

GUIDELINES

For the design and effective
use of teacher codes of conduct

Muriel Poisson



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning



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A photograph of three young girls sitting at a wooden table. The girl in the center is wearing a yellow sleeveless top and is looking towards the left. The girl on the right is wearing a blue patterned top and is looking down at a box of biscuits on the table. The girl on the left is partially visible, wearing a yellow and black patterned top. The box is red and blue with the word 'Krijt' and a logo. There are some biscuits on the table in front of the box. The background is a plain, light-colored wall.

PART 1 GUIDELINES

WHY ARE THESE GUIDELINES IMPORTANT?

Achieving Education for All (EFA) is fundamentally about ensuring that children gain the knowledge and skills they need to better their lives and contribute to the development of more equitable and peaceful societies. The ‘quality imperative’ appears crucial in this context, as emphasized by Goal 6 of the Dakar Framework for Action, which commits countries to improve all aspects of the quality of education.

Plans for improving the quality of education often focus on quantitative data such as learning time, class size, physical infrastructure and facilities, teaching and learning materials and qualification of teachers, rather than on ‘**intangible inputs**’, such as:

- the commitment of teachers and other staff to their profession,
- their capacity to help every pupil reach his or her potential,
- their ethical and professional behaviour and responsible judgment.

Such factors are nevertheless critical in providing quality education for all as well as fostering universal values such as honesty, integrity and citizenship.

To increase the professionalization of teachers and other staff, countries have developed **professional codes of conduct in the education sector**, in addition to the general statutory rules in force for all members of the public service. These codes are a cornerstone of quality teaching and work towards excellence in education in several ways:

- by building better teaching and learning environments, they can improve the quality of classroom teaching-learning interaction, while helping curb misconduct;
- by promoting ethics, they can make sure that common values are shared by all citizens.

In most countries, such codes exist in one form or another: as a clearly formulated code, a set of regulatory texts, laws, regulations, statutes, directives, implicit rules, and so on. In some others, they still need to be introduced at the national level (or at regional or provincial levels, in the case of federal systems). But even when such codes do exist, their **impact** is sometimes **questionable** due to a variety of factors such as:

- limited access to the code or lack of awareness of its existence,
- difficulties in understanding it,
- inadequate education for teachers,
- lack of capacity for its enforcement,
- a lack of knowledge about procedures for lodging complaints, etc.

These guidelines have been prepared to:

- guide countries on how to successfully design a code (or review an existing code) to make it into a functional tool that will contribute effectively to the regulation of staff (and more specifically, teachers' conduct at school level);
- help countries put in place the appropriate mechanisms to ensure the proper dissemination, application, and monitoring of the code at all levels of the system (including its integration into teachers' education and professional development).

The guidelines are **aimed** at:

- national stakeholders (ministries of education, teacher development colleges, and teacher unions),
- local stakeholders (school principals, teachers, pupils, parents, and parents and teachers associations).

Given the importance of teachers in the education process and their unique position of trust and influence, especially with regard to pupils, they will **focus** mainly on formal primary and secondary school teachers, even though the advice they provide could be used for the education profession as a whole, and other levels of the system.

The guidelines will follow the major steps involved in the development of a code, namely:

- 1 Defining a code of conduct
- 2 Formulating the content of the code
- 3 Developing the code
- 4 Adopting the code
- 5 Disseminating and promoting the code
- 6 Implementing the code effectively
- 7 Reporting and sanctioning misconduct
- 8 Reviewing the code and evaluating its impact

1. DEFINING A CODE OF CONDUCT

In this section:

- some basic definitions for a code of conduct, listing its possible objectives to help countries clearly define what they expect from such guidelines and the adoption of a code (or the revision of an existing code),
- an overview of which professional groups to target within the scope of the code.

WHAT A CODE IS

A code of conduct is a set of guidelines – a written document – produced by public authorities or by professional organizations, which details the set of recognized ethical norms (or values) and professional standards of conduct to which all members of a profession must adhere.

GO TO RESOURCE 1

CODE OBJECTIVES

Its main objective is to provide self-disciplinary guidelines to the practitioners of a profession, through the formulation of ethical norms and standards of professional conduct.

Such an education code can:

1. Guide and support education practitioners by:

- providing guidance to the members of the profession on how to make ethical decisions based on ethical awareness and reasoning;
- helping members of the education profession solve some of the ethical dilemmas they are confronted with;
- stipulating explicit professional rules that can guide teachers in their everyday conduct.

2. Protect pupils and teachers by:

- protecting the pupils from harm, discrimination, intimidation, harassment, and/or humiliation;
- maintaining with integrity, teachers position of trust and authority vis-à-vis their students, without abusing that authority position of power;
- highlighting and reinforcing the possible implications of misconduct of members of the profession in terms of disciplinary consequences;
- stipulating the rights of teachers and improving his/her working conditions.

3. Achieve and maintain a high degree of professionalism of the education profession by:

- upholding the honour, dignity, self-esteem and reputation of teachers;
- enhancing the dedication, efficiency of service and professional commitment of teachers;
- promoting a sense of professional identity among teachers.

4. Promote public trust in – and support for – the education profession by:

- presenting a positive image of the education profession;
- emphasizing the social responsibility and public accountability of the profession towards pupils, parents and beyond the classroom to the community at large;
- establishing the conditions conducive to the best possible professional service.

EDUCATION INTERNATIONAL DECLARATION ON PROFESSIONAL ETHICS (EXTRACTS)

Preamble

3. (...) The exercise of responsible judgment is at the heart of professional activity and the actions of caring, competent and committed teachers and education personnel to help every student reach his or her potential is a critical factor in the provision of quality education;

5. The teaching profession may benefit greatly from a discussion about the core values of the profession. Such raising of consciousness about the norms and ethics of the profession may contribute to increasing job satisfaction among teachers and education personnel, to enhancing their status and self-esteem, and to increasing respect for the profession in society (...).

10. Commitment to students: Education personnel shall:

- respect the right of all children, especially their students, to benefit from the provisions identified in the UN Convention on the Rights of the Child particularly as those rights apply to education;
- safeguard and promote the interests and well-being of students and make every effort to protect students from bullying and from physical or psychological abuse (...);
- give students a feeling of being part of a community of mutual commitment with room for everyone;
- exercise authority with justice and compassion;
- ensure that the privileged relationship between teacher and student is not exploited in any way but particularly in order to proselytize or for ideological control (...).

Source: Education International. Full text available at:
www.ei-ie.org/worldcongress2004/docs/WC04Res_DeclarationProfEthics_e.pdf

TARGET OF THE CODE

Given their importance in the education process, and their unique position of trust and influence, especially on pupils, the code should focus on teachers.

However, as the code is intended to address teacher conduct, it is likely to affect other categories of staff particularly those operating at school level; for example, school principals, teachers, administrators, school-board members and inspectors.

A code of conduct for the education profession should apply equally to both tenured and contractual staff. It should target the primary and secondary levels of the education system.

For early-childhood and tertiary education, additional codes may be needed, in order to address specific issues that have stronger visibility at these levels.

CHECKLIST

- The objectives of the codes are clearly stated.
- The public targeted by the code is clearly identified.

2. FORMULATING THE CONTENT OF THE CODE

In this section: the various issues to be included in the content of the code:

- major ethical norms to be considered,
- standards of conduct expected from the members of the profession,
- reporting and sanctions mechanisms to be applied.

To maintain the honour and dignity of the profession, and promote educational quality, teachers should observe core ethical values and adopt appropriate professional conduct. Accordingly, a code of conduct should include two major components:

- the **ethical norms (or values)** that should underpin the work of the members of the profession;
- based on these norms, the **standards of professional conduct** that should guide the members of the profession in their daily activities in working with various stakeholders; for example, pupils, parents, colleagues and employers.

ETHICAL NORMS AND CORE VALUES



Ethical norms (or values) – concepts such as integrity, honesty, truth, fairness and respect for others – should underpin the work of the members of the profession.

Many social groups and cultures share similar core values as the basis for conduct; these major, ethical, universal norms should guide the conduct of teachers. They are presented in the *diagram* opposite. They should serve as inspiration for the development of the professional standards described below.

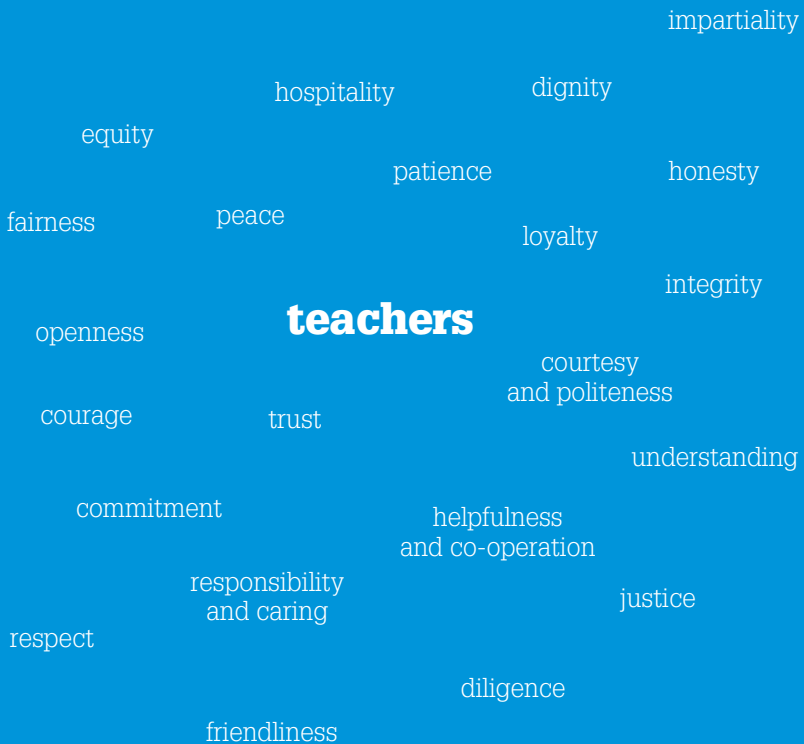
GO TO RESOURCES 2 TO 5

STANDARDS OF PROFESSIONAL CONDUCT

Based on ethical norms, standards of professional conduct should give specific guidance about the professional practice that the profession expects from its members. They should guide the members of the profession in their daily activities in working with various stakeholders; for example, pupils, parents, colleagues, school principals and administrative authorities.

They can be ‘self-regulatory’ or ‘self-disciplinary’ to guide members of the education profession and help them to know ‘what to do’ and ‘what not to do’ in real life. Examples are provided in the *Table* on pages 22 and 23.

