

**L.N. 414 of 2012****EDUCATION ACT****(CAP. 327)****Teachers (Code of Ethics and Practice) Regulations, 2012**

IN exercise of the powers conferred by article 40 of the Education Act, the Minister of Education and Employment, after consultation with the Council for the Teaching Profession, has made the following regulations:-

Citation.

**1.** The title of these regulations is the Teachers (Code of Ethics and Practice) Regulations, 2012.

Code of Ethics  
and Practice.  
Cap. 327.

**2.** The Code of Ethics and Practice applicable to teachers for the purposes of articles 31, 39 and 40 of the Education Act shall be that set out in the Schedule to these regulations.

Revokes.  
S.L. 327.02.

**3.** The Teachers (Code of Behaviour) Regulations are hereby revoked.

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**SCHEDULE****Teachers' Code of Ethics and Practice***A. Purpose, Scope and Status*

The Code sets out the key principles of good conduct and practice for teachers in Malta and Gozo. It is intended to guide teachers' practice judgements and decisions and inform parents, and the community of these standards. It also informs members of the community of the standards expected of teachers. It is not, however, a definitive or exhaustive guide. Neither should it be read as a blueprint to be followed unreflectively by teachers. As professionals, teachers are to constantly engage with the principles outlined in a critical manner, taking into account the educational value of the particular relationships with persons within particular teaching and learning situations and processes.

The Code is intended to encourage teachers to adopt an informed approach to their teaching and its contexts and to reflect on the good and correct practices as professional teachers. A teacher shall endeavour to be a role model and shall act within the community in a manner which enhances the

prestige of the profession.

### *B. Glossary of Terms*

"The Code" means the Teachers' Code of Ethics and Practice;

"The Council" means the Council for the Teaching Profession in Malta established by article 26 of the Education Act (Cap. 327);

"Media" means the social media (including web- and mobile-based technologies) such as social networks and blogs; digital media including e-mail, internet, text messaging; electronic media and print media;

"Parent" means the father or the mother and includes any person who has the care and custody, whether legal or actual, of a student;

"Role Model" means any person who serves as an example and whose behaviour is emulated by others;

"Student" means learners and students at primary, secondary and further education levels in all educational institutions;

"Teacher" means members of the teaching profession in Malta who are granted a warrant to practice the profession in Malta as provided in Part III of the Education Act. The term "Teacher" does not include a Kindergarten or Learning Support Assistant, a teacher in a school teaching a language as a foreign language, or any person who renders a teaching service in cultural, sport and religious sectors, insofar as this teaching is not being imparted as an integral part of compulsory education in terms of the curriculum in a licensed school.

### *C. Key Principles*

#### **Key Principle One: Maintain Trust in the Profession**

*Members of the Teaching Profession shall:*

- 1.1 base their relationship with students on mutual trust and respect;
- 1.2 have regard to the safety and wellbeing of students under their responsibility;
- 1.3 respect the uniqueness and diversity of the learning

community they are part of;

- 1.4 work in a collaborative manner with colleagues and other professionals;
- 1.5 develop and maintain good relationships with parents, guardians and carers;
- 1.6 act with honesty, integrity and fairness;
- 1.7 be sensitive to the need for confidentiality where appropriate;
- 1.8 take responsibility for maintaining the quality of their professional practice;
- 1.9 uphold public trust and confidence in the teaching profession; and
- 1.10 create learning experiences which engage, motivate and challenge students in an inclusive setting with a lifelong learning perspective.

**Key Principle Two:**

**Maintain Professional Relationships with Students**

*Members of the Teaching Profession shall:*

- 2.1 maintain professional boundaries whilst in school and out of school, avoid improper physical contact, avoid inappropriate communication via any form of media and avoid inappropriate relationships with students. The members of the teaching profession are duty bound and are ultimately responsible to maintain a professional distance;
- 2.2 refrain from taking advantage of professional relationships with students for their own personal benefit, including by giving private lessons to students from the classes they teach or who are under their administrative responsibility, against payment, whether monetary or in kind;
- 2.3 conduct pastoral interventions with students professionally, and behave in keeping with their unique position of trust and status as role models;
- 2.4 follow behaviour management and safe schools policies and guidelines as directed by the relevant school, college and education authorities;

- 2.5 act appropriately towards students exercising care in their language, gestures and attitudes, ensuring that they do not act in such a manner that is embarrassing or disparaging and ensuring that they do not use abusive language or offensive names or make inappropriate remarks; and
- 2.6 act with a professional attitude and behaviour at all times.

