

ONTARIO COLLEGE OF TEACHERS

ETHICAL STANDARDS FOR THE TEACHING PROFESSION

Introduction

The *Ethical Standards for the Teaching Profession* represents a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning.

Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- To inspire members to reflect and uphold the honour and dignity of the teaching profession
- To identify the ethical responsibilities and commitments in the teaching profession
- To guide ethical decisions and actions in the teaching profession
- To promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect

Intrinsic to the ethical standard of *Respect* is trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust

The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

([HTTP://WWW.OCT.CA/](http://www.oct.ca/))

ONTARIO COLLEGE OF TEACHERS STANDARDS OF PRACTICE

The Ontario College of Teachers' *Standards of Practice for the Teaching Profession* provides a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are

- To inspire a shared vision for the teaching profession
- To identify the values, knowledge and skills that are distinctive to the teaching profession
- To guide the professional judgment and actions of the teaching profession
- To promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and

reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

EXCERPT FROM THE TEACHING PROFESSION ACT: THE REGULATION MADE UNDER THE TEACHING PROFESSION ACT (Updated to June 1, 2006)

(Note: this act uses the masculine pronoun to include both genders.)

General Duties of Members

13. A member shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession.

Duties of a Member to his Pupils

14. A member shall,

- (a) regard as his first duty the effective education of his pupils and the maintenance of a high degree of professional competence in his teaching;
- (b) endeavour to develop in his pupils an appreciation of standards of excellence;
- (c) endeavour to inculcate in his pupils an appreciation of the principles of democracy;
- (d) show consistent justice and consideration in all his relations with pupils;
- (e) refuse to divulge beyond his proper duty confidential information about a pupil; and
- (f) concern himself with the welfare of his pupils while they are under his care.

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Duties of a Member to the Public

16. A member shall,

- (a) endeavour at all times to extend the public knowledge of his profession and discourage untrue, unfair or exaggerated statements with respect to teaching; and
- (b) recognize a responsibility to promote respect for human rights.

Duties of a Member to the Federation

17. A member shall co-operate with the Federation to promote the welfare of the profession.

Duties of a Member to Fellow Members

18. (1) A member shall,

- (a) avoid interfering in an unwarranted manner between other teachers and pupils;
- (b) on making an adverse report on another member, furnish him with a written statement of the report at the earliest possible time and not later than three days after making the report;
- (c) notwithstanding section 18 (1) (b), a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide her/him with a copy of the report or with any information about the report;
- (d) refuse to accept employment with a board of trustees whose relations with the Federation are unsatisfactory; and
- (e) where he is in an administrative or supervisory position, make an honest and determined effort to help and counsel a teacher before subscribing to the dismissal of that teacher.

(2) Under clause (c) of subsection (1), the onus shall be on the member to ascertain personally from the Federation whether an unsatisfactory relationship exists.

(3) A member shall not attempt to gain an advantage over other members by knowingly underbidding another member, or knowingly applying for a position not properly declared vacant, or by negotiating for salary independently of his local group of fellow-members.

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