MAJOR VALUES TO BE CONSIDERED WITHIN THE CODE



STANDARDS OF PROFESSIONAL CONDUCT

TOWARDS PUPILS	TOWARDS PARENTS AND THE COMMUNITY
<p>Shall respect the learner's right and dignity without prejudice to gender, colour, age, race, place of origin, language, sexual orientation, socio-economic background, family status, religion, physical characteristics, disability, etc.</p> <p>—</p> <p>Shall not favour or disadvantage certain students, in particular when marking scripts or correcting exams (because of nepotism, payment of bribes, sexual or religious discrimination, etc.).</p> <p>—</p> <p>Shall not intentionally distort or suppress subject matter relevant to a pupil's academic programme.</p> <p>—</p> <p>Shall prohibit physical, verbal, psychological or sexual violence against a pupil in any form, coercive or consensual (in particular gender-based violence).</p> <p>—</p> <p>Shall not take advantage of his/her professional relationship with pupils for private gain.</p> <p>—</p> <p>Shall not harass a pupil in any way (including sexual harassment).</p> <p>—</p> <p>Shall not exert pressure on pupils to take additional paid courses.</p> <p>—</p> <p>Shall not collect illegal fees from pupils (for admission, organizing exams, etc.).</p> <p>—</p> <p>Shall not divulge confidential information about pupils, except in very specific cases, when in the best interest of the child.</p>	<p>Shall conduct himself/herself in a manner that does not show disrespect to the values, beliefs and customs of the parents, and to the broader community.</p> <p>—</p> <p>Shall not accept gifts, favours or hospitality that might impair his/her judgment.</p> <p>—</p> <p>Shall not misuse his/her professional position for private gain in the offering of goods or services to parents or to the community.</p> <p>—</p> <p>Shall respect parental rights of enquiry, consultation, and information in the best interests of their children.</p>

TO BE CONSIDERED WITHIN THE CODE

TOWARDS COLLEAGUES	TOWARDS EMPLOYERS	TOWARDS THE PROFESSION
<p>Shall refrain from undermining the status and authority of his/her colleagues.</p> <p>—</p> <p>Shall not criticize the professional competence or professional reputation of a colleague, except in some duly specified cases (to prevent or lessen a serious threat to life, health, safety for welfare of a person, including the pupil).</p> <p>—</p> <p>Shall not undermine the confidence of pupils in other teachers.</p> <p>—</p> <p>Shall use appropriate language and conduct in his/her interactions with colleagues.</p> <p>—</p> <p>Shall avoid any form of humiliation, and refrain from any form of abuse (physical or otherwise) towards colleagues.</p> <p>—</p> <p>Shall not sexually harass a colleague.</p> <p>—</p> <p>Shall not take, because of animosity or of personal advantage, any steps to secure the dismissal of another teacher.</p>	<p>Shall be truthful when making statements about his/her qualifications and credentials.</p> <p>—</p> <p>Shall not take advantage of personal relations to secure recruitment, promotion or transfer.</p> <p>—</p> <p>Shall not offer a bribe or a gift to a civil servant to secure recruitment, promotion or transfer.</p> <p>—</p> <p>Shall honour teaching as their main occupation.</p> <p>—</p> <p>Shall not engage in any outside employment that might impair the nature and effectiveness of their teaching.</p> <p>—</p> <p>Shall not be absent without justification.</p> <p>—</p> <p>Shall not delegate their teaching duties to any person who is not a teacher.</p> <p>—</p> <p>Shall not go to work under the influence of alcohol or drugs.</p> <p>—</p> <p>Shall not divert school funds.</p> <p>—</p> <p>Shall not steal school equipment or supplies.</p> <p>—</p> <p>Shall refrain from discussing confidential and official matters with unauthorized persons.</p>	<p>Shall act in a manner that upholds the honour and dignity of the profession.</p> <p>—</p> <p>Shall constantly and consistently strive to achieve and maintain the highest degree of professional competence.</p> <p>—</p> <p>Shall ensure that his/her professional knowledge is regularly updated and improved.</p> <p>—</p> <p>Shall assist in the professional growth of colleagues through the sharing of ideas and information.</p>

A teacher code of conduct should not necessarily address all these dimensions at once; in-depth thinking carried out in each country will determine the major dimensions that should be considered in the code.

In particular, a teacher code of conduct should focus on the various types of behaviour that constitute a major obstacle to access, quality, equity and ethics within the education sector of the considered country.

The code should also clarify the general rights of teachers as professionals and employees, and the legal grounds for those rights.

GENERAL RIGHTS OF TEACHERS

General rights of teachers as professionals and employees include, for example:

- fair consideration for any position for which the teacher is qualified,
- fair treatment as they undertake their teaching tasks,
- right to refuse to perform any non-professional tasks that are unrelated to the duties of a teacher,
- freedom to express opinions and suggestions regarding the administration of the school,
- right to be informed of evaluation procedures affecting himself/herself and to express his/her views,
- respect for the privacy of their personal lives,
- protection from physical and verbal violence.

In addition, the code should clearly specify the mechanisms for reporting and penalizing misconduct (see *point 7* on pages 40 to 42).

CHECKLIST

- The code takes into consideration essential themes and questions.
- The code is applicable to the daily working life of the teachers.
- The code is formulated in specific terms.
- The code addresses gender issues.

3. DEVELOPING THE CODE

In this section:

- the importance of planning development of the code using a participatory approach,
- recommendations on how to involve teachers and teacher unions.

THE CORE TEAM

A core team should be established to develop the code or review the existing document.

If no initiative is taken at central level, school-based players in consultation with the community may wish to initiate the process at local level.

MAKING UP THE CORE TEAM

The core team should include a variety of stakeholders to ensure that the diverse perspectives in the profession are voiced, for instance:

- officials of the education administration;
- academics;
- legal and union representatives;
- school principals and administrators;
- teachers (male and female);
- parent-teacher associations; and,
- pupils' and students' committees.

Women and representatives from minority groups should be well represented.

There should be a good balance between academics (including jurists) and accomplished practitioners (including toolkit-production experts).

The core team should develop a detailed plan for designing the code, including:

- review of existing laws and regulations applying to the teaching profession in the country considered;
- analysis of current codes (including any existing code in the country considered);
- commissioning of surveys, case studies (for instance, on cases presenting specific ethical difficulties) and briefs;
- mobilization of a variety of stakeholders and the collection of their inputs;
- drafting the code;
- application of the draft code in a pilot trial;
- finalization of the code on the basis of the comments received, and the outcome of the pilot phase.

This plan should clearly define how different stakeholders at central and local levels should share responsibilities for developing the code to build ownership at all levels (schools, teachers, and communities).

GO TO TOOL 1

INVOLVING A VARIETY OF STAKEHOLDERS

The core team should use a participatory approach to build ownership throughout the education community by broadening involvement of:

- teachers and teacher unions who will be indeed more able and willing to use the code;
- school communities (including pupils, parents, etc.) who should be encouraged to remain engaged in the education process.

**Teachers
and unions
at the
forefront!**

INVOLVING TEACHERS

The participation of teachers is indispensable to:

- contribute real-life situations (actual issues, and school-based problems and difficulties in which they play a central role);
- make use of their experience to devise adequate norms and standards;
- consider the evolving nature of teaching (and the work of other school-based players);
- enable teachers to think about and review their own professional judgments and praxis.

The consultation of various stakeholders, in particular teacher unions, could take different forms, such as interviews, focus groups and school meetings.

Women and representatives of minorities must be consulted, especially in view of major concerns related to the daily experience of girls and women in schools.

Though some stakeholders may have misgivings, the process of building a code should move forward as gradual involvement may occur.

GO TO TOOL 2

DRAFTING AND FINALIZING THE CODE

The core team should write a *draft code* based on all the inputs collected and analysed. This *draft* should be circulated widely throughout the teaching community and further afield for comments.

Teachers and school community members should be invited to respond to the *draft code*, for instance during workshop discussions or through an online feedback form.

HOW TO ORGANIZE FEEDBACK

The following questions can help organize feedback:

- What do you like about the standards of conduct?
- What do you not like about these standards?
- Do these standards of conduct capture all the important and relevant elements of a teacher's role?
- What is missing from the standards?
- Do the standards include any unnecessary elements? If so, what are they?

Before finalization, the draft code should be tested in a pilot phase (for instance during local workshops) then revised and finalized according to the findings.

All in all, though broad participation takes time, adoption of the code should follow immediately upon finalization of the drafting.

CHECKLIST

- Adequate resources, sufficient time, and local expertise are provided to develop the code.
- Major players are consulted on the design of the code.
- Major players agree to be involved in the process.
- Much effort has been put into reconciling the different views of the parties involved.
- The code does not reflect only the government's perspective.

4. ADOPTING THE CODE

In this section:

- steps to ensure the newly drafted code is formally acknowledged by the whole education profession,
- determining the legal status of the code,
- adopting the code formally,
- facilitating adherence to the code by all primary and secondary teachers.

DETERMINING THE LEGAL STATUS OF THE CODE

Lay down the legal basis of the code!

Government and teacher organizations should agree on the legal status of the code. The status of the code should be clearly determined in reference to existing laws, regulations and directives that define the practice of the education profession.

The code should be binding for teacher accreditation and/or certification bodies.

In the event of serious misconduct, a law specifying which judiciary body is competent for judging the offender should be adopted.

ADOPTING THE CODE FORMALLY

Officials in the ministry of education and other ministries and national/state agencies with responsibilities for education should adopt the code formally and issue a policy statement asserting that the code is in line with national education policies.

Teachers' unions should be encouraged to adopt the code formally.

OFFICIAL ADHERENCE TO THE CODE

The teaching-service commission (if one exists) or the teacher registration and certification board should ask its members to adhere to the code.

All teachers should sign a copy of the code when accepting a teaching position.

CHECKLIST

- The implementation of the code is supported by the law.
- Primary and secondary school teachers officially adhere to the code.

5. DISSEMINATING AND PROMOTING THE CODE

In this section:

- tips for sensitizing a variety of stakeholders to the importance of the code,
- the importance of making the code easy to understand,
- disseminating the code in an orderly fashion, using various channels of communication.

MAKING THE CODE USER-FRIENDLY

**Make
the code
a simple,
relevant and
practical
tool!**

The code should be simple, clear, easy to read and understandable to a wide audience (including both practitioners and service users); it should avoid any ambiguity.

The core document should be concise and not exceed two pages.

Companion documents may include the rationale for developing the code and the description of penalty mechanisms. They should not exceed ten pages.

