

Federation code of conduct



EIFEA.org

What the federation code is all about:

The federation code of conduct is all about guiding and steering educators, schools and colleges on the correct educational path.

What is expected from educators in terms of conduct?

Educators are expected to uphold the quality of excellence in education and teaching, to use professional methods and procedures to address issues of misbehavior or misconduct.

The Educator and the Federation:

1. Make every effort to familiarize him/herself and his/her colleagues with the provisions of the code.
2. Complies with the provisions of the code.
3. Discloses all relevant information to the Federation.
4. Informs Federation and /or relevant authorities of alleged or apparent breaches of the code within his/her knowledge
5. Co-operates with the federation to the best of his or her ability.
6. Accept and complies with the procedures and requirements of the FEDERATION

Educators conduct towards students

The teacher should teach in a way that does not come across as prejudice to students or their religion or race, color, sex, physical characteristics.

The Educator is responsible for implementing educational programs which are suited to all students' educational needs, and evaluating progress of pupils.

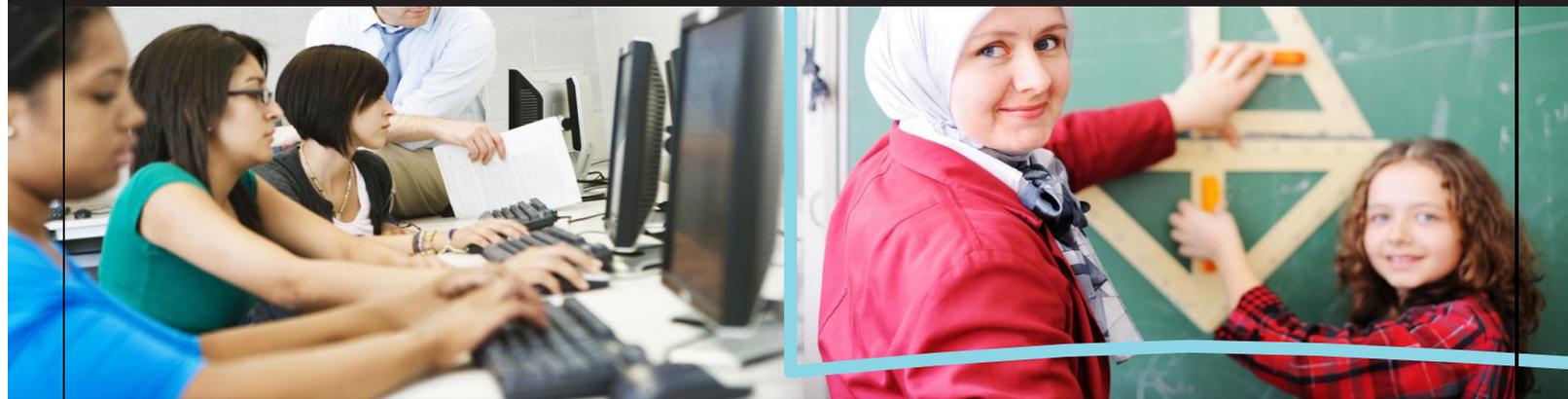
The teacher treats pupils with dignity and respect and is considerate of their circumstances.

The teacher may not divulge information received in confidence.

Professionalism and integrity

- 1.1 Teachers should be fair ,caring, dedicated to students placed in their care
- 1.2 Teachers should thrive to bring out the best in all students assigned to them.
- 1.3 Educators must comply with policies in terms of uplifting and remaining within Education educator's guidelines of educating students to the best of their ability.
- 1.4 Avoid conflict of personal and private interests and professional work.
- 1.5 Maintain mutual respect (student and teacher relations), teachers must act out of honesty and integrity at all times.
- 1.6 Teachers must conduct themselves in a professional manner at all times and uphold the standing profession.
- 1.7 Respect the dignity, beliefs and constitutional rights of learners.
- 1.8 Acknowledges the uniqueness, individuality and specific needs of each learner.
- 1.9 Refrain from any improper physical contact with learners.
- 1.10 Exercise authority with compassion.
- 1.11 Promote gender equality.

Professional Code of Ethics



Understanding the Federation's Policy on Sexual Harassment and Misconduct:

It is becoming more and more important that all teachers are aware of the policies on student/teacher relationships in school. **Under no circumstances is a teacher to have a romantic or sexual relationship with a student.** A general review on the "Policy Guidelines and Regulations on Sexual Misconduct and Harassment in most Africa Educational Institutions" states as follows:

- **Sexual misconduct** is defined as "any kind of sexual contact with students, whether both parties are consenting or not. This could be physical, verbal or non-verbal, and includes flirting, kissing and touching in a sexual way. Such misconduct also includes consensual sexual intercourse." [This means that all forms of sexual interactions between a Teacher and a student are professional misconduct, even if the student agrees to participate or says "yes".]
- **Sexual Harassment** refers to "unwanted", non-consensual sexual behavior, where one party is imposing sexual behavior on another unwilling party. It includes physical, non-physical and verbal harassment. All sexual advances of any kind that take place without consent, including cases where either party has been blackmailed, bribed or coerced into engaging into sexual behavior, will be deemed as sexual harassment." [This means that any advances towards a student are not allowed]

including whistling, touching, flirting, pinching, insulting, propositions, sexual requests or demands. Male teachers should not touch female students

