

Contents

Foreword by Richard Smith	vii
Acknowledgements	ix
Introduction: Why We Need a Virtue Ethics of Teaching	1
Saints and scoundrels	1
A brief for teacherly self-cultivation	2
From the terrain of teaching to the definition of professional ethics	9
Outline of the argument	10
PART I THE VIRTUES OF VOCATION: FROM MORAL PROFESSIONALISM TO PRACTICAL ETHICS	
1 Work and Flourishing: Williams' Critique of Morality and its Implications for Professional Ethics	21
Retrieving Socrates' question	22
Modern moral myopia	25
What do moral agents want?	31
From moral professionalism to professional ethics	35
2 Worlds of Practice: MacIntyre's Challenge to Applied Ethics	47
The architecture of MacIntyre's moral theory	48
A closer look at internal goods	55
The practicality of ethical reflection	61
What counts as a practice: The proof, the pudding, and the recipe	63
Boundary conditions: Practitioners, managers, interpreters, and fans	69
3 Labour, Work, and Action: Arendt's Phenomenology of Practical Life	85
Arendt's singular project	87
Defining the deed	92
Hierarchy and interdependence in the <i>vita activa</i>	99
<i>Praxis</i> in the professions	101
4 A Question of Experience: Dewey and Gadamer on Practical Wisdom	111
The constant gardener	113
The existential and aesthetic dimensions of vocation	119
Our dominant vocation	125
Practical wisdom and the circle of experience	130
The open question	134
PART II A VIRTUE ETHICS FOR TEACHERS: PROBLEMS AND PROSPECTS	
5 The Hunger Artist: Pedagogy and the Paradox of Self-Interest	145
A blind spot in the educational imagination	145
The hunger artist	154
The very idea of a helping profession	161
This ripeness of self	170
6 Working Conditions: The Practice of Teaching and the Institution of School	177
A <i>prima facie</i> case for teaching as a practice	178
MacIntyre's objection	190
Schools as surroundings	198
7 The Classroom Drama: Teaching as Endless Rehearsal and Cultural Elaboration	205
Education as the drama of cultural renewal	208
A false lead	214
Teaching as labour, work, and action	217
Education, shelter, and mediation	223
Teaching as endless rehearsal	227
Teaching as cultural elaboration	233

vi *Contents*

8 Teaching as Experience: Toward a Hermeneutics of Teaching and Teacher Education	241
Teaching as vocational environment	241
Batch processing, kitsch culture, and other obstacles to teacher vocation	248
The syntax of educational claims	254
The shape of humanistic conversation	258
Horizons of educational inquiry	266
Teacher education for practical wisdom	273
References	283
Index	305