

- Zajistit větší uznání významu mentoringu ve vzdělávání učitelů. To by zahrnovalo věnování náležitého času, prostoru, uznání a odměny těm, kteří tuto nesmírně důležitou roli vykonávají.

Pojetí učitelství jako morálního poslání není nové. V posledních letech však ve srovnání s jinými konkurenčními programy ztratilo doslova půdu pod nohama. Důraz na charakter a chování samotných učitelů vyžaduje odpovídající tendenci v jejich vzdělávání. Charakter a integrita učitele jsou zásadní a nejsou o nic méně důležité než zvládnutí obsahu předmětu a vyučovacích technik. Proto by učitelé měli svým žákům nejen dávat příklad pozitivních charakterových vlastností, ale také jim pomáhat přemýšlet o jejich vlastních silných a slabých stránkách.

Znalost ctností nemusí ještě nutně znamenat změnu chování. Žák může díky výuce pochopit, jaká ctnost je za určitých okolností nejvhodnější, ale nemusí dokázat tuto znalost převést do pozitivního jednání. Proto rozdíl mezi pochopením ctností na jedné straně, a jejich uplatňováním v praxi na straně druhé vyžaduje vzorové jednání ze strany učitelů a rodičů. V tomto smyslu je třeba přípravu budoucích učitelů chápat jako proces formování lidství. Návrhy na podporu a prosazování výchovy charakteru, ba přímo rozkvětu příští generace, by měly být všemi vítány.

Pojetí učitele jako morálního vychovatele nové generace přetrvává po staletí jako deklarovaný cíl jeho profesní role i jako implicitní nevyhnutelnost jeho morálního působení... Morální výchova v širokém smyslu zahrnuje jak to, co učitelé jako morální vzory demonstrují v průběhu své každodenní praxe, tak to, jaké morální lekce přímo předávají buď prostřednictvím formálních osnov, nebo neformální dynamiky života třídy a školy.

(Campbell, 2003: 47)

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