International Code of Ethics for Educators

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Educators can have a significant and positive transformational effect on societies. They are our mentors, guides, and advisors, and they are our hope for the future of the next generation.

Educators teach in diverse settings, within varied cultural, social, economic and political contexts. A common thread across these settings is the important role that educators can play in affecting the lives of the children, their families, and the communities in which they live and work.

Furthermore, teachers' collective contributions can potentially reach beyond the school and community and can have a long-term effect on a much larger global level, especially in relation to fostering peace, nurturing sustainable development, furthering social and economic stability, and supporting world progress centered around human dignity. Thus, to ensure a productive future in which all individuals are able to reach their full potential, all educators must strive to adhere to universal, fundamental responsibilities based on ethical standards and the core principles of human rights.

International Code of Ethics for Educators (ICoEE)

Domain I – Professional Commitment

Principle 1. Embracing the Role and Responsibility of an Educator
Educators uphold teaching as an honorable profession that carries the immense responsibility of inspiring and enlightening the next generation while helping them embrace their full potential as human beings and discover their unique gifts and talents.

Principle 2. Engaging in Professional Development
Educators engage in lifelong learning and continuous professional development to stay informed of effective education practices, changing education policies and trends, and ways to remain responsive to the changing needs of children.

Principle 3. Maintaining Health & Well-Being
Educators recognize that maintaining their own health and well-being positively affects their professional practice and has a direct effect upon the well-being and learning of the children they teach.

Domain II – Pedagogical Practice

Principle 4. Facilitating Responsive & Relevant Teaching
Educators understand the effects of responsive and relevant pedagogical practice in promoting and ensuring children's development and learning, and intentionally engage in creating meaningful, safe, and dynamic learning environments that embrace culturally, contextually, and developmentally appropriate practices.

Principle 5. Ensuring Access & Equity
Educators strive to eliminate barriers that prevent or hinder access to education, including gender, language, ability, socio-economic, or cultural issues, in order to ensure that every child receives an education and achieves their full potential.

Principle 6. Embracing Innovation
Educators embrace innovation in education—new and evolving skills, concepts, and approaches that advance teaching and learning—as critical to furthering human development and addressing both local and global challenges.

Domain III – Community Engagement

Principle 7. Building Effective Relationships
Educators nurture effective—respectful and collaborative—relationships with families and the community that build trust, clarify purpose of and ensure accountability for the education process, enhance learning opportunities for all children, and contribute to sustainable development of the community.

Principle 8. Recognizing and Responding to Community Needs
Educators recognize that education plays a significant role in advancing community development; therefore, education must be reflective of the community and its needs while also responding to the unique socio-economic and cultural circumstances of the community.

Principle 9. Fostering Social Justice and Peace
Educators cultivate social justice and peace as essential elements of community well-being, stability, and the protection and fulfillment of children's human rights.

Domain IV – Global Responsiveness

Principle 10. Promoting Sustainability
Educators ensure that every learner acquires the knowledge, skills, and attitudes needed to create a sustainable world and support a positive and productive human future.

Principle 11. Nurturing Global Citizenship
Educators embrace the concept of global citizenship as a way to empower learners in understanding and resolving local to global challenges and in becoming proactive contributors to a more peaceful, tolerant, inclusive, and secure world that fosters human dignity for all.

Principle 12. Supporting Universal Rights and Global Goals
Educators seek guidance and inspiration from universal declarations, global goals, and international movements that uphold the right to education, support the honorable purpose and aims of the teaching profession, and promote human dignity.

Introduction

What Is Ethics?
Ethics is a specific set of principles, values, and beliefs that govern the behavior of individuals or groups. Ethics guide our practice, recognize our responsibility, inform our decision-making, and help us navigate moral dilemmas.

What Is the ICoEE?
The International Code of Ethics for Educators (ICoEE) is a comprehensive, ethical, human rights-based code for educators worldwide, who teach children from birth to 18 years of age. It is an aspirational document of principles designed to guide educators as they navigate complex ethical dilemmas and seek to better serve their communities.

The 12 Principles presented in the ICoEE are aligned to internationally recognized documents, such as the United Nations Universal Declaration of Human Rights, and therefore are universally applicable and should not be modified. How the Principles are *applied, however,* may vary based on the unique circumstances of communities and schools. Each Principle is followed by a series of examples that illustrate how the principle might be applied. These examples, called **Elements**, should be practically considered taking into account the age of the children being taught and the culture and context in which they are being applied. Elements are not intended to be followed precisely; rather, they serve as examples that may help to clarify the intent of the Principle.

