

# Ethics of Pedagogical Relations in Mentoring

International Conference  
SHARING AND LEARNING  
FOR MENTORING IN EDUCATION  
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# | Agenda

1. | Introduction
2. | Ethics and Education
3. | Mentorship and Educational Training
4. | Conclusion

# 1 Introduction

## Guiding ethical principles of mentoring

“ Brad Johnson, PhD, professor of psychology at the U.S. Naval Academy and author of four books on mentoring, suggests that psychologist mentors adhere to these guidelines:



**Beneficence.** Promote mentees' best interests whenever possible.



**Nonmaleficence.** Avoid harm to mentees (neglect, abandonment, exploitation, boundary violations).



**Autonomy.** Work to strengthen mentee independence and maturity.



**Fidelity.** Keep promises and remain loyal to those you mentor.



**Justice.** Ensure fair and equitable treatment of all mentees (regardless of cultural differences).



**Transparency.** Encourage transparency and open communication regarding expectations.



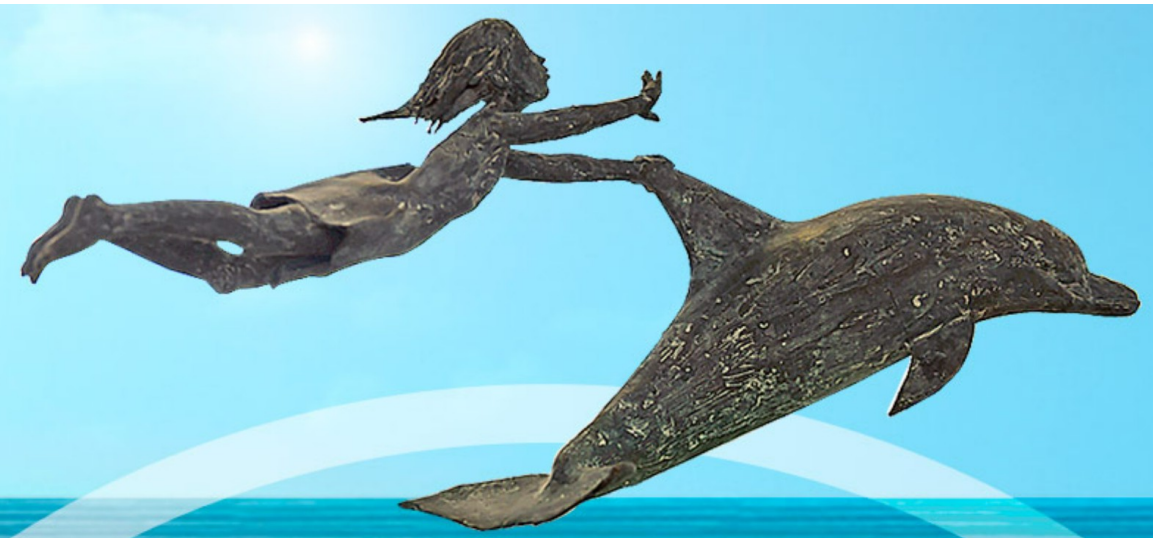
**Boundaries.** Avoid potentially harmful multiple roles with mentees and discuss overlapping roles to minimize risk for exploitation or bad outcomes.

**Privacy.** Protect information shared in confidence by a mentee and discuss all exceptions to privacy.

**Competence.** Establish and continue developing competence.



## | 2 Ethics and Education



**The Reckahn Reflections  
on the Ethics of Educational  
Relations  
(2017)**

## | 2 Ethics and Education


Philanthropic school  
in Reckahn (near Berlin,  
founded in 1773)

today school museum and  
center for education on  
ethics of pedagogical  
relation



