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प्रबंधक/ प्राचार्य  
पत्रांक

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## **Code of Professional Conduct for Teachers**

### **INTRODUCTION**

The Institution for professional teaching, aims to promote and regulate the teaching professionals. This includes establishing and promoting professional standards and supporting teachers' learning. Teachers teach so that others can learn. But the Code also acknowledges that teachers are learners too, and learning needs to be supported and acknowledged. Teaching and learning are vital for social and economic progress. By choosing this profession that is entrusted with the responsibility for leading these processes, you are assuming a great responsibility to lead learning for all learners in your care. Ultimately, a common goal across the education community must be in place to ensure that new entrants to the teaching profession have the best possible start to their careers.

This Code of Professional Conduct sets out the standards that teachers should adhere to at all stages of their career. It also describes a vision of what good teaching should look like. In this dual purpose, it epitomizes the dual mandate of the professional standards. Having a well-established tradition of the profession, it enjoys high levels of public confidence and trust, The Institution is committed to ensuring that the Code of Professional Conduct for Teachers is promoted and observed so as to maintain public trust and confidence in the teaching profession.

The Code applies to teachers at UG and PG levels as well as in the further education sector. The term "pupil/student" denotes learners at UG and PG levels and further education levels.

Parent: The term "parent" denotes parents and legal guardians.

Teacher: The term “teacher” denotes a teacher registered with the Institution.

Poor Professional Performance: A failure by the registered teacher to meet the standards of competence (whether in knowledge, skill or the application of knowledge and skill or both) that can be reasonably expected of a registered teacher.

- Professional Misconduct: Disgraceful or dishonourable conduct either in the course of the registered teacher’s profession or otherwise than in the course of the registered teacher’s profession if the conduct is of such a serious nature as would bring the profession of teaching into disrepute.
- The teaching profession has a distinguished record of service in India. This Code of Professional Conduct for Teachers reiterates and makes explicit the values and standards that have long been experienced by students through their participation in education.

## **Preamble**

In the Indian tradition of Guru-Shishya Parampara, the education profession is entrusted with the responsibility of molding the minds of young people so that they become worthy citizens of a humane society. Such trust and responsibility calls for the highest ideals of professional service and the highest degree of ethical conduct.

Teachers Demonstrate, Inspire and Guide, through their own conduct, that learning is a character-building and nation-building noble activity.

## **Purpose of the Code**

The Code of Professional Conduct for Teachers applies to all registered teachers. Its purpose is threefold:

1. It serves as a guiding compass as teachers seek to steer an ethical and respectful course through their career in teaching and to uphold the honour and dignity of the teaching profession.

2. It may be used by the education community and the wider public to inform their understanding and expectations of the teaching profession.
3. It has an important disciplinary functions and procedures for dealing with difficulties and complaints at institution level and will offer the best means for resolving problems as they arise in the day-to-day operation of the education system.

### **Structure of the Code**

Having regard to the purposes set out above, the Code begins by setting out the ethical foundation for the teaching profession. This is encapsulated in the values of Respect, Care, Integrity and Trust that are reflected throughout the Code. These core values underpin the work of the teacher in the practice of his or her profession. The standards identify teachers' professional responsibilities and are framed as statements under six separate headings: **values and relationships; integrity; conduct; practice; professional development; collegiality and collaboration.** The standards reflect the complexity and variety of teaching and serve to guide professional judgement and practice.

The Code has also been developed in the context of the rights of students, including their right to have a voice in matters affecting them, the rights of parents and the rights of teachers and of the responsibilities that accompany those rights.

The Institution recognises the civic and social value of education and the profound contribution that the teaching profession has made to the social, cultural and economic development of Ireland over many decades.

It also recognises the key role of teacher in ensuring the quality of teaching. It believes that education, the teaching profession.

The Institution believes that the Code of Professional Conduct for Teachers provides an ethical foundation along with explicit standards of conduct to be observed at all times, having regard to the broader context set out above. In conclusion, the Code of Professional Conduct for Teachers encapsulates the fundamental ethics that inform the work of teachers.

The core values and professional standards that teachers subscribe to are expressed in terms that are accessible to educators and to all others with an interest in education. The Institution believes that the adoption of this Code of Professional Conduct for Teachers will enhance and deepen the confidence and trust that society places in teachers.

The following ethical values underpin the standards of teaching, knowledge, skill, competence and conduct as set out in this Code.