Why Do Educators Need an International Code of Ethics?
Childhood Education International (CE International) believes certain overarching guiding principles shape the core ethical practice of all educators and that these principles should be considered and explored by all who are engaged in the education profession. While several codes of ethics for educators exist, they are specially designed for either a select area of education, such as early childhood, or for a specific nation.

CE International sought to create a code of ethics that would bring together *all* educators from around the world under an umbrella of understanding to recognize their commonalities and shared challenges, offer ethical ideas for guiding their daily practice, and serve as an inspiration to the education profession.

For What Age Group Is the ICoEE Designed?
The broad scope of the ICoEE is intentional in its design. It may be used by educators teaching children from birth to age 18, from early childhood settings through secondary school/high school. The ICoEE can support teachers, administrators, and leaders of educational programs for children and youth to engage sensitively in, and respond to, the complex and rapidly changing environment of education. Educators in tertiary settings—universities, colleges, and post-secondary education—could also use the ICoEE as a part of the teacher preparation process.

This breadth of application in education settings is quite unique, as many codes are specific to an age range or topic area, such as codes of ethics for early childhood education in the United States and Australia. CE International believes that a comprehensive document that reaches across age groups encourages educators to think about the developmental continuum of learning and the broad application of ethical principles, rather than focusing on an isolated stage of development. Much of the ICoEE content has some relevancy to teaching practice across age ranges.

In What Learning Environments Can the ICoEE Be Used?
The ICoEE is designed for use in more formal learning environments—early childhood through secondary school settings. However, many of the Principles and Elements are applicable to informal learning environments as well. For example, parents who teach their children at home may be interested in aspects of the ICoEE that relate to children's rights and their learning and developmental

needs. Educators working in community centers or youth programs also may receive ideas and inspiration from the Code, especially in the validation of their role supporting children's learning.

The Pillars of the ICoEE: CE International's Universal Beliefs About Education

The ICoEE is based on pillars of beliefs about the delivery and purpose of education and respecting children, supporting their rights as human beings— particularly, their right to a quality education. CE International has translated these foundational beliefs about education into ten pillar statements. The core concepts embedded within each statement can be found in various human rights, international development, international education policy documents, education philosophy statements, and social welfare and child protection documents.

Global Ethics & Universal Practices

The ICoEE incorporates *universally* accepted moral and values concepts, which can also be referred to as global ethics. These concepts are based upon ideas expressed within international human rights instruments, such as the United Nations Charter, the Declaration of Human Rights, the Convention on the Rights of the Child, the Convention on the Rights of Persons With Disabilities, and other human rights agreements that uphold the rights of children and the right to education. Many nations have made commitments to adhere to these treaties and declarations, making the ethical principles contained within the ICoEE, to a large degree, universally recognized and accepted.

The ICoEE also contains widely accepted education practices that have proven to be effective in many education settings around the world. These practices include active learning, collaboration, critical thinking, conflict resolution, creativity, and problem solving. These practices are intimately connected to universally accepted human rights principles and beliefs, such as dignity, happiness, friendship and mutual understanding, self-expression, peace, equity, and democratic participation. Although widely accepted education practices do exist, it is very important for all educators to remember that the unique culture and context of each learning environment will also inform specific education practices.

The Pillars of the ICoEE: CE International's Universal Beliefs About Education

1. Education is a human right.
2. Education and development of a child is a *continuum* of experiences from birth onward.
3. All children can learn; therefore, inclusion of all children and consideration of their unique needs are essential in all learning environments.
4. The foundations of early learning create the foundations for *lifelong learning*. The process of learning is *enlightening and empowering*.
5. A child's education can reach its full potential only in settings that promote *inclusivity, equality,* and *justice* while openly rejecting any form of racial bias.
6. Education has a *direct and lasting impact* upon workforce opportunities and civic participation and engagement.
7. The process of learning is *enlightening* and *empowering*.
8. Appropriately designed education settings are *inspirational* places of learning that promote hope and promise for the future.
9. Innovation in education advances new approaches to teaching and learning, which prepares children for the world of tomorrow.
10. The education profession shares a *global responsibility* to the advancement of humankind and should, therefore, embrace interconnectedness and relationship building between schools, within communities, and across nations.