## | 2 Ethics and Education

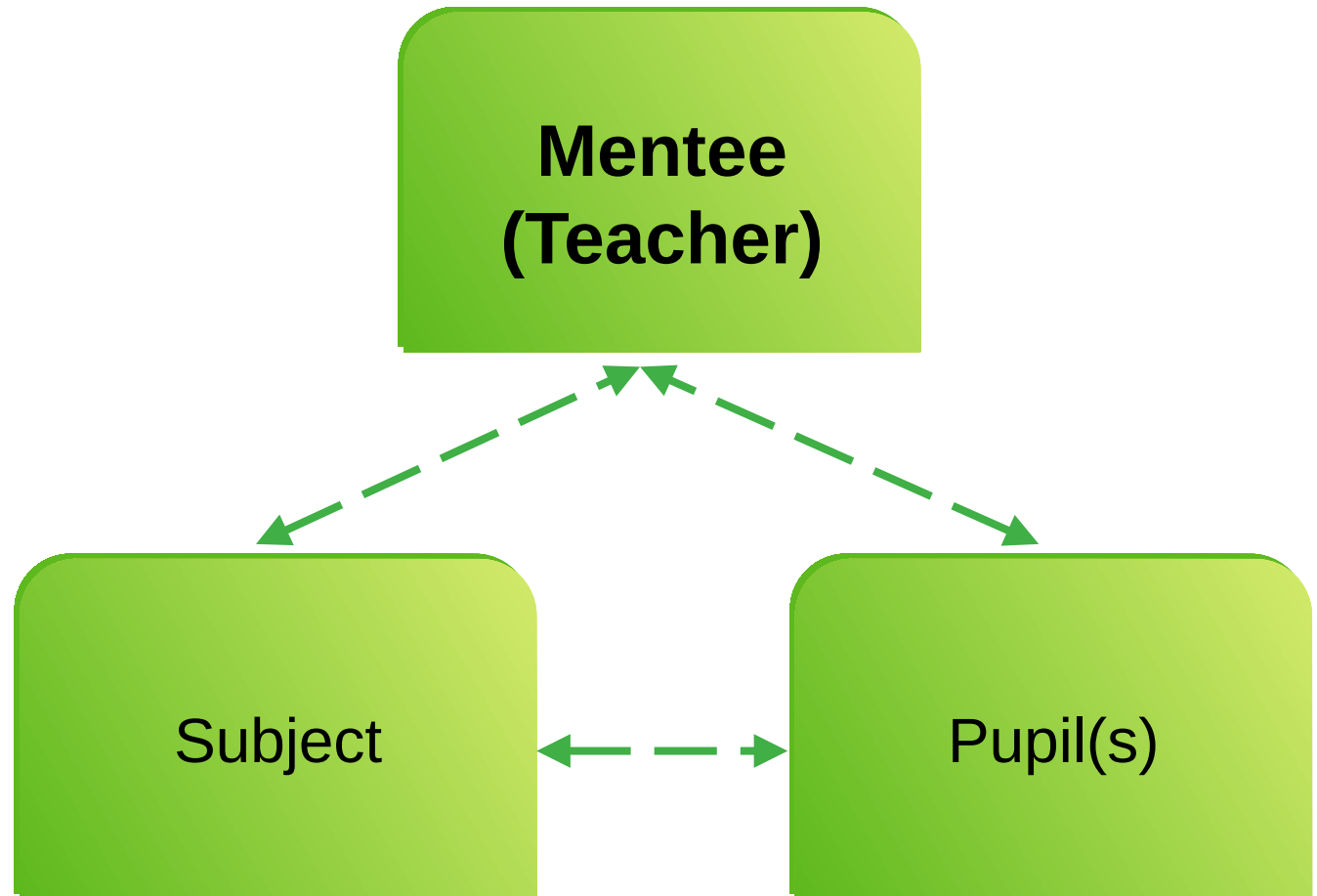
### What is ethically founded

1. Children and youth are addressed and treated with appreciation.
  2. Teachers and educational professionals listen to children and adolescents.
  3. Learning achievements are recognized in order to discuss further steps and necessary support.
  4. Behavioural achievements are recognized. Steps for further positive development are agreed upon. A sense of belonging in the community is encouraged in everyone.
  5. Teachers and educational specialists are aware of the interests, joys, needs, difficulties, pains and sorrows of children and adolescents. They consider their concerns and the subjective meaning of their behavior.
  6. Children and adolescents are guided toward self-esteem and the recognition of others.
