

The Code of Professional Responsibility

Examples in Practice



EDUCATION COUNCIL

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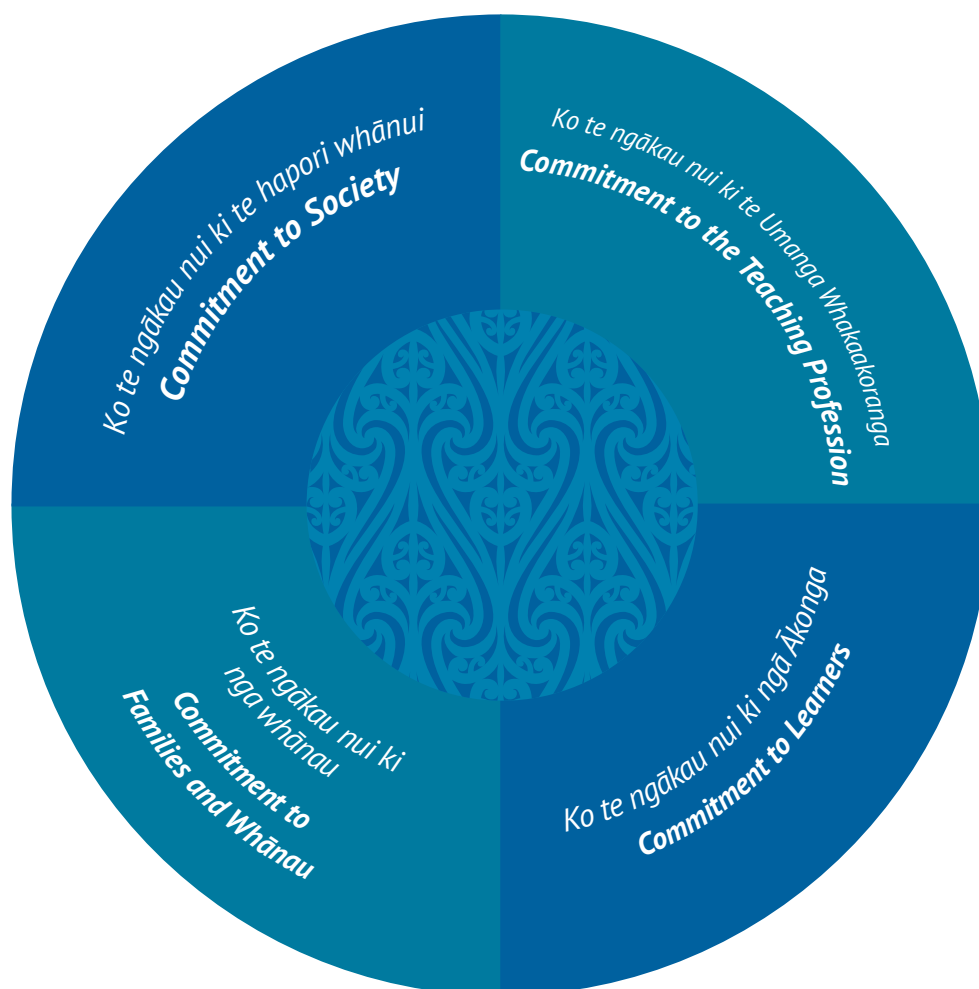
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THE CODE OF PROFESSIONAL RESPONSIBILITY



EXAMPLES IN PRACTICE

This resource provides positive examples of what the principles of the commitment statements might look like in practice. It also gives examples of behaviour that is unacceptable and would be in breach of these expectations.

These examples aim to support professional learning conversations among colleagues and leaders so there is a common understanding of what it means to be part of the teaching profession.

The positive examples in this guidance are not to be used as a check list to be assessed on or measured against. Rather, they are intended to clarify what the overarching Code principles might look like in practice, which on their own are very broad statements of expected professional behaviour.

Likewise, the examples of unacceptable behaviour are neither definitive nor exhaustive. No code can list all behaviours expected of us or define how every situation should be managed. Other unacceptable behaviour, even if not listed, may still be in breach of the Code.