How Is the ICoEE Organized?

The ICoEE is organized into a framework of **4 Domains** and **12 Principles.** The ICoEE's broad and overarching **DOMAINS** represent four nested spheres that influence educators' professional stance and practice**.** Each domain contains 3 distinctive **PRINCIPLES**. Therefore, 12 Principles in total carry the fundamental core messages of the ICoEE. Each Principle is followed by a series of examples, or Elements, showing how the Principle can be put into action. They are not represented in the graph on the next page, but are described fully beginning on page 9.

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Similar to Urie Bronfenbrenner's Ecological Model of Interdependent Systems, the educator influences, and is influenced by, all four Domains of the ICoEE. Domains overlap and are constantly interacting.

Domain I and II pertain to professional dispositions and the pedagogical application of effective practices and beliefs.

Domain III and IV expand the educators' awareness beyond professional practices to community engagement and global influences on education.

About the ICoEE Elements

Simply put, Elements are *examples* of ways the Principles may be applied in the education setting—illustrations of ethics in action. Educators are **not** expected to address or carry out each Element specifically, but rather to use the Elements to gain a deeper understanding of the Principle and how it may pertain to their work with children.

Since the ICoEE is broad and can be used by educators teaching various age ranges, modifications in how an element is **applied** can be made. Please keep in mind that the **basic underlying message** of the element should still have some meaning and applicability to the age range at hand.

For example, **Domain II. Pedagogical Practice, Element 9** states: *"Safeguard the learners' right to freedom of expression in a variety of ways, including use of the expressive arts—drawing, painting, writing, poetry, dance, music, and other expressive media of the learners' choice—in order to share their feelings, thoughts, and ideas."* If you are a caregiver and educator for very young children, infants or toddlers perhaps, they may not be quite ready to draw, paint, write poetry, or chose their own expressive medium. However, they *can* express themselves freely through hand and

leg movements and facial expressions. Infants enjoy music, which can stimulate an expressive response. The underlying message of the element is that all children should have the right to express themselves freely in a variety of ways.

Again, Elements can be modified to fit the particular age group, cultural and contextual circumstance, or the educators' position. **Principles, however, are universal statements that should apply to all communities and schools and should be applicable across cultures or contexts.**

Finally, it is helpful to bear in mind that a particular Element may contain an idea or concept that is similar to that of an Element from another Principle. This overlap is **intentional** and reflective of how work with children intersects and overlaps into different areas. Finally, there is no standard number of Elements for each Principle. Some principles may have 10 Elements, or examples, while another may contain 14. The number of Elements per Principle varies and they are not listed in order of importance. The number of Elements does not reflect the level of importance for a particular Principle.

How Should Educators Use the ICoEE?

The ICoEE is best used as a tool for critical reflection, professional growth, and decision making. It also can be used for professional engagement and advancement, education policy development, and education reform. As the ICoEE can be used in many ways, educators should determine how they believe it can best be used in their particular teaching setting or school.

When using the ICoEE, it is helpful to keep in mind that the ICoEE offers ethical guidance linked to teaching practice. It is not a static document to be rigidly enforced or adhered to and should be used flexibly and always with consideration of the culture and context of the community and school. Some schools, communities, or even nations may not fully agree with all of the practices or ideas included in the ICoEE. Even though, as discussed, the ICoEE is based on relatively universally accepted notions of human rights and education practices, there are some who may not agree with such concepts. In such circumstances, educators should use the ICoEE sensitively and ensure contextualization of the Elements that can be most easily applied in particular circumstances. Educators should never be forced to use a code if doing so would compromise their safety.

Components of the ICoEE Framework

DOMAINS represent nested spheres that influence the professional stance and practice of educators. There are 4 domains.

PRINCIPLES are inspirational statements of values and beliefs that present a position educators should try to uphold and follow, regardless of the age group or setting in which they teach. There are 12 principles in total.

ELEMENTS follow each Principle and have been developed as *examples* of ways that the principle *may* be applied by an educator. Each Element will need to be considered within the culture, context, and age of the children being taught as well as other socio-economic circumstances of the community. There are no set number of Elements per Principle.

Summary

The ICoEE document is a unique tool for educators that outlines how universally accepted beliefs about education can guide them in their work to help young people reach their full potential. By emphasizing the responsibilities and challenges that educators around the world share, it also helps to inspire them as members of a professional community that has inestimable value for promoting positive transformation.

