

A CHARTER FOR EDUCATORS

Introduced by Senator Pecson

CONCURRENT RESOLUTION REQUESTING THE PRESIDENT OF THE PHILIPPINES TO ISSUE AN EXECUTIVE ORDER EMBODYING A CHARTER FOR EDUCATORS AND THE EDUCATIONAL PROFESSION

WHEREAS, we acknowledge the importance of public education in the upbuilding of a nation, and recognize the fundamental part played by teachers in the training of youth for effective citizenship in a democracy;

“WEHERAS, we believe that on undertaking his difficult task, the teacher has the right to satisfactory living conditions corresponding both to the social status to which he is entitled and to the importance of the contributions which he makes to social progress;

WHEREAS, we feel that the intellectual freedom of teachers, so necessary to the effective accomplishment of their task, can be no more than a mockery if they do not enjoy the dignity and security essential to the exercise of their profession;

WHEREAS, section five of Article XIV of the Constitution of the Philippines provides, among others, that “the government shall establish and maintain a complete and adequate system of public education” aimed “to develop moral character, personal discipline, civic conscience, and vocational efficiency”; and

WHEREAS, in the formulation and implementation of definite measures to comply with this constitutional mandate, a body of well selected, adequately prepared, and contented teachers is indispensable: Now, therefore, be it

Resolved by the Senate, the House of

Representatives of the Philippines concurring: That His Excellency, the President of the Philippines, be, as he is hereby, requested to issue an Executive Order embodying the following CHARTER FOR EDUCATORS AND THE EDUCATIONAL PROFESSION.

A CHARTER FOR EDUCATORS AND THE EDUCATIONAL PROFESSION

ARTICLE I. Those who are to become teachers and educators have the *right* to be selected on the basis of ability and aptitude only, irrespective of sex, religious faith, political convictions, or financial status, and to be provided with the facilities necessary for optimum cultural growth and professional preparation; and the corresponding *duty* of choosing this profession only when they feel truly drawn to it and are willing to make it their life career instead of using it merely as a stepping-stone to other professions or fields of service.

ARTICLE II. Teachers and educators have the *right* to the facilities for further and continued cultural and professional growth through democratic, and constructive supervision and a realistic program of in-service education; and the *duty* to keep abreast of new developments in the sciences, the arts, and technology and to use their newly acquired knowledge and skill to improve their professional competence.

ARTICLE III. Teachers and educators have the *right* to be kept informed of educational developments in foreign lands and to participate in plans for the exchange of personnel with other nations as a means of helping to promote the cause of international understanding; and the *duty* of bearing in mind always that, though they be loyal

to their own country, they are a part of a family of nations and that therefore they must contribute through their teaching and personal influence to the growth of world solidarity.

ARTICLE IV. Teachers and educators have the *right* to participate in improving and developing the school curriculum in formulating educational policies; and the *duty* to be well informed on modern trends in education, to experiment with new methods in their classes, and to afford their own pupils and their parents a like degree of participation in the formulation and implementation of school policies.

ARTICLE V. Teachers and educators have the *right* to be provided with the conditions necessary for effective work, namely: adequate buildings and equipment, up-to-date and sufficient textbooks and teaching aids, a reasonable teacher-pupil ratio, adequate time for planning and pupil guidance, and time for the enjoyment of leisure; and the *duty* to use to full advantage the facilities and the time given to them for the intellectual, moral, spiritual, and physical development of their pupils, and for the improvement of living conditions in their respective communities.

ARTICLE VI. Teachers and educators have the right to security of tenure, to a living and saving remuneration, to social insurance, and to retirement allowances, so that they may be free from material anxieties; and the duty to devote themselves fully and conscientiously to their professional duties and thus justify the confidence placed upon them by the community in which they work.

ARTICLE VII. Teachers and educators have the *right* to be treated as persons of dignity and worth, and be allowed freedom of mind and conscience to initiate and experiment in matters educational; and the corresponding *duty* to treat their co-workers and their pupils in the same manner.

ARTICLE VIII. Teachers and educators have the *right* to the same personal liberties that are accorded other respectable citizens and to be free from petty and unreasonable restrictions; and the *duty* to live and participate fully in the affairs of the community which they serve and to be above reproach and suspicion in their conduct and relationships with their pupils and co-workers.

Adopted,



VITALIZING . . .

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they giving up uneconomical and inefficient practices in their occupations in favor of more modern and scientific practices? Is their productive capacity increased and their standard of living

subsequently raised? Are the people engaging less in undesirable recreational activities and more on whole some leisure?