THE TONE OF THE CODE

The code should adopt a direct tone combining:

- an inspirational tone, especially when presenting the ethical norms to be followed;
- a prescriptive tone (what should be done...), especially when presenting the standards of conduct required, as well as the applicable penalties;
- a prohibitive tone (what should not be done...), especially regarding very serious misconduct (violence, sexual abuse, etc.).

Comprehensive and detailed: The code should be comprehensive, specific and sufficiently detailed when describing contravening misconduct and corresponding sanctions; it should avoid any vagueness.

Concrete and practical: The code should be concrete and practical; it should avoid bureaucratic or legalistic language.

Translation of the code: The code should be translated into the various languages of the country.

Context of the code: The code should reflect the context of the place where it is applied and possibly refer to the different categories of teachers.

CREATING A STRATEGIC COMMUNICATION PLAN

A strategic communication plan should be developed, specifying:

- the exact documents to be circulated (the code and its companion documents),
- the objectives of the information and advocacy campaign,

- the target audiences,
- the main messages to be conveyed,
- the channels of communication to be used,
- the detailed schedule of planned activities.

GO TO TOOL 3

LAUNCHING AND DISSEMINATING THE CODE

The code should be launched at a public event.

Awareness sessions should be conducted to engage all stakeholders to participate in the implementation of the code; all such sessions should include girls and women.

A **circular** sent to all schools is an excellent way to encourage them to adopt the code for their teaching staff, and advising them on how to proceed.

Facilitate access to the code!

HOW TO DISTRIBUTE THE CODE

The code should be distributed widely:

- by direct communication (forums, workshops, seminars, etc.), mail, the Internet, newsletters, the print press, TV and/or radio,
- by means of posters showing the major elements of the code. These should be sent to, and displayed in, each school in the country, including remote areas.
- through the central, regional and/or local administration,
- through the teaching-service commission (if it exists),
- at teacher education institutes or teachers' colleges,
- through inspection services,
- to school staff (especially teachers),
- to teacher unions,
- to communities,
- to grassroots and civil-society organizations.

Schools should be encouraged to disseminate the code among the general public (pupils, parents, the community).

GO TO RESOURCE 6

CHECKLIST

- The code is easy to understand.
- There are sufficient resources for a wide circulation of the code.
- Primary- and secondary-school teachers know about the code.
- The general public also knows that there is a code.

6. IMPLEMENTING THE CODE EFFECTIVELY

In this section:

- creating a commission or council to ensure proper enforcement of the code,
- applying the code,
- educating the profession,
- encouraging the development of support materials and education activities to help build the capacities of various stakeholders.

CREATING AND STRENGTHENING MONITORING BODIES

A commission (or council) should be established to monitor the application of the code. It should reflect a balanced representation of various stakeholders, to ensure that diverse perspectives in the profession are voiced.

WHO SHOULD BE PART OF THE MONITORING COMMISSION?

- officials of the education administration;
- union representatives;
- parent teacher associations;
- pupils'/students' committees.

The monitoring commission may be represented at national, provincial, or regional level.

Where a monitoring mechanism already exists within the education profession it should be assigned the task of monitoring enforcement of the code.

Commission members who judge breaches of the code should be trained in legal issues and disciplinary procedures, and provided with legal advice.

Depending on the gravity of the violation, different mechanisms should be brought into play:

- an administrative disciplinary body (such as school boards);
- the internal self-regulating body of the education profession;
- the law courts, in cases of criminal offence.

APPLYING THE CODE

The commission (or council) should provide teachers and the school community with the necessary information to apply the code in their daily activities in schools.

The education administration should encourage in-school players to use the code as a basis or reference tool for school policies and processes. Appropriate materials should be developed to help the education profession and community understand the code, and be informed of reporting mechanisms, such as:

- flyers;
- detailed handbook;
- resource kit;
- videos, etc.

These could be used for self-study or group discussions.

EDUCATING THE TEACHERS

A detailed planning and capacity-building plan should be developed in order to monitor implementation of the code. It should include a component targeting specific stakeholders within the education profession, including:

- administrative authorities at school level, in particular school principals and inspectors;
- teachers themselves.

**Organize
capacity-
building
activities!**

The role of teacher-preparation programmes or teachers' colleges in strengthening the capacities of teachers to embed the code within their professional practice should be clearly specified.

Teaching of the code should be integrated as a compulsory curriculum subject in the pre- and in-service education of school administrators, principals, teachers and inspectors.

The code should be considered a central element to enhance the qualifications and professionalism of teachers.

To foster the proper application of the code, education programmes should cover the attitudes, knowledge, and skills required of teachers and should combine different pedagogical approaches such as:

- presentations;
- group discussion;
- role playing;
- simulation exercises, etc.

Teacher unions should educate their members about the code, emphasizing the key role played by teachers in spreading ethical values throughout society.

GO TO TOOL 4

GO TO RESOURCE 7

CHECKLIST

- The implementation of the code is supported by public authorities and by teachers (or their representatives).
- There are no bureaucratic delays or bias in the application of the code (intervention by local authorities or teachers' unions indirectly linked to political parties).
- The necessary resources for the implementation of the code have been mobilized.

7. REPORTING AND SANCTIONING MISCONDUCT

In this section:

- guidelines for the establishment of proper reporting and disciplinary procedures,
- recommendations for the establishment of autonomous and representative bodies,
- the range of penalties that can be adopted.

THE RIGHT REPORTING MECHANISMS

The companion documents of the code should clearly specify the mechanisms for reporting and sanctioning misconduct.

A mail box or hotline for school principals and teachers can be created, in order to respond to any queries regarding the application of the code.

It should be mandatory for administrative authorities to report serious misconduct (for example, examination malpractice, drug abuse and sexual harassment).

The school community (pupils, parents, etc.) should be encouraged to report violations of the code.

Regular monitoring and supervision of the application of the code is strongly encouraged, recognizing that there are particular challenges in remote areas.

DEALING WITH COMPLAINTS

**Duly
sanction
mis-
conduct!**

A joint committee responsible for collecting, examining, and responding to complaints should be established within the commission (or council) that oversees the application of the code.

Teachers' unions should take part in the joint committee, either as full members or as observers, according to the status of their members (elected or appointed).

WHO HAS THE RIGHT TO REGISTER A COMPLAINT?

All educational stakeholders should have the right to register a complaint, including:

- pupils;
- teachers;
- parents (or parent teacher associations);
- school principals;
- non-teaching staff;
- school-board members;
- administrative authorities.

Complaints should be channeled to the appropriate officers through various means: in writing, by telephone (hotlines), and/or email.

The safety of the claimant must be guaranteed; counselling should be provided to him/her.

Complaints should be investigated and responded to in a timely manner.

Whenever there is a dispute, alleged professional misconduct, or a complaint, an investigation unit, as part of the above-mentioned structure, should be required to:

- interview the parties concerned;
- conduct a school-based inquiry;
- prepare a report presenting the facts, the inquiry process, its findings, and its recommendations.

The investigative process and resolution should be recorded in writing.

ILO/UNESCO RECOMMENDATION CONCERNING THE STATUS OF TEACHERS, 1966

50. Every teacher should enjoy equitable safeguards at each stage of any disciplinary procedure, and in particular:

- a. the right to be informed in writing of the allegations and the grounds for them;
- b. the right to full access to the evidence in the case;
- c. the right to defend himself and to be defended by a representative of his choice, adequate time being given to the teacher for the preparation of his defense;
- d. the right to be informed in writing of the decisions reached and the reasons for them;
- e. the right to appeal to clearly designated competent authorities or bodies.

Source: International Labour Organization, ILO, 1966.

Full text available online at: www.unesco.org/education/pdf/TEACHE_E.PDF.

APPLYING VARIOUS SANCTIONS

A code of conduct is only effective if it is accompanied by appropriate penalties. To be implemented effectively, violations of the code should be addressed appropriately. Clear penalties should be handed down by the joint committee.

WHAT KIND OF SANCTIONS CAN BE APPLIED?

Depending on the gravity of the misconduct, a range of sanctions should be considered:

- disciplinary action (for example warning, reprimand, fine or transfer);
- removal from the teachers' register;
- reinstatement, in the event of a not-guilty ruling.

Damage to victims must be recognized and full reparation provided.

The nature of the sanctions taken should be made public.

If a ruling is challenged, a system of appeal should be available.

A database on the repercussions of code violations and the corrective measures taken should be created and maintained.

GO TO RESOURCE 8

CHECKLIST

- The code is considered effective.
- The code can lead to legal proceedings.
- The general public knows (or is familiar with) the procedures for lodging a complaint.
- Plaintiffs are not afraid to file a complaint.
- Appropriate and sufficient sanctions are applied.

8. REVIEWING THE CODE AND EVALUATING ITS IMPACT

In this section:

- regularly reviewing the code,
- evaluating the impact of the code,
- various approaches to monitoring its proper application,
- self-assessment mechanisms: questionnaire.

REGULARLY REVIEWING THE CONTENT OF THE CODE

Revision on a regular basis is essential to ‘breathe life into the code’.

The code should be reviewed and revised periodically (every three to five years), to ensure that it is:

- relevant;
- dealing with the major issues confronting the system;
- consistent with current legal principles and legislative amendments;
- adequately adopted by the education profession.



**‘Breathe
life
into the
code!’**

A new participatory process, similar to the one mentioned above should be launched again within this revision.

KEY QUESTIONS FOR THE REVIEW PROCESS

The review process can be guided by questions such as:

- To what extent does the code accurately reflect the current ethics of the profession?
- Are the concepts and the messages clear enough?
- Is the language accurate?
- Based on the above, which changes to the code would you suggest?

The revised version of the code should be widely distributed (see *Section 5* on a strategic communication plan, from pages 32 to 33).

EVALUATING THE APPLICATION OF THE CODE

The commission (or council) responsible for its monitoring should undertake a regular, detailed analysis of the concrete implementation of the code of conduct, and use it to identify areas for possible improvement.

More specifically, it should collect information on:

- the number of copies distributed;
- the number of teachers who have actually signed the code;

- the existence of teacher education modules dealing with the code;
- the number and types of complaints received;
- the number of investigations conducted at school level;
- the number and types of sanctions taken.

Occasionally, the commission may wish to undertake school visits to evaluate the extent of enforcement of the code *in situ*, and publicize success stories emphasizing the positive impact of the code

The commission should publish and distribute an annual report based on these findings.

PARTICIPATORY ASSESSMENT MECHANISMS: QUESTIONNAIRE

Participatory assessment mechanisms can provide an objective assessment of the implementation of the code and encourage citizens to take the initiative in applying it. They can also be developed at local level.