Domains are color coded to match the visual of the ICoEE Framework provided on page 7.

Domain I. **Purple** = Professional Commitment
Domain II. **Orange** = Pedagogical Practice
Domain III. **Blue** = Community Engagement
Domain IV. **Green** = Global Responsiveness

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DOMAIN I. PROFESSIONAL COMMITMENT

Educators carry the immense responsibility of fostering learning and development through the context of their interactions and responsive relationships with children and families. Just as with any profession, competency and commitment is critical to fulfilling their responsibilities. By understanding their critically important role and possessing the disposition to continuously strive to improve the quality of their practice, educators will be best equipped to support optimal outcomes for all children. The high demands and complexity of the profession require educators to understand and value their unique responsibilities; therefore, the first domain of the ICoEE addresses the educators and their professional commitment.

Being mindful, intentional, and reflective is necessary for ethical decision making and professional practice. This includes taking care of themselves first in order to be effective as catalysts working for the growth and development of current and future generations. Educators' professional commitment to furthering human development and fulfilling the right to education also must be recognized, valued, and supported by society.

The three principles of Domain I – Professional Commitment are:

Principle 1. Embracing the Role and Responsibility of an Educator
Principle 2. Engaging in Professional Development
Principle 3. Maintaining Health & Well-Being

Principle 1. Embracing the Role and Responsibility of an Educator

Educators uphold teaching as an honorable profession that carries the immense responsibility of inspiring and enlightening the next generation while helping them embrace their full potential as human beings and discover their unique gifts and talents.

Elements: To fulfill this Principle, educators:

1. Recognize, pursuant to Article 26 of the Declaration of Human Rights, that education is a human right.
2. Regard themselves as part of a valued profession that contributes to the dignity and advancement of humankind.
3. Contribute and engage, when opportunities exist, in efforts to increase recognition of and compensation for the teaching profession.
4. Engage in efforts that develop and foster the collective voice of teachers to advance the profession.
5. Present a positive disposition toward serving learners and their families, exhibiting compassion, empathy, and an understanding of others' perspectives.
6. Hold themselves accountable in their work with children and families to establish and achieve learning goals.
7. Recognize that they bear a responsibility for the future of the learners they teach and adopt a child-focused orientation.
8. Understand that they serve as positive role models, not only in the school, but also in the community in which they live and teach.
9. Acknowledge and embrace the interdependencies and interconnectedness of the universal human community in order to enlighten and develop competencies and skills that support children's global citizenship.
10. Respect varying learning styles, abilities, and pace of development.
11. Create age- and developmentally appropriate learning experiences that meet the learners where they are in their developmental process and support them as they move toward their next developmental stage.

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Principle 2. Engaging in Professional Development

Educators engage in lifelong learning and continuous professional development to stay informed of effective education practices, changing education policies and trends, and ways to remain responsive to the changing needs of children.

Elements: To fulfill this Principle, educators:

1. Engage in reflective practice and continuous self-assessment in order to identify areas of strengths and areas for improvement.
2. Serve as mentors to new educators in the community to create a culture of collaboration and camaraderie that encourages professional growth and learning.
3. Stay informed about current and relevant local, national, and international research, policies, effective practices, education trends, challenges, and innovations that contribute to the continuum of human development and child well-being.
4. Create environments of trust and respect that build positive, productive relationships with colleagues and enhance mutual learning and professional engagement.
5. Participate in local and/or global communities of practice in education and in related fields to create and share knowledge, and to engage in stimulating dialogue with other professionals.
6. Commit to professional development that supports the inclusion of children with special needs and exceptionalities and responds to the unique and changing needs of all children.
7. Embrace lifelong learning as an important component of human development.
8. Understand that mistakes can provide opportunities for self-reflection and professional growth.

Principle 3. Maintaining Health & Well-Being

*Educators recognize that maintaining **their own** health and well-being positively affects their professional practice and has a direct effect upon the well-being and learning of the children they teach.*

Elements: To fulfill this Principle, educators:

1. Support health and well-being as a human right.
2. Maintain a healthy lifestyle that aims to enhance physical, mental, and overall well-being.
3. Understand that building cooperative and collaborative relationships with children, families, colleagues, and communities contributes to personal and overall community well-being.
4. Seek support from colleagues and other professionals to learn about ways of managing stress.
5. Utilize time management skills and goal setting to prevent stress and develop short-term and long-term goals and plans in order to be effective and efficient.
6. Recognize the importance of maintaining a balance between professional work and personal life and make a plan to achieve and maintain that balance by establishing appropriate professional boundaries.
7. Cultivate the ability to accept some uncertainty and remain flexible, recognizing the constantly evolving nature of the education field.

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DOMAIN II. PEDAGOGICAL PRACTICE

Children are born with a predisposition to learn and to establish relationships. Their unique genetic makeup and their interactions with their environments shape them into individuals with unique needs, interests, and drives. Thus, a multiple of strategies are needed to ensure that all children learn and develop to their full potential.

All children have the right to an education that helps them achieve their potential and explore their gifts and talents, regardless of their gender, language, culture, socio-economic status, or exceptionalities. Educators are responsible for ensuring that the learning and development of all the children in their care are realized.

Pedagogical practice is constantly evolving as new sources of information and research on best practices for educating children across all age groups develops. Likewise, the knowledge and skills that children acquire today are continuously evolving and may be obsolete in the future; thus, embracing innovation is crucial. Pedagogical practices must respond to changes in knowledge and content and to individual learning styles, interests, and needs; reach *all* children; and prepare students to be competent contributors in the world of the future.

The three principles of Domain II– Pedagogical Practice are:

Principle 4. Facilitating Responsive & Relevant Teaching
Principle 5. Ensuring Access & Equity
Principle 6. Embracing Innovation

Principle 4. Facilitating Responsive & Relevant Teaching

Educators understand the effects of responsive and relevant pedagogical practice in promoting and ensuring children's development and learning, and intentionally engage in creating meaningful, safe, and dynamic learning environments that embrace culturally, contextually, and developmentally appropriate practices.

Elements: To fulfill this Principle, educators:

1. Value and nurture the voice and unique contribution of each child as an agent in the construction of the learning environment and learning process.
2. Develop a trusting, supportive, and caring relationship with each child that contributes to learning.
3. Use child-centered approaches to learning that support child participation.
4. Understand and respond to individual differences in learning stages, style, and pace of learning.
5. Integrate practices that address the whole child in order to support overall development and well-being.
6. Understand and respect the knowledge and experiences of the family and significant caregivers, and engage them in the child's learning in appropriate and meaningful ways.
7. Engage in age-appropriate assessment methods that deliver useful information about the learner's skills and knowledge, which can be used for developing individualized plans for the learner.
8. Create age- and developmentally appropriate learning experiences that meet the learners where they are in their developmental process and support them as they move toward their next developmental stage.
9. Ensure an appropriate balance of structured and unstructured learning activities, designating times for breaks and recreational activities.

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10. Safeguard the learners' right to freedom of expression in a variety of ways, including use of the expressive arts—drawing, painting, writing, poetry, dance, music, and other expressive media of the learners' choice—in order to share their feelings, thoughts, and ideas.
11. Ensure a safe physical environment that allows children to learn and explore freely without encountering danger.
12. Engage learners in cooperative learning experiences that allow them to share with and learn from each other.
13. Engage in an ongoing process of teaching assessment and reflection, using information collected through this process to ensure teaching quality.
14. Embrace culturally and contextually responsive teaching to enhance children's knowledge and experience throughout the learning environment.
15. Respect and support the right to using **home language** in learning and instruction.
16. Ensure that children are protected from the misuse of their private and personal information, including records about their educational progress and their families.
17. Foster an environment of inclusion that responds to children's varying abilities and makes accommodations for children with special needs and exceptionalities.

Principle 5. Ensuring Access & Equity

Educators strive to eliminate barriers that prevent or hinder access to education, including gender, language, ability, socio-economic, or cultural issues, in order to ensure that every child receives a quality education and achieves their full potential.

