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According to Virginia Crocheron Gildersleeve, “The ability to think straight, some knowledge of the past, some vision of the future, some skill to do useful service into the well-being of the community- these are the most vital things education must try to produce.” The Code of Ethics for Minnesota teachers strongly influences this quote from Gildersleeve. Through the Code of Ethics for Minnesota, the philosophy of Essentialism is most widely seen throughout.

The Code of Ethics for Minnesota is widely spread, however, expected. There are the standards for professional conduct in which the educators must abide by upon entering the teaching profession. Some of the standards of professional conduct include but are not limited to: A teacher shall provide professional education services in a nondiscriminatory manner, a teacher shall not use professional relationships with students, parents, and colleagues to private advantage, a teacher shall not knowingly or make false or malicious statements about students or colleagues.

Alongside of the code of ethics, philosophies of education fall into play. Most related to the Minnesota Code of Ethics is Essentialism. Essentialism is a uniquely American philosophy of education that began in the 1930s and 1940s as a reaction to what was seen as an overemphasis on a child-centered approach to education and a concern that students were not gaining appropriate and adequate knowledge in schools (Ryan & Cooper, 302).

Alongside of this, essentialism focuses on the core subjects such as reading, writing, and arithmetic which demonstrate alongside of the Minnesota Code of Ethics. As much as this shows essentialism, romanticism is also portrayed. Each student should be driven by their own curiosity rather be subject centered.

Each philosophy is seen throughout the code of ethics as it was difficult to find just one specific philosophy. However, essentialism is the main philosophy which directly relates to the state of Minnesota code of ethics.