

Dorset Primary School 5132

CODE OF CONDUCT POLICY

PURPOSE

The Code of Conduct codifies what is already common practice within the teaching profession. Its purpose is to:

- Promote adherence to the values teachers see as underpinning their profession
- Provide a set of principles which will guide teachers in their everyday conduct and assist them to solve ethical dilemmas
- Affirm the public accountability of the teaching profession
- Promote public confidence in the teaching profession

PROFESSIONAL CONDUCT GUIDELINES

Teachers' professional conduct is characterised by the quality of the relationships they have with their students', their students' parents' (guardians and caregivers), families and communities and their colleagues.

RELATIONSHIPS WITH STUDENTS

PRINCIPLE 1.1: TEACHERS PROVIDE OPPORTUNITIES FOR ALL STUDENTS TO LEARN

The main focus of teaching is student learning. Teachers demonstrate their commitment to student learning by:

- Knowing their students well, respecting their individual differences and catering for their individual abilities
- Maintaining a safe and challenging learning environment
- Accepting professional responsibility for the provision of quality teaching
- Having high expectations of every student, recognising and developing each student's abilities, skills and talents
- Considering all viewpoints fairly
- Communicating well and appropriately with their students.

PRINCIPLE 1.2: TEACHERS TREAT THEIR STUDENTS WITH COURTESY AND DIGNITY

Teachers:

- Work to create an environment which promotes mutual respect
- Model and engage in respectful and impartial language
- Protect students from intimidation, embarrassment, humiliation or harm
- Enhance student autonomy and sense of self worth and encourage students to develop and reflect on their own values
- Respect a student's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate. That is:
 - If the student has consented to the information being used in a certain way
 - To prevent or lessen a serious threat to life, health, safety or welfare of a person (including the student)
 - As part of an investigation into unlawful activity
 - If the disclosure is required or mandated by law
 - To prevent a crime or enforce the law
- Refrain from discussing students' personal problems in situations where the information will not be treated confidentially
- Use consequences, commensurate with the offence when disciplining students.

PRINCIPLE 1.3: TEACHERS WORK WITHIN THE LIMITS OF THEIR PROFESSIONAL EXPERTISE

In fulfilling their role, teachers carry out a wide range of responsibilities. They support students by knowing their strengths and the limits of their professional expertise. Teachers:

- Seek to ensure that they have the physical, mental and emotional capacity to carry out their professional responsibilities
- Are aware of the role of other professionals and agencies and when students should be referred to them for assistance
- Are truthful when making statements about their qualifications and competencies.

RELATIONSHIPS WITH PARENTS (GUARDIANS, CAREGIVERS), FAMILIES AND COMMUNITIES

PRINCIPLE 1.4: TEACHERS MAINTAIN A PROFESSIONAL RELATIONSHIP WITH PARENTS (GUARDIANS AND CAREGIVERS)

Teachers should be respectful of and courteous to parents. Teachers:

- Consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student
- Communicate and consult with parents in a timely, understandable and sensitive manner
- Take appropriate action when responding to parental concerns.

PRINCIPLE 1.5: TEACHERS WORK IN COLLABORATIVE RELATIONSHIP WITH STUDENTS' FAMILIES AND COMMUNITIES

Teachers recognise that their students come from a diverse range of cultural contexts and seek to work collaboratively with students' families and communities within those contexts.

RELATIONSHIPS WITH COLLEAGUES

PRINCIPLE 1.6: COLLEGIALITY IS AN INTEGRAL PART OF THE WORK OF TEACHERS

Teachers demonstrate collegiality by:

- Treating each other with courtesy and respect
- Valuing the input of their colleagues
- Using appropriate forums for constructive debate on professional matters
- Sharing expertise and knowledge in a variety of collaborative contexts
- Respecting different approaches to teaching
- Provide support for each other, particularly those new to the profession
- Sharing information relating to the wellbeing of students
- Establishing inclusive practices across all areas of the school
- Being aware of the notion of inclusiveness relating to all members of the school community (students, parents, staff)

SECTION 2: PERSONAL CONDUCT

PRINCIPLE 2.1: THE PERSONAL CONDUCT OF A TEACHER WILL HAVE AN IMPACT ON THE PROFESSIONAL STANDING OF THAT TEACHER AND ON THE PROFESSION AS A WHOLE

Although there is no definitive boundary between the personal and professional conduct of a teacher, it is expected that teachers will:

- Be positive role models at school and in the community
- Respect the rule of law and provide a positive example in the performance of civil obligations
- Not exploit their position for personal or financial gain
- Ensure that their personal or financial interests do not interfere with the performance of their duties
- Act with discretion and maintain confidentiality when discussing workplace issues.

SECTION 3: PROFESSIONAL COMPETENCE

PRINCIPLE 3.1: TEACHERS VALUE THEIR PROFESSIONALISM, AND SET AND MAINTAIN HIGH STANDARDS OF COMPETENCE

Teachers:

- Are knowledgeable in their areas of expertise
- Are committed to pursuing their own professional learning
- Complete their duties in a responsible, thorough and timely way.

PRINCIPLE 3.2: TEACHERS ARE AWARE OF THE LEGAL REQUIREMENTS THAT PERTAIN TO THEIR PROFESSION. IN PARTICULAR, THEY ARE COGNISANT OF THEIR LEGAL RESPONSIBILITIES IN RELATION TO:

- Discrimination, harassment and vilification
- Negligence
- Mandatory reporting
- Privacy
- Occupational health and safety
- Teacher registration