones de videoconferencia con el profesor o la profesora en días o semanas alternativas a la presencial.

La atención tutorial se realizará de forma no presencial, las tutorías serán virtuales.

2. Metodología docente

La metodología se adaptará de forma flexible, diversificada y acordada, en lo posible, con l@s estudiantes, en función de la combinación de modalidades adoptada –presencial, no presencial síncrona o asíncrona–. La modalidad no presencial síncrona o asíncrona se desarrollará a través de la herramienta *blackboard collaborate*, disponible en el Aula Virtual, complementada con la utilización de recursos depositados igualmente en al Aula Virtual, como transparencias locutadas, textos y otros materiales que sustenten las propuestas de actividad en la modalidad no presencial asíncrona.

3. Evaluación

Los métodos y formatos de evaluación, en coherencia con las modalidades y metodología adoptadas, harán especial énfasis en la evaluación continua. El/la profesor/a especificará los modos de entrega y de revisión/devolución, preferentemente online, de los trabajos académicos previstos. Para el caso de las asignaturas que utilizan pruebas, se primará, hasta donde lo permita la disponibilidad de espacios, la evaluación final presencial.