

# The professional code of ethic for nurseries, kindergartens, and private schools

Second edition 2025

The nurseries, kindergartens, and private schools in the State of Qatar are committed to applying the provisions of the professional ethics code.

The Arabic version is the main reference for the charter.

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## **Summary of the Ethical Code**

**Title:** The Charter for Nurseries, Kindergartens, and Private Schools and Professional Ethics

**Version:** V.02

**Document Type:** Code of Ethic

**Summary:** This charter targets nurseries, schools, and private kindergartens and emphasizes adherence to the ethical and professional principles associated with the educational and teaching process, while also affirming respect and acceptance of others' differences. This leads to the promotion of good morals and making them the prevailing behavior among all members of society in the State of Qatar.

**Last Review/Update:** September 2025

**This applies:** to licensed nurseries, kindergartens, and private schools from the Education Affairs Sector and includes: private nurseries, private kindergartens, and schools under the Ministry of Education and Higher Education.

**Owner:** Private Education Affairs Sector

## **Introduction**

The behaviors of those interested and affiliated with the field of education are among the most influential factors in it. The ethics of the profession serve as a regulatory and guiding force for their behavior. These ethics have their own specificity, and adherence to them is a necessity and duty, as those responsible in this field must comply with them, being foundational to their dealings, organization of their affairs, and their behaviors. The extent of belonging is determined in all situations and circumstances, according to the criteria of the stakeholders to their profession, to the extent of their adherence to the rules of that profession and their consideration in their work, behavior, and practices they perform and sanctify its message. They rely on the profession ethical frameworks, where this framework is keen on the sector of community affairs.

Since they deal with categories that form the nucleus of education, development, and progress in the State of Qatar, they are encouraged to benefit from the ethical code of private education by the Ministry of Education and Higher Education, and the preparation for nurseries, kindergartens, and private schools, the "Professional Ethics Code - Updated Version 2025," which regulates the relationship between all parties in the educational process and encourages them to adopt ethical policies, laws, and positive behaviors. The ethics is derived from the authenticity of Qatari society and Islamic religion concerning human rights.

The Private Education Affairs Sector aims, through the application of this ethical code to elevate ethics in the professional world, regulate standards, and enhance the spirit of responsibility and accountability for adherence to the ethical and professional principles associated with the educational process. Additionally, it emphasizes the importance of respecting others and values, and raising awareness of the profession and its status in the future, which enhances good ethics and makes them the prevailing behavior among all members of society in building generations and anticipating the future of the State of Qatar.

This charter (Updated Version 2025) is considered after evaluating the "Ethics Code" (First Edition of 2022), which received this updated version through the inclusion of private nurseries and the enhancement of ethics towards the educational field, and it is well-received in the educational environment. It addresses children and students with disabilities, and organizes the ethics of using digital technology in the educational environment.

May Allah grant success

**Private Education Affairs Sector**

## Chapter One: Related Terms and Policies

### Article (1-1): Terms

1. **The Ethics** : The ethics linguistically: is the covenant, and terminologically: is a covenant by which a person commits in thought, action, and behavior towards himself and others, and it entails duties and rights for the concerned parties.
2. **The Professional Staff**: any employee working In nurseries, kindergartens, and private schools, such as: the administrative responsible, the teacher's assistant, or the caregiver in nurseries, is any employee or worker who is required to directly interact with children/students.
3. **Behavior**: Everything that an individual expresses in words and actions, whether verbal or non-verbal, clear or symbolic, during interactions with others in various situations.
4. **The Teacher**: Is the one who possesses the minimum required academic qualifications for teaching at a certain level of education in a specific country; and those qualifications should be related to the subjects he/she teaches to the students.
5. **Nurseries**: Are places designated for the care of children who do not exceed four years of age, including those affiliated with a private school and licensed by the ministry.
6. **Private Schools and Kindergartens**: educational institutions whose primary mission is to provide education from the kindergarten stage until the end of the secondary stage.
7. **Students with Disabilities**: those who suffer from long-term physical, mental, or sensory impairments that may prevent them from fully and effectively participating in society on an equal basis with others.
8. **Bullying**: Is a form of violence practiced by some teachers or a child or a group of children against another child through rumors, threats, or deliberately and repeatedly disturbing him/her. Bullying can take various forms, such as physical or verbal attacks on the bullied child, or isolating a child with the intent to harm, and other actions that occur significantly either verbally or electronically.
9. **Digital Behavior** : Refers to the actions performed by individuals while using technology, the internet, and ethical and responsible practices. This behavior reflects respect for others and a commitment to making optimal use of digital tools, creating an electronic environment in a way that promotes positive values, upholds everyone's rights, and contributes to a safe and inclusive community.

