

DEVELOP TEACHER DEVELOP SINDH

# SCHOOL EDUCATION & LITERACY DEPARTMENT

GOVERNMENT OF SINDH



# CODE OF CONDUCT

FOR TEACHERS IN SINDH  
DEVELOP TEACHERS DEVELOP SINDH



**SINDH TEACHER EDUCATION  
DEVELOPMENT AUTHORITY (STEDA)**  
SCHOOL EDUCATION & LITERACY DEPARTMENT  
GOVERNMENT OF SINDH



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**GOVERNMENT OF SINDH**  
**SCHOOL EDUCATION AND LITERACY DEPARTMENT**  
**Karachi, Dated: 18<sup>th</sup> March, 2025**

**NOTIFICATION**

**NO: SE&LD/CA/CW/574/2025:** With the approval of Competent Authority i.e. Minister of Education/Chairman of the Board of Governors (BoG), Sindh Teachers Education Development Authority (STEDA), in accordance with the Sindh Teachers Education Development Authority Act-2012 Clause 4 (1)(n), The Code of Conduct for Teachers is hereby notified with immediate effect.

**-ZAHID ALI ABASSI-**  
**- SECRETARY TO GOVERNMENT OF SINDH-**

**NO:SE&LD/CA/CW/574/2025:**

Karachi, dated 18<sup>th</sup> March, 2025

**A copy is forward for information & necessary action to:**

1. The Special Secretaries (All), School Education & Literacy Department, Govt. of Sindh
2. The Chairperson, National Accreditation Council for Teacher Education
3. The Additional Secretaries (All), School Education & Literacy Department, Govt. of Sindh
4. The Chairman, Sindh Text Book Board, Jamshoro.
5. The Chief Executive Advisor, Curriculum Wing, SE&LD, Govt. of Sindh
6. The Chief Program Manager, Reform Support Unit, SE&LD.
7. The Executive Director, Sindh Teacher Education & Development Authority (STEDA).
8. The Director General (M&E), SE&LD Govt. of Sindh.
9. The Director Sindh Education Policy Commission, SE&LD
10. The Director General, Inspection & Registration Private Schools, SE&LD.
11. The Director General, Planning Development & Research, SE&LD.
12. The Director General, Provincial Institute of Teacher Education (PITE) Sindh Nawabshah.
13. The Director, Directorate of Curriculum Assessment & Research (DCAR) Sindh, Jamshoro
14. The Additional Director, Teacher Training Institution Sindh, Hyderabad.
15. The Director School Education (Primary/ES&HS) All in Sindh.
16. The District Education Officer (Primary/ES&HS) All in Sindh.
17. The Deputy Secretary (Staff) to Chief Secretary Sindh.
18. The Members, Board of Governors, Sindh Teacher Education Development Authority.
19. The Members of Teaching License Academic Council (All).
20. The Superintendent, Sindh Government Printing Press, Karachi for Publication of this notification and the policy in official gazette.
21. P.S to Minister for Education Sindh.
22. P.S to Secretary, School Education & Literacy Department, Govt. of Sindh Karachi.
23. Official Website
24. Officer order file



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*(Signature)*  
SECTION OFFICER (CURRICULUM) 18/3

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## INTRODUCTION

Teachers play a pivotal role as architects of the future, shaping the intellectual, emotional, and ethical growth of their students. The Code of Conduct for Teachers serves as a guiding framework that upholds professional, ethical, and inclusive practices to ensure that education is delivered with integrity, fairness, and accountability. It defines clear expectations for educators, fostering a positive and inclusive learning environment that values equity, cultural diversity, and gender inclusivity. Teachers are encouraged to adopt culturally responsive teaching practices, ensuring that all students feel respected, valued, and supported. Additionally, the Code highlights the necessity of engaging parents in their children's learning process through open communication and active collaboration, strengthening the school-community relationship.