QUESTIONNAIRE OF PARTICIPATORY ASSESSMENT

It is useful to develop a short questionnaire, asking for information about the implementation of, and compliance with, the requirements of the code.

The questionnaire should focus on the following aspects:

- consultation processes put in place at local or school level;
- access to the code by all stakeholders;
- usefulness of the code to resolve ethical problems and difficulties;
- education activities on the code;
- knowledge about procedures for making complaints;
- perception about the impact of the code.

The questionnaire can be applied to a variety of stakeholders, selected by random sampling; such as local education officers, primary- and secondary-school teachers, pupils, and parents.

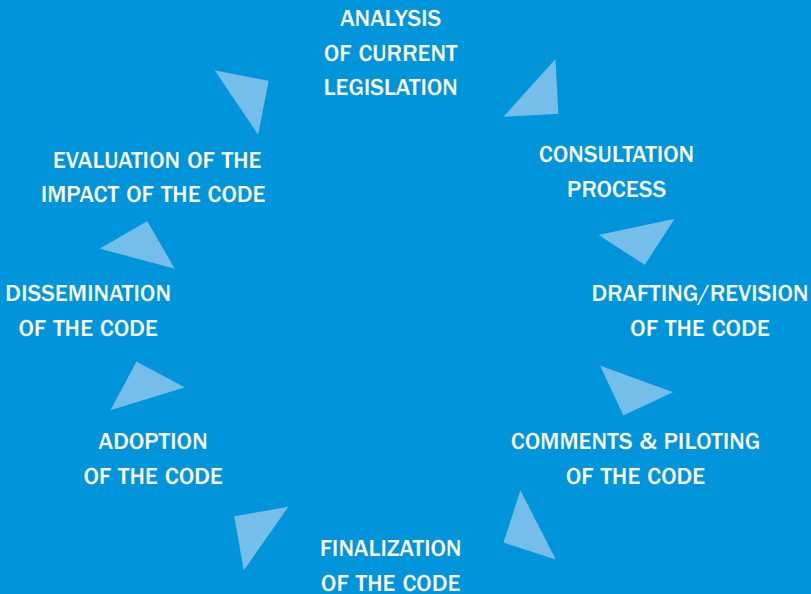
In the event of incomplete compliance or full non-compliance, measures aimed at reducing and/or eradicating irregularities should be recommended and discussed with school authorities.

GO TO TOOLS 5 & 6

CHECKLIST

- The revised version of the code is available to all stakeholders.
- Assessment reports on the implementation of the code are made public.
- Investigation reports on cases of breaches of the code are available.

MAJOR STEPS INVOLVED IN THE DEVELOPMENT OR REVISION OF A CODE



THE CHALLENGES TO AN ENABLING ENVIRONMENT

The code should be developed in a positive and supportive environment where it can flourish and be implemented effectively.

Governments should develop a framework and system of incentives that facilitate the proper development and use of the code at different levels.

They should consider the factors that determine successful application of the code, particularly:

- how to promote ethical considerations within the public sector;
- how to engage in a discussion on ways to improve the career structure of education personnel, including a reflection on how to increase salaries, especially when they do not allow a decent standard of living;
- how to review staff management procedures to respond more rapidly, efficiently and equitably to requests for transfers or promotions;
- how to improve school working conditions such as upgrading of school buildings, providing better equipment, promoting team work, and addressing school violence that can badly affect teachers' conduct;
- how to develop new motivation mechanisms, in consultation with teachers' organizations and teacher unions.

Adherence to teacher codes of conduct should greatly contribute to a more positive educational environment and thus directly influencing the quality of education.

Codes will also assist in achieving the aims of the entire education system by promoting ethics and thus facilitating the teaching and learning of universal values.

mula - L l - a - lu - lo - le - li
 d - d - ul - el - il
luna - N n - na - no - nu
 an - on - un - en - in
nido - D d - da - du - de
pato - T t - ta - to - tu
casa - c - ca - co - cu
banana - B b - ba - bo
piña - Ñ ñ - ña - ño - ñu
 a - v - va - vo - vi



d - l - b

m - n - c

b t p
s-a-u-e-i-o

Aa-Uu-Ee-Oo-Ii
mama M-m-mi
ma-mo-mu-me
am-om-um-em
papa P-p
pa-po-pu-pe-pl
sopa S-s
so-sa-so-su-se-si
os-as-us-es-is

PART 2
RESOURCES

RESOURCE 1.

GLOSSARY OF TERMS

Code of conduct: a written document, produced by public authorities or by professional organizations, which details the set of recognized ethical norms (or values) and professional standards to which all members of a profession must adhere to.

Ethical norms (or values): a set of beliefs such as honesty, truth, fairness, respect for others, etc., which should underpin the work of the members of the profession. They should serve as inspiration for the development of professional standards.

Parent: this term is used to denote both natural parents and legal guardians.

Professional conduct: informed both by the teachers' knowledge level and capacity to impart that knowledge to students in an inclusive, informative, respectful, organized and ethical manner, requiring adherence to the standards set out in the teacher code of conduct.

Professional misconduct: this refers to a conduct that breaches the standards and quality of conduct explicitly set out in statutory provisions and teacher codes of conduct.

Pupil: this term is used to denote both pupils and students at primary and secondary education levels.

Standards of professional conduct: very specific guidance about the professional practice that the profession expects from its members. These standards should guide the members of the profession in their daily activities in working with various stakeholders, such as pupils, parents, colleagues, school principals, administrative authorities, etc.

Teacher: this term is used to denote a teacher officially registered, either with the Ministry of Education or the Teaching Council, or a teacher not officially registered, but teaching in classrooms (for example community teachers).

RESOURCE 2. CODE OF PROFESSIONAL ETHICS FOR TEACHERS, INDIA

The Code of Professional Ethics for Teachers below was developed by All India Primary Teachers' Federation (AITPF). Both its structure and its content can be a source of inspiration or reflection when developing your own country's code.

The quality of education, particularly at the elementary level, is poor in our country, due to many factors. Improvement in the quality of schooling is a matter of serious concern. The general perception of people is that the teacher is responsible to a great extent for poor quality of schooling. As a consequence, the status and dignity of teachers in our society has been declining steadily over the last a few decades, despite being very high in the past.

The sagging status and dignity of the teacher is matter of serious concern. The All India Primary Teachers' Federation aims to raise the status and dignity of the teaching workforce, particularly at the primary and upper primary level. Teachers have the responsibility to instill confidence among the general public in the quality of services being provided by them towards the education of children. An individual who enters into the teaching profession undergoes an obligation to conduct herself/himself in accordance with the highest standards of moral behaviour. It is essential for him/her to strive for excellent performance in the workplace.

Each profession has certain values and ethics. The teaching profession too has its own ethics. Adherence to these professional ethics can contribute significantly to enhancing their status and self-esteem and increasing respect for the profession in the society. Teachers have the responsibility to attain and depict the highest degree of ethical conduct towards, students, parents/guardians, society their profession, colleagues, management, administration and professional organisations.

A. THE TEACHER IN RELATION TO STUDENTS

Teachers shall:

- respect the rights of all children to benefit from the provisions identified in the UN Convention of the Rights of the Child (1989), particularly those rights that apply to education;

- always strive to foster the intellectual, social and moral growth of his/her students;
- treat all students with love and affection and be just and impartial to all irrespective of caste, creed, sex, status, religion, languages and the place of birth;
- not divulge information of confidential nature pertaining to a student except to the parents of the student or to the one legitimately entitled to it;
- not exploit the privileged relationship between the teacher and his/her students;
- respect moral and religious beliefs of his/her students;
- take all possible steps to safeguard his/her students from sexual abuse or getting inflicted with HIV and AIDS;
- set a standard of dress and behaviour worthy of example for the students.

B. THE TEACHER IN RELATION TO PARENTS/GUARDIANS

Teachers shall:

- recognize the rights of parents to information about progress of their child;
- establish and maintain cordial relations with parents and seek their cooperation in improving learning outcomes of their ward and in improving functioning of the school;
- refrain from doing anything which may undermine students' confidence in their parents or guardians.

C. THE TEACHER IN RELATION TO SOCIETY

Teachers shall:

- strive to understand social problems and take part in activities which would be conducive to meet the challenges posed by the problems;
- refrain from taking part in activities that have the potential to spread feelings of hatred among different communities, religious and linguistic groups;
- be loyal to the school, community, state and nation;
- inculcate desirable human values among his/her students;
- foster national integration; and
- exhort his/her students to discharge their Fundamental Duties as enshrined in the Constitution.

D. THE TEACHER IN RELATION TO THE PROFESSION AND COLLEAGUES

Teachers shall:

- win public trust and confidence by providing quality education to all the students;
- update his/her knowledge of the subject(s) and fine-tune his/her teaching competence on a continuing basis;
- develop a sense of professionalism;
- always transact the curriculum effectively after making thorough preparation for lessons to be taught;
- avoid making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents;
- cooperate with the head of the institution and colleagues in and outside the institution in both curricular and co-curricular activities;
- promote collegiality by respecting colleagues' professional standing and opinions;
- safeguard and promote the interests and well being of colleagues;
- have favourable attitude towards the teaching profession;
- treat other members of the profession in the same manner as he/she himself/herself wishes to be treated; and refrain from lodging unsubstantiated allegations against his/her colleagues;

E. THE TEACHER IN RELATION TO MANAGEMENT

Teachers shall:

- be knowledgeable about his/her legal and administrative rights and his/her responsibilities towards the management;
- carry out instructions from management personnel and also have the right to question instructions through clearly determined procedure and channel;
- develop mutual respect and trust through his/her professional activities and outputs.

F. THE TEACHER IN RELATION TO TEACHER ASSOCIATIONS

Teachers shall:

- become a member of teacher associations at the state/national/ international level. He/she shall treat this as his/her professional responsibility;
- participate in the activities organized by the teacher association for his/her profession growth and for augmenting the strength of the association and its unity and solidarity;
- be constructive in his/her criticism of the activities of the association;
- promote change within the teacher association for its development.

Source: All India Primary Teachers' Federation (AITPF).

RESOURCE 3. CODE OF PROFESSIONAL ETHICS, SOUTH AFRICA

The Code of Professional Ethics below was developed by the South African Council for Educators. Both its structure and its content can be a source of inspiration or reflection when developing your own country's code.