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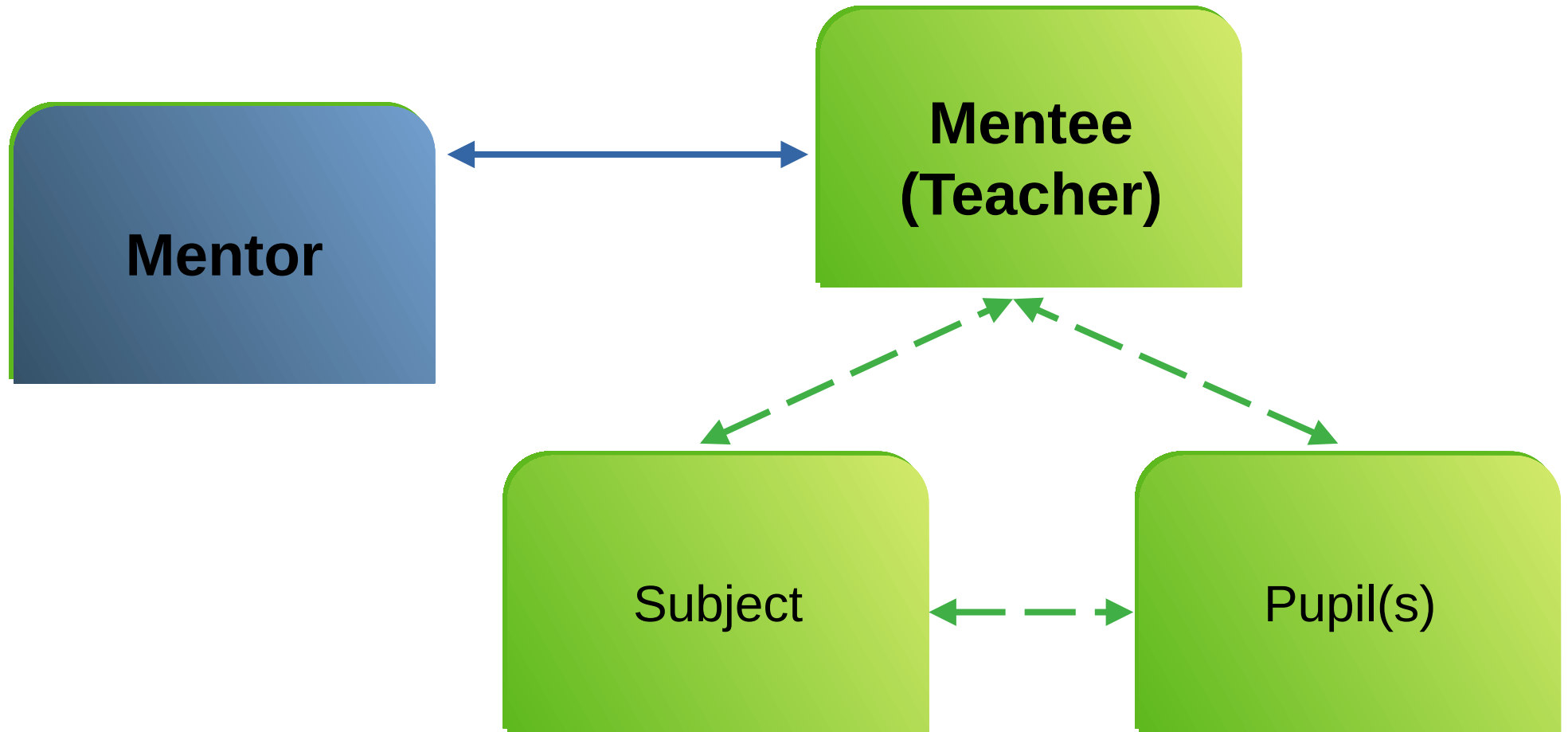
### What is ethically impermissible

7. It is impermissible for teachers and educational professionals to treat children and adolescents discriminatorily, disrespectfully, humiliatingly, intrusively or impolitely.
8. It is impermissible for teachers and educational professionals to comment on the products and services of children and adolescents in a devaluing and disheartening manner.
9. It is impermissible for teachers and educational practitioners to react in a degrading, overwhelming or marginal way to the behavior of children and adolescents.
10. It is impermissible for teachers and educational practitioners to ignore verbal, violent or media-related violations between children and adolescents.