Teachers face complex ethical dilemmas and professional tensions every day. The overarching expectation is that every teacher will apply high professional standards and sound ethical decision-making in all their work. In doing so, they will act in a way that upholds the reputation of the teaching profession, and maintains the trust and confidence of learners, their families and whānau and the public.

1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1. demonstrating a commitment to providing high-quality and effective teaching
2. engaging in professional, respectful and collaborative relationships with colleagues
3. demonstrating a high standard of professional behaviour and integrity
4. demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment
5. contributing to a professional culture that supports and upholds this Code.

2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

1. promoting the wellbeing of learners and protecting them from harm
2. engaging in ethical and professional relationships with learners that respect professional boundaries
3. respecting the diversity of the heritage, language, identity and culture of all learners
4. affirming Māori learners as tangata whenua and supporting their educational aspirations
5. promoting inclusive practices to support the needs and abilities of all learners
6. being fair and effectively managing my assumptions and personal beliefs.

3. COMMITMENT TO FAMILIES AND WHĀNAU

I will respect the vital role my learners' families and whānau play in supporting their children's learning by:

1. engaging in relationships with families and whānau that are professional and respectful
2. engaging families and whānau in their children's learning
3. respecting the diversity of the heritage, language, identity and culture of families and whānau.

4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

1. promoting and protecting the principles of human rights, sustainability and social justice
2. demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand
3. fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.



1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

- 1.1 demonstrating a commitment to providing high-quality and effective teaching
- 1.2 engaging in professional, respectful and collaborative relationships with colleagues
- 1.3 demonstrating a high standard of professional behaviour and integrity
- 1.4 demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment
- 1.5 contributing to a professional culture that supports and upholds this Code.

1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1.1 DEMONSTRATING A COMMITMENT TO PROVIDING HIGH-QUALITY AND EFFECTIVE TEACHING.

We believe that every learner deserves the right to effective and high-quality teaching that enables them to progress their learning and achieve to the very best of their potential.

EXAMPLES OF BEHAVIOUR THAT DEMONSTRATES A COMMITMENT TO PROVIDING HIGH-QUALITY AND EFFECTIVE TEACHING INCLUDE:

- engaging in lifelong inquiry, learning and relevant professional development opportunities and applying new learning to my practice
- supporting others to have relevant professional learning and development opportunities
- genuinely engaging in appraisal processes and responding to feedback from appraisal
- engaging in inquiry to evaluate the effectiveness of my teaching or leadership
- leading or participating in efforts to improve the effectiveness of teaching and learning in my centre or school
- genuinely committing to support every learner to progress regardless of their abilities or disabilities
- engaging in conversations about developments in education and best practice for teaching and learning
- advocating for the provision of high-quality educational programmes for all learners.

EXAMPLES OF BEHAVIOUR THAT DOES NOT DEMONSTRATE A COMMITMENT TO PROVIDING HIGH-QUALITY AND EFFECTIVE TEACHING INCLUDE:

- neglecting to take up or fully engage in relevant professional learning opportunities
- refusing to genuinely engage in appraisal processes or to respond to feedback from appraisal.

1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1.2 ENGAGING IN PROFESSIONAL, RESPECTFUL AND COLLABORATIVE RELATIONSHIPS WITH COLLEAGUES.

We value respectful and collaborative relationships with our colleagues so we can deliver high-quality teaching and learning.

EXAMPLES OF ENGAGING IN PROFESSIONAL, RESPECTFUL AND COLLABORATIVE RELATIONSHIPS WITH COLLEAGUES INCLUDE:

- contributing to an inclusive, supportive and respectful workplace culture that promotes teacher and learner wellbeing
- respecting the diversity of my colleagues, such as respecting their heritage, language, identity, beliefs and culture
- affirming my Māori colleagues as tangata whenua, respecting their heritage, language, identity and culture
- seeking to resolve conflicts respectfully and constructively
- supporting beginning teachers and other colleagues with coaching and mentoring to help them advance their practice
- providing colleagues with constructive feedback and appraisal on their practice
- protecting personal or confidential information about my colleagues (unless disclosure is required by the law or serves a compelling professional purpose)
- leading or supporting strategies to promote a safe working and learning environment, such as initiatives to prevent and manage violence, harassment and bullying.