DEFINITIONS

In this Code, unless the context indicates otherwise any word or phrase defined in the South African Council for Educators Act, 2000 has the following at meaning:

- **'Code'** means the Code of Professional Ethics of the South African Council for Educators;
- **'Council'** means the South African Council for Educators;
- **'Educator'** means any educator registered or provisionally registered with the Council;
- **'Learner'** means a pupil or a student at any early learning site, school, further education and training institution or adult learning centre;
- **'Parent'** means:
 - any natural parent or guardian of a learner;
 - any person legally entitled to custody of a learner;
 - any person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) or (b) towards the learner's education at school.

GENERAL

The educators who are registered or provisionally registered with the South African Council for Educators:

- acknowledge the noble calling of their profession to educate and train the learners of our country;
- acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in this country;
- acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa;
- commit themselves therefore to do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code;

- act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute.

THE EDUCATOR AND THE LEARNER

An educator:

- respects the dignity, beliefs and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality;
- acknowledges the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realize his or her potentialities;
- strives to enable learners to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa;
- exercises authority with compassion;
- avoids any form of humiliation, and refrains from any form of abuse, physical or psychological;
- refrains from improper physical contact with learners;
- promotes gender equality;
- refrains from any form of sexual harassment (physical or otherwise) of learners;
- refrains from any form of sexual relationship with learners at a school;
- uses appropriate language and behaviour in his or her interaction with learners, and acts in such a way as to elicit respect from the learners;
- takes reasonable steps to ensure the safety of the learner;
- does not abuse the position he or she holds for financial, political or personal gain;
- is not negligent or indolent in the performance of his or her professional duties;
- recognizes, where appropriate, learners as partners in education.

THE EDUCATOR AND THE PARENT

An educator, where appropriate:

- recognizes the parents as partners in education, and promotes a harmonious relationship with them;
- does what is practically possible to keep parents adequately informed about the well-being and progress of the learner.

THE EDUCATOR AND THE COMMUNITY

An educator:

- recognizes that an educational institution serves the community, and therefore acknowledges that there will be differing customs, codes and beliefs in the community;
- conducts himself/herself in a manner that does not show disrespect to the values, customs and norms of the community.

THE EDUCATOR AND HIS OR HER COLLEAGUES

An educator:

- refrains from undermining the status and authority of his or her colleagues;
- respects the various responsibilities assigned to colleagues and the authority that arises there from, to ensure the smooth running of the educational institution;
- uses proper procedures to address issues of professional incompetence or misbehaviour;
- promotes gender equality and refrains from sexual harassment (physical or otherwise) of his or her colleagues;
- uses appropriate language and behaviour in his or her interactions with colleagues;
- avoids any form of humiliation, and refrains from any form of abuse (physical or otherwise) towards colleagues.

THE EDUCATOR AND THE PROFESSION

An educator:

- acknowledges that the exercising of his or her professional duties occurs within a context requiring co-operation with and support of colleagues;
- behaves in a way that enhances the dignity and status of the teaching profession and that does not bring the profession into disrepute;
- keeps abreast of educational trends and developments;
- promotes the ongoing development of teaching as a profession;
- accepts that he or she has a professional obligation towards the education and induction into the profession of new members of the teaching profession.

THE EDUCATOR AND HIS OR HER EMPLOYER

An educator:

- recognizes the employer as a partner in education;
- acknowledges that certain responsibilities and authorities are vested in the employer through legislation, and serves his or her employer to the best of his or her ability;
- refrains from discussing confidential and official matters with unauthorized persons.

THE EDUCATOR AND THE COUNCIL

An educator:

- makes every effort to familiarize himself/herself and his/her colleagues with the provisions of the Code;
- complies with the provisions of this Code;
- discloses all relevant information to the Council;
- informs Council and/or relevant authorities of alleged or apparent breaches of the Code within his/her knowledge;
- co-operates with the Council to the best of his or her ability;
- accepts and complies with the procedures and requirements of the Council, including but not limited to the Registration Procedures, the Disciplinary Procedures of the Council and the payment of compulsory fees.

Source: South African Council for Educators.

RESOURCE 4. CODE OF PROFESSIONALISM AND CONDUCT, SCOTLAND (UNITED KINGDOM)

The Code of Professional Ethics below was developed by the General Teaching Council (GTC) for Scotland. Both its structure and its content can be a source of inspiration or reflection when developing your own country's code.

1. PROFESSIONALISM AND MAINTAINING TRUST IN THE PROFESSION

As a registered teacher:

- You should have knowledge of and maintain the key principles contained in the Professional Standards, codes and guidance issued by the Council and as they may be reviewed and reissued from time to time.
- You must maintain appropriate professional boundaries, avoid improper contact or relationships with pupils and respect your unique position of trust as a teacher.
- You should avoid situations both within and out with the classroom which could be in breach of the criminal law or may call into question your suitability to be a teacher.
- You must uphold standards of personal and professional conduct, honesty and integrity so that the public have confidence in you as a teacher and teaching as a profession.
- You should always be honest and accurate when providing professional information about colleagues or yourself, particularly when applying for posts or in your dealings with the Council and employers.

You should maintain awareness that as a teacher you are a role model to pupils.

2. PROFESSIONAL RESPONSIBILITIES TOWARDS PUPILS

As a registered teacher:

- You must treat pupils equally, fairly and with respect, in line with the law and without discrimination.

- You must treat sensitive, personal information about pupils with respect and confidentiality and not disclose it unless required to do so by your employer or by law.
- You must be truthful, honest and fair in relation to information you provide about pupils.
- You should aim to be a positive role model to pupils and motivate and inspire every pupil to realize his or her full potential.
- You must maintain an up-to-date knowledge and understanding of, and implement and comply with, child protection procedures as they may currently apply in your workplace.
- You must raise any concerns which you may have about the behaviour of any colleague in connection with child protection, using the appropriate procedures.

3. PROFESSIONAL COMPETENCE

As a fully registered teacher:

- You should maintain and develop your professional practice to ensure you continue to meet the requirements of the Standard for Full Registration:
 - professional knowledge and understanding;
 - professional skills and abilities;
 - professional values and personal commitment.
- You should refresh and develop your knowledge and skills through Continuing Professional Development and maintenance of reflective good practice.

4. PROFESSIONALISM TOWARDS COLLEAGUES AND PARENTS

As a registered teacher:

- You should work in a collegiate and co-operative manner with colleagues and members of other relevant professions.
- You must treat all colleagues fairly and with respect, without discrimination.
- You should not make malicious or unfounded criticisms of or accusations about colleagues that may undermine them professionally or in the professional judgments they make.
- You should promote good relationships between home and school, respecting the role of parents in the education of their children.

Source: The General Teaching Council for Scotland

Full text available at:

www.gtcs.org.uk/nmsruntime/saveasdialog.aspx?IID=3386&SID=4912

RESOURCE 5. CODE OF ETHICS AND PRINCIPLES OF PROFESSIONAL CONDUCT FOR THE EDUCATION PROFESSION IN FLORIDA (USA)

The Code of Professional Ethics below was developed by the Florida Department of Education (USA). Both its structure and its content can be a source of inspiration or reflection when developing your own country's code.

6B-1.001 CODE OF ETHICS OF THE EDUCATION PROFESSION IN FLORIDA

- The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
- The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
- Being aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

6B-1.006 PRINCIPLES OF PROFESSIONAL CONDUCT FOR THE EDUCATION PROFESSION IN FLORIDA

- The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.

- Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator’s certificate, or the other penalties as provided by law.
- Obligation to the student requires that the individual:
 - shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety;
 - shall not unreasonably restrain a student from independent action in pursuit of learning;
 - shall not unreasonably deny a student access to diverse points of view;
 - shall not intentionally suppress or distort subject matter relevant to a student’s academic programme;
 - shall not intentionally expose a student to unnecessary embarrassment or disparagement;
 - shall not intentionally violate or deny a student’s legal rights;
 - shall not harass or discriminate against any student on the basis of race, colour, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination;
 - shall not exploit a relationship with a student for personal gain or advantage;
 - shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Obligation to the public requires that the individual:
 - shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated;
 - shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression;
 - shall not use institutional privileges for personal gain or advantage;
 - shall accept no gratuity, gift, or favour that might influence professional judgment;
 - shall offer no gratuity, gift, or favour to obtain special advantages.
- Obligation to the profession of education requires that the individual:
 - shall maintain honesty in all professional dealings;
 - shall not on the basis of race, colour, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background, deny a colleague professional benefits or advantages or participation in any professional organization;

- shall not interfere with a colleague’s exercise of political or civil rights and responsibilities;
- shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual’s performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination;
- shall not make malicious or intentionally false statements about a colleague;
- shall not use coercive means or promise special treatment to influence professional judgments of colleagues;
- shall not misrepresent one’s own professional qualifications;
- shall not submit fraudulent information on any document in connection with professional activities;
- shall not make any fraudulent statement or fail to disclose a material fact in one’s own or another’s application for a professional position;
- shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
- shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment;
- shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules;
- shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585 (4)(c) and 943.059(4)(c), Florida Statutes;
- shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes;

- shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes;
- shall comply with the conditions of an order of the Education Practices Commission;
- shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Source: Florida Department of Education

Full text available at: www.fldoe.org/edstandards/code_of_ethics.asp

RESOURCE 6. POSTER DISPLAYING THE CODE OF ETHICS FOR REGISTERED TEACHERS, NEW ZEALAND

This poster was prepared by the New Zealand Teachers Council to disseminate widely the main elements of its Code of Ethics for Registered Teachers. We invite you to think about the layout of this poster (structure, colours, etc.) when preparing the dissemination of your own country's code.

Code of Ethics for Registered Teachers

Teachers registered to practice in New Zealand are committed to the attainment of the highest standards of professional service in the promotion of learning by those they teach, mindful of the learner's ability, cultural background, gender, age or stage of development.

This complex professional task is undertaken in collaboration with colleagues, learners, parents/guardians and family/whānau, as well as with members of the wider community.

The professional interactions of teachers are governed by four fundamental principles:

Autonomy
to treat people with rights that are to be honoured and defended

Justice
to share power and prevent the abuse of power

Responsible Care
to do good and minimise harm to others

Truth
to be honest with others and self.

Application of the Code of Ethics shall take account of the requirements of the law as well as the obligation of teachers to honour the Treaty of Waitangi by paying particular attention to the rights and aspirations of Māori as tangata whenua.

1

1 COMMITMENT TO LEARNERS

The primary professional obligation of registered teachers is to those they teach. Teachers nurture the capacities of all learners to think and act with developing independence, and strive to encourage an informed appreciation of the fundamental values of a democratic society.