## | 3 Mentorship and Educational Training

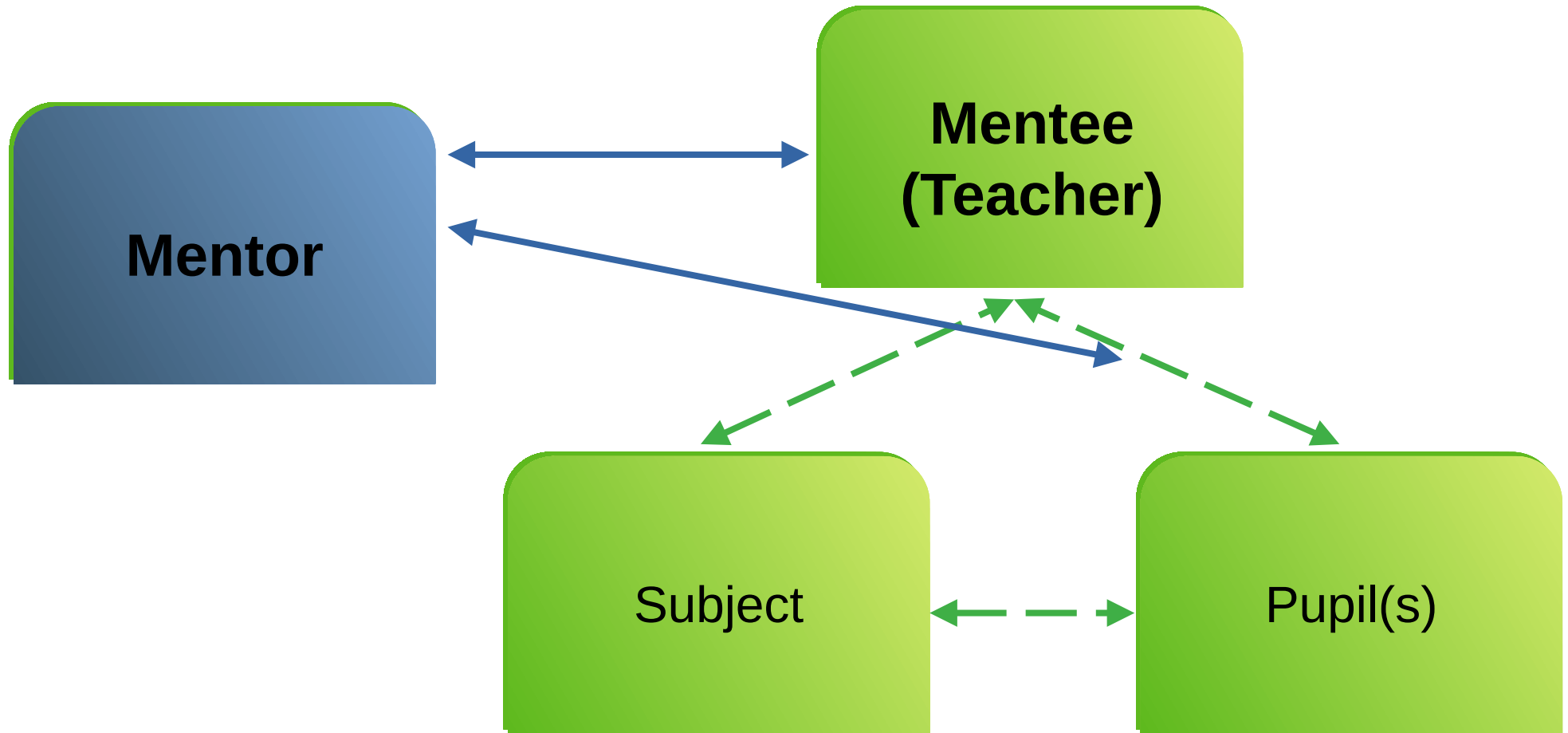


## | 3 Mentorship and Educational Training

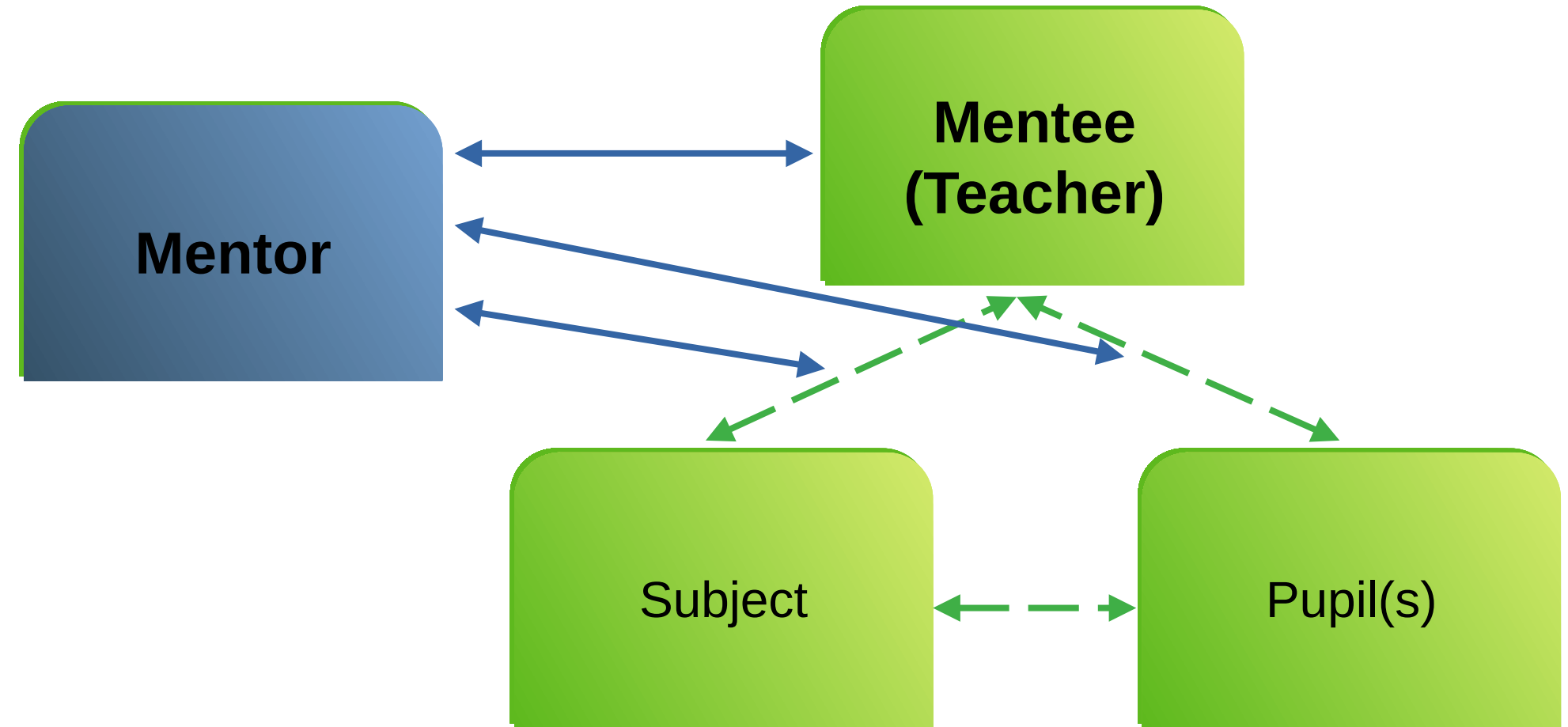




## | 3 Mentorship and Educational Training



## | 3 Mentorship and Educational Training



## | 4 Conclusion

Questions for the development of a professional ethic of mentoring in *education*:

- specifics of mentoring in education
- based on the UN Declaration of the Rights of the Child
- informed by developmental and educational psychology
- respect for diverse and plural cultural circumstances

*Thank you!*