- The federation maintains that: **No form of sexual contact shall take place between the student in the school system and any other person, be they any other student, Teacher, member of the staff or member of the public from outside the educational system, whether it will be deemed as sexual misconduct.**
- [This means that no student in the school system should have sexual relationships or contact with any other person.]
- Most African Laws state that it is unlawful to have sexual relations with any young girl under the age of 16. Breaking this law can result in a criminal charge. As a Teacher, you are expected to help uphold this law by reporting (With consent of the student’s parents) any known cases of female students under the age of 16 who are sexually active.

Dressing Professionally

Teachers and heads, in order to maintain respect and authority in the school and the community, must dress appropriately for school. “Uniform” and dress appropriately. School is not the place to display new fashions. Teachers should dress professionally at all times. Schools are encouraged to have a meeting with students, parents and teachers to discuss and create school rules and dress codes for teachers as well as students. This is a general guideline for dress at school:

Appropriate Dress Code:

- Clean and tidy clothing
- Long trousers and long dresses/skirts
- Hair ties and traditional men’s hats
- Canvas or leather shoes or sandals
- Shirts with buttons and/or plain T-shirts
- Modest amounts of jewelry, either traditional or western
- Simple jeans (without design)
- Conservative clothing (loose fitting)

Inappropriate Dress Code:

- Dirty or torn clothing
- Short trousers or short dresses
- Caps, hats, or visors
- Slippers
- T-shirt with slogans
- Too much jewelry
- Jeans with designs
- Provocative clothing

Appeal against the decision of the Federation

- 1) Any educator who is found guilty of breach of the code of conduct may appeal to the federation against the recommended findings or sanction of the disciplinary committee or against both.
- 2) The appeal must be lodged with the chief Executive officer, within (5) five days after the federation has informed the accused of its decision or sanction.
- 3) The CEO must appoint an appeals committee of at least 3 independent persons selected from a list of panelists approved by the federation to hear the appeal.
- 4) A person hearing an appeal must not have been a member of the investigation panel or disciplinary panel, which dealt with the matter.
- 5) Persons appointed to the appeals committee should not be members of the disciplinary committee or federation.

6) The appeal should be based on the record of the proceeding of the disciplinary panel. In exceptional cases, the appeals committee may hear new evidence in relation to the appeal but only where such evidence was not reasonably available at the time of the disciplinary hearing may have had a material impact on the outcome of the discipline of the disciplinary hearing.

Discipline towards students:

- 1 Teachers can mean business without being mean.
- 2 Be tough but fair.
- 3 School control begins in the classroom.
- 4 Forcing compliance is not always required to be in charge.
- 5 Contact parents before something negative happens.
- 6 Respect all students.
- 7 Be assertive.
- 8 Allow the student to help make the rules.
- 9 Teach the rules and review.
- 10 Teach procedures the first day of school.
- 11 Tough love teaches a lesson.
- 12 Make each child feel loved and secured.
- 13 Teach procedures, practice them, and review them.
- 14 Set limits.
- 15 Don't major in minors.
- 16 Manage your consequence and be consistent.
- 17 Don't take students misbehavior personally.
- 18 Avoid power struggles, arguments, and negotiating.
- 19 Don't accept anything but the student's best.
- 20 Explain it if you accept it.

The Code of Conduct has been developed for and by the **EIFEA Advisory Desk for professional teaching & Learning** it identifies a set of principles, which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues 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 EIFEA Professional Standards for Teachers as well as codes of conduct for teachers and early childhood teachers developed by other registration and education authorities. The Code of Conduct applies to all teachers and early childhood teachers registered with the EIFEA.

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 to 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.

The Code of Conduct is not a disciplinary tool, nor will it cover every situation. There may be policies or procedures set down by a sector or education setting in which a teacher works, or there may be specific issues covered by an industrial agreement or award.



Section 1

Professional conduct

Teacher's professional conduct is characterized by the quality of the relationships they have with their learners, the parents / guardians of their learners, and families, communities and their colleagues.

Relationships with Learners

Principle 1.1 Teachers Provide Opportunities for All Learners to Learn

The main focus of teaching is the learning of those being taught. Teachers demonstrate their commitment to learning by knowing their learners well, respecting individual differences and catering for individual abilities maintaining a safe and challenging learning environment accepting professional responsibility for the provision of quality teaching having high expectations of every learner, and recognizing and developing individual's abilities, skills and talents considering all viewpoints fairly communicating well and appropriately with their learners.

Teachers

Principle 1.2 Teachers Treat Their Learners with Courtesy and Dignity

- Work to create an environment which promotes mutual respect
- Model and engage in respectful and impartial language
- Protect the learners from intimidation, embarrassment, humiliation or harm enhance learner autonomy and sense of self worth, and encourage learners to develop and reflect on their own values.
- Respect a learner's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate;

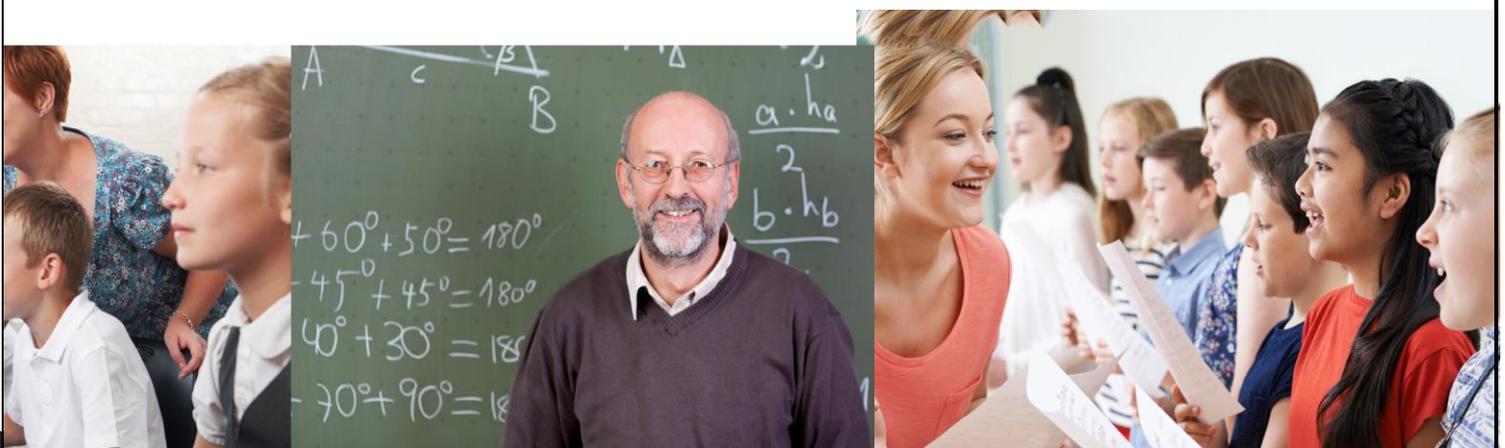
That is

- if the learner 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 learner) 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 learners' personal problems in situations where the information will not be treated confidentially use consequences commensurate with the offence when disciplining learners.

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 learners by knowing their strengths and the limits of their professional expertise.

Teachers seek to ensure they have the physical, mental and emotional capacity to carry out their professional responsibilities are aware of the role of other professionals and agencies as well as when learners should be referred to them for assistance are truthful when making statements about their qualifications and competencies.





Principle 1.4 Teachers Maintain Objectivity in Their Relationships with Learners

In their professional role, teachers do not behave as a friend or parent.

They interact with learners without displaying bias or preference make decisions in learners’ best interests do not draw learners into their personal agendas do not seek recognition at the expense of professional objectivity and goals.

Principle 1.5 Teachers Are Always In A Professional Relationship with Their Learners, Whether At the Education Setting Where They Teach or Not

Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognize there are limits or boundaries to their relationships with learners. The following examples outline some of those limits.

A professional relationship will be violated if a teacher

- has a sexual relationship with a learner
- uses sexual innuendo or inappropriate language and / or material with learners
- touches a learner without a valid reason
- holds conversations of a personal nature or has contact with a learner via written/electronic means (including email, letters, telephone, text messages or chat lines) without a valid context
- accepts gifts, which could be reasonably perceived as being used to influence them, from learners or their parents/guardians.

A professional relationship may be compromised if a teacher.

- attends parties or socializes with learners
- invites a learner or learners back to their home, particularly if no-one else is present.

RELATIONSHIPS WITH PARENTS / GUARDIANS, FAMILIES AND COMMUNITIES

PRINCIPLE 1.6 Teachers Maintain a Professional Relationship with Parents/Guardians

Teachers should be respectful of, and courteous to, parents and guardians.

Teachers

- consider parents/guardians perspectives when making decisions which have an impact on the education or wellbeing of a learner
- communicate and consult with parents / guardians in a timely, understandable and sensitive manner
- take appropriate action when responding to parental concerns.

PRINCIPLE 1.7 Teachers Working Collaborative Relationships with Learners' Families and Communities
Teachers recognize their learners come from a diverse range of cultural contexts, and seek to work collaboratively with learners' families and communities within those contexts.

RELATIONSHIPS WITH COLLEAGUES

PRINCIPLE 1.8 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
- providing support for each other, particularly those new to the profession
- sharing information relating to the well being of learners.

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 AWHOLE

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 in education settings 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 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.



EIFEA TEACHING PROFESSION 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 is **integrity, respect and responsibility**.

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

WE DEMONSTRATE OUR INTEGRITY BY

- acting in the best interest of learners
- maintaining a professional relationship with learners, parents, 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 guardians 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 aspire.