Teachers will strive to:

- 1) develop and maintain professional relationships with learners based upon the best interests of those learners
- 2) base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach
- 3) present subject matter from an informed and balanced viewpoint
- 4) encourage learners to think critically about significant social issues
- 5) cater for the varied learning needs of diverse learners
- 6) promote the physical, emotional, social, intellectual and spiritual wellbeing of learners
- 7) protect the confidentiality of information about learners obtained in the course of professional service, consistent with legal requirements.

2

2 COMMITMENT TO PARENTS/GUARDIANS AND FAMILY/WHĀNUA

Teachers recognise that they work in collaboration with the parents/guardians and family/whānau of learners, encouraging their active involvement in the education of their children. They acknowledge the rights of caregivers to consultation on the welfare and progress of their children and respect lawful parental authority, although professional decisions must always be weighted towards what is judged to be the best interests of learners.

In relation to parents/guardians, and the family/whānau of learners, teachers will strive to:

- 1) involve them in decision-making about the care and education of their children
- 2) establish open, honest and respectful relationships
- 3) respect their privacy
- 4) respect their rights to information about their children, unless that is judged to be not in the best interests of the children.

3

3 COMMITMENT TO SOCIETY

Teachers are trusted by the public with trust and responsibility, together with an expectation that they will help prepare citizens to live in society in the broadest sense.

In fulfilment of their obligations to society, teachers will strive to:

- 1) actively support policies and programmes which promote equality of opportunity for all
- 2) work collegially to develop schools and centres which model democratic ideals
- 3) teach and model those positive values which are widely accepted in society and encourage learners to apply them and critically appreciate their significance.

4

4 COMMITMENT TO THE PROFESSION

In the belief that the quality of the services of the teaching profession influences the nation and its citizens, teachers shall exert every effort to maintain and raise professional standards, to promote a climate that encourages the serious professional judgement, and to achieve conditions which attract persons worthy of trust to careers in education.

In fulfilment of their obligations to the teaching profession, teachers will strive to:

- 1) advance the interests of the teaching profession through responsible ethical practice
- 2) report themselves as learners and engage in ongoing professional development
- 3) be truthful when making statements about their qualifications and competencies
- 4) contribute to the development and promotion of sound educational policy
- 5) contribute to the development of an open and effective professional culture
- 6) treat colleagues and associates with respect, working with them co-operatively and collegially to promote students' learning
- 7) avoid newcomers to the profession
- 8) report confidential information on colleagues unless disclosure is required by the law or serves a compelling professional purpose
- 9) speak out if the behaviour of a colleague is seriously in breach of this Code.

New Zealand
Teachers Council
Te Kaitiaki Takekōwhiri

Full text available at:
www.teacherscouncil.govt.nz/ethics/ (also available in Maori).

RESOURCE 7. TEACHER TRAINING MODULES, VICTORIA (AUSTRALIA)

The three activities described below were prepared by the Victorian Institute of Teaching (Australia) to sensitize and train various categories of stakeholders on the importance of its Code of Conduct and on how to use it. We encourage you to take into consideration the methodology used when designing capacity building activities for your own country.

WHAT THE CODE OF CONDUCT MEANS FOR ME (15 MINUTES)

This activity is designed for individual teachers. It will assist them to understand what the Code means for teachers in some specific educational roles or positions, and to explore how they can use the Code of Conduct in their professional life as a teacher.

The first step is to view the video clip of the educational role you are interested in:

- teacher educator (View film clip),
- primary principal (View film clip),
- beginning teacher (View film clip),
- head of Senior School (View film clip),
- experienced teacher (View film clip).

This will take between one and three minutes.

Second, reflect on what you have heard in terms of the following:

- What aspects of what you have heard do you agree with? Think about why.
- What aspects do you disagree with? Think about why.
- What have you heard that is new to you?
- How will you use the Code of Conduct?
- What changes – if any – will you make to the way you conduct yourself both in and out of school?

The worksheet hereafter is provided for recording your responses to the above questions:

WHAT THE CODE OF CONDUCT MEANS FOR ME:

What aspects of the discussion do you agree with? Think about why.

What aspects do you disagree with? Think about why.

What have you heard that is new to you?

How will you use the Code of Conduct?

What changes, if any, will you make to the way you conduct yourself both in and out of school?

SOLVING ETHICAL DILEMMAS (15 MINUTES)

This is a very short activity to be done at regular meetings of any group of teachers. It can be used to assist teachers to interpret the Code of Conduct in relation to teacher behaviour in several contexts, such as a subject teacher or a home group or sub-school teacher.

The meeting coordinator, or a member of the group, chooses a Principle to discuss at a particular meeting. An ethical dilemma, which relates to the focus of the group and to the chosen Principle, is then selected from the Code of Conduct Support Materials for discussion. Alternatively an actual dilemma faced by a group member could be chosen.

Examples:

- If it is a Faculty or Learning Area meeting, the dilemma could be around fairness in assessment, or completion of student reports, or what to do if they have concerns about the ability of a teacher to teach a course.
- If it is a Welfare or Home Group meeting, the dilemma could be around professional relationships with students. For example, how friendly a teacher should be with a student?

The person who has chosen the dilemma, explains it to the rest of the group. The chairperson of the group then facilitates discussion around the dilemma, asking group members for ideas on what they would do in similar situations. The chairperson refers the group to the relevant sections of the Code of Conduct and the support materials, which should be brought to the meeting.

After 10 minutes, the meeting coordinator draws together the main points of discussion and assists the group to decide on a course of action for the stated dilemma.

STRUCTURED APPROACH TO DECISION-MAKING

A structured approach to decision making can help you face a difficult decision. Here is one example:

STEP 1

DEFINE THE PROBLEM

Many problems are simply a question of what's right or wrong – these are the easy ones to solve.

The most difficult decisions involve a conflict between right and right. For example, you may have a conflict between being honest and being loyal, or between doing the best thing for an individual as opposed to what's best for the group.

STEP 2

IDENTIFY AND CONSIDER THE PERSPECTIVES OF STAKEHOLDERS

Whatever the decision to be made there will always be stakeholders – you, your colleagues, your school, parents or students.

Consider who is likely to be affected by the decision you will ultimately make.

STEP 3

IDENTIFY THE UNDERLYING PRINCIPLES, LAWS AND POLICIES RELATED TO YOUR PROBLEM

Ask yourself some questions such as:

- Am I legally obliged to do something – for example, mandatory reporting?
- Does my school/employer have any policies in place that relate to my problem?

STEP 4

IDENTIFY AND EVALUATE THE ALTERNATIVES YOU MIGHT HAVE - INCLUDING THEIR LIKELY OUTCOME

Often, there is more than one alternative to solving a problem. With any decision there will be an outcome and it is important to consider its impact.

STEP 5

GET ANOTHER OPINION!

This is an important step and a reality check. Usually you would refer to your line manager – for example, your head of department, year level coordinator or head of school or principal. You can also contact your employer or the Institute.

STEP 6

MAKE YOUR DECISION AND ACT!

Ultimately, the decision is up to you. If you have followed the above steps your decision will be an informed one, and you should be able to defend the position that what you have done is the 'right' thing to do and that your action will stand up to public scrutiny.

Source: Victorian Institute of Teaching, Australia.

Full text available at: www.vit.vic.edu.au/content.asp?Document_ID=906.

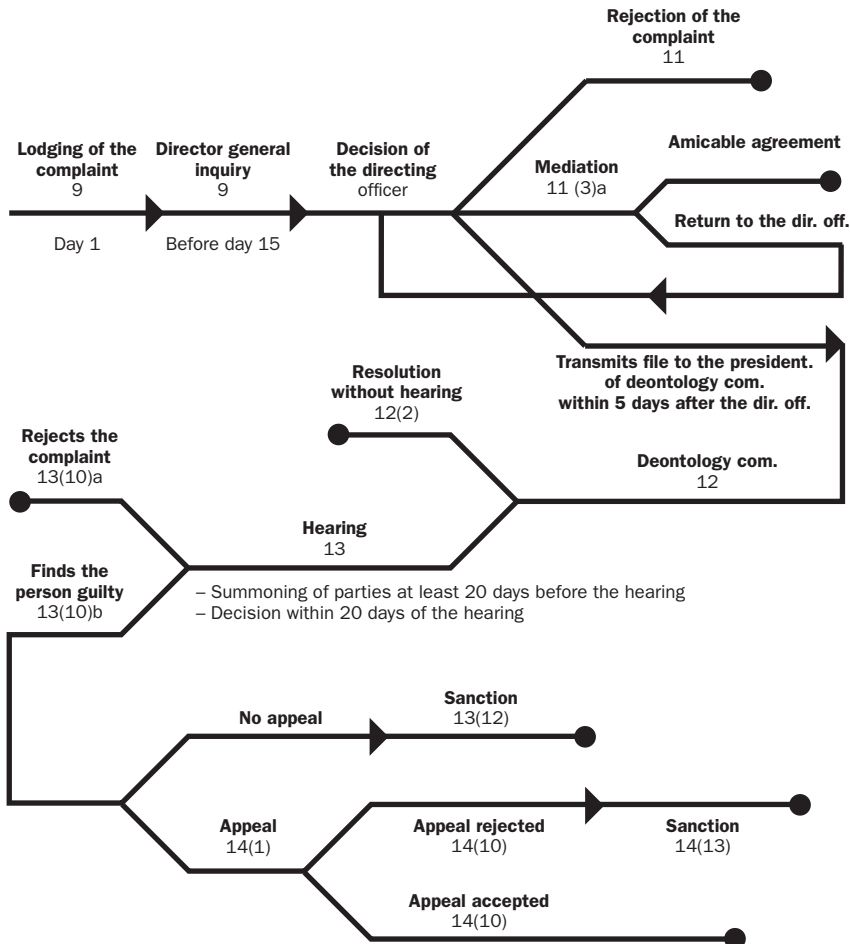
OTHER USEFUL RESOURCE DEVELOPED BY THE ONTARIO COLLEGE OF TEACHERS, OCT (2006):

Resource kit: *Standards in practice: fostering professional inquiry*.

Full text available at: www.oct.ca/standards/resource_kit.aspx?lang=en-CA

RESOURCE 8. PROCEDURES FOR DEALING WITH COMPLAINTS, NEW BRUNSWICK (CANADA)

This schematization of the procedures for dealing with complaints, established by the New Brunswick Francophone Teachers' Association (Canada), will give you an idea of the complexity of the procedures. They must be carefully thought through in the context of your own country.