EXAMPLES OF BEHAVIOUR THAT DOES NOT PROMOTE PROFESSIONAL, RESPECTFUL AND COLLABORATIVE RELATIONSHIPS WITH MY COLLEAGUES INCLUDE:

- neglecting to support inclusive practices and policies
- communicating to or about a colleague in a disrespectful or inappropriate manner (including in digital communication)
- acting in a way that may be intimidating, humiliating or harassing to a colleague
- making derogatory comments about the heritage, language, age, gender, identity or culture of a colleague
- making unfounded criticisms of or accusations about a colleague that may undermine them professionally
- divulging personal or confidential information about a colleague without their consent or without a valid reason.

1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1.3 DEMONSTRATING A HIGH STANDARD OF PROFESSIONAL BEHAVIOUR AND INTEGRITY.

We recognise that we hold a trusted position and that we have considerable influence over learners in and beyond the learning environment.

EXAMPLES OF DEMONSTRATING A HIGH STANDARD OF PROFESSIONAL BEHAVIOUR AND INTEGRITY INCLUDE:

- behaving in ways that promote a culture of trust, respect and confidence in me as a teacher and in the profession as a whole
- demonstrating a strong sense of personal responsibility and accountability
- using professional resources carefully and only for their intended purposes
- using information and digital technology appropriately and responsibly
- engaging with formal reviews, inquiries or investigations
- disclosing and managing any real, potential or perceived conflict of interest
- taking care that my actions outside of work do not interfere with my performance as a teacher, affect the trust and confidence others have in me or reflect badly on the integrity or standing of the teaching profession
- contributing to a professional culture that is respectful and values diversity.

EXAMPLES OF NOT DEMONSTRATING A HIGH STANDARD OF PROFESSIONAL BEHAVIOUR AND INTEGRITY INCLUDE:

- behaving in a way that damages the trust or confidence that my learners, their family and whānau, my colleagues or others have in me as a teacher, or in the profession as a whole
- accessing, creating or sharing inappropriate digital information, such as posting in online spaces that could be easily shared with others
- failing to put appropriate steps in place to manage a perceived or actual conflict of interest, such as being involved in a decision to employ a relative
- undermining the authenticity of an assessment by either changing the grade or representing my own work as that of a student
- using professional resources (for example, premises, facilities, equipment or finances) inappropriately or for my personal gain
- providing misleading information about my qualifications, experience or skills
- failing to engage appropriately with the Education Council, including failing to meet my legal obligations to report a conviction for an offence punishable by a term of imprisonment of three months or more.

1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1.4 DEMONSTRATING A COMMITMENT TO TANGATA WHENUATANGA AND TE TIRITI O WAITANGI PARTNERSHIP IN THE LEARNING ENVIRONMENT.

We recognise our role in leading and modelling a commitment to tangata whenuatanga and an understanding of Tiriti partnership in Aotearoa New Zealand.

EXAMPLES OF DEMONSTRATING A COMMITMENT TO TANGATA WHENUATANGA AND TE TIRITI O WAITANGI PARTNERSHIP IN THE LEARNING ENVIRONMENT INCLUDE:

- showing an understanding of and respect for Māori language, culture and customary protocols (tikanga Māori)
- fostering an understanding of Te Tiriti o Waitangi, and its implications within the learning environment
- taking active steps to achieve equitable outcomes for Māori learners
- valuing and promoting te reo Māori and tikanga Māori in school or centre management and in teaching and learning
- articulating and fostering high expectations of Māori learners
- providing contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau, hapū and iwi are affirmed
- promoting a learning environment that provides culturally responsive and engaging contexts to enable Māori achievement.

EXAMPLES OF BEHAVIOUR THAT SUGGESTS A LACK OF COMMITMENT TO TANGATA WHENUATANGA AND TE TIRITI O WAITANGI PARTNERSHIP INCLUDE:

- refusing or failing to genuinely engage in relevant professional development opportunities to develop Māori cultural competency
- displaying disrespect for Māori customary protocols, such as refusing to participate in school or centre pōwhiri
- making discriminatory remarks about Māori learners, their whānau and community, or their identity and culture.

