

# The moral mentor in the classroom: Nurturing others' moral and ethical development

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# The learning goals are:

- ▶ identify the characteristics usually associated with being a moral mentor
  - ▶ develop strategies for challenging and supporting, in developmentally appropriate ways, the ethical development of students
  - ▶ develop a bank of classroom assignments that may be used to support the ethical growth of students.
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# Why does this topic matter?

- ▶ Supports the ethical development professionals in the field
  - ▶ Helps address the need for accountability
  - ▶ Reflects what we know to be good practice (Dalton, 1999)
  - ▶ Reflects a commitment to authenticity and wholeness (Palmer, 1998) and mentorship for meaning and purpose (Daloz Parks, 2000)
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# Guided Reflection

- ▶ Who were your moral mentors in the classroom?
  - ▶ How did they support your own development?
  - ▶ What actions did they take? What choices did they make? What characteristics did they have?
  - ▶ What was working in that relationship to support your development?
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What are the  
components necessary in  
an effective relationship?



# Moral Exemplars (Colby & Damon)

- ▶ Risk taking
  - ▶ Sacrifice
  - ▶ Self control
  - ▶ Unflinching commitment to truth
  - ▶ A sense of concern “bigger than myself”
  - ▶ Positive outlook: a belief in hope
  - ▶ Commitment to self examination
  - ▶ Resilient
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# Instructional Strategies

- ▶ May differ by discipline
  - ▶ “Know yourself” – how do you handle academic controversy?
  - ▶ Includes not only classroom, but also professional supervisory relationships
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# Strategies

- ▶ What are the classroom conditions for facilitating moral and ethical growth?
- ▶ What are some strategies and classroom assignments that can get to those conditions?

# Strategies Worksheet

- ▶ Instructions –
  
  - ▶ Return to Margaret Healy at [margaret.healy@und.nodak.edu](mailto:margaret.healy@und.nodak.edu)
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# Closing and evaluation

- ▶ What is the most important concept that you have learned or relearned today?
- ▶ How will that learning impact what you do?

# References

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