



Professional Ethics of the Management Function

Year 2023/2024



TEACHING GUIDE TO THE FIELD AND/OR SUBJECT

		ECTS
SUBJECT: Professional ethics of management function		3
Field: Professional ethics of teachers and management function		3
Module: People leadership and educational teams.		12
Educational Model¹: Basic and compulsory education	Year: 1 Semester: 2º	
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MODULE ORGANIZATION

Professional ethics of management function				Nº ECTS 3
Duration and temporal location within the curriculum: 3 ECTS located in first part of the year.				
Fields and Courses				
Fields	ECTS	COURSE	ECTS	Course/ semester
Professional ethics of teachers and management function	3	Professional ethics of management function	3	1/2
Professional Ethics of the Management Function				
Prerequisites: There are no requisites described.				

¹ Educational training (common field), Compulsory, Optional, External practice, Final Degree Project.



GENERAL OBJECTIVES				
<p>a. To develop an insight into contemporary culture related to education.</p> <p>b. To meet the most significant ethical currents in contemporary Western culture.</p> <p>c. To identify the central features of proper ethics of the good life.</p> <p>d. To recognize the scope of moral leadership in education.</p>				
CROSS-CURRICULAR COMPETENCES	Competence measuring scale			
Instrumentals	1	2	3	4
Ability for oral and written communication (CG 7)				x
Ability to analyze and summarize (CG 11)				x
Interpersonal	1	2	3	4
Ability to work in a team and efficient collaboration with other professionals (with the choice to develop in an interdisciplinary and international (CG 2)				x
Concern for the development of people and communities (CG 08)				x

Systemic	1	2	3	4
Students will be able to integrate knowledge and to face up the complexity of telling opinions from information that includes reflections of social and ethical considerations related to their applications of knowledge and opinions (CB 8).				
The ability to solve problems and make decisions (CG4).				
The ability to adapt to new situations (CG5).				
The ability to assume duties (CG 6).				
Self-critical attitude, knowing their own competences and limitations, dismissing the importance of frustrations, showing interest for the teaching quality and developing systems that guarantee the quality of own services (CG10).				



SPECIFIC COMPETENCES				
Conceptuals	1	2	3	4
1. To know and keep the updated knowledge about the social, economic and cultural knowledge in a local, national and international environment that enable them to take suitable decisions in their headmaster functions in an educative place in a particular social environment (CE01).				x

Professionals	1	2	3	4
2. To act with autonomy, responsibility, integrity and professional ethics in the context of the powers that have been granted. (CE20)				x

LEARNING OUTCOMES	COMPETENCES
R-1 The student meets the cultural context related to education, and have it in mind when making decisions related to the exercise of leadership roles arise when actual or figurative situations.	CT 3, CT 4, CT 6, CE 1
R-2 The student is able to recognize different ethical trends, discriminating between their shortcomings and find what is positive in each one of them.	CT 5
R-3 The student can identify the proper ingredients ethics of good and successful life or recognizes their place each has in it.	CT 2, CT 7, CT 9
R-4 The student meets the ethical arguments justifying the need for leadership roles and limits.	CT 1, CT 8, CE 2



ON- CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching- Learning Methodology	Relationship With Learning Outcomes For The Subject	ECTS (0.20%)
ON- CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R3	0.6
PRACTICAL CLASSES	<i>Work group work</i> sessions supervised by the professor. Case studies, diagnostic tests, problems, field studies, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.		
SEMINARY	Monographic sessions supervised with share participation.		
EXHIBITION WORK GROUP	Application of interdisciplinary knowledge		
TUTORING	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in lectures, seminars, readings, writing papers, etc.		



ASSESSMENT	Group of oral and/or written tests used during initial, formative or additional assessment.		
Total			0,6*)

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Learning Outcomes Relationship Course	ECTS (80%)
TEAMWORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R2	0,6
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1, R4	1,8
Total			(2,4)



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool ²	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Solution of practical cases	R1, R2, R3, R4	60%
Oral exhibition of individual and team essays.		
Essays	R1, R2, R3, R4	40%

²Techniques and instruments of evaluation: exam-exposure oral, written test (objective evidence, development, concept maps ...), tutorials, projects, case studies, logbooks, portfolio, etc.)



MENTION OF DISTINCTION

The number of Distinctions granted will be one for every 20 students, with the exception of groups that are less than 20 students. In this case, only one Distinction may be granted.

DESCRIPTION OF CONTENTS	COMPETENCES
BLOCK CONTENT I: 1. Ethics as a doctrine about a good life.	
1.1. Philosophical anthropology, education and ethics.	CT 1, CE 1
1.2. Love: stages and types. The centrality of love as a hermeneutic of the gift. Education in love (ordo amoris)	CE 1
1.3. The action	CE 1
BLOCK CONTENT II: 2. The natural law.	
2.1. Essence and content of natural law. First principle of practical reason and first precept of natural law.	CT 4
2.2 Natural law and virtue.	CT 4
BLOCK CONTENT III: 3. The virtues as affective education.	
3.1. The acquisition of virtues.	CT 9
3.2. The cardinal virtues. Virtues and gifts.	CT 5
3.3. The intellectual virtues and prejudices.	CT 6
3.4. Values.	CT 7
3.5. Consciousness.	CT 8
3.6. Moral norms.	
BLOCK CONTENT IV: 4. The common good, from ethics and politics	
4.1. Educational, political and State Society.	CT 3



4.2. Justice and the common good.	CT 4
BLOCK CONTENT V: 5. Analysis of the code of ethics of the teaching profession	CT 2, CE 2
5.1. Examination of the code of ethics of the teaching profession, the Official College of Doctors and Graduates in Philosophy and Science, September 2010.	

TEMPORAL ORGANIZATION OF LEARNING: (Pupils of first registration):

	BLOCK CONTENT / TEACHING UNIT	SESSIONS
1	Ethics as a doctrine about a good life.	1
2	The natural law.	2
3	The virtues as affective education.	3
4	The common good, from ethics and politics	4
5	. Analysis of the code of ethics of the teaching profession	5

REFERENCES

FUNDAMENTAL REFERENCES

Material from the professor

COMPLEMENTARY REFERENCES



Domingo, A. (2008), *Ética para educadores*, Madrid, PPC.

García, F. (2021). *La educación moral, una obra de arte*. Madrid. Editorial PPC.

Marchesi, A. (2007), *Sobre el bienestar de los docentes. Competencias, emociones y valores*, Madrid, Alianza.

Martínez Navarro, E. (2006), *Ética de la profesión: proyecto personal y compromiso de ciudadanía*, Valparaíso, Veritas.

Martínez Navarro, E. (2010), *Ética profesional de los profesores*, Bilbao, Desclée De Brouwer, Bilbao.

Mollá, D. (2010), *Espiritualidad para educadores*, Bilbao, Mensajero.

Puelles, M. (2009), *Profesión y vocación docentes. Presente y futuro*, Madrid, Biblioteca Nueva.