

## **Teacher responsibility and its ties to pedagogical knowledge and professionalism**

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Personal responsibility has important motivational implications, as individuals often engage in behaviours not because these behaviours are necessarily enjoyable, but because they feel an internal sense of obligation and duty to do so. For instance, in order to fulfil their professional responsibilities, teachers may invest considerable effort to prepare high quality lessons, do their very best to help struggling students, and may continuously strive to improve their teaching to support student learning. Teacher responsibility has important ties to teachers' pedagogical knowledge and professionalism, because it constitutes a component of teachers' professional knowledge such as understanding one's professional obligations, and because it can influence how teachers use their pedagogical knowledge and skills in terms of choosing instructional practices that they believe may help them to fulfil their professional responsibility. Although responsibility has been studied from a variety of perspectives, research focusing on teachers is scarce and often plagued by conceptual and operational ambiguity. Accordingly, the focus of this presentation will be on programmatic theoretical developments and empirical research that has explicated the conceptualization of teacher responsibility, its measurement for critical educational outcomes, and its implications for the instructional process, teachers' professional lives, and educational policy.

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