REVISITING THE CODE OF ETHICS

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Article 2. Section 1.

The Code of Ethics for Professional Teachers is composed of thirteen articles. It serves as a guide on how a teacher should behave professionally.

The time has changed from a teacher-center to a child-center education. Many issues arise from this change – the way teacher teaches, how students should be treated, the means of teaching the students, and how the students are protected by the law. In the beginning of the transference, many discussions and debates provide enlightenment and, at the same time, gray areas accumulating through time. Should a teacher commit a mistake from what is “moral” in today’s view compared to what is traditional, should the law be fair in this transition? What becomes the function of the teacher, from teaching to facilitating, with the community and nation-building? What becomes the relationship of teachers from the learner, the parents, and other elements of socialization? Lastly, what disciplinary actions may be taken to resolve conflicts and understanding between the teacher and the students? As laws were laws, the country must follow.

In 1994, the job of teachers were professionalized under the Philippines Professionalization Act”. In one of its sections, it says that the Code of Ethics for Professional Teacher must be adopted and promulgated. Thus, the Code of Ethics of Professional Teachers is birthed under Resolution No. 435, series of 1997. The Code contains thirteen articles. This short paper provides an introductory commentary on these provisions of the law.
Article 1 provides the scope and limitations of the law. The article identifies the reason why the Code is written and should be established, who are the teachers involved in the said provision, and what is teacher?

Article 2 has eight sections defining the relationship of a teacher to the State. Section 1 had a beautiful rendering of what a school is – the nursery of the citizen. And with that, it implies that teachers are nurses of the State.

Article 3 has eight sections too discussing the relationship of the teacher to the community. Section 6 had written a summary of the academic status of the teacher. It says that the teachers are the intellectual leader in the community, especially in the barangay. The barangay, being the basic unit of jurisdiction, the teacher becomes the intellectual leader nursing citizen of the State therein.

Article 4 has six sections defining the teacher and the value of their profession. Section 1 provides an excellent rendition of what a teacher is – that is, the noblest profession. As remarked by many, the profession that creates other profession.

Article 5 has seven sections which aligned the teachers to other learning communities. It relates about loyalty, honesty, integrity, and submission to proper authorities. It involves the precept of one’s right start where other people’s right ends. Fairness and justice is an ingredient in this profession.

Article 6 has six sections. The relationship of the teachers to the higher authorities are regarded. Some technicalities are included in its sections. This section needs a separate and higher criticism which is limited by the objective of the paper.

Article 7 has five sections devoted to how teachers must relate to the school officials, teachers and other personnel. Article 6, by the way, is a general way of addressing professional relationship, article 6 addresses a more particular authorities which a teacher is immediately under.
Article 8 has nine sections. The article relates the relationship between the teacher and the students. It includes the right and duties of the teacher in the classroom, the protection of the interest of the teacher, discrimination, accepting of favors and gifts, issues of mutual attraction. This is the heart of the Code – how a teacher structures a wall or a bridge.

Article 9 also relates the teacher to the parents. In three articles, the teachers are advised and are expected to establish and maintain a cordial relationship, inform them, and listen to the parents’ complaints with sympathy and understanding.

Article 10 has three articles which relates the teacher and business – given that the teacher must not deflect from their work, must have good reputation in terms of financial matters, and be honest with internal and external transactions.

Article 11 established the teacher as a person. That is, it has four articles relating to the dignity, self-respect, model to the students and the community, and recognizes the Almighty God.

The last two articles are about disciplinary action (Article 11) given that the teachers are guilty of any violations pursuant to the Code of Ethics and the effectivity (Article 12).
References:


http://teacher codes.iiep.unesco.org/teacher codes/codes/Asia/Philippines.pdf