Exploring Secondary Teachers' Professional Values: an Overview of the Literature

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1. Introduction

What characterize our time so surprising is the complexity of life we are living. We are immersed in a culture in which various forces coexist: one is the culture of the ephemeral image, the other culture that puts the individual at the center of the universe as an individual-person, heart of the process of humanization. Complexity and heterogeneous life mix with individuality, pluralism and materialism, putting a strain on the inner stability of the individual [1], resulting in confused let him who tries to find time in their guidance and support [2]. Disoriented society, as well as defines Brezinka, plasma a "gypsy wanderer in a world disoriented" [3]. It is at this point to define pedagogical and educational lines capable of going into implementing a counteracting those destructive forces of human nature to stand in a creative, open and flexible in order to identify those principles to be followed in implementing changes: therefore understand what is essential and has value beyond the contingent reality [4].

2. Sense and meaning of value

The value is a point of reference in human existence, because it refers to the very meaning of life and the world [5], for our actions, our attitudes and our behaviours. And it is in search of meaning in life and why of what is the problem of value. It can be considered as the basis of the various connotations of the statement according to which he has to man the character of desirability beyond its mere usefulness [6] and represent the goals and the goals to be achieved are able to give meaning and

significance people's lives. They are so closely related to culture, so as to be considered historically and culturally conditioned, but may also have an absolute value, characterized by the interpretation of man and the metaphysical world. Not deepen here the philosophical and metaphysical sense because there immerse in a discussion that would take other routes than we want to follow. We intend to consider the values as a guide to behaviour that calls into question the person as a party agent according to responsibility and freedom of choice.

The contradiction between the absolute values and historical data is overcome by the recognition of the absolute values as the object of interpretation, if interpretation mean by Bertoldi, the attribution of meaning, taking decisions and behaviours in line with that meaning. Affirmation of the existence of values in their interpretation there is a further step in the adequacy of the interpretation of the values inherent in the rules whose origin coincides with the human nature. If so, then the interpretation of values is not free, and then tied to the contingency as an employee of acceptance or rejection of certain principles, but obligatory. In historical fact, that the value is not independent of the will but only because it is decided. In this case the value has a regulatory effect because if you recognize his employment as a recognition of something desirable, acts as the norma according to which all other rules are ordered in such a way as to allow you to adjust people's behaviour [7]. It is important to understand how we take decisions in the context of values in a systemic logic of complex societies of our time, because that means educating a critical sense, solidarity, liberty, fraternity, to the global coexistence, respect for diversity and to principle of responsibility.

3. The personal and professional values of teachers: theoretical underpinning

Considering the change of our society towards the disintegration of traditional values such as various authors argue, the orientation toward the dimension of having rather than being, to the orientation on pseudo-values of consumer society, young people living in here and now without, however, design your own future [8]. Brezinka on the other hand, argues that the educator or teacher is supported by a series of traditions, ideals, considered important for local and national community and the boys learn from the example of others what you need to know and know-how within your group. The acquisition and preservation of the moral virtues depend on the consensus that the community gives to these ideals and values . Veugelers argues that personal values and professional teachers play an important role in the relationship with the students because teachers become role models [9]. According R. Thornberg in *The lack of professional knowledge in values education*, argues that, according to teachers, values , ideas, and concepts that guide their education in the values are personal, relating to learning in their childhood, their experiences as children and the relationships and interactions with others, such as informal and continuous process [10].

As mentioned values , related to the decision-making process of individuals, are related not only to the individual perception of reality, the process of understanding the outside world but are also linked to emotions, if we consider the footsteps of Gregory Bateson and his systemic approach [11], the subject as a system of parts in synergy between them. This provides support for the assertion of Terence Lovat, according to which the values education becomes an imperative that extends the pedagogical field of forces beyond the boundaries of ideology and personal interests. All this is reflected in teaching practice that connotes quality according to three basic dimensions: "intellectual-depth" communicative competence and skill self-reflexive [12]. These three skills play an

active role in the learning process, just think of reflection as a point of meta-cognition to the clarification of personal values implicit teacher.

