

# Faculty of Education Code of Conduct

---

The Code of Conduct has been developed by the Faculty of Education Professional Experience Centre. It identifies a set of principles, which describe the professional conduct, personal conduct expected of a teacher by their peers and the community.

It is based on the values set out in the accompanying Code of Ethics – integrity, respect and responsibility – and draws on the Australian Professional Standards for Teachers (2018) as well as codes of conduct for teachers and early childhood teachers across Australia and by other registration and education authorities.

The Code of Conduct applies to all pre-service teachers admitted to a Southern Cross University Faculty of Education Course. All pre-service teachers need to read and abide by the Code of Conduct in their interactions with Faculty of Education (FoE) staff and during professional experiences conducted in the community most often in schools and centres.

## **PURPOSE**

The Code of Conduct provides a set of principles expected by teachers and pre-service teachers working within the profession. The purpose of this Code of Conduct is to:

- promote the values underpinned by the teaching profession;
- provide a set of principles to guide pre-service teachers in their everyday conduct and assist them to behave ethically;
- promote public confidence in the teaching profession and SCU's future teachers;
- prepare pre-service teachers for the requirements of the profession.

## PROFESSIONAL CONDUCT

Preservice teachers' professionalism and suitability to the profession is characterised by the quality of their personal presentation, behavior, conduct and the relationships they have with their learners, their colleagues and the parents / carers of their learners, families and their communities.

### PRINCIPLE 1: PERSONAL CONDUCT

**THE PERSONAL CONDUCT OF A PRE-SERVICE TEACHER IMPACTS ON THE WAY THE PRE-SERVICE TEACHER WILL BE ACCEPTED INTO THE PROFESSION FOR PROFESSIONAL EXPERIENCE AND UPON GRADUATION. A PRE-SERVICE TEACHER CAN MAINTAIN PROFESSIONAL CONDUCT BY:**

- being respectful to all FoE staff including the Professional Experience Centre staff
- adhering to the guidelines and regulations of the professional experience placement and the process
- ensuring all Working with Children Check for the relevant State and Territory are valid at all times
- preparing all emails and communication in a professional manner without spelling or grammatical errors
- using language as appropriate to the profession of teaching
- dressing in a professional manner that is appropriate to the profession during professional experience
- placing all social media settings on private and not communicating about colleagues, the school, the learners, their families or the community on social media
- being a positive role model in education settings and in the community;
- respecting the legalities of working with children and young people in schools and centres
- acting with discretion and maintaining confidentiality when discussing workplace issues and learner development
- being responsive to all staff in schools and centres before, during and after professional experience
- being responsible for ensuring your capacity to perform your duties is not impaired by the use of alcohol or drugs, and that the use of such substances does not put at risk you or any other person's health and safety

### PRINCIPLE 2: RELATIONSHIPS WITH COLLEAGUES

**COLLEGIALITY IS AN INTEGRAL PART OF THE WORK OF TEACHERS. PRESERVICE TEACHERS WILL DEMONSTRATE COLLEGIALITY BY:**

- listening to the advice provided by mentor teachers and acting upon this advice
- being respectful of the feedback provided by mentor teacher
- 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
- providing support for each other, particularly those new to the profession
- sharing information relating to the wellbeing of learners.

## **PRINCIPLE 3: RELATIONSHIPS WITH LEARNERS**

### **PRE-SERVICE TEACHERS PROVIDE OPPORTUNITIES FOR ALL LEARNERS TO LEARN BY:**

- getting to know students and how they learn
- maintaining a safe learning environment where all learners are valued
- having high expectations for all
- being respectful of all cultures, backgrounds and religions
- communicating appropriately to learners at all times
- being respectful of all viewpoints
- maintaining confidentiality about all learners matters
- enacting all school and centre policies as appropriate for the context
- treating all learners with respect and dignity
- listening to mentor teachers about the needs of all learners
- maintaining the learners well-being, welfare and safety at all times

### **PRE-SERVICE TEACHERS MAINTAIN A PROFESSIONAL RELATIONSHIP WITH LEARNERS BY:**

- avoiding being on social media with learners
- avoiding being alone in a classroom or room
- speaking respectfully at all times
- using language that is appropriate for the teaching profession
- avoiding text messages or personal contact after hours that are not organised by the school or centre
- avoiding social interaction with learners outside school hours that has not been organised by the school or centre
- accepting personal gifts and funding from learners or their parents/carers
- not attending school under the influences of alcohol, illegal drugs or non-prescribed and/or restricted substances

## **PRINCIPLE 4: RELATIONSHIPS WITH PARENTS AND CARERS, FAMILIES AND COMMUNITIES**

### **PRE-SERVICE TEACHERS MAINTAIN A PROFESSIONAL RELATIONSHIP WITH PARENTS/ CARERS BY:**

- consulting with the mentor teacher before communicating with parents/carers
- considering parents/carers' perspectives when making decisions which have an impact on the education or wellbeing of the learner
- communicating and consulting with parents/carers in a timely, understandable and sensitive manner
- taking appropriate action when responding to parental concerns
- recognising their learners come from a diverse range of cultural contexts, and seek to work collaboratively and appropriately with learners' families and communities within those contexts.

## **PRINCIPLE 5: PROFESSIONAL COMPETENCE**

**PRE-SERVICE TEACHERS VALUE THEIR PROFESSIONALISM, AND SET AND MAINTAIN HIGH STANDARDS OF COMPETENCE BY:**

- listening to mentor teachers and taking on board feedback
- being knowledgeable in their areas of expertise through research, reading and learning at university
- committing to pursuing their own professional learning
- completing their duties in a responsible, thorough and timely way
- attending all staff meeting and related professional meetings
- respect child protection laws and responsibilities

## **PRINCIPLE 6: LEGAL REQUIREMENTS**

**PRE-SERVICE TEACHERS ARE AWARE OF THE LEGAL REQUIREMENTS THAT PERTAIN TO THEIR PROFESSION. IN PARTICULAR, THEY ARE COGNISANT OF THEIR LEGAL RESPONSIBILITIES IN RELATION TO:**

- mandatory checks
- anaphylaxis training
- discrimination, harassment and vilification
- racism
- negligence
- mandatory reporting
- social media
- privacy
- occupational health and safety
- teacher registration.

# Southern Cross University

## Faculty of Education

### Code of Ethics

As teachers, we use our expert knowledge to provide experiences that inspire and facilitate the learning of those we teach.

We are a significant force in developing a knowledgeable, creative, productive and democratic society. The values that underpin our profession are integrity, respect and responsibility.

We hold a unique position of trust and influence, which we recognise in our relationships with learners, parents / carers, colleagues and the community.

#### **We demonstrate our integrity by:**

- acting in the best interest of learners
- maintaining a professional relationship with learners, parents / carers, colleagues and the community
- behaving in ways that respect and advance the profession.

#### **We demonstrate our respect by:**

- acting with care and compassion
- treating learners fairly and impartially
- holding our colleagues in high regard
- acknowledging parents and carers as partners in the education of their children.

#### **We demonstrate our responsibility by:**

- providing quality teaching
- maintaining and developing our professional practice
- working cooperatively with colleagues in the best interest of our learners.

#### **The purpose of this code is to:**

- state the value that guides our practice and conduct
- enable us as a profession to affirm our public accountability
- promote public confidence in our profession.

The Code sets out the ideals to which we as pre-service teachers agree to uphold.