

## PROFESSIONAL RESPONSIBILITIES OF THE ECONOMICS TEACHERS

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### **Abstract**

*The present paper's aim is to present the professional responsibilities belonging to teachers of economics. Firstly, we mentioned the mixed investigations addressed to the teachers activities: pedagogical, psychological, social and axiological.*

*Secondly we define the expectancies concerning the teachers' knowledge, abilities and attitudes in the present day's environment learning. In order to establish these issues, we identified the needs of the education system. Here we present the actual points of view, advised pedagogical opinions, stages of the research in this field.*

*Within the last part of the paper, we established the responsibilities for the teachers; expectancies under the form of enunciations for the following five activity domains: instruction, evaluation, learning environment, human relations and professional engagement, at the same time taking into account the three dimensions: knowledge, abilities and attitudes.*

**Keywords:** *professional responsibilities, economics, teachers*

**JEL Classification:** A20, A21

### **Introduction**

As an agent of the educative, institutionalized action, the teacher is the object of some investigations of a mixed type: pedagogical, psychological, social and axiological.

All of them are perspectives which have their own particularities and scopes, defining together the dimension of the teachers' professionalism, especially the degree the teacher master a quantum of individual skills which lead him to a continuous growth and developing as a specialist [Călin M., 2003, p.176].

In the present day's learning environment, one necessary action is to define the expectancies that concern the teachers' knowledge, abilities and attitudes. In

order to establish these issues, we have firstly to identify the needs of the education system. Our own analysis as well as the advised opinions and materials expose the needs of the pre-university system of learning.

We established that the efficient teaching implies difficult and fundamental decisions, the usage of some close judgments and the observance of the complex nature of the education mission. More than the technical pieces of knowledge and abilities to be used in the current practice activity, the teacher must be aware of the ethic dimension of their profession. From this point of view, the teachers' primordial mission is to form abilities and attitudes, as well as to promote the comprehension (empathy), through a responsible recognition of the human diversity of needs and features implied.

### **Literature review**

Thus, the teachers have to master a repertoire of educational methods and strategies and, at the same time, to reflect critically on their own activity. Their professional responsibilities concentrate both on the students' education and on the participation at diverse activities, which imply the partnerships with the parents and the community.

Due to the present day development of the pedagogic domain, the teaching ceased to be only an activity of preserving the cultural patrimony and of transmitting it to the new generations. That is why the teachers have also the responsibilities to take into consideration the new knowledge structures, practices and definitions, to invent and experiment new approaches and, if necessary, to implement organizational changes in order to improve the school environment. As agents of the public authority in a democratic society, the teachers contribute to the dialogue concerning the preservation and improvement of the social environment; they also initiate the future citizens in the consequent participation at the public life.

The professional standards of the didactic activity reflect the consensual opinion on the teaching art and science, characteristic of the performing teachers. If we refer to the actions the teachers have to organize in order to improve the students' results, we have to mention that these standards comprise also the knowledge, the attitudes and the essential pedagogical engagements necessary for practicing this job.

These standards are based on a philosophical conception which can be comprised into five essential statements:

- the teachers devote themselves to the students and the didactic activities;
- the teachers know the taught content and have the necessary pedagogical knowledge;
- the teachers are responsible for the control and monitoring of the students learning activity;
- the teachers systematically reflect upon their activities and learn from their own experience;
- the teachers are members of the educational communities.

The performing teachers use the skill of creating new curricula in order to develop the present knowledge and understanding of the students and of their progress toward high abilities, knowledge, concepts and performances.

The teachers adapt the actions to the level of students' interests and abilities, by elaborating and implementing educational activities in the so called proximal zone of learning and development, a concept proposed and described by Vygotsky [Ostrom T.M., 1978 and Costea Șt. et al., 2003, p. 134-135].

As the domain of the continuous training is concerned, Tatiana Callo utters that in the Moldova Republic they approached several aspects, such as the professional training on the base of the real needs of the students, as the Memorandum for the permanent learning says [<http://www.nbpts.org/>, p. 15].

David Fontana asks himself which is the efficient teacher: the person who helps the socio-emotional development of the students or the one who helps their cognitive development? [Fontana D., 1995, p. 383]

For Michel Bonnet [in Stan E., 2004, p. 143], the role of the teacher is understood from the perspective of the ethos and of the market language, that meaning those elements which constitute the economist perspective. A similar perspective is sustained by Nigel Blake [Blake N., 1998, p. 81]. He criticises those approaches which see the learning as a changing economy.

Schunert J. [Schunert J., 1951, p. 219-238] and Fattu N. [Fattu N., 1963, p. 244-251] were preoccupied with the teacher's psycho-pedagogical knowledge.

Other studies argue the types of the relations between the teacher's personality variables and the students' motivation: Cook W. et al. [Cook W. et al., 1951, p. 159-168] and Ryans D. [Ryans D., 1961, p. 82-90] studies utter that teachers with affectionate personalities tend to be more favourable appreciated by different observers.

Cogan M. [Cogan M., 1958, p. 89-105], Reed H. [Reed H., 1961, p. 205-229], Sears P. [Sears P., 1963, p. 44-57] studies underline that the teachers' affection correlates significantly with the volume of work realized by the students.