1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1.5 CONTRIBUTING TO A PROFESSIONAL CULTURE THAT SUPPORTS AND UPHOLDS THIS CODE.

We understand that we are all personally and collectively responsible for upholding this Code.

EXAMPLES OF BEHAVIOUR CONTRIBUTING TO A PROFESSIONAL CULTURE THAT SUPPORTS AND UPHOLDS THIS CODE INCLUDE:

- fostering a professional culture of openness and self-reflection
- leading and engaging in professional conversations about ethical conduct
- learning about and applying tools for dealing with ethical dilemmas
- demonstrating an understanding of the expectations of the profession set out in this Code
- providing mentoring, guidance and support to students studying in initial teachers' education programmes, those new to the profession, and colleagues to help them to understand the expectations set out in this Code
- complying with reporting requirements (such as self-reporting a criminal conviction)
- taking action to stop harmful, unethical or unlawful actions of a colleague where their behaviour may be in breach of this Code.

EXAMPLES OF BEHAVIOUR NOT CONTRIBUTING TO A PROFESSIONAL CULTURE THAT SUPPORTS OR UPHOLDS THIS CODE INCLUDE:

- not complying with mandatory reporting requirements
- not cooperating with complaints investigations into possible breaches of the Code
- imposing or threatening to impose negative repercussions on someone who has spoken out about a teacher's unethical, harmful or unlawful behaviour.



2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

- 2.1 promoting the wellbeing of learners and protecting them from harm
- 2.2 engaging in ethical and professional relationships with learners that respect professional boundaries
- 2.3 respecting the diversity of the heritage, language, identity and culture of all learners
- 2.4 affirming Māori learners as tangata whenua and supporting their educational aspirations
- 2.5 promoting inclusive practices to support the needs and abilities of all learners
- 2.6 being fair and effectively managing my assumptions and personal beliefs.

2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.1 PROMOTING THE WELLBEING OF LEARNERS AND PROTECTING THEM FROM HARM.

We understand that learners' wellbeing is vital to their learning and achieving their full potential.

EXAMPLES OF BEHAVIOUR THAT PROMOTES LEARNERS' WELLBEING AND PROTECTS THEM FROM HARM¹ INCLUDE:

- creating learning environments (including online spaces) that are safe and inclusive, and that promote the dignity and emotional wellbeing of all learners
- fostering trust, respect and cooperation with and among learners
- fostering a learning environment that actively promotes community support
- showing respect, for example, using a respectful tone of voice, showing an interest in learners as individuals and learning names quickly
- demonstrating empathy and responsive care when learners are unwell, hurt or upset
- being familiar with the indicators of, and risk factors for, abuse and neglect and taking appropriate action where there is reason to believe a learner may have been, or may be at risk of being, harmed (including self-harm), abused or neglected
- advocating for a learner's right to access the educational institution and to receive additional support for their development and learning where this is needed
- working collaboratively with other agencies that may be involved with a learner's wellbeing

- using care and sound judgement when discussing a learner's personal information with others, either within the learning environment or outside of it
- informing learners of the extent of confidentiality and the situations where information may be disclosed
- using established procedures for out-of-school or out-of-centre activities in order to reduce risk of harm
- fostering an environment of trust and respect where learners feel it is safe to take risks
- using digital communication with diligence and care to protect privacy and confidentiality.

EXAMPLES OF BEHAVIOUR THAT DOES NOT PROMOTE LEARNERS' WELLBEING AND MAY CAUSE HARM INCLUDE:

- inappropriate handling such as physically grabbing, shoving or pushing, or using physical force to manage a learner's behaviour
- using verbal or body language that is unreasonable and inappropriate (for example, using aggressive, threatening or humiliating language, or using an intimidating stance and demeanour)
- inappropriate or unreasonable exclusion (for example, from a physical space, an activity, an opportunity or attention)
- failing to take reasonable steps to protect a learner from harm
- disclosing a learner's personal or confidential information beyond those who have a legitimate need to know
- permitting, supplying or encouraging a learner to use a controlled drug.

