

CODE OF ETHICS FOR PROFESSIONAL TEACHERS

Article I: Scope and Limitations

Section 1. The Philippine Constitution provides that all educational institution shall offer quality education for all competent teachers. Committed to its full realization, the provision of this Code shall apply, therefore, to all teachers in schools in the Philippines.

Section 2. This Code covers all public and private school teachers in all educational institutions at the preschool, primary, elementary, and secondary levels whether academic, vocational, special, technical, or non-formal. The term “teacher” shall include industrial arts or vocational teachers and all other persons performing supervisory and /or administrative functions in all school at the aforesaid levels, whether on full time or part-time basis.

Article II: The Teacher and the State

Section 1. The schools are the nurseries of the future citizens of the state; each teacher is a trustee of the cultural and educational heritage of the nation and is under obligation to transmit to learners such heritage as well as to elevate national morality, promote national pride, cultivate love of country, instill allegiance to the constitution and for all duly constituted authorities, and promote obedience to the laws of the state.

Section 2. Every teacher or school official shall actively help carry out the declared policies of the state, and shall take an oath to this effect.

Section 3. In the interest of the State and of the Filipino people as much as of his own, every teacher shall be physically, mentally and morally fit.

Section 4. Every teacher shall possess and actualize a full commitment and devotion to duty.

Section 5. A teacher shall not engage in the promotion of any political, religious, or other partisan interest, and shall not, directly or indirectly, solicit, require, collect, or receive any money or service or other valuable material from any person or entity for such purposes.

Section 6. Every teacher shall vote and shall exercise all other constitutional rights and responsibility.

Section 7. A teacher shall not use his position or official authority or influence to coerce any other person to follow any political course of action.

Section 8. Every teacher shall enjoy academic freedom and shall have privilege of expounding the product of his researches and investigations; provided that, if the results are inimical to the declared policies of the State, they shall be brought to the proper authorities for appropriate remedial action.

Article III: The Teacher and the Community

Section 1. A teacher is a facilitator of learning and of the development of the youth; he shall, therefore, render the best service by providing an environment conducive to such learning and growth.

Section 2. Every teacher shall provide leadership and initiative to actively participate in community movements for moral, social, educational, economic and civic betterment.

Teachers Service Code Of Ethics

Tobias Bleicker



Teachers Service Code Of Ethics:

The Teachers Service Commission Code of Conduct and Ethics Kenya. Teachers Service Commission, 2003

Kenya Gazette ,2003-08-08 The Kenya Gazette is an official publication of the government of the Republic of Kenya It contains notices of new legislation notices required to be published by law or policy as well as other announcements that are published for general public information It is published every week usually on Friday with occasional releases of special or supplementary editions within the week *Law and Ethics for Australian Teachers* Mark Butlin, Noeleen McNamara, Kerrie Anglin, 2021-06-28 Provides an overview of the professional legal and ethical issues teachers may encounter in the classroom and the school

Encyclopedia of Teacher Education Michael A. Peters, 2022-08-26 This encyclopaedia is a dynamic and living reference that student teachers teacher educators researchers and professionals in the field of education with an accent on all aspects of teacher education including teaching practice initial teacher education teacher induction teacher development professional learning teacher education policies quality assurance professional knowledge standards and organisations teacher ethics and research on teacher education among other issues The Encyclopedia is an authoritative work by a collective of leading world scholars representing different cultures and traditions the global policy convergence and counter practices relating to the teacher education profession The accent will be equally on teaching practice and practitioner knowledge skills and understanding as well as current research models and approaches to teacher education

Ethics and Integrity in Teacher Education Sarah Elaine Eaton, Zeenath Reza Khan, 2023-01-01 This book addresses issues related to ethics and integrity in teacher training Authors pay special attention to the role ethics plays in teaching practice and the importance of establishing expectations for students to learn with integrity from a young age The book celebrates global perspectives on ethics and integrity for pre service teachers acknowledging that although some aspects of ethics are universal the ways in which these are implemented can vary Contributors present original research case studies and recommendations for practice and teaching The book draws on a range of theoretical and conceptual foundations including applied ethics academic integrity and moral education **Teachers' Code of Ethics Annotated** Natividad I. Malolos, 1960

The Techne ,1924 **Professional Codes** Benson Young Landis, 1927 Handbook of Professional Ethics for Psychologists William O'Donohue, Kyle E. Ferguson, 2003-01-23 The Handbook of Professional Ethics for Psychologists provides comprehensive coverage of topics typically neglected in books on ethical issues in psychology Rather than take ethical pronouncements as dogma not to be questioned but simply understood and observed the authors encourage a questioning critical attitude Divided into four parts this provocative text provides comprehensive coverage of foundational issues professional issues special topics and special populations A distinguished group of scholars and researchers examine Moral reasoning and the ethics of professional licensing Confidentiality in psychotherapy Fees and financial arrangements The termination and referral of clients The use of deception in research Ethnic minority issues and Consent in the treatment

