Title: An Ethic of Caring and Its Implications for Instructional Arrangements  
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Focus: Caring and Ethics

 Nel Noddings’ ideas have significantly changes the landscape of how we approach educational philosophy. Morality had been a long-standing interest in schools but in recent decades has taken the back seat. She believes that education is fundamental in the well-being of our society and care is a basic need and all people desire to be cared for. Those who bring “natural caring” have a drive to spread goodness that is ignited by an experience or a memory of them being cared for. Ethical care is what we extend to others who we may not agree with, but we are led by a commitment to being a good person. Nodding takes the stance that we should embody care as a moral orientation in teaching because it can transform the way in which we can reach students in the margins.

The public widely believes that schools teach the children to be good citizens, Noddings asserts that schooling is not structured in such a way to support such development. The use of traditional schooling methods such as lectures and the constraining parameters of impersonal grading forego any opportunity students may have to exercise their interpersonal skills. Taking the claim further, Noddings relays that if we are to take the development of our youth seriously, we need to work collaboratively with students, teachers and researchers to implement changes in school infrastructure . A teacher who desired to develop their students’ ethics will create a collection of experiences that assists in forming their morality. We need to reorient with a direct focus on the needs of students rather than being more committed to subject matter.

If we implement framework centered around the moral development of children, we find that this can be beneficial for students in academics but also within their personal lives. By leading with a caring mindset, we can center the needs of those we are caring for and implement measure to help them achieve growth. There are ways in which we must put this care into practice with tangible efforts that reassure children that our care is real and present. Dialogues are extremely important to communicate care as well as respond to feedback from someone who has received care. We should not just rely on our words to do so but we must demonstrate our care through the interactions such as modeling, practice, and confirmation. An educator who centers caring within their practice will provide space for students to be able to practice their skills in caregiving. By granting space and encouraging all to care for the needs of others, we foster a sense of community but also affirm the individual as a caring person. It is critical that we are able to see and know the person we are caring for in order to confirm them; we can find something admirable in each person we encounter. Implementing practices centered around care is key to cultivating a wider sense of caring within our society.