¹ Harm is defined as any detrimental effect on the learner's (physical, emotional, social, intellectual or spiritual) wellbeing. This includes neglect, deprivation, abuse, discrimination, exclusion, threats of physical harm and harassment. It does not include accidental harm that does not involve negligence or misconduct.

2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.2 ENGAGING IN ETHICAL AND PROFESSIONAL RELATIONSHIPS WITH LEARNERS THAT RESPECT PROFESSIONAL BOUNDARIES.

We recognise that :

- *teachers are in a unique position of trust, care, authority and influence over our learners*
- *the teacher–learner relationship is not equal, and there is always an inherent power imbalance*
- *teachers have a duty of care to ensure that the physical and emotional wellbeing of learners is safeguarded*
- *teachers have the responsibility to ensure and maintain professional boundaries with their learners.*

EXAMPLES OF BEHAVIOUR THAT DEMONSTRATES ETHICAL AND PROFESSIONAL RELATIONSHIPS WITH LEARNERS INCLUDE:

- being careful to manage professional boundaries both within and beyond the learning environment
- taking steps to establish and maintain positive and professional relationships focused on their learning and their wellbeing
- taking steps to ensure that my learners understand the limits and boundaries of the teacher–learner relationship
- being transparent about actions that could be interpreted as blurring professional boundaries, by informing, and seeking authorisation from, my professional leader.

EXAMPLES OF BEHAVIOUR THAT MAY BREACH THE BOUNDARIES OF ETHICAL AND PROFESSIONAL RELATIONSHIPS WITH LEARNERS INCLUDE:

- fostering online connections with a learner outside the teaching context (for example, ‘friending’) or privately meeting with them outside the education setting without a valid context
- encouraging a learner to develop an inappropriate emotional dependency on me
- adopting a role with a learner that is inappropriate and beyond the scope of my teaching position, such as treating the learner as a friend
- communicating with them about very personal and/or sexual matters without a valid context
- engaging in a romantic relationship or having sexual or intimate contact with a learner or with a recent former learner²
- making jokes or innuendo of a sexual nature toward a learner, or making inappropriate comments about their physical appearance.

² Inappropriate relationships: The length of time between the conclusion of the teacher–learner relationship and the beginning of an intimate relationship is only one of a number of factors that might determine the appropriateness of a teacher’s conduct. Other considerations might include the age difference between the learner and the teacher; the vulnerability and emotional or social maturity of the learner, and whether the relationship was formed while there was a teacher–learner relationship (Australasian Teacher Regulatory Authorities. (2015). *Managing Professional Boundaries: Guidelines for teachers*. ATRA).

2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.3 RESPECTING THE DIVERSITY OF THE HERITAGE, LANGUAGE, IDENTITY AND CULTURE OF ALL LEARNERS.

We understand the importance of identity, language and culture—knowing where our learners come from and building on all that they bring with them to their learning.

EXAMPLES OF PROMOTING RESPECT FOR THE DIVERSITY OF THE HERITAGE, LANGUAGE, IDENTITY AND CULTURE OF ALL LEARNERS INCLUDE:

- learning about the histories, heritage, language, identity, beliefs and culture of my learners and what is important to them
- using opportunities in my teaching and leadership to affirm and draw on the cultural capital that all learners bring with them to their learning experience
- fostering a learning culture that celebrates diversity and inclusion, and protects against discrimination
- understanding my world views may be different from those of my learners
- use opportunities to build on a learner's home language and culture in the learning setting
- using the correct pronoun for a learner's preferred gender identity
- pronouncing learners' names correctly and encouraging others to do the same.

EXAMPLES OF NOT PROMOTING RESPECT FOR THE DIVERSITY OF THE HERITAGE, LANGUAGE, IDENTITY AND CULTURE OF ALL LEARNERS INCLUDE:

- making discriminatory or derogatory comments about a learner's heritage, language, identity, beliefs or culture
- dismissing or belittling a learner's personal, cultural, religious or spiritual beliefs
- displaying a lack of respect for a learner's cultural or customary protocols
- refusing to pronounce or to learn how to pronounce a learner's name correctly.