In addition, these educators use a wide range of strategies and instructional resources, adapted to the students' skills and to these different modalities of exploring ideas and concepts. They understand how to work as mediators, trainers, models, evaluators, managers and counsellors. They also use various forms and didactic games, different strategies of grouping the students and different types of media resources.

The teachers observe and evaluate the students during the class activities. They have the ability to collect and interpret in different ways the received information and to assess the level touched by every student during the process of learning and developing.

They understand and respect the cultural value and familial diversity of the students, use the members and the community resources as learning resources, imply the parents and the family as partners, for the total development of the students.

Each moment constitutes an opportunity for the teacher to answer creatively to the school life provocations. They profoundly analyze and apply individual

observances for every student, in order to guide the judgments and answers. They reflect on their own performance in the light of the students' performances and progress, are interested in their colleagues' opinions and reflect upon the options and consequences.

### **The teachers' professional responsibilities**

Beginning with the present needs of the system of learning, we established responsibilities for the teachers; expectancies under the form of enunciations for the following five activity domains: instruction, evaluation, learning environment, human relations and professional engagement and also taking into account the three dimensions: knowledge, abilities and attitudes.

For the **Instruction** domain, we established the following seven responsibilities:

- 1) the teacher realizes a coherent instruction, based on the field of knowledge;
- 2) the teacher plans the instruction for reaching the curricular proposed objectives;
- 3) the teacher differentiates the instruction, depending on the students needs;
- 4) the teacher creates and uses a variety of materials, resources, strategies which promote and develop the students' critical thinking and problem solving;
- 5) the teacher motivates the students gain knowledge and abilities in order to take decisions and act as responsible citizens in the society;
- 6) the teacher motivates the students to be an active part in the instructional process;
- 7) the teacher stimulates the attitudes and the positive approaches in students' learning, their effective communication in and outside the classroom.

For the **Evaluation** domain, the responsibilities are the following:

- 1) the teacher uses a variety of assessing strategies, which offer a correct valuation to each student;
- 2) the teacher offers feedback for the improvement of the students' performances;
- 3) the teacher uses the evaluation results for instructional decisions for long and short term, in order to improve the students' activity;
- 4) the teacher assists the students in developing their skills of self-evaluation;
- 5) the teacher is able to assess both the individual and the whole class progress;
- 6) the teacher uses the assessing results in order to revise his activity and monitor the instruction efficiency;
- 7) the teacher aligns the evaluation with the purposes, the objectives and the curricular strategies.

For the third domain, the **Learning Environment**, the following six responsibilities are to be taken into consideration:

- 1) the teacher uses efficiently the available time during the class, for an efficient and smooth instruction;
- 2) the teacher communicates and implements clear expectations about the students behaviour during the educative activities;

- 3) the teacher organizes the classroom in order to assure a safe and productive learning environment for the students;
- 4) the teacher involves the students in a disciplined educational environment;
- 5) the teacher represents a model concerning the enthusiasm about learning and devotion for the consistent work;
- 6) the teacher cultivates the family interest for the children education.

The fourth domain is the **Human Relations**. Here, we have the following responsibilities:

- 1) the teacher knows and masters different types of communications;
- 2) the teacher shares the pedagogical resources with his colleagues;
- 3) the teacher establishes relations of efficient, positive communications with his colleagues, students, parents, community;
- 4) the teacher demonstrates positive character features (amiability, humour, politeness, respect);
- 5) the teacher contributes to the efficiency of the school's activities through collaborations with his colleagues;
- 6) the teacher develops partnerships with other institutions;
- 7) the teacher cultivates the students respect for individual and of group differences.

The **Professional Engagement** is the fifth domain. We present below the specific actions for it:

- 1) the teacher shows a manner of life proper to his profession;
- 2) the teacher participates continuously to a process of professional development;
- 3) the teacher adheres to the school and country policies and regulations;
- 4) the teacher collaborates for developing and/or implementing the mission and the goals of the school and education system;
- 5) the teacher effectively maintains the communication with the students, their families, the school staff;
- 6) the teacher engages himself in activities of professional development, in conformity with the purposes and the objectives of the school, the area and the country.

### **Conclusions**

The present paper presented the changes that occur in the present day learning environment; these issues affect all the actors involved in the learning process.

At first we mentioned the mixed investigations addressed to the teachers activities: pedagogical, psychological, social and axiological. Then we defined the expectancies concerning the teachers' knowledge, abilities and attitudes. In order to establish these issues, we identified the needs of the education system. Here we presented the actual points of view, advised pedagogical opinions, stages of the research in this field.

Within the last part of the paper, we established the responsibilities for the teachers; expectancies under the form of enunciations for the following five activity domains: 7 for instruction, 7 for evaluation, 6 for learning environment, 7 for human relations and 6 for professional engagement; we also took into account the three dimensions: knowledge, abilities and attitudes.

The paper represents a piece of scientific work of research. The affirmation is sustained by the following novelties: the establishment of the activity domains in this form and order and the establishment of the 33 professional responsibilities of the teachers.

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