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| LOGO - 2LINE-RASTER-SHADED-WELLINGTONSTAFF CODE OF ETHICS PROCEDURE**RATIONALE**The **Board** is committed to ethical conduct in all areas of the staff’s responsibilities and authority. **TEACHER AND SUPPORT STAFF CODE OF ETHICS** |
| **(NZEI)**Members of the *New Zealand Educational Institute* accept a commitment of the following ideal as embodying what is best in the profession of teaching and in education.Personal service to others through concern for and responsible pro-motion of, the education and welfare of children, students, support staff and teacher; |
| **Members accept that realisation of the goals implicit in this ideal depends upon;** |
| \* the attainment of high qualifications, expert knowledge and specialised skills;\* the continuing inquiry into and evaluation of the teaching task itself;\* a proper understanding, not only of human development, but also the values which are fundamental to worthwhile living in a multi-cultural society. |
| **In determining our conduct we should recognise;** |
| \* our obligation to advance the cause of education;\* that we should act in a manner which maintains the honour and dignity of the education service;\* that individuals can make significant contributions to the community in many varied ways;\* that we should recognise and respect the dignity and rights of all persons without prejudice to colour, race, ethnic or national origins, age, family responsibilities, sex, sexual orientation, marital status, religious or ethical belief\* that we have an obligation to assist all children to develop to their fullest extent;\* that we should respect the professional integrity of our colleagues and help them to maintain the best possible standard of professional competence;\* that we should co-operate with caregivers to promote the education and welfare of children;* that we have a responsibility for our action and judgments;
* that our obligation is to enhance the standing of the education service within the community.
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| **In carrying out our responsibilities we agree:** |
| The policy /procedural statements of the B.O.T., our school charter goals and philosophy, and the Ministry of Education requirements and ERO compliances, will form the basis of our decision making. The focus of all decisions made is the educational wellbeing of the students at this school.  |
| **A guide to ethical practices:** |
|  Members as individuals or groups will not attempt to influence the Minister, the Ministry of Education, or other government agencies, or Boards of Trustees in a manner contrary to the policies and objectives of the Institute;\* A member will not wilfully ignore a lawful resolution of the Institute,\* Members will not criticise students to those not directly concerned with their welfare or education;\* **Members will not harass, in any form, their colleagues;**\* A member shall not carry out any action that is in breach of the above sections or detrimental to the interests of the teaching profession, education service or the Institute.**Such actions shall be deemed to be unethical.**TEACHERS CODE OF ETHICS**(Education Council)**Teachers registered to practice in New Zealand are committed to the attainment of the highest standards of professional service in the promotion of learning by those they teach, mindful of the learner’s ability, cultural background, gender, age or stage of development. This complex professional task is undertaken in collaboration with colleagues, learners, parents/guardians and family/whanau, as well as with members of the wider community. **The professional interactions of teachers are governed by four fundamental principles:*** **Autonomy** to treat people with rights that are to be honoured and defended,
* **Justice** to share power and prevent the abuse of power,
* **Responsible care** to do good and minimise harm to others,
* **Truth** to be honest with others and self.

Application of the *Code of Ethics* shall take account of the requirements of the law as well as the obligation of teachers to honour the *Treaty of Waitangi* by paying particular attention to the rights and aspirations of Maori as tangata whenua. **1. COMMITMENT TO LEARNERS**The primary professional obligation of registered teachers is to those they teach. Teachers nurture the capacities of all learners to think and act with developing independence, and strive to encourage an informed appreciation of the fundamental values of a democratic society. **Teachers will strive to:**1. Develop and maintain professional relationships with learners based upon the best interests of those learners,
2. Base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach,
3. Present subject matter from an informed and balanced viewpoint,
4. Encourage learners to think critically about significant social issues,
5. Cater for the varied learning needs of diverse learners,
6. Promote the physical, emotional, social, intellectual and spiritual wellbeing of learners,
7. Protect the confidentiality of information about learners obtained in the course of professional service, consistent with legal requirements.

**2. COMMITMENT TO PARENTS/GUARDIANS AND FAMILY/WHANAU**Teachers recognise that they work in collaboration with the parents/guardians and family/whanau of learners, encouraging their active involvement in the education of their children. They acknowledge the rights of caregivers to consultation on the welfare and progress of their children and respect lawful parental authority, although professional decisions must always be weighted towards what is judged to be the best interests of learners. In relation to parents/guardians, and the family/whanau of learners, teachers will strive to:1. Involve them in decision-making about the care and education of their children,
2. Establish open, honest and respectful relationships,
3. Respect their privacy,
4. Respect their rights to information about their children, unless that is judged to be not in the best interests of the children.

**3. COMMITMENT TO SOCIETY**Teachers are vested by the public with trust and responsibility, together with an expectation that they will help prepare students for life in society in the broadest sense. In fulfilment of their obligations to society, teachers will strive to:1. Actively support policies and programmes which promote equality of opportunity for all,
2. Work collegially to develop schools and centres which model democratic ideals,
3. Teach and model those positive values which are widely accepted in society and encourage learners to apply them and critically appreciate their significance.

**4. COMMITMENT TO THE PROFESSION**In the belief that the quality of the services of the teaching profession influences the nation and its citizens, teachers shall exert every effort to maintain and raise professional standards, to promote a climate that encourages the exercise of professional judgement, and to achieve conditions which attract persons worthy of trust to careers in education. In fulfilment of their obligations to the teaching profession, teachers will strive to:1. Advance the interests of the teaching profession through responsible ethical practice,
2. Regard themselves as learners and engage in continuing professional development,
3. Be truthful when making statements about their qualifications and competencies,
4. Contribute to the development and promotion of sound educational policy,
5. Contribute to the development of an open and reflective professional culture,
6. **Treat colleagues and associates with respect, working with them co-operatively and collegially to promote students’ learning,**
7. Assist newcomers to the profession,
8. Respect confidential information on colleagues unless disclosure is required by the law or serves a compelling professional purpose,
9. Speak out if the behaviour of a colleague is seriously in breach of the *Code.*

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**Review Responsibility: *BOT Chairperson,Deputy Chairperson, Staff Rep. DP & Principal***

**Date Confirmed: 14 February 2017**

**Board Chairperson: …………………………………………………………**