Elements: To fulfill this Principle, educators:

1. Promote the right to education for *all* children.
2. Provide the best opportunities for learners to achieve their full potential and, when possible, address instances of disadvantage that limit educational achievement.
3. Support and advocate for policies that direct the distribution of resources to those children most in need, in order to improve educational opportunities for the most marginalized, fragile, and vulnerable.
4. Ensure that education settings are communities of inclusion that support the development of each child and foster all learners' strengths and abilities.
5. Nurture a fair learning environment where learners feel safe, protected from bias, and respected.
6. Support inclusive environments that ensure children with special needs and exceptionalities have equitable access to learning and participation opportunities.
7. Advance the dignity of learners by honoring their voice, participation, and aspirations.
8. Encourage education that is culturally, contextually, and developmentally responsive by supporting equity in education policies and practices.
9. Value the importance of language, particularly mother-tongue/home language and find ways to ensure that language is not a barrier to education access.
10. Create an environment that allows children of all abilities to learn from each other to reduce inequities and improve overall learning outcomes.
11. Help learners see each other as collaborators and approach the learning process as a way to share information and solve problems together.
12. Support the creation of learning environments that serve as good examples of an equitable and fair society.
13. Support learners to develop the skills and attitudes that help them respect each other's opinions and viewpoints.
14. Foster respect between students, especially with regard to race, ethnicity, gender identity, socio-economic status, and exceptionalities by proactively preventing and addressing instances of bullying and exclusion.

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Principle 6. Embracing Innovation

Educators embrace innovation in education—new and evolving skills, concepts, and approaches that advance teaching and learning—*as critical to furthering human development and addressing both local and global challenges.*

Elements: To fulfill this Principle, educators:

1. Enable learners to formulate questions that deepen their understanding.
2. Engage learners in self-reflection during the learning process.
3. Encourage learners to take risks and learn from mistakes.
4. Allow time for learners to observe, reflect, analyze, and create in order to help them generate new ideas and create new knowledge.
5. Establish a learning community that supports learners as they experiment, take risks, and test new ideas.
6. Inspire and nurture learners' creative and imaginative thinking.
7. Support learners as they explore and make connections between concepts and ideas, even when concepts and ideas are seemingly unrelated.
8. Engage learners in the process of discovery and problem solving through approaches that encourage inquiry and investigation.
9. Foster divergent thinking as a way to identify a variety of new solutions to challenges.
10. Promote systems thinking skills by encouraging learners to analyze how parts are related to the whole.
11. Nurture and foster curiosity and perseverance as skills critical to supporting exploration and discovery.
12. Model the role of innovator to expand learning and develop critical thinking skills needed to address issues of the modern, globalized world.
13. Promote the effective and suitable use of relevant and age-appropriate technology.
14. Engage learners in the analysis of relevant and age-appropriate media, promoting the critical thinking and media literacy skills necessary for engagement in the connected, networked modern world.

DOMAIN III. COMMUNITY ENGAGEMENT

Since children's optimal education and well-being relies on a variety of community resources that support child development, engaging the community in education has the potential to strengthen school programs, support families, and enhance learning. Linking education to community life makes education more relevant to the lives of children. When educators engage in community life, they are better able to understand community needs and then incorporate them into educational planning.

Engaging the community in the planning and development of education is also essential to the purpose, provision, and process of education. Community engagement in education has been recognized as one of the strategies to improve educational access, quality, and equity. Community engagement and participation gives people a sense of control over issues that affect their lives, helps them learn how to plan and implement, and breaks their sense of isolation, thus laying the groundwork for them to have a more substantial influence on their community and on its sustainable development.

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The three principles of Domain III– Community Engagement are:

Principle 7. Building Effective Relationships
Principle 8. Recognizing and Responding to Community Needs
Principle 9. Fostering Social Justice and Peace

Principle 7. Building Effective Relationships

Educators nurture effective—respectful and collaborative—*relationships with families and the community that build trust, clarify purpose of and ensure accountability for the education process, enhance learning opportunities for all children, and contribute to sustainable development of the community.*

Elements: To fulfill this Principle, educators:

1. Build and cultivate mutual trust with the learner, the learner's family, colleagues, community members, and community stakeholders.
2. Value culture and knowledge drawn from children's and families' experiences.
3. Build cooperative relationships with community agencies and organizations, such as education, healthcare, and social welfare, as well as religious groups, transportation networks, museums, farms, and other community and stakeholder groups in order to address the holistic needs of children and enhance community engagement.
4. Respectfully resolve disagreements with the learner, the learner's family, colleagues or the community, using mediation and conflict resolution approaches that foster appreciation of diverse opinions and mutual understanding.
5. Avoid conflicts of interest, or perceptions of conflicts of interest, that may damage school and community trust and relationships.
6. Display an understanding of community life, including rituals, practices, values, and traditions.
7. Ensure that school meetings and events take place in places where the parents, children, and the community feel most welcomed, safe, and comfortable.
8. Invite stakeholders and community guests to visit, volunteer, or participate in educational activities and performances.