Professional integrity and accountability are central to this Code. It outlines ethical and professional responsibilities, ensuring that teachers adhere to honesty, fairness, and confidentiality in their interactions with students, colleagues, and parents. A structured accountability framework is in place for reporting misconduct and addressing violations, reinforcing discipline and transparency within the educational community. Teachers are expected to comply with institutional policies while promoting ethical leadership in their schools.

The Code also places a strong emphasis on inclusivity and equity. Teachers are expected to foster an inclusive and equitable classroom environment by recognizing and addressing the diverse needs of students, including those from different socio-economic, cultural, and linguistic backgrounds. It encourages the elimination of biases, the promotion of gender equality, and the accommodation of students with disabilities to ensure that every student has a fair learning experience. By incorporating inclusive teaching strategies, educators contribute to the development of a respectful and supportive educational setting that nurtures all students.

Continuous professional development is a fundamental aspect of the Code. Teachers are urged to stay informed about evolving educational best practices, ethical decision-making, and technological advancements. Participation in professional development programs such as workshops, seminars, and continuing professional development (CPD) initiatives will equip educators with the necessary skills to navigate modern classroom challenges effectively. This commitment to lifelong learning ensures that teachers remain adaptable and prepared to provide quality education that meets contemporary standards.

The Code of Conduct promotes student-centered teaching methodologies that actively engage students in their learning process. Educators are encouraged to design lessons that cater to diverse learning styles, incorporating formative and summative assessments to provide timely and constructive feedback. Additionally, in an era of rapid technological advancement, teachers must integrate digital tools ethically and responsibly. They are expected to protect student privacy, prevent misuse of digital resources, and uphold academic integrity by discouraging plagiarism and cheating. Ensuring responsible use of technology enhances the educational experience while safeguarding students' rights and data security.



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A culture of respect, equity, and collaboration is fundamental to this Code. Teachers are expected to model ethical behavior, champion fairness, and engage in constructive conflict resolution through restorative practices and peer mediation. Professionalism in interactions with colleagues, students, and parents is essential to fostering a positive and productive learning environment. By adhering to these principles, teachers contribute to a school culture built on mutual respect, trust, and shared commitment to educational excellence.

Ultimately, this Code of Conduct represents more than just a set of guidelines; it is a collective vision for the teaching profession. By maintaining high professional standards, ensuring fairness, and fostering lifelong learning, educators contribute to an education system that nurtures knowledge, empathy, and equity. Through their dedication, teachers empower the next generation of leaders, innovators, and responsible global citizens, fulfilling the noble mission of education.



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## Key Approaches: Foundations of the Code of Conduct

### KEY APPROACHES

- 1.1. Every child deserves an education that unlocks their unique talents and potential.
- 1.2. All students have innate abilities, and it is our collective responsibility to help them thrive.
- 1.3. Education to foster holistic development, addressing academic, emotional, and social growth.
- 1.4. Teachers play a critical role in instilling values such as democracy, social justice, and respect for cultural diversity.
- 1.5. Our shared goal is to celebrate unity in diversity while fostering global citizenship.
- 1.6. Teachers contribute to the larger social fabric and are partners in addressing the needs and aspirations of society.
- 1.7. A supportive environment for teachers enhances their self-esteem and professional fulfillment.
- 1.8. Teaching is a specialized profession requiring continuous learning, dedication, and skill.
- 1.9. Teachers' professionalism and integrity build trust and respect within the community.
- 1.10. Innovation, flexibility, and self-discipline are key to personal and professional growth in teaching.

The Code of Conduct for Teachers is based on key principles that guide educators in their professional duties, ethical behavior, and lifelong learning. These principles form the foundation of the expectations outlined in this document.

#### 1. Holistic Student Development

Every child deserves an education that nurtures their intellectual, emotional, and social growth. Teachers must use inclusive teaching strategies, encourage critical thinking, and prioritize student well-being.

#### 2. Equity and Inclusivity

Education to promote fairness, diversity, and social responsibility. Teachers should create an inclusive classroom where all students feel respected and valued. The Code ensures non-discriminatory behavior, gender sensitivity, and cultural respect.

#### 3. Professionalism and Integrity

Teachers must uphold honesty, confidentiality, and fairness. Professional integrity builds trust within the school community. The Code provides guidelines for ethical decision-making, responsible communication, and professional interactions.

#### 4. Collaboration and Respect

Schools are communities where teachers, administrators, students, and families work together. Educators should maintain positive relationships, resolve conflicts respectfully, and support teamwork. The Code encourages open communication and professional collaboration.

#### 5. Continuous Learning and Adaptability

Teachers must be lifelong learners who adapt to changes in education. The Code promotes ongoing professional development, ethical use of technology, and academic integrity.

#### 6. Self-Discipline and Well-being

A teacher's mental and emotional well-being affects their effectiveness. The Code encourages stress management, self-care, and work-life balance. Schools to provide support and a positive work environment.

These Key Approaches form the basis of the Code of Conduct. The following sections outline the practical expectations and responsibilities for all teachers to ensure a professional and respectful learning environment.



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# 1. CODE OF CONDUCT FOR TEACHERS

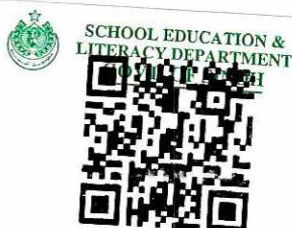
## 1. CODE OF CONDUCT WITH SCHOOL ADMINISTRATORS AND STAFF

A code of conduct for teachers in their interactions with school administrators and staff is crucial for maintaining a healthy and collaborative educational environment at school. Here are some key principles that could be included in such a code:

Teachers to adhere to all relevant educational policies and guidelines like avoid corporal punishment, personal works from students. This includes following curriculum requirements, attendance policies, and any other regulations that impact student learning.

Teachers to:

- 1.1. Foster open and respectful communication with school administrators, teaching staff, and non-teaching staff through meetings, emails, or other accessible communication channels. Flexibility in communication methods can accommodate diverse needs and schedules.
- 1.2. Maintain a positive and professional tone in all interactions. Address disagreements constructively by focusing on solutions and engaging in respectful dialogue. Utilize conflict resolution protocols when necessary to ensure a harmonious work environment.
- 1.3. Embrace feedback from colleagues and administrators as a tool for growth. Use this feedback collaboratively to reflect on and enhance teaching practices, fostering a culture of mutual learning and professional development.
- 1.4. Address conflicts calmly and professionally through open dialogue or mediation, ensuring that all parties feel heard and respected.
- 1.5. Contribute to a positive and supportive work environment by collaborating with peers and mentoring when needed. Recognize the shared role of all staff members in achieving institutional success.
- 1.6. Work in alignment with the institution's mission and goals while respecting the unique contributions of teaching and non-teaching staff. Collaboration to be built on mutual respect and understanding of each other's roles and responsibilities.
- 1.7. Conflict resolution sop is required. Reporting system by peer and school heads A structured conflict resolution procedure must be in place, ensuring that teachers can report grievances through a formal peer and school head review system.
- 1.8 All official directives must be adhered to, with clear compliance mechanisms aligned with the broader education policies.
- 1.9. School resolution be based on team meeting
- 1.10. Administrative procedures should be followed professionally, but the focus of this document remains on teachers' conduct rather than hierarchical reporting structures. Compliance guidelines should be clearly outlined for both teachers and administrators.
- 1.11. School administration should also follow the guidelines and they also have separate guidelines.



