Abstract

The primary goal of this research is to investigate into the relationship between the care ethics mode of moral education and the professional growth of teachers. Qualitative approach was employed. Two selected local primary teachers were being in-depth interviewed and data were being scrutinized

Human relationships and environment are important factors affecting the development of one's moral quality. In addition, refinement of one's practices and deliberation and internalization of moral codes are needed in order to enhance one's moral growth. The experiences in the professional development of the two sample teachers are the focus of data collection. Looking into the biography and the trait of their teaching life by analyzing the data obtained through individual interviews, group discussions, in-class teaching observation, etc. The research draws some conclusions:

1. Moral development engendered by one's growth and experiences.
2. Moral development engendered by love and care.
3. Family education is the cradle of one's moral development.
4. Emotional education carried out in school could help student's moral growth.
5. Teacher's professional ethics needed to be uplifted at school.
6. Teacher's professionalism is promoted through the development of teachers' ethic.

In short, both the development of teachers' ethic or his professional growth are inseparable from the circumstances and interpersonal relationships where the teachers find himself. Teachers' moral growth has positive influence on their professional development.