2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.4 AFFIRMING MĀORI LEARNERS AS TANGATA WHENUA AND SUPPORTING THEIR EDUCATIONAL ASPIRATIONS.

We recognise that we have an obligation to affirm Māori learners as tangata whenua, to respect the Māori language, identity and culture and to actively support Māori educational aspirations.

EXAMPLES OF BEHAVIOUR THAT AFFIRMS MĀORI LEARNERS AS TANGATA WHENUA AND SUPPORTS THEIR EDUCATIONAL ASPIRATIONS INCLUDE:

- having high expectations for Māori learning and fostering a learning environment that enables Māori learners to reach their full potential
- affirming Māori learners' place within the wider whānau, actively building relationships with their parents or caregivers, whānau, hapū, iwi and wider community
- valuing te ao Māori and supporting learning about local tikanga and history
- using opportunities to use and affirm te reo Māori and tikanga Māori in my teaching and leadership
- supporting all learners and others to understand the unique status of tangata whenua in New Zealand.

EXAMPLES OF BEHAVIOUR THAT DOES NOT AFFIRM MĀORI LEARNERS AS TANGATA WHENUA OR ACTIVELY SUPPORT THEIR EDUCATIONAL ASPIRATIONS INCLUDE:

- refusing to pronounce the names of Māori learners correctly or to learn how (including the important names that they whakapapa to such as their whānau, hapū, iwi, tūpuna, marae, waka or maunga)
- displaying disrespect towards tikanga Māori, for example by not participating in school or centre pōwhiri.

2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.5 PROMOTING INCLUSIVE PRACTICES TO SUPPORT THE NEEDS AND ABILITIES OF ALL LEARNERS

We understand that every learner brings unique and diverse experiences, needs, abilities and strengths to their learning, and that our teaching must be flexible and responsive.

We strive to ensure that every learner has the support they need to be able to reach their full potential.

EXAMPLES OF BEHAVIOUR THAT PROMOTES INCLUSIVE PRACTICES TO SUPPORT THE NEEDS AND ABILITIES OF ALL LEARNERS INCLUDE:

- fostering a welcoming, caring, safe and respectful whole-school or whole-centre environment where the diversity and uniqueness of every learner are accepted and valued
- providing learning opportunities where every learner can participate and achieve
- advocating to ensure learners with disabilities and learning support needs have their needs identified and have access to specialist services and support
- ensuring learners are supported by teachers with the skills and knowledge to meet their learning needs
- promoting a culture of high expectations for all learners, which relate to their interests, needs and goals, and providing challenges that stretch learning
- valuing partnerships with parents and caregivers, families and whānau regarding their child's learning.

EXAMPLES OF BEHAVIOUR THAT DOES NOT PROMOTE INCLUSIVE PRACTICES TO SUPPORT THE NEEDS AND ABILITIES OF ALL LEARNERS INCLUDE:

- discouraging the enrolment of a learner with additional learning needs or a disability on the pretext that another school or centre is better able to meet their needs
- refusing to accept a learner into a class or centre despite adequate support being provided
- inappropriately excluding some learners from participating in learning opportunities and activities.

2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.6 BEING FAIR AND EFFECTIVELY MANAGING MY ASSUMPTIONS AND PERSONAL BELIEFS.

We recognise that, as teachers, we have a strong influence on learners and their understanding of the world. As such, we have to be careful that our own bias and personal beliefs do not negatively interfere with the quality and effectiveness of our teaching.

EXAMPLES OF BEHAVIOUR THAT DEMONSTRATES BEING FAIR AND EFFECTIVELY MANAGING MY ASSUMPTIONS AND PERSONAL BELIEFS INCLUDE:

- critically reflecting on how my own beliefs or bias may impact on my teaching practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities and cultures
- upholding principles of integrity, transparency, reliability and honesty when assessing the progress or performance of learners
- helping learners to think critically about issues and understand different views, theories, perspectives and experiences
- presenting issues or subject matter in an open way and being transparent about my own beliefs or perspective
- maintaining professional objectivity and, when this is not possible, discussing it with my professional leader
- basing judgements on clearly specified criteria when assessing the progress or performance of learners
- having transparent expectations and criteria for recognising, rewarding or managing the behaviour of learners
- treating learners equitably—recognising that treating learners fairly does not always mean treating them equally.

