Inquiries into Responsibilities of Teachers

Abstract

Despite a lot of works on teaching and teacher education, little attention has been paid to the search for the essence, contents and conditions of the category of “responsibility” as presented by the contemporary philosophers. In this paper a variety of theoretical references to the approaches and traditions dealing with the widely seen field of responsibility in the philosophy is presented, and consequently an attempt to translate them into the problems of pedagogical responsibility, which amounts to resolving doubts inherent in the area defined by the question about relationships between the teacher’s responsibility and the social function s/he performs, is undertaken.

The problems dealt with in my paper may constitute an important contribution to the development of our knowledge about the teacher’s profession. The obtained analytical results of the research prove the existence of the need for the educational sciences to solve a lot of significant problems. In order to deal with them the answer to the question “What teacher does the modern school need?” must be found. In connection with this the answers to the following questions should be given: What conditions teacher’s responsibility? Who does the teacher feel answerable to and how is (or will be) his responsibility evaluated? What or/and who is the teacher responsible for? Does the fact that the teacher’s work is monitored and assessed by the units of educational authorities mean that the teacher is answerable only to them? Do teachers focus only on carrying out orders and achieving their own goals and the goals of the “insiders” in the system? How do teachers perceive the contemporary world and its future? What tasks is the contemporary teacher assigned in the light of the demands of the changing world?

Key words: pedeutology, teacher’s profession, teacher in modern school, responsibilities of teacher and their kinds.