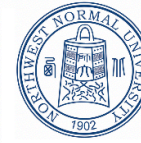




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## ETHICAL COMMITMENT COMPETENCE

	Expert	Proficient	Basic	In development
High <b>expectations</b> regarding students' learning and support so that they develop their full learning potential	<p>The teacher asks for and identifies the needs of all students in the classroom and supports all of them completely.</p> <p>The teacher has high expectations for all students and all decisions (related to classroom management, family reports, proposed activities...) are a consequence these expectations.</p>	<p>The teacher mainly focuses his/her actions and questions on the student.</p> <p>The teacher takes into account the students' needs in a global way, having high expectations for all of them.</p>	<p>The teacher mainly focuses his/her actions on him/herself and does the same regardless of the students and their needs.</p>	<p>The teacher knows the importance of having high expectations.</p>
Safeguard <b>students' wellbeing</b> according to the legal regulations	<p>The teacher is able to articulate cultural influences on the interpretation of ethical standards.</p> <p>The teacher systematically maintains and fosters a honest treatment, respecting others and keeping data confidential.</p>	<p>The teacher maintains the confidentiality of student, family as well as students' data.</p>	<p>The teacher maintains the confidentiality of the students.</p>	<p>The teacher understands that the confidentiality of the student records is required by law.</p> <p>The teacher distinguishes legal and moral influences on codes of ethics.</p>
Coherent intervention according to the <b>ethical values of the</b>	<p>The teacher's behavior is always in accordance with the Code of Ethics and Standard Educational</p>	<p>The teacher behavior is in accordance with the Code of Ethics and Standard.</p>	<p>The teacher meets the Code of Ethics and Standard Practices.</p>	<p>The teacher understands the importance of meeting the Code of Ethics and Standard Practices.</p>





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<p><b>country</b> and the school in which he/she teaches</p>	<p>Practices of each country/region.</p> <p>The teacher models all professional standards (e.g., attendance, honest behavior, etc.).</p>	<p>The teacher aligns practice, personal ethics, and ethical statements.</p>	<p>The teacher models some professional standards (e.g., attendance, honest behavior, etc.).</p>	<p>The teacher meets few professional standards.</p>
<p>Being familiar with the <b>legal and regulatory framework</b> that has an impact on the school system, as well as being familiar with school regulations in which educational programmes are based</p>	<p>The teacher systematically articulates his/her personal code of ethics informed by ethical codes of the system.</p>	<p>The teacher knows the legal and regulatory frameworks and bases his/her ethical code on them.</p>	<p>The teacher uses/consults resources to solve ethical issues.</p>	<p>The teacher is able to describe ethical statements and principles of relevant professional associations.</p>
<p>Ability related to being critical, <b>self-critical</b> and reflecting on the ethical and professional aspects of the profession, as well as on the own practice</p>	<p>The teacher implements systemic and personal protocol for ethical decision-making, being aware of her/his professional issues due to continuous self-assessment processes.</p>	<p>The teacher identifies the ethical issues of his/her profession and starts using systematic processes to make ethical decisions.</p>	<p>The teacher identifies ethical issues in the course of the profession.</p> <p>The teacher works with mentors to identify effective means of dissent or critique institutional actions.</p>	<p>The teacher is able to explain how one's behaviour shows the ethics of the profession.</p>

