

# Chartered College of Teaching

## Values

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# We are collaborative

Beliefs	Internal behaviours
We believe that we are most effective when we work together	We respect and celebrate the diverse perspectives and contributions of each team member and our members; recognising and making use of our collective strengths, and understanding where we are stronger with external partners/expertise.
We believe that a plurality and diversity of voices and perspectives enhances our work	We actively seek diversity of views, representation and input.
We believe that it's important to celebrate individual and team successes	We listen to each other. We exhibit collegiality by supporting, and learning from, others.
We believe that strength is gained from diversity	We work together to share and celebrate each others' and teachers' successes.
We believe that we have a duty to look after our own, and each other's wellbeing	We recognise that building the Chartered College of Teaching is a collective endeavour both within our team and externally across the teaching profession. We respect each other's time, expertise, working styles and preferences for wellbeing, and value productivity rather than overworking.

# We are committed

Beliefs	Internal behaviours
<p>We believe in the Chartered College of Teaching's vision and mission.</p>	<p>We focus on actions, informed by research and evidence, that benefit the profession.</p> <p>We seek ways to celebrate teachers and each other.</p>
<p>We believe that we need to be courageous because we are building a charitable organisation that is voluntary for teachers to join, yet seeks to act on behalf of all teachers. This is a new unique venture.</p>	<p>We are courageous on behalf of the teaching profession; engaging in work that leads to an impact on individual teachers and the education sector.</p> <p>We are able to recognise when our strong commitment to the profession may at times be detrimental to the wellbeing of our colleagues and are we able to manage our priorities accordingly.</p> <p>We speak the truth to power and are always willing and courageous to challenge.</p> <p>We take ownership for own/team's expectations, actions, development and accountability for work, goals and processes.</p>
<p>We believe that continuously raising awareness of teachers' commitment is essential to raising the status of the profession.</p>	<p>We are committed to improving diversity of view, representation &amp; input.</p> <p>We take the time to prioritise our wellbeing.</p> <p>We are committed to engaging in relevant, professional learning.</p> <p>We are courageous in initiating, responding to, and adapting effectively to change.</p> <p>We are resilient in the face of obstacles.</p>

# We are professional

Beliefs	Internal behaviours
<p>As the professional body for teachers, we believe that it is our role to model exemplary professionalism.</p>	<p>We are honest and transparent about the challenges we face individually and as an organisation, and work together to find solutions in the best interest of our members.</p> <p>We are transparent about the decisions we make, including the democratic decisions and processes at Council level.</p> <p>We trust each other's expertise and we work in an open, honest and transparent way to earn, build, secure and inspire trust.</p>
<p>We believe that acting with integrity and trust at all times is an essential part of our professionalism.</p>	<p>We recognise where external expertise / learning will lead to a better outcome.</p> <p>We represent the teaching profession and we are proactive about our own and others' professional development to support this work. We communicate clearly the role of a professional body and hold ourselves responsible for its stewardship.</p> <p>We operate with financial prudence.</p>
<p>We believe that to perform to the best of our abilities, we must prioritise our wellbeing.</p>	<p>We actively seek diversity of views, representation and input.</p> <p>We have a quality-first commitment to products, services, communications. Our products, services and communications are accessible to all.</p> <p>We engage critically with data, evidence and research.</p> <p>We critically evaluate and reflect on our own practice.</p> <p>We take the time to prioritise our wellbeing.</p>