and research of children The Handbook of Professional Ethics for Psychologists considers the compatibility of science and morality Challenging readers to question the fundamental philosophical values of professional psychology the editors and contributors inspire the ethical impulse and encourage active moral leadership Success in Professional Experience Michael Dyson, Margaret Plunkett, Kerry McCluskey, 2018-07-17 Teaching placements can be a challenging experience for pre service educators The second edition of Success in Professional Experience facilitates the development of the fundamental knowledge skills and competencies required to prepare for and strengthen confidence during placements with a focus on students building relationships within their educational communities This edition has been fully revised and features two new chapters on assessment and planning for success in learning along with sample planning documents and lesson plan templates In chapter activities reflections case studies and links to the Australian Professional Standards for Teachers APST reinforce student understanding Additional online resources are available on a comprehensive companion website Success in Professional Experience is an essential resource to support pre service primary and secondary school teachers throughout the practical course components of their degree **Faith Schools and Society** Jo Cairns, 2011-10-20 Do faith schools have a place in a plural society Which types of school contribute most effectively to a plural society This fascinating monograph seeks to answer these questions and more by exploring the fit between personal spiritual and academic goals in contemporary educational experience and individual school cultures Jo Cairns a well respected authority on faith schools argues that educational ideology in plural societies has to find a way of recognizing and responding to the predicament of pluralism as it is experienced by individuals and communities This provocative and challenging book will undoubtedly stimulate debate among educationists across the world The Ethical Educator Susan E. Israel, Cynthia A. Lassonde, 2007 The Ethical Educator addresses critical aspects of ethical conduct related to teaching and teacher research Identifying strategies and opportunities for reflection it seeks to guide teachers and researchers in their quest for adherence to the highest level of ethical standards within their practice Written from an educational perspective this book will appeal especially to teachers engaged in research in classroom settings those engaged in collaborative research within the university and school and pre service teachers The book addresses the numerous ethical codes by which teachers are guided those of their professional associations as well as those set forth by teaching and research associations and the many ways in which world issues challenge our systems of teaching and research providing opportunities for self reflection on ethical behavior **Journal of Education** ,1912 **New England Journal of Education** ,1922 **Teaching as a Profession** Matthew John Walsh, 1926 **Addresses and Proceedings - National Education Association of the United States** National Education Association of the United States, 1924 Vols for 1866 70 include Proceedings of the American Normal School Association 1866 69 include Proceedings of the National Association of School Superintendents 1870 includes Addresses and journal of proceedings of the Central College Association **Ethics, Morals and Values in Education**

Plyson Manyani Muzumara,2018-01-09 Ethics Morals and Values in Education By Plyson Manyani Muzumara Many people in our country feel children today are growing up in an environment of moral distortion and decay Children are exposed to evil influences from different dimensions within and outside of their communities It is not uncommon to listen to the news and hear of corruption thefts child defilement examination malpractices gender based violence and similar vices We see a gradual erosion of values and morals in our society but little effort is being spent to change it Reflecting upon our culture s history should give us the opportunity to prepare our teachers to assume the role of moral educators as well as the conveyers of subject content This book focuses on the need to introduce and promote ethics morals and values education in Zambia at both school and teacher education levels It draws information generated by the author from schools colleges of education and universities Without a well defined education policy in favour of promoting pupil and teacher ethics morals and values in our learning institutions efforts to promote the same in our education system are doomed to fail **Teacher Education for**

Ethical Professional Practice in the 21st Century Dreon, Oliver,Polly, Drew,2016-10-06 The rise of online tools is altering the dynamic of modern classrooms as methods of educating students are technologically expanding Due to this advancement institutions and educators of all levels are reconsidering their curriculum in order to integrate new technical demands Teacher Education for Ethical Professional Practice in the 21st Century is an authoritative reference work for the latest scholarly research on the emerging use of technology in the educational system Featuring coverage on proper methods arising challenges and educator preparation this publication is an essential reference source for academicians professionals and researchers seeking current research on the impact of the digital age on education *Education in West Africa* Emefa

Takyi-Amoako,2015-05-21 Education in West Africa is a comprehensive critical reference guide to education in the region Written by regional experts the book explores the education systems of Benin Burkina Faso Cameroon Cape Verde Chad The Gambia Ghana Guinea Guinea Bissau Ivory Coast Liberia Mali Mauritania Niger Nigeria Senegal Sierra Leone and Togo It critically examines the development of education provision in each country whilst exploring both local and global contexts Including a comparative introduction to the issues facing education in the region as a whole this handbook is an essential reference for researchers scholars international agencies and policy makers at all levels **International Research**

Handbook on Values Education and Student Wellbeing Terence Lovat,Ron Toomey,Neville Clement,2010-08-05 Informed by the most up to date research from around the world as well as examples of good practice this handbook analyzes values education in the context of a range of school based measures associated with student wellbeing These include social emotional moral and spiritual growth elements that seem to be present where intellectual advancement and academic achievement are being maximized This text comes as values education widens in scope from being concerned with morality ethics civics and citizenship to a broader definition synonymous with a holistic approach to education in general This expanded purview is frequently described as pedagogy relating to values and wellbeing This contemporary understanding of

values education or values and wellbeing pedagogy fits well with recent neuroscience research. This has shown that notions of cognition or intellect are far more intertwined with social and emotional growth than earlier educational paradigms have allowed for. In other words, the best laid plans about the technical aspects of pedagogy are bound to fail unless the growth of the whole person—social, emotional, moral, spiritual, and intellectual—is the pedagogical target. Teachers and educationalists will find that this handbook provides evidence culled from both research and practice of the beneficial effects of such a values and wellbeing pedagogy.

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