LAW ABIDING TEACHERS

by:

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A law maker should not be a law breaker- a maxim which expresses that any person who constitute the law should have a sense of honor to follow it.

Teachers are classroom policy makers. Although there are common rules, we can make our own for as long as it is not in contradiction with any existing laws.

Apparently, the very reason why we implement such policies is for the sake of prudence and order. It is an essential fact to everyone that we are not at liberty to do whatever we want. Limitations forbid it. Laws prohibit it.

But how can we be a good implementer? Is the authority vested to us adequately enough to enforce?

If we can earn a reputation as good follower, parents, students, and other members of the community will do their part for no foolish reasons and witless excuses.

The Code of Ethics for Professional Teachers deals with the ethical and moral standards every teacher should observe. We must hold a high moral value of dignity and reputation. Revisiting this code regularly will be our wake-up call to evaluate our decisions and actions.

Teachers are also covered by the Code of Conduct and Ethical Standards for Public Officials and Employees. Accountability is a core requirement for successful government service. In discharging our duties, competence, loyalty, patriotism, modesty, justice, and integrity must be served. Do it with an utmost sense of responsibility. We must stick up for public interest over our personal interest.
There is also Child Protection Policy in school. Teachers are not only torchbearer of quality education. We also protect our students from abuse, neglect, exploitation, discrimination and violence. One of our shared tasks is to give our students a conducive environment for their education.

As teachers, our speech and action convey a lot of message. It could be interpreted the way students see us. Make our students believe and feel what we are saying about. It is not just a matter of our convincing power, but in the end, the good influence means the most.

References: