

MSSA Statement of Ethics for Educational Leaders

MSSA and its members shall act with integrity, model professional behavior, and maintain high expectations for all students, staff and ourselves. An educational leader's professional conduct must conform to an ethical code of behavior, and the code must set high standards for all educational leaders and commit to serving others above self and promote equity in the practices of the School Administrative Unit.

1. **The educational leader provides professional leadership across the district and also across the community.** This responsibility requires a leader who:
 - a. Knows and upholds the procedures, policies, laws, and regulations relevant to professional practice regardless of personal views; and pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
 - b. Advises the school board and implements the board's policies and administrative rules and regulations.
 - c. Engages in professional or personal activity that supports one's effectiveness within the school community; and refrains from using their position for personal gain.
 - d. Promotes effective and appropriate relationships with colleagues.

2. **The Educational leader maintains standards of exemplary professional conduct while recognizing their actions will be viewed and appraised by the community, professional associates and students.** This responsibility requires an educational leader who:
 - a. Implements professional standards and local, state and national laws.
 - b. Accepts academic degrees or professional certification only from accredited institutions.
 - c. Acknowledges the need to use technology responsibly and ethically in educational settings.
 - d. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner with staff and students.
 - e. Acknowledges the need to use technology responsibly and ethically in educational settings and understands and abides by the district's policy on the use of technology and communication.

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3. **The leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child.** This responsibility requires an Educational leader who:
 - a. Makes the education and well-being of students the fundamental value of all decision making.
 - b. Supports the principles of due process.
 - c. Protects the civil and human rights of all individuals.

 4. **The Educational leader emphasizes accountability and results, strives for increased student achievement, and holds high expectations for each and every student.** This responsibility requires an educational leader who:
 - a. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
 - b. Creates learning communities that recognize and value diversity and advocates for equitable access for all students to the highest level of quality public education.
 - c. Facilitates continued self-examination of practices and policies recognizing bias and stereotyping; and adopts guidance and takes actions that ensure that students' success will not be predicted nor predetermined by either real or perceived identities.
 - d. Provides students, regardless of their race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability with equitable opportunities and support to learn in Maine's public schools.
 - e. Seeks to use evidence, instructional data, research, and professional knowledge to inform practice.
 - f. Uses data, data sources, or findings accurately and reliably.
 - g. Increases students access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
 - h. Works to engage the school community to close achievement, opportunity, and attainment gaps.