



Code of Ethics for Teachers

Teachers play a crucial role in the life of the College community. Their conduct contributes significantly to the effectiveness of the College in its mission to provide a **good education as well as an education for good**. Together in this Christian learning community, teachers witness to Christ through their own continual learning, teamwork, excellent teaching, ethical behaviour and faithful, just service. The code provides specific guidelines for teachers in their daily operation and professional growth. It is based upon the professional standards adopted by the Queensland College of Teachers (QCT), the Six Attributes of Lifelong Learning which underpin all aspects of teaching and learning at the College and updated to include the Australian Institute for Teaching and School Leadership (AITSL) professional standards.

Please note that this Code articulates a set of basic standards for teachers at St Andrews. Teacher-leader qualities are defined in the document, *Teachers as Leaders Framework*. This document is the reference for teacher performance evaluation and is the basis for Teacher Annual Reviews.

Inner Learning

In relation to themselves and their own development teachers are expected to:

- Critically reflect upon own performance, recognize strengths and address areas for growth (ST 5 QCT);
- Engage actively in purposeful professional learning (AITSL ST6);
- Articulate, model and encourage others (staff, students and parents) to uphold the values underpinning the school's mission;
- Demonstrate Gospel principles and Christian qualities such as forgiveness, reconciliation, trustworthiness, service;
- Undertake theological study/accreditation processes as required by Lutheran Education Australia;
- Establish and maintain professional relationships with networks of teachers and other agencies beyond the school (AITSL ST7);
- Maintain Teacher Registration, including the requirement for 20 hours of documented professional learning per year.

Collaborative Learning:

In relation to all members of the College community (staff, students and parents) teachers are expected to:

- Model and teach the values of mutual respect; honesty; concern for individuals other than self; service; rights balanced with responsibilities;
- Establish relationships based on courtesy, mutual trust and open communication;
- Resolve conflict using the principles articulated in Matthew 18 and the College's Restorative Practices policies and procedures;
- Treat all people with dignity and unconditional respect. Behave with equity regardless of race, ethnicity, gender, sexual preference, academic ability, religious persuasion;
- Abide by the College's Child Protection, Valuing Safe Communities, Sexual Abuse and Workplace Health and Safety policies.



In relation to other staff, teachers are expected to:

- Work harmoniously with other staff as effective team-members in the pursuit of shared goals (ST 3 QCT);
- Assist colleagues and especially newcomers to the profession;
- Comply with the lawful and proper directions of those in authority.

In relation to students, teachers are expected to:

- Assist students to learn principles of effective teamwork;
- Manage student behaviour appropriately to provide a safe and supportive environment that promotes the spiritual, physical, emotional, social and intellectual well-being of all students (AITSL ST4);
- Follow the College's Behaviour Management Policies.

In relation to parents/guardians teachers are expected to:

- Respect parents' rights of inquiry, consultation and information with regard to their children;
- Encourage partnership with parents through regular contact, courtesy and openness (AITSL ST7).

Community Contribution

In relation to the College and the College community teachers are expected to:

- Cooperate actively in the development of the College as a Christian community (eg at a basic level through attendance at devotions/Chapel);
- Help to foster an effective learning community that includes staff, parents and students;
- Act in accordance with both the spirit and letter of school policies;
- In spiritual/worship matters respect the authority of the Chaplains and the Principal;
- Participate in at least one aspect of the co-curricular program of the College;
- Avoid activity which could result in a conflict of interest arising between personal benefit for the teacher and the teacher's professional duties;
- Avoid other paid employment without first obtaining the permission of the Head of College;
- Promote the College positively when speaking with parents, visitors or people in the outside community;
- Help to create a sense of community identity and pride;
- Observe contractual commitments.

In relation to the wider community teachers are expected to:

- Act in a manner consistent with professional ethics (ST 5 QCT) and the Christian ethos of the College;
- Encourage students to be socially-just and self-sacrificial citizens of the local and global community (ST 5 QCT);
- Promote cooperation among all agencies and professionals working in the best interests of students and families;
- Act within the educational and wider community in a way which enhances the status of the profession.

Complex/Creative Thinking

In relation to teaching and learning teachers are expected to:

- Demonstrate sound professional and disciplinary knowledge (AITSL ST2);
- Draw on this knowledge to design curriculum and plan for learning outcomes (AITSL ST1);
- Effectively apply a range of assessment and reporting techniques according to College guidelines (AITSL ST5);
- Base teaching on effective principles of teaching and learning (pedagogy) (AITSL ST2);
- In year levels implementing the International Baccalaureate, abide by the policies and requirements of the IB.
- Appreciate diversity and create supportive, flexible, innovative and intellectually challenging learning environments to engage all learners (AITSL ST4);
- Promote students' higher order and critical thinking skills.

Effective Communication

In relation to written and spoken communication teachers are expected to:

- Abide by the College's privacy policy, treating information with the appropriate level of confidentiality or, when lawful, disclosure;
- Display a high level of personal oral and written English language proficiency (ST 2 QCT);
- Ensure all written communication to parents or the wider community follows rules of correct English usage;
- Ensure all written and spoken communication uses appropriate language and is in good taste;
- Document lesson plans and work programs as required (AITSL ST3)
- Keep appropriate records of students' learning and assessment (AITSL ST5);
- Contribute to students' language, literacy and numeracy development appropriate to role (ST 2 QCT);
- Exhibit intercultural communication skills and awareness (ST 2 QCT);
- Demonstrate effective use of Information and Communication Technologies (ST 2 QCT);
- Use ICT according to the College's Internet and ICT Usage Policy.

Quality Production:

In relation to professional standards and service teachers are expected to:

- Maintain a focus on students' learning as the primary goal of the teacher;
- Personally model and encourage students to strive for excellence;
- Exercise high standards of duty of care;
- Comply with College documentary requirements;
- Demonstrate respect for property and equipment;
- Observe necessary deadlines and budgetary guidelines;
- Show appropriate levels of organization.

APPENDIX: BUILDING A SAFE AND CARING COMMUNITY

Staff Code of Ethics for Safe and Professional Relationships

Lutheran schools seek to ensure that each member of the school community (students, employees, parents, volunteers, independent contractors, agents and work experience personnel) enjoys a safe, healthy and respectful workplace.

The LEA *Code of Ethics for Safe and Professional Relationships* provides a clear statement of principles and expectations for behaviour based on the values that Lutheran schools adhere to and promote. It makes explicit the practices that are needed to build school communities that are safe for all and are characterised by the highest level of ethical and professional behaviour.

Love

In response to God's love for us, we demonstrate the same kind of love for others.

Therefore we:

- uphold and promote the Lutheran Christian ethos, both in and beyond the school;
- demonstrate grace, forgiveness, and compassion in our relationships with others, particularly in critical areas school life, such as pastoral care, behaviour management, resolution of conflict and management of complaints;
- are courteous, caring, kind and respectful in our words and actions, both at school and at school functions;
- develop positive relationships with families, based on mutual trust and open communication;
- do not engage in sexual behaviour or sexual relationships with students;
- take reasonable care to establish and maintain a working environment that minimises the risk of physical, mental and emotional harm to ourselves and others;
- are vigilant in fulfilling duty of care responsibilities.

Justice

Through genuine concern and through developing a conscience for the rights and well being of others, we act with fairness and consistency and respond to injustice with courage and integrity.

Therefore we:

- respect and value the uniqueness of each person ;are fair, consistent and just in our dealings with all students, parents and caregivers, colleagues and members of the wider school community;
- maintain sensitive information with appropriate confidentiality and therefore refrain from discussing school issues or others' personal or professional problems in situations where the information may not be treated confidentially;
- are aware of and fulfil the ethical, moral and legal responsibilities relevant to our position;
- are truthful when making statements about our qualifications and competencies.