## **Article (1-2) Laws, decisions, policies, and related mechanisms**

The professional ethics were prepared in accordance with local legislation, charters and international reports that seek to promote professional and ethical aspects as follows:

- The Permanent Constitution of the State of Qatar 2004
- Qatar Vision 2030•
- Law No. (1) of 2014 regulating nurseries.
- Law No. (23) of 2015 regulating private schools.
- Decision No. (35) of 2022 for the Ministry of Education and Higher Education regarding the organizational structure.
- Cabinet Decision No. (18) of 2020 issuing a code of conduct and integrity for public employees.
- The Convention on the Rights of the Child under Decree No. (54) of 1995 amended by Decree No. (35) of 2010.
- The Convention on the Rights of Persons with Disabilities at the United Nations.
- The related International and regional treaties that state has ratified it.
- The strategy of the Ministry of Education and Higher Education 2024-2030.
- The Private Education Policy of the State of Qatar – Pre-University Education – Private Education Affairs Sector 2022.
- The issuance of the ethical code for private schools and kindergartens 2022.
- The Ministry of Education and Higher Education has a professional conduct guide.



## **Chapter Two: Scope of the Ethical code for Nurseries, Kindergartens, and Private Schools**

### **Article (2-1) Objectives of the Professional and Ethical Charter for Nurseries, Kindergartens, and Private Schools**

1. To enhance employees' commitment to their mission and profession, promote its advancement, and contribute to the development of society.
2. Strengthening human relationships between employees and members of the community in general.
3. Raising employee awareness of their profession and their role in building future generations.
4. Encouraging employees to adhere to the institutional values of the Ministry of Education and Higher Education and to reflect them in their professional conduct.
5. Establishing professional ethics as principles applied within and outside nurseries, kindergartens, and private schools, as a role model to be emulated.
6. Ensuring a safe and stimulating educational and training environment that contributes to achieving the goals of education and learning by raising the level of professional performance and guaranteeing the quality of the educational and training process.

### **Article (2-2) Addressees of the Provisions of the Professional and Ethical code for Nurseries, Kindergartens, and Private Schools**

Starting from the academic year (2025/2026), the professional charter applies to all nurseries, kindergartens and private schools licensed by the Ministry of Education, Higher Education, including:

- Private nurseries
- Kindergartens, and private schools.

The application targets the following categories:

1. Owners/License holders.
2. Directors.
3. Professional staff.
4. Children/Students.
5. Parents.
6. All types of Councils.

## **Chapter Three: Regulations and Provisions**

The professional charter is based on the ministry's strategy and the values of quality, innovation, and effective communication:

### **Responsibility**

The concept of responsibility is about the task or assignment that a person is ethically committed to executing or performing to the best of their ability. It also reflects the individual's commitment to a specific task and their diligence in delivering it as well as possible.

### **Excellence**

It is the ability to deliver high levels of performance in specific areas of education and to surpass established standards through innovation and continuous improvement.

### **Quality**

Achieving high standards of education, ensuring that educational outcomes meet the needs of both individual and community development.

### **Innovation**

Innovation is a process of continuous renewal or development of educational methods and means of learning, enhancing learners' ability to acquire new knowledge and skills.

### **Effective Communication**

Effective communication is the interaction method that achieves constructive communication among all parties in the educational process. It relies on the clarity of the mission, a good understanding of the content, active listening, employing various communication means, and using technology.

### **Article (32) Ethics of the Owner/License Holder towards the Ministry**

1. Compliance with the laws, regulations, and policies issued by the Ministry of Education.
2. Compliance with the application of regulations and laws that guarantee the rights of employees.
3. Providing qualified educational staff to ensure the delivery of comprehensive educational services to children/students.
4. Ensuring the availability of an integrated educational and pedagogical service that achieves a balance between financial returns and the quality of educational services provided.
5. Compliance with all requirements and services that must be provided, according to the agreement concluded between the administration and the parents.
6. Payment of financial entitlements for employees (salaries) according to the terms of the contract signed by both parties.
7. Compliance with laws and regulations to provide a safe and healthy educational environment that aligns with the teachings of our Islamic religion.
8. Not using the facility for other purposes during official holidays and vacations.

## **Article (3-3) Ethics of Principal of Nursery, Kindergarten, and Private School Directors**

### **Article (3.3.1) Ethics of the Principal towards his/her Profession**

1. Compliance with the laws, regulations, policies, and guidelines issued by the MoEHE.
2. Compliance with professional and ethical discipline both inside and outside the institution, providing a high standard of role model.
3. Based on mutual respect, dealing professionally and humanely with members of the professional community.
4. 4. Commitment to providing the necessary educational services in accordance with the agreement concluded between the parent and the establishment.
5. Performing his/her professional duties to the best of his/her ability while considering religious values, customs, traditions, and professional ethics.
6. The process is based on verifying the appropriateness and suitability of all activities and learning resources (main and supportive) and ensuring they align with religious values and the customs and traditions of the community.
7. Compliance with the approved educational plans and providing a safe and healthy educational environment that conforms to the laws and local requirements.
8. Taking all necessary measures to ensure the safety of the enrolled students and the educational staff.
9. Applying comprehensive accreditation and quality standards in management and various educational practices to build high-quality outputs.
10. Ensuring that noble values and principles are instilled in the hearts of children and students, which are consistent with the values and customs of the state, respect for national icon, and everything that the state supports in the educational field.
11. Contributing to decision-making and collaboration in managing the educational institution democratically, which helps overcome educational challenges and recommendations.
12. Avoiding personal relationships for the purpose of achieving self-benefit.
13. Providing a healthy and safe educational environment based on trust, mutual respect, and cooperation.
14. Using information solely for professional purposes while maintaining the confidentiality of information related to the enrolled students and the professional staff in accordance with educational policies and administrative regulations.
15. Presenting facts, data, and statistics related to nurseries, kindergartens, and private schools with credibility and transparency regarding the enrolled students and the professional staff.
16. Not accepting personal gifts that may affect the educational process.
17. Avoiding participation in unprofessional practices that may divert the educational process from its correct path.
18. Compliance with the appropriate and modest public appearance as required by the state.
19. Maintaining the health of the community by providing all necessary health and preventive services through the institution.

### **Article (3.3.2) Ethics of the Principal towards Employees**

1. Meeting the needs of professional staff members for professional development, a stimulating work environment, and diverse services.
2. Respecting the viewpoints of professional staff members on various educational issues, not ignoring or belittling them, and accepting constructive criticism aimed at developing the educational process.
3. Considering the social, health, and psychological circumstances of professional staff members and attempting to cooperate with them to solve their problems in all possible ways.
4. Treating everyone with respect, appreciation, and affection, without discrimination or favoritism towards any particular person or group.
5. Ensuring employees feel secure in their jobs by applying clear regulations and laws that guarantee their rights, and refraining from using threats or psychological pressure.
6. Establishing a system of material and moral incentives according to systematic standards and principles to encourage professional staff members and utilize their potential.
7. Spreading a culture of total quality professionally, ethically, and practically, including excellence in fair relationships with students and their families.
8. Implementing a system of guidance, evaluation, and accountability before taking disciplinary action
9. Adherence to the established standards for recruitment and contract termination, and refraining from personal bias.
10. Expressing the administration's opinion on various educational and pedagogical issues, discussing it, and comparing it with the professional staff's opinion.

### **Article (3.3.3) Ethics of the Director towards Children/Students**

1. Instilling Islamic values, the teachings of the tolerant religion, national identity, and positive customs and traditions with the aim of creating a believing and aware generation.
2. Enhancing constructive practices among children/students through activities and external visits.
3. Connecting students with their community by encouraging them to volunteer in various situations whenever possible.
4. Providing comprehensive educational services to all children/students without discrimination or favoritism for one group at the expense of another.
5. Raising awareness among children/students about the positives of social communication while avoiding behaviors that contradict religious values and community customs.
6. Providing protective and supervisory means to safeguard children/students from any threats to their security and safety.

#### **Article (3.3.4) Ethics of the Principal towards students with Disabilities**

1. Dealing with persons with disabilities should be characterized by leadership by example, and the Principal should be a role model.
2. Promoting a culture of respect and equality among all staff and students.
3. Academic and social activities should have clear policies to ensure the integration of children and students with disabilities.
4. Ensuring that an appropriate educational environment is available for persons with disabilities and guaranteeing the presence of psychological and social specialists to assist them.
5. Providing the necessary resources by allocating funds and resources to ensure the availability of assistive devices and equipment.
6. Dealing with students with disabilities to enhance their skills by supporting continuous training for the educational staff.
7. Ensuring fairness and equality in educational opportunities or assessments and ensuring that there is no discrimination against students with disabilities.
8. Maintaining the confidentiality of information related to children and students with disabilities and dealing sensitively and respectfully with their special needs and personal affairs.
9. Building positive communication bridges with parents, children, students, and relevant authorities to ensure the best interests of the student are achieved.
10. Listening to the needs of children and students with disabilities and working to meet their requirements.

#### **Article (3.3.5) Ethics of the Principal towards Parents**

1. Providing parents with accurate information about their children's behavior and academic achievement transparently and objectively, as required by the interests of the work.
2. Being keen to listen to the suggestions and opinions of the Board of Trustees and parents, accepting constructive criticism, and benefiting from it in decision-making and developing the educational process.
3. The educational process should involve informing parents and beneficiaries about the policies, regulations, laws, and educational systems.
4. Involving parents in various activities, exhibitions and events that support children's/students' learning.
5. Strengthening positive relationships between parents and staff.

#### **Article (3.3.6) Ethics of the Principal towards the Community**

1. Respecting and promoting Islamic values and positive community customs and traditions.
2. Respecting other educational institutions and not harming them in any way.
3. Appearing in a decent and appropriate manner in activities and events in all social, cultural, and religious situations.
4. Involving community members in the educational process through their participation in activities and events.
5. Involving the local community and parents in decision-making and creating opportunities for dialogue and discussion.
6. Cooperating with various community institutions and fostering a spirit of citizenship and belonging to the community.
7. Building high-quality educational outputs for the needs of the labor market.

## **Article (3-4) Professional Ethics of the Staff in Nurseries, Kindergartens, and Schools**

### **Article (3.4.1) Professional Ethics of the Staff towards Their Profession**

1. Working to serve the goals and objectives of the institution and achieve public interests.
2. Performing the duties of their job and the tasks assigned to them with integrity, professionalism, and accuracy; and avoiding the inclusion of personal interests within the work framework.
3. Ensuring familiarity with laws and regulations and applying them without any transgression, violation, or negligence.
4. Maintaining confidentiality of work information and not disclosing it.
5. Committing to their job duties and not engaging in any activities unrelated to their responsibilities during official working hours.
6. Continuously improving their performance and developing their professional capabilities and staying updated on the latest developments in their field.
7. Offering suggestions to improve work methods and raise performance levels and assisting to provide a safe and suitable work environment.
8. Avoiding any behaviors, practices, or actions that violate ethics and Islamic conduct.
9. Avoiding stirring confusion and chaos within the institution by addressing sensitive political, religious, or social issues.
10. Respecting the rights and interests of others without exception, and dealing with them without discrimination based on gender, physical appearance, age, health status, religious beliefs, political views, or social status.
11. Adherence to a suitable and modest public appearance that respects the values and customs of society.

### **Article (3.4.2) Professional Ethics of the Staff towards Their Superiors**

1. Adhering to the orders, directives, and instructions of their superiors according to the administrative hierarchy.
2. Dealing with their superiors with respect and mutual trust.
3. Accepting the guidance of superiors with an open heart and benefiting from constructive feedback.
4. Not disparaging or defaming their superiors or the organization through direct or indirect means, including media.
5. Informing their superior about any challenges they face in the work field with transparency and objectivity.



#### **Article (3.4.3) Professional Ethics of the Staff towards Their Colleagues**

1. Deal with respect, politeness, and honesty with colleagues and maintain friendly relations without favoritism.
2. Respect the privacy of colleagues and not exploit any information related to their private lives for the purpose of harm.
3. Collaborate with colleagues and helping them with professional and objective opinions.
4. Support colleagues wherever possible to solve problems.
5. Refrain from any behaviors, practices, or unethical actions that violate public morals and Islamic conduct.

#### **Article (3.4.4) Professional Ethics of the Staff towards Children/Students**

1. Provide a safe and healthy environment that ensures the psychological, social, and physical safety of children/students.
2. Respect the child/student and appreciate their self-worth without favoritism.
3. Do not use information and private indications about children/students in any way that violates the law and societal norms.
4. Do not establish any individual relationships based on personal interest.
5. Ensure security and reassurance among all members.
6. Refrain from accepting gifts that may influence the relationship with children/students.
7. Avoid using obscene language and psychological abuse.
8. Ensure protection for children/students from any factors that expose them to delinquency.

#### **Article (3.4.5) Professional Ethics of the Staff towards Persons with Disabilities**

1. Respect and appreciate all students with disabilities, treating them with dignity and respect, and avoiding any derogatory behaviors or phrases, while appreciating their potentials and abilities without judging them based on their disabilities.
2. Provide a suitable and prepared educational environment that meets their individual needs.
3. Respect the privacy of personal and medical information for students with disabilities.
4. Handle any details related to their disabilities or special needs with sensitivity.
5. Provide the necessary support to enhance their self-confidence and encourage them to participate.
6. Ensure that there is no favoritism in dealing with or providing services between them and others.

