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Ethics of the Teaching Profession

PREAMBLE—In order that the aims of education may be realized more fully, that the welfare of the teaching profession may be promoted, that teachers may know what is considered proper procedure, and may bring to their professional relations high standards of conduct, the National Education Association of the United States has developed this code of ethics. [The term "teacher" as used in this code is intended to include every person directly engaged in educational work whether in a teaching, an administrative, or a supervisory capacity.]

ARTICLE ONE—*Relations with Pupils and to the Community*—SECTION 1. The schoolroom is not the proper theater for religious, political, or personal propaganda. The teacher should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his value as a teacher.

SECTION 2. The teacher should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

SECTION 3. In instructional, administrative, and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities, and social environments of pupils.

SECTION 4. The professional relations of the teacher with his pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

SECTION 5. The teacher should seek to establish friendly and intelligent cooperation between the home and the school.

SECTION 6. The teacher should not tutor pupils of his classes for pay.

ARTICLE TWO—*Relations to the Profession*—SECTION 1. Members of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a stepping stone to some other vocation.

SECTION 2. The teacher should maintain his efficiency and teaching skill by study and by contact with local, state, and national educational organizations.

SECTION 3. A teacher's own life should show that education does ennoble.

SECTION 4. While not limiting his services by reason of small salary, the teacher should insist upon a salary scale suitable to his place in society.

SECTION 5. The teacher should not exploit his school or himself by personally inspired press notices or advertisements, or by other unprofessional means, and should avoid innuendo and criticism particularly of successors or predecessors.

SECTION 6. The teacher should not apply for another position for the sole purpose of forcing an increase in salary in his present position. Correspondingly, school officials should not pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so.

SECTION 7. The teacher should not act as an agent, or accept a commission, royalty, or other reward, for books or supplies in the selection or purchase of which he can influence or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

ARTICLE THREE—*Relations to Members of the Profession*—SECTION 1. A teacher should avoid unfavorable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to report to duly constituted authority any matters which involve the best interests of the school.

SECTION 2. A teacher should not interfere between another teacher and a pupil in matters such as discipline or marking.

SECTION 3. There should be cooperation between administrators and classroom teachers, founded upon sympathy for each other's point of view and recognition of the administrator's right to leadership and the teacher's right to selfexpression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated person next in rank.

SECTION 4. The teacher should not apply for a specific position unless a vacancy exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

SECTION 5. Qualification should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotion, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

SECTION 6. Testimonials regarding a teacher should be frank, candid, and confidential.

SECTION 7. A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given by both parties to the contract.

SECTION 8. Due notification should be given by school officials and teachers in case a change in position is to be made.—Adopted by the National Education Association, July 1929.

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