Compassion

We are open and responsive to the needs and concerns of others, and exercise the ability to reach out to and actively care for them.

Therefore we:

- take notice of others' reactions to our actions, tone of voice and manner;
- raise any concerns, issues, problems with the appropriate level of school management as soon as possible;

- ensure all allegations and suspicions of abuse to young people are recorded and acted upon;
- ensure that our personal behaviour does not contribute to inappropriate conduct by others;
- ensure that any physical contact with a child is in response to the situation, the needs and wishes of that child, non-secretive and appropriate for the child's age, health and developmental stage;
- are cautious, sensitive and respectful about making personal comments and asking personal questions when caring for students;
- recognise that social relations between staff and students can be problematic.

Forgiveness

We pardon the wrongs others have done to us, seek pardon for the wrongs we have done to others and in doing so, focus on making a new start.

Therefore we:

- deal proactively, openly and decisively with dysfunctional relationships and see them as opportunities for God to transform and heal;
- accept our obligations to put damaged relationships right;
- understand that genuine forgiveness can be a difficult process, but that it is a biblical imperative, made possible in the lives of people through the grace of God;
- accept that at times our actions lead to consequences (including disciplinary action) and that these are not incompatible with forgiveness.

Service

We give our love, time, energy, gifts in response to the needs of others and to make a difference in their lives, without expecting recognition or reward

Therefore we:

- put the needs of others ahead of our personal agendas;
- do not seek recognition at the expense of professional objectivity;
- consult with parents and caregivers when making decisions which have an impact on the education or wellbeing of a student;
- respond to others' concerns in a timely and appropriate manner;
- do not exploit our position for personal or financial gain;
- ensure that personal or financial interests do not interfere with the performance of our duties.

Humility

We recognise and value the gifts and abilities of others equally to our own and therefore respect and learn from their experience.

Therefore we:

- acknowledge and support the personal strengths, professional experience and diversity which colleagues bring to the school community;
- consider other viewpoints fairly;
- demonstrate the ability and willingness to work effectively in teams;
- build collaborative relationships based on trust, respect, honesty and diplomacy;
- make every effort to use constructive methods to manage conflict and differences of opinion in a spirit of collegiality, without blame and with respect for different opinions, strategies, practices and viewpoints;
- give respectful feedback and accept feedback;
- are aware of the role of other professionals, services and agencies that can assist us support students and their families, and know when to refer on.

Courage

We have the strength of heart and firmness of spirit to stand up for what is right and 'have a go' despite difficulties, uncertainty and setbacks.

Therefore we:

- use constructive action and appropriate forums to debate issues and to bring about change;
- challenge negative interpersonal behaviours when we observe them and use appropriate processes to deal with them;
- protect students from intimidation, humiliation and harm;
- seek advice, support and assistance when we are facing personal challenges.

Hope

We place our trust and faith in God's provision of the things we need to handle all kinds of situations and events, and look forward with trust and confidence.

Therefore we:

- appreciate that all interactions are opportunities for the Holy Spirit to work;
- actively seek to develop our personal resilience;
- are realistically aware of our personal gifts and talents.

Quality

In every task, every relationship, every interaction we strive always to use our gifts, abilities, skills and talents to bring about the best outcome.

Therefore we:

- create and maintain safe, healthy environments which enable learning, development, engagement, initiative, self-worth and resilience;
- are committed to, and model, highly professional conduct and best practice;
- conduct ourselves in a manner that is consistent with the responsibility to be a positive role model to children and as a representative of our school;
- present the school in a positive light to the community.

Appreciation

We recognise and value highly the gifts and blessings given to us and surrounding us.

Therefore we:

- recognise and value the gifts and talents of others;
- celebrate the positive aspects of our work environment;
- provide support for one another;
- value and care for school property and other physical assets.

Source: *Valuing Safe Communities*, Lutheran Education Australia, November 2008