



## Code of Ethics for Teachers

### General Principle

Teaching is an office of trust to serve society by improving human capitals and thus, contributing to the enhancement of social capital, which sustains the common good of the community. The office of teacher provides both public goods to society and private goods to individuals. Faithful execution of the office of teacher ethically guides the instructor.

The teacher is the overlap of two Venn circles – one is the individual, the student, and the other is the community or communities in which the student lives and will live as an adult. The teacher's office is to keep a balance between the individual and the community. Thus, the teacher should accurately identify and articulate the circumstances of the student and also accurately discern the context in which the student is placed. The teacher participates in the ego-identity formation of the student, the student's sense of self, which serves as the foundation of a life well-lived and which simultaneously engages with the context, values, character and needs of the community.

As William James advised: "The community stagnates without the impulse of the individual; the impulse dies away without the sympathy of the community."

### Principle No. 1: Educate, not Indoctrinate

As a fiduciary, a teacher places service over self. A teacher seeks to bring out the best in students and must put their interests in achieving intellectual and moral growth first, without confining their understandings to the teacher's personal narratives. The teacher, as fiduciary, separates role responsibility from personal prerogatives. The duty of a teacher is, from the Latin *educare*, to "bring up, rise up, train, mold or nourish." A cognate Latin word is *educatus* – to "bring out, lead out."

### Principle No. 2: Citizenship Formation

The office of teacher seeks to form the characters of students that they may become honorable and engaged citizens. The teacher facilitates student experience of personal agency and acquisition of self-command and self-reliance, not subservience.

**Principle No. 3: Searching for Truth**

A teacher introduces students to realities - simple and complex, material and cultural, natural and social. A teacher guides them to apprehend the environments in which they live and to internalize knowledge of those circumstances, their origins and potentials. Detachment and objectivity are required for success in the search for more certain knowledge of reality.

**Principle No. 4: Empowerment**

A teacher empowers students with skills and abilities - intellectual, ethical, athletic and emotional. The trust responsibilities of a teacher are realized through the student's accumulation of skill and effectiveness.