Principle 8. Recognizing and Responding to Community Needs

Educators recognize that education plays a significant role in advancing community development; therefore, education must be reflective of the community and its needs while also responding to the unique socio-economic and cultural circumstances of the community.

Elements: To fulfill this Principle, educators:

1. Recognize that every school exists within a community environment.
2. Understand that education is central to community development and positive social and economic change.
3. Engage with the community, through respectful dialogue, to understand community strengths and what they prioritize as needs, and use this information to support children's learning.
4. Seek to understand the historical, political, social, and economic circumstances of the communities, regions, and nations in which they teach, in order to contribute to community planning processes that affect education.
5. Acquire an understanding of the community demographic composition as well as potential barriers to education that exist for certain groups of people that may prevent some children from attending or succeeding in school.

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6. Seek to understand situations of marginalized children that may impact their learning, such as poverty, gender discrimination, disease, mental health issues, violence, war, or dislocation from their homes through forced migration.
7. Seek to understand community statistics on children's educational achievement, health, mental health, and overall well-being.
8. Acquire an understanding of the community's political or leadership dynamics and how these may support or hinder children's education.
9. Ensure that the curriculum and classroom activities embrace the cultural and historical dimensions of community life.
10. Reinforce community strengths, especially in communities experiencing significant challenges.
11. Recognize that the successful development of communities, environmental protection, and peace are interdependent and indivisible.
12. Develop an awareness of the challenges that families face within the community, such as lack of work opportunities and other circumstances that may hinder the fulfillment of family life.
13. Respect the diversity of knowledge systems and the worldviews of others, as well as local approaches to the creation and transfer of knowledge.
14. Use techniques of negotiation—listening and compromise—and demonstrate empathy, patience, and understanding of different perspectives, cultural differences, and languages to find a mutually agreeable, sustainable solution to a shared education problem or conflict.

Principle 9. Fostering Social Justice and Peace

Educators cultivate social justice and peace as essential elements of community well-being, stability, and the protection and fulfillment of children's human rights.

Elements: To fulfill this Principle, educators:

1. Exhibit social justice and the promotion of peace in their interactions with children and their families.
2. Cultivate social justice and peace by exhibiting anti-bias, compassion, and respect for all children, regardless of race, ethnicity, culture, gender, and socio-economic status.
3. Promote the voice, participation, and human dignity of the families and communities served.
4. Understand the social protection policies of the community and support children's right to protection from maltreatment.
5. Support children as they develop the skills of empathy, compassion, and concern for others.
6. Develop teaching approaches that are social justice-oriented by fostering mutual respect of learners' diverse lifestyles and socio-economic circumstances.
7. Create learning environments that reduce prejudice and oppression by helping students understand how cultural assumptions can influence the ways in which they perceive and respond to the world around them.
8. Understand issues of socio-economic poverty, disparity, marginalization, and gender factors that impact the learning and quality of life.
9. Promote *quality* education for all children and lifelong learning for all as a significant factor for building equitable and peaceful society.
10. Foster child agency as a human right and the foundation for social justice by creating learning environments where learners can be actors and leaders in creating positive social change.
11. Support learners' unique journeys as they become critical thinkers, ask questions, and form their own opinions and viewpoints about community and global social issues.
12. Integrate peace education into the curriculum to help learners create peaceful approaches to life in their classrooms, communities, and nations.
13. Be aware of the policies and practices in the school and community that may impact access to education, equity in education, and the quality of the education provided.

DOMAIN IV. GLOBAL RESPONSIVENESS

Education does not exist in isolation from our lives, our times, and the world around us. Education influences and is influenced by the global environment. Therefore, it is important to acknowledge the interconnectedness between education at the community and global levels. Whether teaching in a small, rural village or in an urban metropolis, educators today must be aware of global circumstances, happenings, trends, and policies that influence and impact the lives of their students.

Global citizenship education—teaching children to be sensitive, embrace differences, employ critical thinking, and develop civic responsibility that extends to global issues—is at the forefront of current efforts to transform education in order to provide students with a holistic and well-rounded education that gives them the knowledge, skills, and dispositions they need to understand and succeed in a global 21st-century world. In order to provide children with a foundation of global citizenship education, educators must be acutely aware that local education implementation is a part of the larger global response to promoting human rights, security, and sustainable development around the world.

