As T.S Eliot puts it, “Humility is the most difficult of all virtues to achieve; nothing dies harder than the desire to think well of oneself” (Hare, 1993).

It is very easy to become proud. As teachers become well versed and confident in teaching their subject areas, “it is all too easy to think so well of oneself that one expects uncritical deference from students” (Hare, 1993). William Hare, a Professor Emeritus, and former President of the Canadian Philosophy of Education Society, presents the dilemma teachers face when approaching their profession with humility, “some teachers, then, seem so assured of their own authority that humility is completely absent from their perspective on teaching, while others seem to have translated humility into denial of their right to critically assess a student’s response” (Hare, 1993). When there is a lack of humility teachers believe they are never wrong and should not be challenged by their students. Contrastingly, although teachers must have a sense of their own limitations, when teachers are too humble they fail to critically assess their student’s answers.

Teachers need to be aware that students have the capability of becoming critical thinkers just like themselves. They will grow up and be able to assess what they have been taught by their teachers. “The teacher of course, need not think that the student is presently his or her equal, but does need to see the student as potentially an equal” (Hare, 1993). How often do we as teachers critically reflect on the way our teachers taught us? All of our students have the same capacity to become knowledgeable and assess what we have taught them.

**Quote of the Day:**
“I know nothing except for the fact of my own ignorance”
Socrates

**Being a Humble Teacher**
- Approach the students with honesty
- Always take a stance that your own learning never ends
- Remember there are things you can learn from your students
- Respect your student’s interpretations
- Be aware that no matter how intrigued you are by a subject you teach, your students may never be
References