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ICER Conduct Education Framework

Respect expressed through informed behaviour

A developmental framework for thoughtful, confident and culturally aware conduct across education, work and public service.

Schools • Colleges • Corporate • Government

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Respect in action

The ICER Conduct Education Framework gives learners and institutions a shared language for respectful conduct. It connects personal awareness with communication, relationships, digital participation, shared spaces, cultural understanding and responsibility.

Conduct education develops the ability to understand a situation, consider its effect on others and choose a response that preserves dignity, safety and trust. Everyday etiquette is one expression of this wider capability.

Purpose

To advance a culture of respect by helping people understand how thoughtful behaviour can transform the way we live, learn, work and connect.

Mission

To equip people and institutions with practical, culturally aware conduct education that builds confidence, strengthens relationships and encourages consideration in every interaction.

Vision

A world in which respect and consideration guide how people interact across cultures, communities and borders.

Principles that guide the framework

Dignity

Value every person. Respect includes consent, boundaries, appropriate refusal and constructive challenge.

Context

Explain why conduct matters and distinguish shared principles from customs that vary by setting.

Inclusion

Provide accessible ways to learn and demonstrate competence across languages, abilities and identities.

Cultural awareness

Approach difference with curiosity and humility; recognise variation within every community.

Development

Match expectations to readiness, independence and responsibility, with opportunities to practise and improve.

Application

Connect understanding with observable action, reflection and use in everyday situations.

Eight domains of conduct

The domains work together. Programmes select relevant contexts and outcomes while maintaining the common principles of dignity, inclusion and informed choice.

Domain	Competency and scope
Selfhood	Develops self-awareness, personal care, emotional regulation, preparation and reliable habits. Recognises how personal choices affect shared experiences.
Communication	Listens, speaks, writes and responds with clarity and consideration. Adapts to audience and channel; handles feedback and disagreement constructively.
Consideration	Notifies others' needs, feelings, rights and perspectives. Offers help respectfully and considers the impact of actions and decisions.
Relationships	Builds trust and inclusion while respecting consent, privacy and boundaries. Recognises power differences, manages conflict and seeks appropriate support.
Digital	Uses devices, messages, platforms and emerging technologies responsibly. Protects information, checks accuracy and respects consent and confidentiality.
Community	Cares for shared spaces and resources. Participates considerably in public settings, dining, travel, hosting and group activities, with attention to accessibility.
Culture	Approaches different customs and perspectives with curiosity and humility. Checks assumptions, asks respectful questions and adapts without stereotyping.
Responsibility	Fulfils commitments and duties with integrity, fairness and accountability. Exercises ethical judgement, acknowledges mistakes and takes appropriate corrective action.

Five capabilities across every domain

Judgement: choose and explain an appropriate response.

Adaptability: adjust to context while preserving dignity and boundaries.

Reflection: examine impact, use feedback and improve.

Courage: express a need, refuse, challenge harm or seek help respectfully.

Repair: acknowledge the effect of a misstep and take corrective action.

Repair supports accountability. It does not require another person to forgive, reconcile or resume an unsafe relationship.

Application across audiences

The same eight domains apply across four audiences. Learning activities, responsibilities and evidence are adapted to the setting. Government programmes address officials and employees as learners in public service roles.

Domain	Schools	Colleges	Corporate	Government
Selfhood	Feelings, routines and readiness	Independent routines and commitments	Preparation, composure and reliability	Composure, readiness and dependable service
Communication	Listening, turn-taking and clear expression	Discussion, academic dialogue and interviews	Meetings, feedback and client communication	Clear guidance, accessible explanations and difficult conversations
Consideration	Empathy and inclusive play or learning	Peer support and awareness of different needs	Colleague and stakeholder needs	Citizen dignity and responsiveness to different needs
Relationships	Friendship, consent and safe help	Campus relationships and professional boundaries	Trust, confidentiality and workplace boundaries	Public trust, fair treatment and appropriate role boundaries
Digital	Safe sharing and online interaction	Academic integrity and responsible online presence	Digital collaboration, data and AI use	Citizen information, official channels and confidentiality
Community	Classrooms, meals and shared materials	Campus spaces, events and shared resources	Offices, travel, hosting and shared facilities	Accessible public spaces, queues, facilities and public resources
Culture	Family customs and respectful curiosity	Diverse communities and intercultural learning	Multicultural teams and international interaction	Diverse communities, language needs and contextual protocol
Responsibility	Class roles, fairness and making amends	Integrity, teamwork and community participation	Ethical decisions, follow-through and accountability	Impartial service, integrity, duties and accountability

Personal conduct and institutional conditions

Learners need settings that reinforce respectful conduct. Clear expectations, accessible facilities, supportive feedback, fair processes and safe routes for raising concerns help people apply their learning.

Development and proficiency

Learning progresses with readiness, independence and responsibility. The framework uses educational cohorts and role contexts to select appropriate outcomes; proficiency describes the evidence demonstrated by an individual.

Cohort or context	Developmental emphasis
Preparatory school • Grades 3–5	Recognise familiar choices, name feelings and practise respectful routines with support.
Middle school • Grades 6–8	Develop independence, navigate peer dynamics and explain fairness, boundaries and consequences.
Secondary school • Grades 9–10	Apply judgement to identity, digital participation, disagreement and shared responsibility.
Secondary school • Grades 11–12	Prepare for adult, academic and professional contexts with greater independence and accountability.
College learners	Manage campus life, academic integrity, collaboration, independent adulthood and career transitions.
Corporate learners	Apply conduct to team, managerial, client-facing and leadership responsibilities.
Government learners	Apply conduct to citizen-facing, administrative, supervisory and public leadership responsibilities.