EXAMPLES OF BEHAVIOUR THAT DOES NOT DEMONSTRATE BEING FAIR OR EFFECTIVELY MANAGING MY ASSUMPTIONS AND PERSONAL BELIEFS INCLUDE:

- using my authority as a teacher to undermine the personal beliefs of my learners or to inappropriately influence them to take a course of action
- expressing or promoting discriminatory beliefs and practices
- having a 'favourite' learner, and providing them with praise, opportunities, attention, recognition or rewards that are considered by others to be inappropriate or unjust
- using subtle or overt behaviours to unfairly exclude, admonish or harshly assess the progress or performance of a learner
- unfairly assessing the progress or performance of a learner.



3. COMMITMENT TO FAMILIES AND WHĀNAU

I will respect the vital role my learners' families and whānau play in supporting their children's learning by:

- 3.1 engaging in relationships with families and whānau that are professional and respectful
- 3.2 engaging families and whānau in their children's learning
- 3.3 respecting the diversity of the heritage, language, identity and culture of families and whānau.

3. COMMITMENT TO FAMILIES AND WHĀNAU

I will respect the vital role my learners' families and whānau play in supporting their children's learning by:

3.1 ENGAGING IN RELATIONSHIPS WITH FAMILIES AND WHĀNAU THAT ARE PROFESSIONAL AND RESPECTFUL.

We understand that the educational success of learners is greatly enhanced by the active engagement of their families and whānau in their learning.

EXAMPLES OF ENGAGING IN RELATIONSHIPS WITH FAMILIES AND WHĀNAU THAT ARE PROFESSIONAL AND RESPECTFUL INCLUDE:

- using a range of opportunities and approaches to establish and maintain a responsive and reciprocal relationship
- using language, tone and processes to help families and whānau engage in their children's learning
- being open and honest
- maintaining professional boundaries and being transparent about actions that could be interpreted as blurring professional boundaries
- respecting family and whānau privacy and treating personal information about them as confidential.

EXAMPLES OF ENGAGING IN RELATIONSHIPS WITH FAMILIES AND WHĀNAU THAT ARE NOT PROFESSIONAL OR RESPECTFUL INCLUDE:

- communicating in a dismissive, disrespectful or inappropriate manner
- deliberately avoiding communication
- withholding information about their child (unless this is deemed to be in the best interests of the learner)
- disregarding family and whānau views and preferences regarding their child's learning or care (unless this is deemed to be in the best interests of the learner)
- disclosing personal information about them or failing to take adequate precautions to protect their personal or confidential information.

3. COMMITMENT TO FAMILIES AND WHĀNAU

I will respect the vital role my learners' families and whānau play in supporting their children's learning by:

3.2 ENGAGING FAMILIES AND WHĀNAU IN THEIR CHILDREN'S LEARNING.

We understand that families and whānau are a child's first and most important teachers and are vital partners in their learning.

EXAMPLES OF BEHAVIOUR THAT ENGAGES FAMILIES AND WHĀNAU IN THEIR CHILDREN'S LEARNING INCLUDE:

- using effective approaches to communicate with families and whānau about their child's learning, aspirations and progress
- providing them with sufficient information and opportunities to make informed decisions about their child's care and learning
- providing accessible opportunities for them to share their views
- being open and honest
- making an effort to engage and communicate with and listen to them
- supporting parents and caregivers to understand instances where their child may have legal rights independent of them.

EXAMPLES OF BEHAVIOUR THAT DOES NOT ENGAGE FAMILIES AND WHĀNAU IN THEIR CHILDREN'S LEARNING INCLUDE:

- disregarding families' and whānau views and preferences regarding their children's care or learning (unless this is deemed to be in the best interests of the learner)
- deliberately excluding families and whānau from significant decisions that affect their children (unless this is deemed to be in the best interests of the learner)
- deliberately withholding information or giving false information about their child's learning or wellbeing (unless this is deemed to be in the best interests of the learner)
- making decisions that are against the wishes of families and whānau (unless this is deemed to be in the best interests of the learner)
- deliberately using processes, language or jargon that excludes families and whānau from making informed decisions about or being involved in their children's learning.

