



## CODE OF ETHICS OF THE CATALAN INSPECTORATE (2010): OUR ENGAGEMENT WITH EXCELLENCE

### MAIN ETHICAL PRINCIPLES

#### FAIRNESS

By fairness we mean giving everyone what he or she deserves. In other words, honesty when one has to arbitrate as fairly as possible over the rights and duties of each member of the community.

Behaviours to promote and enhance	Behaviours to avoid
<ul style="list-style-type: none"><li>• Respect for the personal dignity and opinions of each member of the school community.</li><li>• Behaviour as warrants the legal rights of each community member and guaranteeing that all are treated equally by intervening against any discriminatory educational practice.</li><li>• Respectful assessment of the work done by others and due recognition of their effort: professional solidarity.</li></ul>	<ul style="list-style-type: none"><li>• Abuse of hierarchical position.</li><li>• Interference or substitution of the roles and autonomy of other professionals.</li><li>• Proposals or decisions which do not fit into the legal framework of reference and avoidance of subjective interpretations.</li></ul>

#### IMPARTIALITY

By impartiality we mean maintaining a position of equity and not taking sides beforehand or unjustly opting for one of the interested parties in a given situation - especially when dealing with conflicts – and not taking decisions before thoroughly analysing the pros and cons of the situation.

Behaviours to promote and enhance	Behaviours to avoid
<ul style="list-style-type: none"><li>• Guaranteeing the rights of all community members in accordance with the legal dispositions which regulate them.</li></ul>	<ul style="list-style-type: none"><li>• Treatment of certain people or institutions as better than others or even against others.</li></ul>





<ul style="list-style-type: none"><li>• Pondering facts and circumstances objectively by listening to all the parties and opinions involved.</li><li>• Respect for the autonomy of educational professionals in the exercise of their functions and duties.</li><li>• Respect for the presumption of innocence.</li></ul>	<ul style="list-style-type: none"><li>• Acting authoritatively when dealing with conflicts and not listening to all the parties involved.</li><li>• Allowing oneself to be influenced by the opinions and judgements of third parties before properly checking their veracity and authenticity.</li></ul>
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## CONFIDENTIALITY AND PUBLICITY

By confidentiality and publicity we mean being discreet and keeping secret those pieces of information we learn of during the exercise of our profession while at the same time adequately spreading those pieces of information which must be publicly known.

<b>Behaviours to promote and enhance</b>	<b>Behaviours to avoid</b>
<ul style="list-style-type: none"><li>• Preservation of secret and confidential professional information obtained during the course of inspection activities.</li><li>• Maintaining an adequate attitude in relation to one's own professional responsibility - keeping due privacy, equilibrium and respect.</li><li>• Guaranteeing personal data protection and paying special attention to the protection of learner identity.</li><li>• Accurately informing members of the school community about their rights and duties.</li></ul>	<ul style="list-style-type: none"><li>• The wrong use of personal data and information obtained during the course of inspection functions.</li><li>• Revealing personal information to non-authorized parties - either voluntarily or by accident.</li><li>• Making use of privileged information for one's own benefit or to favour certain people or institutions against those more vulnerable.</li></ul>





## INDEPENDENCE AND INSTITUTIONAL LOYALTY

By independence and institutional loyalty we mean stating and defending our own professional criteria which without contradicting proper institutional loyalty guarantee the rights and duties of all members of the school community

<b>Behaviours to promote and enhance</b>	<b>Behaviours to avoid</b>
<ul style="list-style-type: none"><li>• Defending professional criteria and offering of constructive criticism when needed.</li><li>• Enforcing the rights of our profession and dignifying it by means of the total assumption of our own responsibilities.</li><li>• Respect for the principles of educational policy</li><li>• Promoting professional participation through different types of associations.</li></ul>	<ul style="list-style-type: none"><li>• Performance with non-technical criteria or against the rules.</li><li>• Modifying intervention criteria for one's own interest or to favour others.</li><li>• Applying intervention criteria in arbitrary or non-critical ways as a result of external demands</li></ul>

## INTEGRITY AND RIGOUR

By integrity and rigour we mean behaving properly and in accordance with the law and our professional duties. We mean honesty in our conduct in accordance with our own professional criteria by acting coherently and truthfully and avoiding any sort of contradiction.