**RESPECT:** Teachers uphold human dignity and promote equality, emotional and cognitive development. In their professional practice, teachers demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.

**TRUST:** Teachers' relationships with students, colleagues, parents, management and the public are based on trust. Trust embodies fairness, openness and honesty.

**CARE:** Teachers' practice is motivated by the best interests of the students entrusted to their care. Teachers show this through positive influence, professional judgement **and empathy in practice.**

**INTEGRITY:** Honesty, reliability and moral action are embodied in integrity. Teachers exercise integrity through their professional commitments, responsibilities and actions.

## **Code of Professional Conduct for Teachers**

On behalf of the teaching profession, the Institution sets out the following standards that apply to all registered teachers regardless of their position.

1. Professional Values and Relationships of Teachers should:

1.1 be caring, fair and committed to the best interests of the students entrusted to their care, and seek to motivate, inspire and celebrate effort and success

1.2 acknowledge and respect the uniqueness, individuality and specific needs of pupils/ students and promote their holistic development

1.3 be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future

1.4 seek to develop positive relationships with students, colleagues, parents, school management and others in the school community, that are characterised by professional integrity and judgement

1.5 work to establish and maintain a culture of mutual trust and respect in their schools.

## **2. Professional Integrity of Teachers should be:**

2.1 act with honesty and integrity in all aspects of their work

2.2 respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual

2.3 represent themselves, their professional status, qualifications and experience honestly

2.4 use their name/names as set out in the Register of Teachers, in the course of their professional duties

2.5 avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on students.

## **3. Professional Conduct of Teachers should be to:**

3.1 uphold the reputation and standing of the profession

3.2 take all reasonable steps in relation to the care of students under their supervision, so as to ensure their safety and welfare

3.3 work within the framework of relevant legislation and regulations

3.4 comply with agreed national and school policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection

3.5 report, where appropriate, incidents or matters which impact on pupil/student welfare

3.6 communicate effectively with students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect

3.7 ensure that any communication with pupils/ students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites

3.8 ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic or other format.

3.9 ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or in other formats

3.10 ensure that they do not practice while under the influence of any substance which impairs their fitness to teach.

#### **4. Professional Practice Teachers should:**

4.1 maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting and providing feedback

4.2 apply their knowledge and experience in facilitating pupils'/students' holistic development

4.3 plan and communicate clear, challenging and achievable expectations for students

4.4 create an environment where students can become active agents in the learning process and develop lifelong learning skills

4.5 develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all pupils/ students

4.6 inform their professional judgement and practice by engaging with, and reflecting on, pupil/ student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation

4.7 in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance

4.8 act in the best interest of students.

#### **5. Professional Development Teachers should:**

5.1 take personal responsibility for sustaining and improving the quality of their professional practice by: actively maintaining their professional knowledge and understanding to ensure it is current reflecting on and critically evaluating their

professional practice, in light of their professional knowledge base availing of opportunities for career-long professional development.

## **6. Professional Collegiality and Collaboration Teachers should:**

6.1 work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for students

6.2 work in a collaborative manner with pupils/ students, parents/guardians, school management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of students

6.3 cooperate with statutory and public non-statutory educational and support services, as appropriate

6.4 engage with the planning, implementation and evaluation of curriculum at classroom and school level.

### **Teacher's Code of Conduct: Compliance, Role and Responsibilities**

**Poor Professional Performance:** A failure by the registered teacher to meet the standards of competence (whether in knowledge, skill or the application of knowledge and skill or both) that can be reasonably expected of a registered teacher.

**Professional Misconduct Disgraceful or dishonorable:** Conduct either in the course of the registered teacher's profession or otherwise than in the course of the registered teacher's profession if the conduct is of such a serious nature as would bring the profession of teaching into disrepute.

### **Compliance with the Code**

It is the responsibility of the teacher who voluntarily signs this Code to comply with it.

**Besides, above mentioned code of conduct, the Teachers of the college are governed by service rules of the state government/Affiliating university/statutory authority.**

The recruitment, promotion and superannuation of teaching and non-teaching staff members, are governed by the service rules.

*मिशन*  
**PRINCIPAL**

Late Shri Pooja Prakash  
Dixit Mahavidyalay Gahrauli (Hamirpur)  
Principal  
(Dr. Lokendra Nath Pandey)

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