

## Introducing the Code of Professionalism

### Faculty of Education UDD

As a Faculty of Education (FE) we know that the formation of professionals of excellence in the area of education demands to educate and train not only in pedagogical and disciplinary competencies but, explicitly, in the ethical commitment of the teachers with their educational work. This ethical commitment involves the recognition, the valuing and appropriation of certain principles that, to the FE UDD, are pivotal in the professional training of future teachers. These principals have been defined in the Code of Professionalism of the FE UDD:

1. Respecting the uniqueness of each student and, therefore, the diversity that is manifested among them.
2. Becoming responsible for the equitable access to learning and the development of the greatest potential in every student.
3. Acting with honesty and integrity.
4. Showing rigorous and responsible work.
5. Practicing the leadership and authority inherent in the teaching role carefully.
6. Working collaboratively and respectfully with management, colleagues, parents and guardians, technicians and other members of the education community.
7. Continuously improving our professional performance.

Starting from these principals it is possible to point out that the teachers' ethical commitment with their educational work is not fulfilled in the observance of the ethical code nor in a mere acting conforming to what is established in each case. As a subject of transformation, the teacher has the duty and the responsibility of looking out for the learning and development of their students generating the instances for said processes to come about in a context that safeguards the well-being and the dignity of each one of the

members of the educational community.

The establishing of these principals is framed within the major outlines and goals which guide the work of the FE, this is, its mission and vision:

**MISSION**

To form teachers of excellence, experts in pedagogical practices, capable of effectively managing the classroom and of leading educational experiences of high intellectual challenge, innovating and inclusive, based on solid professional ethics.

**VISION**

To be a leading Faculty of Education in the formation of professionals, capable of providing effective and fair educational opportunities to the future generations, by means of a culture of thought development, innovation and teaching professionalism.

In order to achieve these principals it is relevant that the formation of our students is oriented towards the development of the hallmarks established in the mission and vision, allowing us to guarantee or safeguard this formation of excellence. From the field of ethics and, starting from the documents developed under the framework of the Code of Professionalism, we aim at emphasizing and bringing forth three of these hallmarks that we consider fundamental, in the sense that they constitute a mode of teaching and of approaching the pedagogical practice. These hallmarks are the commitment with equity and inclusion, an ethical leadership that recognizes the opportunities that a discretionary space and innovation that, always aware of the moment and context, is capable of visualizing opportunities of change which add value.

Committing nowadays with equity and inclusion is no easy task. It means recognizing and valuing that we are all different, different in our capabilities and potential, in our ways of being, in our life histories and our future projections. Committing with equity and inclusion is acknowledging that there is no such thing as the “normal” student, nor the ‘average’ student, because the establishing of said categories entails the elimination of qualities or characteristics that make us who we are, unique and unrepeatabe beings, and whoever learns, in any and every educational process, is not the abstract “normal” or “average” subject, but a concrete student with difficulties, talents, problems, dreams and particular emotions. Nowadays we know that all these particularities intervene in the process of

learning. For that reasons it is important to understand that inclusion not only refers to those who see their learning and development being affected by some difficulty or disability. Evidently they require the necessary adjustments and scaffolding to be able to learn and develop, they require thus diversified interventions, without adjustments in their teaching, in a way such that they can develop and give impulse to those talents, without them being lessened or restricted by an education that could not channel that potential. But also inclusion ought to recognize, look and work with the difference, this is, with the individual characteristics unique to each student, considering all and each one of them in their individuality. In that sense, inclusion recognizes that all classrooms are heterogeneous, because whether you count or not with students with special difficulties or students with particular talents, they can all move forward, make progress and learn according to their potential. Hence this diversity which is inherent in human beings -all human beings differ from one another- constitutes a value and not a problem.

It is from this framework that we have to understand equity. The equitable access to learning which recognizes differences, difficulties and talents ought to take care of safekeeping equality of opportunity in order to guarantee the access to education and learning for everyone, and this implies that the interventions are differentiated. The needs are different in each case and considering and approaching them requires diversified adjustments. Recognizing and extolling equality -equal rights, for example- does not mean failing to recognize or forgetting about differences and diversity.

Discretionary space, on the other hand, is a concept that we can very much link to teaching leadership, specifically in what concerns us, to the ethical character of said leadership. It is a concept coined by Deborah Ball (2018) which refers to this sphere of possibility that the teacher has of taking fundamental decisions, capable of changing the course of action by offering new opportunities to the students. These moments, or micro-moments, in many occasions unexpected, acquire relevance because in the decision that the teacher makes, in that space, an opportunity is at stake. Taking advantage of those fundamental opportunities requires attention to the context or the moment, identification of possibilities that open up in that instant and quick decision making that makes the most out of that moment, turning it into learning. These discretionary spaces, therefore, emphasize the teacher's autonomy. The teacher is not a mere planning executive but a subject that, reflectively and from his or her expertise, can identify and potentiate unexpected opportunities that can provide learning and development to his or her students. Training future teachers in this autonomy involves enhancing the responsibility of the professional teaching practice, but also the value and respect towards the profession. Being a teacher does not consist in repeating and

transmuting a heap of contents; it means above all to open up possibilities, which requires good judgment, prudence when making decisions and deliberation committed with the future of each student. Thus, the discretionary space comes to represent the appearing of a field of possibilities that requires caution, professionalism and resolution, that requires being up to the situation, with full awareness that what is at stake there is an opportunity. It requires also responsibility, because that opportunity could be unique and taking advantage of it could mean a change in the life of that or those students.

Finally, central to the Faculty of Education UDD, in the formation of teachers, is innovation. By innovation we understand the disposition or the habit of pushing the limits and of generating changes that add value. In the educational field innovation can significantly impact the life and learning of the students, inasmuch as it urges us to take risks to transform and improve our practices in pursuit of their formation and learning. Creating value is not easy because it involves knowing and understanding the environment very well, recognizing challenges, needs and potentials. Settling on proposals that assume these challenges involves risk, therefore innovating is daring to defy what is known and breaking with certainty.

In the particular case of inclusion, imperative hallmark of the FE UDD, it becomes relevant to consider innovation as a central component, given that inclusion requires to change our way of understanding differences in order to positively transform the learning environments.

In synthesis, the Code of Professionalism of our Faculty of Education introduces seven principals that seek to promote teaching commitment and integrity, taking into account the ethical-professional dimension that we consider pivotal in the formation and in the professional practice of the teachers.

## References

Ball, D. (2018). Just dreams and imperatives: The power of teaching in the struggle for public education. Presidential Address at 2018 American Educational Research Association Annual Meeting, New York, NY, April 15, 2018. Recuperado el 13 de septiembre de 2022, de <https://deborahloewenbergball.com/presentations-intro#presentations>

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