Four proficiency levels

Level	Observable capability
Recognise	Identifies respectful and harmful conduct; explains basic reasons, effects and options.
Apply	Uses the competency independently and consistently in familiar situations.
Adapt	Adjusts thoughtfully in unfamiliar, complex, culturally diverse or emotionally demanding situations.
Influence	Models respectful conduct, supports others and improves group practices or institutional conditions.

All four proficiency levels can occur within each audience. Grade, age, job title and seniority do not by themselves establish proficiency. A learner may demonstrate different levels in different domains.

School programme coverage begins at Grade 3. Learning tasks are adjusted for language, accessibility, prior opportunity and learner readiness.

How learning is delivered

Each programme follows a practical learning cycle that connects understanding with action and reflection.

Step	Learning experience
Introduce	Establish the principle, context and reason the competency matters.
Demonstrate	Show realistic examples, alternatives and the effect of different responses.
Practise	Use guided discussion, role-play, rehearsal or a structured task, with feedback.
Apply	Use the competency in a relevant everyday, campus, workplace or public service setting.
Reflect	Consider impact, discuss feedback and identify an improvement or repair.
Assess	Gather evidence against clear criteria and identify the next learning step.

Delivery by audience

Schools: stories, demonstrations, classroom routines, cooperative activities, age-appropriate scenarios and home or community application.

Colleges: discussion, case analysis, peer collaboration, campus projects, interviews, presentations and internship-related tasks.

Corporate: workplace cases, communication practice, team activities, client simulations, coaching and application to role responsibilities.

Government: citizen-service scenarios, accessible communication practice, case discussions, confidentiality decisions and service-improvement activities.

Every learning unit includes

A clear competency and observable outcome; the reason it matters; relevant contexts and conventions; accessible examples; guided practice; an application task; reflection and repair; assessment criteria; and a prompt for transfer to another setting.

Everyday reinforcement

Educators, facilitators, managers and supervisors model the conduct being taught. Predictable routines, brief feedback and opportunities to try again help learners make respectful choices with increasing independence.

Assessment and outcomes

Assessment examines understanding, judgement and demonstrated action. Criteria are shared in advance and connected to the selected domain, context and proficiency level.

Evidence dimension	What it establishes	Examples
Knowledge	Understands principles, conventions, risks and alternatives.	Explanation, quiz or concept map
Judgement	Selects and justifies a response appropriate to the situation.	Scenario, case discussion or decision task
Demonstration	Performs a competency in a simulated or authentic setting.	Role-play, performance task or observation
Reflection and repair	Recognises impact, responds to feedback and improves.	Reflection, revised attempt or corrective action
Transfer	Applies learning beyond the original activity.	Applied project or follow-up observation

Fair and accessible assessment

Assess dignity, clarity, judgement and impact rather than accent, wealth, appearance, possessions or conformity to one cultural style. Provide alternatives to eye contact, touch, spoken performance and other behaviours where accessibility, personal boundaries or cultural context require them.

Use multiple evidence points for proficiency decisions. Offer appropriate language support and reasonable adjustments, protect learner information and provide a clear process for clarification or appeal.

Reporting outcomes accurately

Reports distinguish knowledge and scenario judgement, performance in simulation, application in a real setting and evidence of sustained use over time. A single quiz or role-play establishes only the evidence it directly measures.

Confidence ratings and learner feedback can supplement assessment. Claims about changes in behaviour are supported by suitable observation, follow-up or other documented evidence.

Recognition of learning

Participation records acknowledge engagement; completion records confirm programme requirements were met; proficiency recognition identifies the competencies and level demonstrated. Facilitator recognition addresses the separate requirements of inclusive delivery and assessment.

ICER recognition describes learning within the relevant programme. It does not confer statutory professional status or replace regulated qualifications.

Programme quality and public value

A common framework, context-specific programmes

The framework supports school learning programmes, college and career-readiness programmes, corporate learning and government conduct education. Domain outcomes are selected and extended to match the responsibilities of the learners and their institutions.

The Global Etiquette Olympiad provides a school-based route to engagement and assessment of knowledge and scenario judgement. Applied learning programmes add practice, observation, reflection and transfer tasks appropriate to their intended outcomes.

Safeguarding, inclusion and boundaries

Learning environments protect dignity and personal safety. Activities do not require personal disclosures, forced touch, eye contact, forgiveness or reconciliation. Learners can seek help, express concerns and use alternative ways to participate.

Facilitators distinguish contextual conventions from ethical duties, safety requirements and applicable institutional rules. Conduct education supports responsible action alongside safeguarding, accessibility and professional standards.

Consistent delivery and evidence

Programme materials connect outcomes, activities and assessment criteria. Facilitators use shared rubrics, relevant examples and appropriate moderation to support consistent decisions. Learning evidence is collected and handled with attention to consent, confidentiality and data minimisation.

Institutional implementation connects learner development with clear service expectations, supportive leadership and accessible processes. Feedback informs improvements to learning experiences and the conditions in which conduct is practised.

The contribution of conduct education

Across education, work and public service, the framework helps people communicate clearly, recognise different needs, respect boundaries, navigate cultural differences and act with responsibility. Its shared language enables institutions to connect everyday interactions with dignity, inclusion and trust.

Respect in action. Confidence with consideration. Judgement across contexts.