## 2. PROFESSIONAL AND PERSONAL CODE OF CONDUCT

Teachers are encouraged to:

- 2.1. Uphold professional integrity by adhering to ethical standards of honesty, confidentiality, and fairness in interactions with students, colleagues, and parents, fostering trust and respect.
- 2.2. Pursue ongoing professional development by participating in CPD programs, webinars, and seminars, and staying updated on innovative teaching practices. Flexibility is given to select development opportunities that align with personal and institutional goals.
- 2.3. Prioritize students' well-being, safety, and holistic development by creating an inclusive and supportive learning environment that nurtures their academic and personal growth.
- 2.4. Respect and celebrate diversity by incorporating culturally responsive teaching practices and differentiated instruction, ensuring all students feel valued and included in the classroom.
- 2.5. Treat all students and staff equitably, avoiding any form of discrimination, bias, or favoritism. Assessment and grading to be transparent and based on clear, fair criteria.
- 2.6. Maintain professional boundaries in all interactions with students, ensuring that communication and behavior are appropriate and foster a positive teacher-student relationship.
- 2.7. Leverage technology ethically and responsibly to enhance teaching and learning experiences. Protect students' privacy, use digital resources effectively, and maintain academic integrity by discouraging plagiarism or cheating.

## 3. DRESS CODE FOR TEACHERS

- 3.1. Teachers are encouraged to dress in a manner that reflects professionalism and cultural respect. For example, men may wear dress pants and formal shirts, while women can choose modest traditional attire. Flexibility is allowed for specific activities such as field trips or lab work, while maintaining a general standard of appropriateness. Teachers' attire to project a positive professional image that influences students' perceptions of professionalism.
- 3.2. The purpose of the dress code is to promote professionalism, serve as a positive role model for students, and contribute to a respectful and conducive learning environment.
- 3.3. Guidelines for Attire:

| Dos                                                               | Don'ts                                                                                                                             |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Men: Wear dress pants and shirts with formal shoes.               | Avoid wearing jeans, t-shirts, flip-flops.                                                                                         |
| Men: Simple shalwar kameez with covered sandals is acceptable.    | Avoid clothing that doesn't align with professional and cultural standards (e.g., ripped jeans, see-through or revealing clothes). |
| Women: Choose formal attire with modest accessories.              | Avoid high heels, heavy makeup, and bold or overly flashy jewelry for safety and comfort.                                          |
| Keep attire clean, tidy, and culturally respectful.               | Avoid using intoxicating substances such as gutka, cigarettes, naswar, and etc. while on school premises.                          |
| Gowns are recommended for formal events or academic activities.   | Do not ask students to perform personal tasks unrelated to their academic work.                                                    |
| Wear appropriate attire for lab or physical education activities. | Offensive jewelry or accessories are not permitted.                                                                                |



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## 4. CODE OF CONDUCT WITH STUDENTS AND SOCIETY

A code of conduct for teachers with students and society is crucial for fostering a positive and respectful environment which impacts on learning. It outlines the expectations and ethical guidelines that teachers to follow in their interactions with students and society.

Teachers to:

- 4.1. Treat all members of the school community with respect, practicing active listening and using polite language to recognize the inherent value of every individual.
- 4.2. Use language that acknowledges diversity and avoids discriminatory or gender-biased expressions, promoting equity and inclusivity.
- 4.3. Maintain professional boundaries with students, avoiding favoritism or relationships that may compromise integrity.
- 4.4. Ensure fair and equitable treatment of all students and colleagues, free from discrimination.
- 4.5. Use open feedback processes to ensure fairness in grading, provide equal opportunities for participation, and address prejudice or harassment promptly.
- 4.6. Communicate effectively and respectfully, both verbally and non-verbally, to foster understanding and collaboration.
- 4.7. Prioritize students' safety and well-being by creating a safe and supportive learning environment, incorporating anti-bullying practices, emergency preparedness, and emotional well-being initiatives.
- 4.8. Maintain the confidentiality of students' personal and academic information, respecting their privacy.
- 4.9. Encourage respect, kindness, and inclusivity to foster positive behavior in the classroom and the community.
- 4.10. Engage in open, constructive dialogue to strengthen teacher-student relationships and build trust.
- 4.11. Actively participate in local events, parent-teacher associations, and community service to understand and address the community's needs, values, and concerns.
- 4.12. Inspire and promote the idea that education is a lifelong journey, extending learning beyond formal school settings.

