

PriorityGO

Teacher's Code of Conduct

PREAMBULE

The PRIGO group of schools adheres to this Teacher's Code of Conduct, which was created by the Ministry of Education, Youth and Sports in cooperation with the Czech School Inspectorate, the Association of Deans of Teacher Training Colleges, headmasters' associations, the Czech Secondary School Union, the Parents' Union and other important organisations. This Code is used as a core guide for the actions and conduct of teachers in the school environment, reflecting our commitments to high ethical standards, honesty, respect and responsibility in accordance with the PriorityGO principles. At a time when artificial intelligence (AI) is growing in importance in our society, it is especially important to pay attention to ethical conduct and actions. AI brings countless possibilities and challenges, and we, as an educational institution, have a duty to make sure that our teaching activities be always guided by ethical principles. This includes responsible use of technology, privacy and personal data protection, and ensuring equal access to education for all. This Code helps us maintain integrity and professional standards, while preparing our students and pupils for a world where AI plays an ever-increasing role. We believe that the ethical principles we follow and teach will contribute to the development of a more responsible and more just society. By working together and by committing to ethical behaviour, we can create a safe and stimulating environment that encourages education, innovation and individual development for every member of the PRIGO family.

**THE CODE OF CONDUCT IS MEANT TO DEMONSTRATE WHERE WE, AS TEACHERS, ARE HEADING.
THE CODE OF CONDUCT IS A FRAMEWORK OF VALUES AND ATTITUDES.**

1. The teacher creates an environment in which every child feels safe.

Children feel safe in the school environment and they are not afraid to express themselves. The teacher gives pupils the opportunity to experience the school environment as a good and fair environment.

2. The teacher accepts co-responsibility for themselves and the world in which they live, and leads their students to do the same.

Pupils and teachers have the opportunity to experience what it means to be an active citizen responsible for the environment of which they are co-creators. Both teachers and pupils thus promote democratic culture in the school.

3. The teacher acknowledges their colleagues and their professional identities. The teacher continuously reflects on their teaching and shares their experience with other colleagues.

The teacher lets themselves inspired by the activities of their colleagues and helps them in all stages of professional development.

4. The teacher respects the rights of parents and legal representatives of pupils, perceives them as partners and listens to them.

The teacher can set the boundaries of professional autonomy and justify their decisions to themselves, to pupils and to parents. The teacher handles data about the pupils and their families in an ethical manner with respect to the pupils' privacy and safety.

5. The teacher is sensitive to the cultural and social differences of the community in which they work.

As part of their profession, the teacher actively participates in eliminating prejudices against people of different ethnicities, nationalities, colours of skin, religions, social origins, sexual identities and orientations.

JSME PRIGO ŠKOLA PRO ŽIVOT, JAKÝ BUDE

6. The teacher continuously strives to develop their professional expertise in accordance with latest scientific knowledge.

The teacher consciously creates space for improving their own work and themselves. To that end, the teacher uses information sources of a high quality and thinks critically on their relevance.

7. The teacher prepares children for a life in an ever-changing world, continuously increasing their digital competences.

The teacher emphasises ethical conduct in the digital environment, leads by example and adheres to professional standards even online.

8. The teacher works sustainably, taking into account their own power and the environment.

As part of their profession, the teacher actively addresses challenges brought by climate change, loss of biodiversity and others, although they do not forget about themselves and their personal needs.

9. The teacher does not abuse their position and does not act in a position of power towards the pupils.

The teacher treats all participants in the educational process politely and humbly, knowing that all participants have their human dignity. The teacher is aware that any form of sexual or erotic relationship between a teacher and a pupil is inadmissible..

10. The teacher connects education at school with pupils' leisure activities.

The teacher actively looks for opportunities to use the knowledge and skills that pupils have acquired during extracurricular activities. The teacher suitably builds up on them during classes and reflects on how to utilise them to meet educational goals.

Source: www.ucitelskykodex.cz