#### **Article (3.4.6) Professional Ethics of the Staff towards Parents**

1. Establishing relationships with parents based on transparency, honesty, and respect.
2. Accepting suggestions and opinions from parents and benefiting from them to improve the learning of children/students and evaluating their behavior.
3. Dealing professionally with parents, understanding their special circumstances, and maintaining their privacy.
4. Informing parents of relevant data and information regarding their children's behavior and academic achievement according to the approved regulations, providing them with an electronic or paper copy of it, and sending it via electronic mail.
5. Involving parents in the educational and teaching process that improves the performance of children/students and enhances positive relationships between the institution and parents.

#### **Article (3.4.7)**

##### **Professional Ethics of the Staff towards the Community**

1. Promoting Islamic values and positive community customs and traditions.
2. Enhancing community trust by providing comprehensive and innovative professional services.
3. Engaging in various purposeful community activities.
4. Interacting with community variables in their field of work.
5. Collaborating and Supporting internal and external community activities.

## **Article (3-5) Teacher Ethics in Nurseries, Kindergartens, and Private Schools**

### **Article (3.5.1) Teacher Ethics towards his/her Profession**

1. Pride in his/her profession and maintaining his/her dignity and the dignity of the profession.
2. Providing a positive example performing in his/her work inside and outside the educational institution.
3. Keeping up with the developments in the educational process.
4. Maintaining confidentiality regarding matters related to his/her profession
5. Not exploiting his/her position to achieve personal or financial gains.
6. To contribute effectively to self-development, professional advancement, and creativity through continuous learning and staying informed about the latest developments in the field of specialization.
7. Complying with the appropriate and modest public appearance.
8. Demonstrating initiative, creativity, and innovation, and providing suggestions to improve student learning.
9. Adhering to the ideas and behaviors that enhancing the values and traditions of society.

### **Article (3.5.2) Teacher Ethics towards Children/Students**

1. Preparing the child/student to take responsibility so that he/she becomes an active and good citizen.
2. Dealing with all children/students according to fixed principles.
3. Preparing children/students to be productive leaders in their institution and community.
4. Building a close relationship with all children/students, accepting their inquiries with an open heart, and allowing dialogue and discussion, and expressing their opinions with care and passion.
5. To be patient and firm, and to be a good role model for children, a moral example to be followed in his actions and words
6. Accepting children/students regardless of their social, economic, and religious backgrounds and not discriminating among them.
7. Considering individual differences and providing care and support to children/students according to their needs.
8. Promoting mutual respect between him/her and the children/students.
9. Maintaining the confidentiality of information related to children/students and using it to serve the educational process.
10. Avoiding abuse by using inappropriate language or any physical assault.
11. Engaging educationally with children/students and not accepting personal gifts.
12. Providing a safe, attractive, and challenging educational environment through the use of modern teaching strategies and selecting appropriate teaching methods.

### **Article (3.5.3) Teacher Ethics towards students with Disabilities**

1. Dealing with students with disabilities with respect and appreciation for their abilities.
2. Designing and adapting activities and educational materials to meet the needs of students and considering individual differences.
3. Using effective and appropriate communication methods, such as sign language or assistive technologies, if necessary.
4. Encouraging and motivating students to enhance their self-confidence and encouraging them to participate.
5. Treating all students without discrimination and ensuring that students with disabilities have equal opportunities for learning and development.
6. Continuous learning about strategies for teaching students with disabilities and attending training courses and workshops to improve teaching and interaction skills.
7. Respecting the privacy of information related to students' disabilities or personal circumstances.
8. Promoting a positive relationship with students and parents, based on respect and cooperation, and working to strengthen social ties between students with disabilities and their peers.

### **Article (3.5.4) Teacher Ethics towards Colleagues**

1. Dealing with administration and colleagues with rationality and objectivity.
2. Respecting colleagues and maintaining good relationships with them and working in a team spirit.
3. Assisting colleagues professionally and academically through the exchange of experiences.
4. Recognizing the success of the educational process by appreciating the efforts of others and acknowledging their contributions.
5. Facing professional challenges by supporting colleagues in completing tasks.
6. Committing to transparency and honesty and dealing sincerely with colleagues while avoiding professional jealousy or unhealthy competition.
7. Creating an atmosphere of understanding and respect within the educational institution and contributing to a positive work environment while avoiding negative behaviors such as discrimination or bullying towards certain colleagues.
8. Respecting professional and personal privacy and maintaining the confidentiality of any information concerning colleagues and not disclosing it.
9. Reflecting educational values within the institution by committing to the educational spirit and working in the spirit of good role models.