## 5. PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING

Encourage teachers to engage in continuous professional development to stay updated with advancements in pedagogy, technology, and subject knowledge. Key points might include:

- 5.1 Participating in workshops, conferences, and seminars regularly.
- 5.2 Enrolling in professional certification programs or advanced degrees.
- 5.3 Sharing knowledge and best practices with colleagues to foster a collaborative learning culture.
- 5.4 Encouraging reflective teaching practices by maintaining teaching journals or participating in peer reviews.



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## **6. ETHICAL USE OF RESOURCES**

Set clear guidelines on the ethical and effective use of educational resources, including technology and financial resources. Points to consider:

- 6.1 Ensuring the responsible use of technology and avoiding plagiarism in academic work.
- 6.2 Promoting eco-friendly practices such as minimizing paper use and encouraging digital alternatives.
- 6.3 Being transparent and honest in managing any funds or materials provided for teaching purposes.

## **7. TEACHER WELL-BEING AND SELF-CARE**

Recognize the importance of teacher mental and physical well-being to foster a productive and positive educational environment. Suggestions include:

- 7.1 Encouraging work-life balance and avoiding burnout.
- 7.2 Providing access to mental health resources and wellness programs.
- 7.3 Promoting stress management techniques, such as mindfulness and time management training.
- 7.4 Creating a support system within the institution for teachers to address professional and personal challenges.

## **8. HANDLING PARENT AND GUARDIAN COMMUNICATION**

Define clear expectations for maintaining constructive relationships with parents and guardians. Potential points:

- 8.1 Conducting parent-teacher meetings with professionalism and empathy.
- 8.2 Providing regular updates on students' academic and behavioral progress.
- 8.3 Respecting parents' opinions while maintaining professional boundaries.
- 8.4 Avoiding conflicts by addressing concerns with transparency and mutual respect.

## **9. TECHNOLOGY INTEGRATION IN TEACHING**

A separate section could focus on the effective use of technology in teaching and classroom management. Include:

- 9.1 Leveraging digital tools to enhance student engagement and learning outcomes.
- 9.2 Ensuring responsible use of online platforms to protect students' data and privacy.
- 9.3 Encouraging the integration of innovative tech solutions, such as AI tools and virtual labs, into lesson plans.

## **10. ENVIRONMENTAL AND SOCIAL RESPONSIBILITY**

Promote sustainability and social responsibility within the educational ecosystem. Key inclusions:

- 10.1 Encouraging eco-friendly classroom practices, such as recycling and energy conservation.
- 10.2 Organizing activities that foster environmental awareness among students
- 10.3 Participating in community service programs and promoting civic responsibility.



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## 11. COMPLIANCE AND NON-COMPLIANCE

11.1 Review and acknowledge the Code of Conduct at the beginning of employment and after updates.

11.2 Participate in orientation and periodic refresher sessions on institutional policies.

11.3 Align teaching practices with institutional values and standards.

11.4 Report any breaches of conduct to appropriate authorities.

11.5 Instances of non-compliance include breaches of confidentiality, unprofessional behavior, acts of discrimination or harassment, failure to maintain professional boundaries, and activities that compromise institutional integrity.

11.6 Non-compliance will result in:

11.6.1 Verbal or written warnings with suggestions for corrective actions.

11.6.2 Formal reviews for persistent or serious breaches, with opportunities for the teacher to provide their perspective.

11.6.3 Corrective actions such as mandatory training or suspension of responsibilities.

11.6.4 Escalated consequences for repeated violations, including written reprimands, reduced responsibilities, or termination in severe cases as per Civil Servants (Efficiency and Discipline) Rules.

11.7 Teachers may appeal disciplinary actions by submitting a written appeal to an independent review panel, with a transparent resolution process as per Civil Servants (Efficiency and Discipline) Rules, 1973.

11.8 Institutions will foster a culture of accountability by offering professional development opportunities and encouraging self-reporting of unintentional breaches without punitive action.



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