Source: Association des enseignantes et des enseignants francophones du Nouveau-Brunswick (AEFNB). 2005. Code de déontologie (translated from French). Full text available at: www.aefnb.nb.ca/CodWeb07.pdf

OTHER USEFUL RESOURCE DEVELOPED BY THE VICTORIAN INSTITUTE OF TEACHING:

Brochure: *Complaints against registered teachers*

Full text available at:

www.vit.vic.edu.au/files/documents/1036_Complaint-Against-reg-tea-m.pdf

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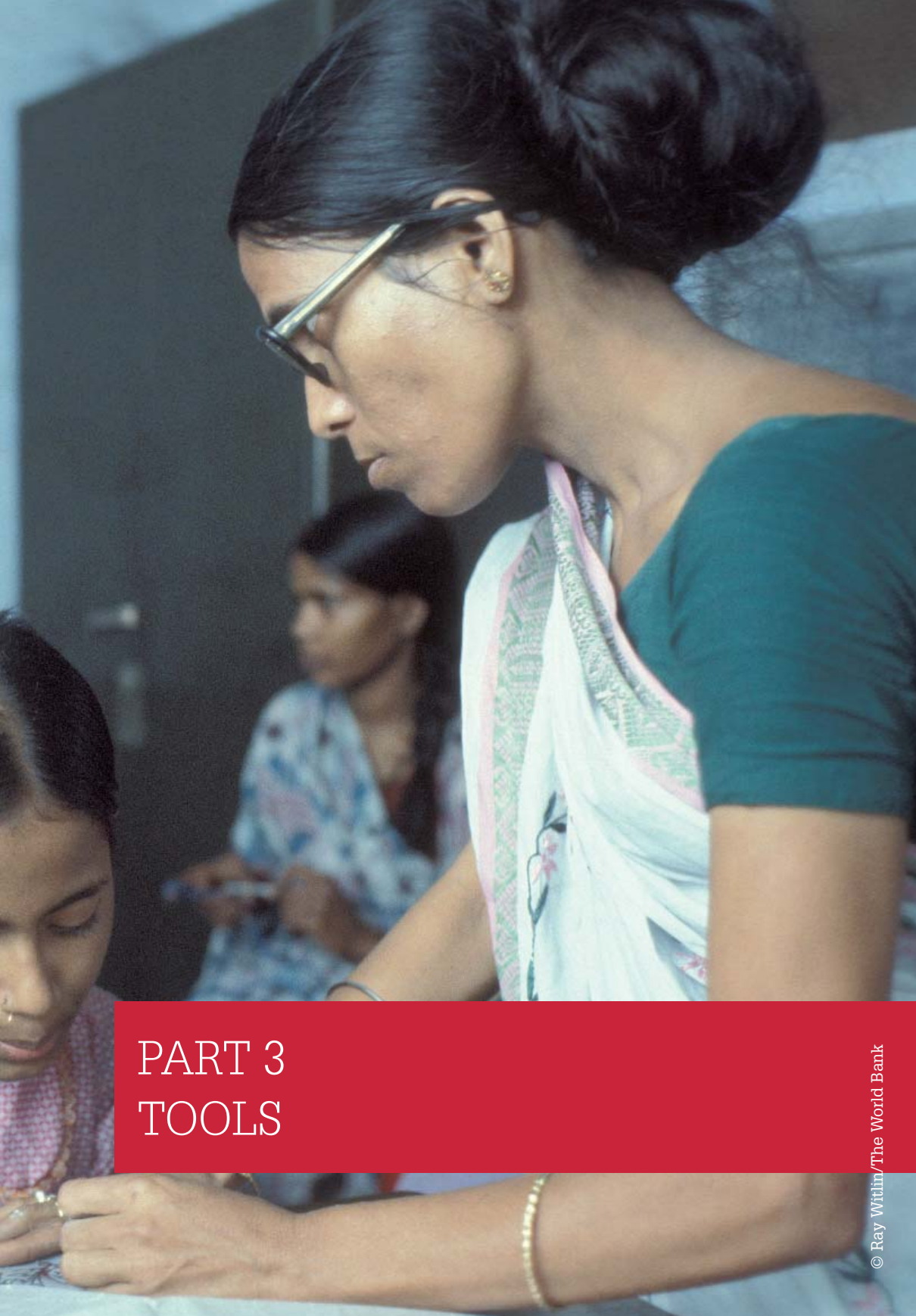
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PART 3
TOOLS

TOOL 1.

PLANNING THE DEVELOPMENT OF THE CODE

Major steps	Actors mobilized	Specific activities involved	Suggested timeframe (min.max.)
1. Analysis of current legislation	Core team		1 month
2. Consultation process	Core team Teacher unions Teachers School communities	Surveys Interviews Focus groups Schools meetings Internet forum	2-3 months
3. Drafting of the code	Core team		1 month
4. Collecting comments/ piloting the code	Core team Teacher unions Teachers School communities	Field piloting Workshops Online feedback	1-2 month
5. Finalization of the code	Core team		1 month
6. Adoption of the code	Government Teacher unions Teaching service commission of teacher registration and certification board		1 month
7. Dissemination of the code	Core Team Media	Preparation and implementation of a strategic communication plan	1-3 month
8. Implementation of the code	Monitoring commission Joint committee	Preparation and implementation of a planning and capacity-building plan	Continuing process
9. Evaluation of the impact of the code	Monitoring commission	Data collection Investigations at school level Commissioning of success stories Publication of reports	Every year/ every two years
10. Revision of the code			Every three/ five years

TOOL 2. KEY ASPECTS OF THE CONSULTATION PROCESS

WHY DO WE NEED A CONSULTATION PROCESS?

- To better understand the views and expectations of a variety of stakeholders regarding the development of the code;
- To collect ideas on the preparation of the code as well as feedback on its draft version for integration into the final version;
- To promote ownership, thus generating better acceptance of the code and ensuring stronger commitment during future steps.

HOW TO CONDUCT A CONSULTATION PROCESS

STEP 1. INVOLVE ALL INTERESTED PARTIES FROM THE BEGINNING

- Inform all interested parties about the launching of the consultation;
- Ensure that the consultation involves representatives from the teaching profession, at all levels of the system;
- Partner with teachers unions so that they participate in the organization of the consultation process and actively contribute to the discussions;
- Decentralize the consultation process at the most appropriate level (national, regional or school levels, according to contexts).

STEP 2. PROVIDE CLEAR AND CONCISE INFORMATION BEFORE LAUNCHING THE CONSULTATION PROCESS

- Provide advance information about the consultation process to all interested parties;
- Provide clear information about the reasons for the consultation, who will be involved and why, and how the consultation information will be used;
- Provide contact information for further details.

STEP 3. ENSURE THAT ALL EDUCATION STAKEHOLDERS ARE HEARD

- Ensure that support staff have the required skills to carry out the consultation satisfactorily;
- In case of limited resources, ensure an adequate representation of key stakeholders, such as selection of a representative panel of teachers using sampling techniques;
- Use a variety of ways to promote communication, involvement and participation such as:
 - interviews, surveys (face-to-face, over the phone, online), electronic consultation, questionnaires;
 - focus groups or citizens’ panels on specific topics (such as violence at school);
 - public meetings, school-based forums or workshops involving teachers, teacher unions, parents, representatives of PTAs;
 - creation of an open space forum on the internet.

STEP 4. ENSURE THAT THE CONSULTATION IS ACCESSIBLE TO ALL

- Ensure that the draft code is accessible to all (in particular girls and women, and minority groups), using different formats;
- Use simple and concrete language;
- Use accessible venues and equipment;
- Arrange events at reasonable times and dates;
- Support financially the participation of specific target groups (especially representatives from the poorest segments of the population).

STEP 5. RECORD ALL THE INPUTS ACCURATELY

- Record consultation faithfully;
- Provide a summary of responses;
- List the groups of people consulted and provide these as an annex to consultation documents and reports;
- Prepare a summary report, outlining the consultation process (that is why the consultation was undertaken, when it took place, how it was carried out, who was involved and its main findings).

STEP 6. PROVIDE FEEDBACK ON HOW THE CONSULTATION HAS BEEN USED

- Analyse information carefully, paying particular attention to possible new ideas and approaches;
- Give participants feedback on the responses received, showing how the consultation results will influence the final version of the code;
- Review and evaluate the overall consultation process to ensure continuous improvement.

KEY RECOMMENDATION

- Secure adequate financial and human resources for implementing the consultation process properly, to ensure in particular the participation of specific target groups, for example, the poorest groups, minorities, people living in remote areas.

TOOL 3. DEVELOPMENT OF A STRATEGIC COMMUNICATION PLAN

WHY DO WE NEED A COMMUNICATION PLAN?

- To make the best use of available resources to widely disseminate the code of conduct and raise awareness of various stakeholders about its content and implications.

HOW TO DEVELOP A COMMUNICATION PLAN?

STEP 1. ESTABLISH A COMMUNICATION TASK FORCE

- Select a core team to coordinate the preparation and implementation of the strategic communication plan;
- Establish several task force groups responsible for diffusion of the code among various audiences (teachers, parents, pupils, administrators);
- Engage teachers' unions.

STEP 2. ASSESS THE RESOURCES AVAILABLE FOR DESIGNING AND IMPLEMENTING THE PLAN

- Determine the budget available and assess existing communication capacities (staff and time);
- Seek media support to organize a large awareness campaign;
- Seek funding or sponsorship for the production of diverse communication materials;
- Concentrate resources on the organization of the awareness campaign aimed at teachers, in conjunction with teacher unions;
- Focus resources on the production of sustainable materials which various stakeholders can use to carry on the awareness efforts.

STEP 3. IDENTIFY AND PROFILE THE TARGET AUDIENCES

- teachers (and, more broadly, school staff),
- pupils and their parents,
- education administrators.

STEP 4. CREATE CLEAR MESSAGES

- Identify the most important messages to convey to the target audiences (key ethical principles, expected standards of conduct and examples of ethical dilemmas);
- Adapt the messages to the different target audiences, taking into consideration how they will be affected by the implementation of the code;
- Use concrete and simple words;
- Identify stories about teachers who exemplify ethical conduct.

STEP 5. PRODUCE APPROPRIATE COMMUNICATION MATERIALS: SOME EXAMPLES:

- publication of the code in different formats (poster, brochure, flyer, etc.);
- suggested text for public announcements;
- sample letters for outreach to teachers, schools, parents, etc.;
- production of a communication toolkit for schools;
- creation of a web page dedicated to the code (including the code itself, comments on each set of standards of professional conduct, frequently asked questions about the code, interviews with teachers, etc.).