**Article (3.5.5) Teacher Ethics towards Parents**

1. Establishing relationships with parents based on transparency, honesty, truthfulness, and respect.
2. Providing parents with accurate information about their children's behavior and academic achievement according to the approved systems.
3. Integrating the teacher's mission with the family's mission in raising and educating children.
4. Understanding the privacy of the parent and preserving his secrets.
5. Collaborating with parents to elevate academic standards.

**Article (3.5.6) Teacher Ethics towards the Community**

1. Respecting and promoting religious and moral values, as well as Arab and Qatari traditions.
2. Contributing to community development and progress.
3. Meeting the community's aspirations to provide continuous, innovative, and high-quality learning contributes to gaining the community's trust.
4. Linking educational and training materials to the interests, aspirations, and values of the community.
5. Maintaining the institution's status and its effective role in the community.
6. Engaging in various community activities that contribute to community development and progress.
7. Keeping up with community changes in a way that benefits professional practices continuously.

## **Article (3-6) Ethics of the Child/Student in Nurseries, Kindergartens, and Private Schools**

### **Article (3.6.1) Student Ethics**

1. Respect the religion of Islam and the customs and traditions of Qatari society.
2. Adherence to positive behaviors and dealing with everyone in a manner characterized by kindness and respect.
3. Compliance with the laws and policies of the institution regarding behavior assessment.
4. Maintaining an appropriate and modest public appearance that considers the institution's values and customs of society.
5. Interaction and participation positively with peers during the institution's activities.
6. Preserving the institution's property and ensuring the safety of its facilities and equipment.
7. Respecting the rights and opinions of others, regardless of their gender, religion, beliefs, color, origin, or any other reason for discrimination.
8. Maintaining the confidentiality of information regarding teachers and peers and not using it for any reason.

### **Article (36.2) Student Ethics towards Peers with Disabilities**

1. Treating peers with disabilities with love and respect, and avoiding any bullying behaviors or discrimination that negatively affect their feelings or self-esteem.
2. Providing support when needed, whether in academic or social activities, and collaborating with peers with disabilities to enhance friendship and teamwork.
3. Encouraging peers with disabilities to participate in activities and working to remove any psychological barriers that may hinder communication.
4. Recognizing the needs of peers with disabilities, respecting them, listening to them attentively, and showing compassion and understanding.
5. Avoiding bullying or mockery and refraining from any form of bullying, whether verbal, physical, or social.
6. Respecting the privacy of peers with disabilities and not intruding on their personal lives or health conditions.

## **Article (3-7) Ethics of the Parent in Nurseries, Kindergartens, and Private Schools**

### **Article (3.7.1) Ethics of the Parent**

1. Raising awareness among children about the importance of education and the necessity of respecting those involved in the educational process.
2. Demonstrating positive behaviors and dealing respectfully with the staff of nurseries, kindergartens, and private schools.
3. Adhering to an appropriate and modest general appearance while visiting the institution.
4. Not exploiting social status to pressure or influence the institution's decisions.
5. Providing the necessary information about their children's special needs.
6. Cooperating with the school regarding the programs organized by the school on dealing with individuals with special needs.

### **Article (3.7.2) Ethics of the Parent towards people with Disabilities**

1. Treating students with disabilities with respect and appreciation, whether they are students or staff at the institution.
2. Promoting a culture of acceptance and equality among children towards their peers with disabilities and instilling values of cooperation, assistance, and respect.
3. Building a positive relationship with the parents of students with disabilities to enhance mutual cooperation.
4. Using positive and respectful language when talking about their peers with disabilities and encouraging children to adopt this language.
5. Refraining from prying or inquiring inappropriately about disabilities and respecting the privacy of information related to them or their families.
6. Providing the necessary information about their children's special needs.
7. Cooperating with the school regarding the programs organized by the school on empowering students with disabilities.

### **Article (3-8) Ethics of the Board of Directors/Trustees**

1. Support the institution to achieve its vision and goals.
2. Regular meetings of the board to ensure effective participation.
3. Work to find appropriate solutions to the difficulties faced the institution and parents.
4. Generally opening ways for the institution to develop its performance in educational performance.
5. Maintaining the confidentiality of information and data related to the institution.

### **Article (3-9) Ethics of the Educational Institution towards Other Educational Institutions**

1. Respecting professional competition and adhering to professional laws and standards that ensure fairness in competition, and refraining from unethical practices that may harm the reputation or interests of another educational institution..
2. Working to develop positive and constructive relationships with other institutions to enhance cooperation and educational partnership.
3. Respecting privacy and intellectual property and refraining from using educational materials or programs belonging to another institution without prior permission.
4. Complying with transparency and credibility and providing accurate and truthful information about the institution and its educational services without belittling other institutions.
5. Enhancing the spirit of educational fellowship and respecting the efforts of other institutions and appreciating their achievements.