<b>Behaviours to promote and enhance</b>	<b>Behaviours to avoid</b>
<ul style="list-style-type: none"><li>• Being objective, truthful, diligent and accurate in one's professional performance and opinions while also acting coherently and behaving similarly in all situations.</li><li>• Stating professional opinions respectfully and accurately and expressing them in a crystal-clear fashion by using an appropriate register to guarantee communication between conversational partners.</li><li>• Accurately planning inspectional interventions and at the</li></ul>	<ul style="list-style-type: none"><li>• Improvisation and taking decisions without due forethought.</li><li>• Reporting facts carelessly and with a lack of thorough study and analysis.</li><li>• Forcing legal rules to adapt inadequately to problematic situations for the sake of sparing efforts.</li><li>• Giving professional opinions on issues when one must admit to being insufficiently qualified.</li><li>• Applying different criteria to similar situations.</li></ul>





<p>same time being able to react adequately to unexpected situations. Managing time well by applying quality criteria to meet requirements efficiently.</p> <ul style="list-style-type: none"> <li>• Safeguarding the best use of public resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Making decisions without enough information about the actions to be taken.</li> </ul>
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## PROFESSIONAL ENGAGEMENT

By professional engagement we mean identifying with the aims of the profession and developing these aims to their own end. Acting as an inspector means searching for excellence and not merely or exclusively a means to obtain social prestige or economic benefit.

<b>Behaviours to promote and enhance</b>	<b>Behaviours to avoid</b>
<ul style="list-style-type: none"> <li>• Keeping up with research and maintaining critical reflexion towards professional performance in order to achieve constant improvement</li> <li>• Staying involved in one's own professional in-service training and updating techniques and methodologies throughout one's professional career.</li> <li>• Favouring collaboration among members of an organization and also with other schools thereby enhancing and spreading good practices.</li> <li>• Fostering good use of personal and material public resources.</li> <li>• Safeguarding teachers' professional growth by giving them advice and providing in-service training and activities in accordance with their needs.</li> <li>• Fostering internal school evaluation, providing elements to reflect upon so that principals and teaching staff can self-assess their work and introduce improvements in performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Using experience as an excuse for mechanically repeating ways of doing things and work methodologies with no view to their improvement.</li> <li>• Keeping acquired professional know-how to oneself to the overall detriment of quality in the service given to the school community.</li> <li>• Competing with other professionals for the benefits they might have obtained from their position.</li> <li>• Controlling schools members, inducing them to compete against other schools thereby forgetting the general duty of service to the wider community.</li> <li>• Carrying out tasks assigned without interest and simply doing the minimum required with no evident struggle for excellence.</li> <li>• Forgetting about professional promotion and the search for school improvement.</li> </ul>





## CO-OPERATION

By co-operation we mean teamwork between equals in order to establish shared criteria and we mean teamwork with the other members of the school community and other institutions in order to foster the excellence of the educational system

<b>Behaviours to promote and enhance</b>	<b>Behaviours to avoid</b>
<ul style="list-style-type: none"><li>• Fostering professional co-operation and a warm work atmosphere in order to promote personal relationships and trustworthiness.</li><li>• Helping other inspectors to access information, procedures and resources needed in the exercise of their functions</li><li>• Promoting the integration of other professionals and collaborating with institutions and associations in order to improve co-ordination and to better outcomes.</li><li>• Favours co-operation between the different sectors of the school community, enhancing the commitment needed to achieve common objectives.</li></ul>	<ul style="list-style-type: none"><li>• Causing conflict or confrontation with other members of the profession.</li><li>• Favours rumour and suspicion both of which might damage the professional prestige or self-esteem of other professionals.</li><li>• Inappropriately obtaining professional advantages over colleagues.</li><li>• Publicly disqualifying other professionals.</li></ul>