Educators who are committed to the advancement and dignity of all humankind must be aware of and understand relevant international proclamations. Significant global agreements, declarations, and movements influence education policy and process at local levels and are based on universal principles of human rights and concepts, such as access, equity, and quality of education.

Finally, in order to understand the world around them, educators ideally should employ a "systems-thinking approach," recognizing education as part of a complex web of sectors and institutions influencing the lives of children. There is a global collective role to be played by those trying to improve education and the conditions of humankind in general.

The three principles of Domain IV– Global Responsiveness are:

Principle 10. Promoting Sustainability
Principle 11. Nurturing Global Citizenship
Principle 12. Supporting Universal Rights and Global Goals

Principle 10. Promoting Sustainability

Educators ensure that every learner acquires the knowledge, skills, and attitudes needed to create a sustainable world and support a positive and productive human future.

Elements: To fulfill this Principle, educators:

1. Understand the concept of ***education for sustainable development*** and the importance of its application to the future of communities and nations.
2. Understand that *sustainable development* has three main components—environment, society, and economy—and that all three are intertwined in achieving sustainability for lives and communities.
3. Create an awareness in learners about the ability of humans to solve complex human problems in socially just ways that foster sustainability.
4. Help learners value healthy environmental and ecological systems and gain the knowledge to protect them.
5. Respect the different ways that people live, including varying perspectives about economic and human development in terms of how poverty and prosperity are defined, experienced, and understood.

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6. Understand the issues and consequences of poverty, war, conflict, and natural disasters and how these tragedies impact and limit the continuity of education and damage opportunities for sustainable environmental and socio-economic growth.
7. Promote competencies such as critical thinking, imagining future scenarios, systemic thinking, and making decisions in collaborative ways, as these competencies are necessary in order to create sustainable futures for all.
8. Promote an understanding of the interrelationship between ecological, community, and socio-economic development in order to understand how to achieve sustainability in their own homes and/or neighborhoods and in the world.

Principle 11. Nurturing Global Citizenship

*Educators embrace the concept of global citizenship as a way to empower learners in understanding and resolving **local** and **global** challenges and in becoming proactive contributors to a more peaceful, tolerant, inclusive, and secure world that fosters human dignity for all.*

Elements: To fulfill this Principle, educators:

1. Acknowledge that all people have human rights as outlined in the United Nations Declaration of Human Rights.
2. Believe that education can lead to more informed, inspired, and engaged societies.
3. Encourage children to understand and, as appropriate to their age group, become actively involved in exploring solutions to global challenges, such as poverty, inequality, climate change, pollution, migration, and issues of equity and sustainability.
4. Explore the skills of effective leadership and how these skills can help to positively develop people, organizations, communities, and nations.
5. Foster global competencies, including skills in communication, collaboration, critical thinking, creativity, and respect for diversity.
6. Foster an understanding of global interdependencies, how our world is a complex web of interconnections, and that our choices and actions can have significant repercussions both locally and globally.
7. Prepare learners for meaningful work in the global economy and to take part in solving the global challenges that impact their lives and communities.

Principle 12. Supporting Universal Rights and Global Goals

Educators seek guidance and inspiration from universal declarations, global goals, and international movements that uphold the right to education, support the honorable purpose and aims of the teaching profession, and promote human dignity.

Elements: To fulfill this Principle, educators:

1. Embrace education as a human right, as expressed in The Universal Declaration of Human Rights, particularly article 26.
2. Acquire a basic understanding of international human rights instruments—treaties and agreements—with special attention to instruments that describe the rights of children and learners.
3. Advocate for children's rights as expressed in the UN Convention on the Rights of the Child.
4. Know and understand the basic tenets of the United Nations Sustainable Development Goals, particularly Goal #4 for education.

5. Understand that education influences and is influenced by the achievement of other Sustainable Development Goals, such as the elimination of poverty and hunger; access to clean air, water, sanitation, and sources of energy; and achieving gender equality.
6. Advocate for the rights of children with disabilities as expressed in the UN Convention on the Rights of Persons With Disabilities.
7. Support the Incheon Declaration as a statement that promotes "inclusive and equitable quality education and lifelong learning for all," developed at the World Education Forum, Republic of Korea, 2015.
8. Embrace UNESCO's Four Pillars of Learning, which continue to provide guidance for shaping educational experiences.
9. Respect and appreciate cultural wisdom on learning and human growth and development as well as current research.

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