## **Chapter Four: Ethics of Digital Behavior in Nurseries, Kindergartens, and Private Schools**

### **Article (4.1) Importance of Digital Behavior:**

1. Enhancing positive relationships through effective communication and mutual respect.
2. Avoid digital conflicts and refrain from abusive or provocative behavior.
3. Increasing productivity by using digital tools to achieve beneficial goals.
4. Creating a safe digital environment that upholds everyone's rights and supports ethical use of technology.

### **Article (4.2) Ethics of Positive Digital Behavior during Remote Learning**

All members of nurseries, kindergartens, and private schools adhere to a number of ethics and positive behaviors, and everyone must establish clear policies for using electronic devices and internet when utilizing digital learning resources within the educational institution, ensuring the achievement of the following:

1. Providing a safe digital learning environment, and protection of personal data for all members and staff of the educational institution.
2. Dealing with respect among members and staff of the educational institution and any participating individual, avoiding verbal abuse on digital platforms, and steering clear of mockery or cyberbullying.
3. Adhering to the rules set by the educational institution and following instructions during virtual sessions and using educational tools and platforms for academic purposes only.
4. Respecting the privacy of others and not intruding on their information or data.
5. Avoiding inappropriate language or expressions during discussions or comments.
6. Reporting any inappropriate content or digital behavior on educational platforms.
7. Not tolerating digital harassment or cyberbullying.
8. Adhering to appropriate attire when entering remote meetings and according to the regulations set by the Ministry of Education and Higher Education.
9. Reporting immediately any cases of cyberbullying or harassment that they may encounter or witness.
10. Providing awareness programs for students, teachers, and parents about the dangers of cyberbullying and how to deal with it.

## Chapter Five: Monitoring and Review

### Article (5.1) Procedures for Monitoring and Reviewing the Effectiveness of the ethical code and Change Procedures

The private sector at the Ministry of Education and Higher Education will carry out continuous review and improvement operations including policies, guidelines, procedures, and practices related to the professional ethics code. This includes a number of the following procedures:

- **Data Collection and Feedback Monitoring:** This may involve conducting surveys or focus groups with stakeholders in nurseries, kindergartens, and private schools to gather information about the effectiveness and fairness of the professional ethics code for private educational institutions.
- **Ethical code Review:** A working team composed of staff and other stakeholders will review the ethical code to determine whether it is achieving its intended goals and whether the procedures established are fair and just, based on the collected data and feedback.
- **Recommendations for Amendments:** Based on the review results, the working team will provide recommendations and suggestions for making amendments or updates to the contents of the ethical code. These recommendations and suggestions may include reviewing articles and procedures, whether by deletion, modification, or addition.
- **Implementation of Amendments:** Once the recommendations and suggestions are approved and adopted, the amendments will be made to the articles of the ethical code and implemented by the relevant staff and disseminated to stakeholders.
- **Continuous Monitoring:** The implementation of the articles of the ethical code will be continuously monitored to ensure its consistent and effective application. The process will be repeated periodically every two years or after any emergency incident that affects the quality of the application of the ethical code provisions to ensure the adaptation of the articles with the various developments.

## **Chapter Six: Tasks and Responsibilities of Those in Charge of the Ethical Code**

### **Article (6-1) Roles and Responsibilities of the Private Education Affairs Sector**

- Preparing and developing the Professional and Ethical Code for nurseries, kindergartens, and private schools based on social and educational changes to ensure it reflects best educational and ethical practices.
- Participating in disseminating the Professional and Ethical Code through media and educational campaigns, including newsletters, websites, and social media.
- Organizing workshops and seminars to explain the importance of the code of ethic and how to implement it, in cooperation with relevant departments within the sector.
- Supervising the implementation of the Professional and Ethical Code in nurseries, kindergartens, and private schools through the supervisory sections of the relevant departments within the sector.
- Monitoring violations that occur in nurseries, kindergartens, and private schools that contradict the provisions of the Professional and Ethical Code and applying penalties according to the degree of violation by the competent department within the Private Education Affairs Sector.
- Following up on the implementation of corrective measures within the institution to ensure compliance with the provisions of the Professional and Ethical Code.
- Supporting the Professional and Ethical Code with a set of controls and regulations that specify penalties in case of non-compliance with ethical standards.
- Recognizing nurseries, kindergartens, and private schools that adhere to the Professional and Ethical Code.
- Conduct periodic assessments to review the effectiveness of the Ethical Code in improving the work and learning environment, and provide recommendations for performance improvement.