GO TO RESSOURCE 6

STEP 6. SELECT THE MOST APPROPRIATE ACTIVITIES ACCORDING TO THE TARGETED AUDIENCE

TEACHERS AND SCHOOL STAFF	PUPILS	PARENTS	COMMUNITY
<ul style="list-style-type: none"> - Circular letter sent to all teachers/schools - Information meetings with teachers and teacher unions - Posters/flyers in all schools/classrooms - A dedicated webpage - Media outreach (TV, radio, newspapers) - References to the code in the school news-letter - A toolkit to help schools organize specific communication campaigns - Publication of articles in specialized press for teachers - "Fillers" for newsletters and specialized press 	<ul style="list-style-type: none"> - Media outreach (TV, radio, newspapers) - Posters/flyers in all schools/classrooms 	<ul style="list-style-type: none"> - Distribution of a brochure on the code - Information meetings with parent teacher associations - Media outreach (TV, radio, newspapers) - References to the code in the parent handbook - A dedicated webpage - Publication of articles in specialized press for parents 	<ul style="list-style-type: none"> - Suggestion of possible awareness activities during the school year - Local elected officials and community leaders invited to participate in school activities devoted to the code - Local education administrators invited to deliver clear messages about the code during special school events

KEY RECOMMENDATIONS

- Establish an accurate budget and a detailed schedule before implementing the plan.
- Provide adequate time for the preparation of such activities, particularly if audio-visual media or aids are to be used.

TOOL 4. COURSE ON ETHICS FOR TEACHERS

A course on ethics should deal with the knowledge, skills and attitudes of teachers to ensure the proper application of the Code. It should help teachers engage in a critical analysis of ethical dilemmas they might come across.

KNOWLEDGE

Teachers (and school principals) should be informed about:

- their *duties and rights*, with due presentation, analysis and discussion of the core values and standards of professional conduct included in the code;
- the *complaint mechanisms* in place, with a detailed explanation of the processes to be used for example for lodging a complaint, inquiry techniques, organization of hearings and appeal procedures;
- possible *disciplinary or legal sanctions* (such as amicable agreement, warning, reprimand and fine).

Recommended pedagogical approach: oral presentations.

SKILLS

The following abilities of teachers (and school principals) should be strengthened:

- how to *confront ethical dilemmas*, for example, how friendly a teacher should be with a pupil;
- how to *identify conflicts of interest*, for example, tutoring classes, accepting a gift from a pupil or his/her parents;
- how to *report malpractices*, clarifying in particular cases where teachers (or school principals) have the obligation to report misconduct when it is in the best interest of the child or of a colleague.

Recommended pedagogical approach: simulation exercises, role playing and discussion of real case study examples or scenarios.

ATTITUDES

Modules to value integrity and emphasize the social responsibility of teachers – in particular as ‘role models’ – should also be included in the course.

Recommended pedagogical approach: group discussions.

TOOL 5. COMMUNITY SURVEY ASSESSMENT TECHNIQUES

WHY DO WE NEED COMMUNITY ASSESSMENT TECHNIQUES?

- To collect quantitative and qualitative citizen feedback and perceptions on the application and usefulness of the code;
- To help identify areas for possible improvement of the code;
- To raise citizens' awareness about the existence and importance of the code;
- To empower citizens to play a watchdog role in the monitoring of its implementation.

HOW CAN WE PROMOTE COMMUNITY ASSESSMENT?

STEP 1. PREPARATORY PHASE

- Organize focus groups to identify key issues (shortcomings and defects in the application of the code) for which feedback is crucial;
- Prepare a draft survey questionnaire on this basis, asking citizens to grade the relevance, accessibility, use and impact of the code;
- Include questions starting with: 'how much' and 'to what extent' – in other words, questions expressing measurement (wherever possible, numeric scales can be used);
- Pre-test and finalize the questionnaire;
- Translate the questionnaire, if needed;
- Determine a sampling strategy to ensure that the data are representative of a larger population (through formal stratified random sampling);
- Define the sample size and sampling frame (for example urban/rural and rich/poor communities);
- Select the districts, the schools and the respondents (local education administrators, school principals, teachers, parents and pupils) as a result.

GO TO TOOL 4

STEP 2. IMPLEMENTATION PHASE

- Select and train the enumerators responsible for carrying out the survey;
- Collect quantitative and qualitative information through questionnaires and interviews;
- Check the data, identify possible inconsistencies, clean and tabulate collected information;
- Analyse the data, particularly emphasizing the impact of the code on teacher conduct;
- Identify ways to improve the relevance, accessibility and usefulness of the code.

STEP 3. REPORTING AND ADVOCACY

- Finalize the report including key recommendations regarding the application of the code and translate it, if needed;
- Send this report to the commission (or council) responsible for monitoring the application of the code and to teacher representatives, asking them to account for shortcomings and irregularities;
- Release the survey results, and initiative advocacy through the media;
- Organize a meeting between officials of the education administration, teachers (and their representatives) and parents (and their representatives) to discuss ways to improve the relevance, accessibility and impact of the code;
- Review and evaluate the overall survey process for future replication.

The implementation of these three steps can take from 3 to 6 months.

KEY RECOMMENDATIONS

- Appropriate expertise in the area of sampling should be mobilized.
- The sample size must be determined taking into account budgetary, time and human resource constraints.

TOOL 6. MONITORING SURVEYS: QUESTIONNAIRE TEMPLATE

Schedule for teachers and administrators
(To be filled-in by the field investigator)

District:
 Block/urban area:
 Teacher/administrator code:

SECTION I: GENERAL INFORMATION

1. Name of the school:

2. Type of school:
 - Primary Junior high school
 - Secondary Senior secondary

3. How long have you been working in the education sector?
 - Under 1 year 1-5 years
 - 6-10 years Over 10 years

4. How long have you worked as a teacher and as an administrator?
 - As a teacher: years; As an administrator: years

5. Which one of the following best represents your current job?
 - Teaching
 - School level administration
 - Teaching and school level administration

6. Are you the school principal?
 - Yes No

7. Gender:
 - Female Male

8. Age (in completed years): years

9. Educational qualification: (in completed years of schooling)

10. Professional qualification:
 Highest professional degree:
 Completed years of professional schooling:
11. Place of schooling:
 Urban Rural
12. Your family occupation¹:

SECTION II: PERCEPTIONS OF THE CODE

13. Ethical problems in education cover a number of areas and range from serious misconduct to less serious wrongdoing. In your view, which of the following have been sources of misconduct in education? Please tick mark (✓) in the relevant column.

Source of misconduct	Very serious source of misconduct	Serious source of misconduct	Less serious source of misconduct	Not at all a source of misconduct
Abuses in human resource management				
Use of fake degrees or diplomas				
Absenteeism of staff				
Discrimination against some pupils (admission, promotion, exam)				
Favouritism or nepotism in favour of some pupils (admission, promotion, exam)				
Collection of illegal school fees				
Private tuition by teachers				
Physical or verbal violence				
Sexual harassment				
Use of drugs or alcohol				
Abuse of their role by school inspectors				
Mismanagement/embezzlement of school finance				
Abuses in purchase/use of school materials				
Divulgence of confidential information				
Poor human relations between teachers and pupils				
Poor human relations among school staff				
Poor human relations between teachers and parents/the community				
Other sources (please specify)				

¹ This question refers to the major occupation of the family of the respondent such as agriculture, business, public/private service, carpentry and weaving.

- 14.** Which of the above sources of misconduct do you consider to have the most negative impact on the quality of education and why? You may select more than one
- 15.** To the best of your knowledge, were you or any of your colleagues consulted during the design and introduction of the code?
 Yes No
- 16.** If yes, how were you consulted?
 Letter/circular
 New media (website, electronic survey, blog, etc.)
 Workshop/seminar
 Through teachers' union
 Other means. Please specify:

SECTION III: IMPLEMENTATION OF CODES

- 17.** Do you have easy access to copies of the teacher code of conduct?
 Yes No
- 18.** As someone working in education, to what extent has the code been helpful as a guide to resolving the ethical problems and dilemmas you face in your everyday work?
 Very helpful
 Helpful
 Not helpful
 Not at all helpful
Please write additional comments here:
- 19.** Have you or your colleagues been given any training on the code?
 Yes No
- 20.** Do you find the code easy to understand?
 Yes No
- 21.** If you answered no in Question 20, please explain briefly the problem(s) concerning the code:
- 22.** To what extent are you familiar with the procedures for making complaints about professional misconduct by colleagues?
 Very familiar Less familiar Not at all familiar

- 23.** To what extent do you think complaints are taken seriously?
 Very seriously Less seriously Not taken seriously
- 24.** To what extent is the code of conduct adequately enforced?
 Seriously enforced Less seriously enforced Not enforced at all
- 25.** Please state briefly what you think are the main problems in enforcing the code of conduct:

SECTION IV: IMPACT OF THE CODE

- 26.** Comparing the situation before and after the introduction of the code, what impact has the code had on improving the professional conduct of teachers?
- Significant positive impact: Yes No
 Limited positive impact: Yes No
 No impact at all: Yes No
 Negative impact: Yes No
 Please write any other comment here:
- 27.** Please indicate the extent to which you agree/disagree with the following statements:

Since the introduction of the code there is	Strongly agree	Agree	Disagree	Strongly disagree
Improved transparency and fairness in human resource management				
Little or no use of fake degrees or diplomas				
Decrease in absenteeism of staff				
Less discrimination against some pupils (admission, promotion, exams)				
Less favouritism or nepotism in favour of some pupils (admission, promotion, exams)				
Little or no collection of illegal school fees				
Decrease in private tuition by teachers				
Reduced physical or verbal violence				
No sexual harassment				
Little or no use of drugs or alcohol				
Fewer cases of misconduct of school inspectors				
Fewer cases of mismanagement/ embezzlement of school finances				
Fewer cases of abuse in purchase/use of school materials				

Less revealing of confidential information				
Improved human relations between teachers and pupils				
Improved human relations among school staff				
Improved human relations between teachers and parents/the community				
Other improvements (please specify)				

28. Any other comments on the relevance, implementation and impact of the teacher code of conduct in the school education sector:

.....

.....

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Different levels of formal education

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THE BOOK

These guidelines have been prepared to help countries successfully design a teacher code of conduct (or review an existing one) and put in place the appropriate mechanisms to ensure its proper dissemination, application, and monitoring at all levels of the system. They are aimed both at national and local stakeholders. They follow the major steps involved in the development of a code. For more detailed information on each aspect of the guidelines, the reader is directed to the Resources and Tools which are included in annexes.

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