The importance of these issues has urged the international discussion on inserting the values of education, the curriculum of teacher education, classroom management and organizational culture of the school where you work.

Several international scholars as Bryk, Carr, Halliday, Hansen, Hattie, Noddings and Von Petegem, indicate the importance of personal values in the professionalism of the teacher and in particular is very important to the way they are expressed in promoting learning and welfare of students. This supporting the claim of Carr [13] according to which it is required that the teacher reflects a certain type of person who is diligent, respectful of the Other, correct and establishes positive relationships toward the student and the network of relationships in the workplace. In the professional context develops sharing and adherence to rules and principles for acceptable behaviour, by adjusting their behaviour to values meant as rules as a virtue, ending with the take on characteristics of professional aspirations. The teacher brings a wealth of experience and values learned from the cultural context in which he lived and lives, but on the other hand, these same values come into tension and conflict with those circulating in the school where works. In support of this, the Learning Circle G. Rodari of Bari Japigia site in the District, in POF indicates the following shared values desirably teachers should remember:

a) commitment to the academic success of students, (b) voltage to the exercise of full citizenship, (c) construction of a positive alliance with parents, (d) a process to empower every school with the territory, (and) critical reconstruction of objects of knowledge, (f) promotion of their knowledge of a new humanism, (g) knowledge that the great problems of the human condition can be addressed and resolved with the cooperation between nations, but also between disciplines and cultures, (h) ability to develop methods and categories that are able to do the compass in personal itineraries, (i) the complexity of learning. These objectives are actually general purpose micro targets such as the cooperation between the various components, personal improvement, socialization practices. The teacher does not only require cognitive skills but also affective-relational-communicative skills and values. This is to outline a new identity that combines the professionalism of the teacher that pluralism skills and meta skills in a single "emotional wisdom that enriches and enhances the feeling and knowing" [14].

In this regard we recall P. Bertolini in his definition of ethics: "ethics is the ability, both the individual, as in the single cultural community, to problematize their own choices based on criteria, principles and reasons which characterize the direction of choice and behaviour. These choices are a mix of rational and emotional elements that form the ethical conscience "[15]. In a contribution of Beijaard, Meijer and Verloop is argued, however, that the professional identity is a continuous process of interpretation and re-interpretation of the experiences in the sense of a continuous process of lifelong learning [16]. This involves not only consideration of the person acting as a subject-thinking, but also the context of work that affects them deeply. In an article published by research and teaching pedagogy, Journal of Theories and Research in Education, Michela Schenetti, argues that there is a strong interplay between the dimension of personal and professional identity of the teacher and there is a systemic relationship between the teacher, the student teaching and action [17] .

Carr finally concludes that a good teacher is the one in which there are moral virtues and cognitive skills than to question their personal development. The reflective practitioner Schon, was originally theorized by Dewey, when he argued that reflective practice is important to construct meanings based on a systematic and rigorous process that requires attitudes capable of enhancing personal development and intellectual growth [18] Learning to reflect on their values and to wonder about his own personal and professional life is the idea of empowerement European Commission indicates that the primary objective of lifelong learning .

In the interconnectedness between the values and professionalism has evolved into three areas:

leadership, teacher identity and teacher education. Philippe Perrenoud has written a text on the skills of the teacher adopted in Geneva in 1996 for in-service training of the same, which is not final, even if it is valid because the result is representative of a team of scholars and is compatible with the axes of renewal the school. Among the various skills is one in particular regarding how to deal with ethical dilemmas and duties of the profession:

prevent violence in schools and cities, to fight against prejudice and discrimination, sexual and social ethics, participate in the construction of rules regarding the discipline of common life in school, the sanctions, the appreciation of the conduct, analyze the pedagogical relationship, the 'authorities, communication in the classroom, develop a sense of responsibility, solidarity, the feeling of justice [19].

4. Conclusion

The literature highlights the importance of reflection on their values , which has its roots in critical reflection, dialogue and description, which offer the opportunity to make explicit the implicit values and find personal connections between the personal and organizational values the school. It is only by much discussion, the exercise of intelligence, the moral tension of the values and the willingness to show solidarity in a common effort.

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