**Key Principle Three:****Respect the Uniqueness and Diversity of Students**

*Members of the Teaching Profession shall:*

- 3.1 demonstrate respect for diversity, maintain fairness and promote equality irrespective of gender, race, religion, sexual orientation, appearance, age, language or different needs or abilities;
- 3.2 maintain an up to date knowledge and understanding of, implement and comply with, current child protection procedures;
- 3.3 maintain an up to date knowledge of guidelines issued nationally, by the Council for the Teaching Profession, their school or college, education authorities and the Office of the Commissioner for Children insofar as these concern their personal and professional conduct;
- 3.4 contribute to the creation of a fair and inclusive school environment by addressing discrimination, stereotyping and bullying; and
- 3.5 identify and refer to the competent authorities any issues that might impact on students' welfare at the earliest possible stage.

**Key Principle Four:****Work in a Collaborative Manner with Colleagues, Parents, Guardians and Carers**

*Members of the Teaching Profession shall:*

- 4.1 work in a collegiate and cooperative manner with colleagues and other professionals who work in multi-disciplinary teams officially recognised by the education authorities;

- 4.2 respect, support and collaborate with colleagues both in matters concerning the education of students as well as in maintaining relations with colleagues in the highest standards of professional courtesy;
- 4.3 be prepared to help junior colleagues and those in training and induction in all possible ways;
- 4.4 respect the authority of senior professional colleagues while retaining the right to express professional opinion and dissent;–
- 4.5 not reprimand, censure, rebuke or criticise any colleague, or any other member of the teaching profession, in the presence of students or in public;
- 4.6 refrain from making public statements which bring the profession into disrepute;
- 4.7 develop and maintain good relationships between home and school, respecting the role that parents, guardians and carers have in students' education;
- 4.8 engage and work positively with parents, as far as possible, in an open and respectful way;
- 4.9 ensure that their communications with parents, students and colleagues comply with those policies and procedures issued at school or college level, as well as those educational policies and procedures issued at national level;
- 4.10 demonstrate respect for diversity when dealing with colleagues, parents, guardians or carers in their capacity as partners in the educative process; and
- 4.11 make every effort to encourage parents, guardians and carers to interest themselves actively in the education and welfare of children in their care.

**Key Principle Five:  
Act with Honesty and Integrity**

*Members of the Teaching Profession shall:*

- 5.1 comply with policies and procedures issued at school, college or national education level, regarding to the use of property, facilities, finances and ICT in their educational

setting;

- 5.2 conduct assessment- and examination-related tasks with integrity and in compliance with official regulations and procedures;
- 5.3 represent themselves, their experience, professional position and qualifications honestly;
- 5.4 only disclose confidential information within the parameters allowed by legislation;
- 5.5 be mindful of their position as a role model to students; and
- 5.6 both in their personal and professional life, be mindful of their behaviour and attitude, being that these may have an impact on the profession they represent.

**Key Principle Six:**

**Keep their Professional Knowledge and Practice Up To Date**

*Members of the Teaching Profession shall:*

- 6.1 maintain high standards of practice in relation to teaching and learning, classroom management, planning, monitoring, assessment and reporting;
  - 6.2 keep their professional knowledge and skills updated throughout their teaching career;
  - 6.3 keep updated their knowledge of relevant guidelines and educational developments in their teaching post and role and in relation to teaching in general;
  - 6.4 reflect upon and evaluate their practice as part of their continuing professional development;
  - 6.5 be open and respond positively to constructive feedback regarding their teaching practices; and
  - 6.6 seek support, advice and guidance where necessary.
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