

REGULATIONS FOR THE PROFESSIONAL CONDUCT OF TEACHERS

1. TEACHING

Teaching is admittedly difficult to define precisely or to assess accurately. It is commonly considered to include a person's knowledge of the major field of study, awareness of developments in it, skill in communicating to students and in arousing their interest, ability to stimulate them to think critically, to have them appreciate the inter-relationship of fields of knowledge, and to be concerned with applications of knowledge to vital human problems.

(1) Scholarship, Research or Other Creative Work

A faculty member's scholarship, research and other creative work should make contribution to the particular field of interest and serve as an indication of professional competence. The result of this kind of activity normally finds expression in publication or other media appropriate to the field and where appropriate, should be reflected in teaching. In no case, however, should a person's productive effort be measured by mere quantity.

(2) Service

This term refers specifically to service to the University community, as in committee assignments, and to public service. It also has reference to service to ones' profession, usually identified by time and effort given to professional organizations, whether of state, regional, national or international character. An outstanding service record should be a positive factor in making an evaluation, but the lack of such a record should not be regarded as sufficient cause for denying an appointment or promotion.

(3) Personal Characteristics

This category may be considered to include all traits which contribute to an individual's effectiveness as a teacher, as a leader in a professional area, and as a human being. Of primary concern here are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There

must also be a sufficient degree of compassion and willingness to cooperate, so that an individual can work harmoniously with others while maintaining independence of thought and action. This category is so broad that flexibility is imperative in its appraisal.

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

2. RELATIONSHIPS WITH STUDENTS

(1) Teachers Provide Opportunities to All Students to Learn

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

- (a) knowing their students well, respecting their individual differences and catering for their individual abilities;
- (b) maintaining a safe and challenging learning environment;
- (c) accepting professional responsibility for the provision of quality teaching;
- (d) having high expectations of every student, recognizing and developing each student's abilities, skills and talents;
- (e) considering all viewpoints fairly;
- (f) communicating well and appropriately with their students.

(2) Teachers Treat their Students with Courtesy and Dignity

- (a) work to create an environment which promotes mutual respect;
- (b) protect students from intimidation, embarrassment, humiliation or harm;
- (c) enhance student autonomy and sense of self worth and encourage students to develop and reflect on their own values;

- (d) refrain from discussing student's personal problems in situations where the information will not be treated confidentially;
- (e) use consequences commensurate with the offence when disciplining students.

(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.

- (a) seek to ensure that they have the physical, mental and emotional capacity to carry out their professional responsibilities;
- (b) are aware of the role of other professionals and agencies and when students should be referred to them for assistance;
- (c) are truthful when making statements about their qualifications and competencies.

(4) Teachers Maintain Objectivity in Their Relationships with Students

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

- (a) interact with students without displaying bias or preference;
- (b) make decisions in student's best interests;
- (c) do not draw students into their personal agendas;
- (d) do not seek recognition at the expense of professional objectivity and goals.

(5) Teachers are Always in a Professional Relationship with the Students in Their Institution, whether at Institution 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 that there are limits or

boundaries to their relationships with students. The following examples outline some of those limits:

- (a) A professional relationship will be violated if a teacher:
 - (i) has a sexual relationship with a student;
 - (ii) uses sexual innuendo or inappropriate language and/ or material with students;
 - (iii) touches a student without a valid reason;
 - (iv) holds conversations of a personal nature or has contact with a student via written or electronic means including email, letter, telephone, text messages or chat lines, without a valid context;
 - (v) accepts gifts, which could be reasonably perceived as being used to influence them, from students or their parents;
- (b) A professional relationship may be compromised if a teacher:
 - (i) attends parties or socializes with students;
 - (ii) invites a student or students back to their home, particularly if no-one else is present.

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

(1) Teachers Maintain a Professional Relationship with Parents (Guardians and Caregivers), Families and Communities

Teachers should be respectful or and courteous to parents.

- (a) consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student;
- (b) communicate and counsel with parents in a timely, understandable and sensitive manner;
- (c) take appropriate action when responding to parental concerns.

(2) Teachers Work in Collaborative Relationships with Student's Families and Communities

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

4. RELATIONSHIPS WITH COLLEAGUES

Collegiality is an Internal Part of the Work of Teachers. Teachers demonstrate collegiality by:

- (1) treating each other with courtesy and respect;
- (2) valuing the input of their colleagues;
- (3) using appropriate forums for constructive debate on professional matters;
- (4) sharing expertise and knowledge in a variety of collaborative contexts;
- (5) respecting different approaches to teaching;
- (6) providing support for each other, particularly those new to the profession;
- (7) sharing information relating to the wellbeing of students.

5. PERSONAL CONDUCT

The Professional 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:

- (1) be positive role models at the institution and in the community;
- (2) respect the rule of law and provide a positive example in the performance of civil obligations;
- (3) not exploit their position for personal or financial gain;
- (4) ensure that their personal or financial interests do not interfere with the performance of their duties;
- (5) act with discretion and maintain confidentiality when discussing workplace issues.

6. PROFESSIONAL COMPETENCE**(1) Teachers Value Their Professionalism, Set and Maintain High Standards of Competence**

- (a) are knowledgeable in their areas of expertise;
- (b) are committed to pursuing their own professional learning;
- (c) complete their duties in a responsible, thorough and timely way.

(2) Teachers are Aware of the Legal Requirements that Pertain to their Profession, in particular; they are Cognizant of their Legal Responsibilities in Relation to:

- (a) discrimination, harassment and vilification;
- (b) negligence;
- (c) mandatory reporting;
- (d) privacy;
- (e) occupational health and safety;
- (f) teacher registration.