### **Article (6-2) Roles and Responsibilities of Nurseries, Kindergartens, and Private Schools**

- Organize introductory meetings and workshops for all members on the contents of the Professional and Ethical Code and its importance in the educational and training environment.
- Create an educational and training environment that promotes commitment to professional and ethical values through mutual respect, transparency, and integrity.
- Monitor the performance of all institution members and evaluate their adherence to the Professional and Ethical Code through various methods such as direct observation, questionnaires, and self-assessment.
- Address professional and ethical violations swiftly and firmly, and apply appropriate penalties in accordance with regulations and bylaws, and with reference to the relevant department in the Private Education Affairs sector.
- Implement corrective measures to address the deficiency that led to a violation of the provisions of the Professional and Ethical Code for Nurseries, Kindergartens, and Schools.
- Honoring those who demonstrate a clear commitment to the Professional and Ethical Code and present certificates in appreciation of their efforts.

## Chapter Seven: Final Provisions

### Article (7-1) Final Provisions of the Ethical Code for Nurseries, Kindergartens, and Private Schools

The ethical code for private educational institutions must be characterized by fairness and transparency. The final provisions of the ethical code ensure compliance with all relevant laws and regulations.

- **Acceptance of the ethical code:** By signing a commitment to receive the ethical code in electronic and paper form, nurseries, kindergartens, and private schools accept the provisions and articles of the ethical code.
- **Review and Amendment of the ethical code:** The ethical code may be reviewed and amended from time to time as necessary by the ministry.
- **Compliance with Laws and Regulations:** The ethical code must comply with all applicable laws and regulations of the Ministry of Education, particularly regarding employee rights and data privacy.
- **Implementation of the ethical code:** The ethical code must be implemented in nurseries, kindergartens, and private schools in a consistent and fair manner, providing all services to all employees according to their duties.
- **Confidentiality:** The ethical code must ensure the proper recording and information of employees, in accordance with relevant laws and regulations.
- **Notification of Amendments:** The Private Education Sector must notify nurseries, kindergartens, and private schools of any amendments to the ethical code in a timely manner.
- **Compliance with the ethical code:** The Private Education Sector retains the right to enforce the provisions of the ethical code in accordance with all relevant regulations and laws.
- **The final decision:** The final decision regarding the adoption of the ethical code falls within the Ministry's purview.

## Conclusion

The ethical code for Nurseries, Kindergartens, and Private Schools is a fundamental document aimed to promoting values and ethics in the educational sector. It governs the educational and teaching process. It forms an organizational and ethical framework that guides the professionals and the specific principles towards achieving a unified vision focused on providing quality education, preparing generations capable of facing future challenges, and serving the community.

This ethical code has come to affirm that education is not merely a profession, but a noble mission that requires a deep commitment to human and ethical values. It calls upon all stakeholders associated with the educational institution, including children and students, as well as administrators, staff, and teachers, to adopt a list based on responsibility, commitment, quality, innovation, effective communication, and mutual respect.

The importance of integrating efforts between nurseries, kindergartens, and private schools to meet the needs of all students is emphasized. It confirms that adherence to professional and ethical principles is not limited to within the institution alone, but extends to relationships with boards of trustees, parents, the community, and other educational institutions. It calls for fruitful and constructive cooperation among all parties and for respecting competition to enhance solidarity and achieve educational goals.

In conclusion, the professional and ethical code serves as a comprehensive guide for all employees in nurseries, kindergartens, and private schools, and is a fundamental pillar for achieving a distinguished and innovative educational environment. Adherence to the ethical code is a moral and personal obligation that contributes to realizing a pioneering educational vision and underscores the importance of building a conscious and qualified generation capable of being active participants in shaping the future.

Together, we believe in the importance of this ethical code, and we invite everyone to apply it with a spirit of responsibility and dedication to their communities, working to prepare generations capable of positively contributing to the specific needs of the State of Qatar, and achieving our noble mission for the sake of building a better future.

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## **The Charter Agreement**

**(For employees in nurseries, kindergartens, and private schools)**

I, the undersigned, acknowledge that I have reviewed the Professional and Ethical Code for Nurseries, Kindergartens, and Private Schools in the State of Qatar, including all its definitions, principles, objectives, and professional ethics. I pledge to abide by all its provisions, upholding the dignity of my position. if I violate it, I will bear full legal and disciplinary.

This is my signature and acknowledgment thereof.

Name: .....

Position: .....

Signature: .....

Date: .....

## Notes or inquiries

Communicated can be via Email to the office of the Undersecretary of the Ministry for Private Education Affairs:

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