3. COMMITMENT TO FAMILIES AND WHĀNAU

I will respect the vital role my learners' families and whānau play in supporting their children's learning by:

3.3 RESPECTING THE DIVERSITY OF THE HERITAGE, LANGUAGE, IDENTITY AND CULTURE OF FAMILIES AND WHĀNAU.

To know our learners, we need to know their families and whānau.

EXAMPLES OF BEHAVIOUR THAT RESPECTS THE DIVERSITY OF THE HERITAGE, LANGUAGE, IDENTITY AND CULTURE OF FAMILIES AND WHĀNAU INCLUDE:

- taking active steps to learn about the heritage, identity, language, beliefs, abilities and culture of my learners' families and whānau and to recognise their significance
- recognising the diversity between cultures and within a culture, including diversity of ethnicity, ability, economic status, age, sexual orientation, gender identity, faith and belief
- fostering an inclusive and respectful learning culture that affirms and celebrates diversity
- using culturally appropriate ways to communicate with my learners' families and whānau
- draw on the knowledge, skills and experience of the learners' broader community to enhance learning
- making an effort to pronounce names correctly, greeting my learners and their families and whānau in their language and encouraging others to do the same
- understanding that families and whānau may have different world views from my own.

EXAMPLES OF BEHAVIOUR THAT DOES NOT RESPECT THE DIVERSITY OF THE HERITAGE, LANGUAGE, IDENTITY AND CULTURE OF FAMILIES AND WHĀNAU INCLUDE:

- making discriminatory comments about the heritage, language, identity or culture of my learners' families and whānau
- deliberately pronouncing family or whānau names incorrectly or refusing to learn how to pronounce them correctly (including important names or phrases within their culture or belief)
- deliberately pronouncing Māori names and words incorrectly or refusing to learn how to pronounce them correctly (including the important names that they whakapapa to such as their whānau, hapū, iwi, tūpuna, marae, waka or maunga)
- displaying a lack of respect for the cultural or customary protocols of my learners' families and whānau
- disregarding the cultural or spiritual beliefs of my learners' families and whānau.



4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

- 4.1 promoting and protecting the principles of human rights, sustainability and social justice
- 4.2 demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand
- 4.3 fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.

4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

4.1 PROMOTING AND PROTECTING THE PRINCIPLES OF HUMAN RIGHTS, SUSTAINABILITY AND SOCIAL JUSTICE.

We understand the influence we have as teachers to support learners to make a positive contribution to build a just and sustainable future – a society that is cohesive, economically and environmentally sustainable and globally connected and that has the wellbeing of its people at its heart.

EXAMPLES OF BEHAVIOUR THAT PROMOTES AND PROTECTS THE PRINCIPLES OF HUMAN RIGHTS, SUSTAINABILITY AND SOCIAL JUSTICE INCLUDE:

- modelling and promoting respect for human rights and fundamental freedoms
- promoting an understanding of exclusion or discrimination that may be experienced by people marginalised by their personal or social circumstances (that is, by their ethnicity, socioeconomic status, sexual orientation, gender, ability, religion or language)
- fostering an understanding of sustainability and the importance of looking after the environment
- being familiar with the United Nations Universal Declaration of Human Rights and the rights of children and young people as set out in the United Nations Convention on the Rights of the Child and using this as a basis to inform my practice (for example, recognising that children and young people are entitled to be included in decisions regarding their learning experiences and to have all aspects of their wellbeing supported and developed)
- creating learning environments that are inclusive and welcoming
- fostering universal values of human rights and respect for diversity
- promoting an understanding of global citizenship with a shared responsibility for the wellbeing of humanity and the environment.

EXAMPLES OF BEHAVIOUR THAT DOES NOT PROMOTE OR PROTECT THE PRINCIPLES OF HUMAN RIGHTS, SUSTAINABILITY AND SOCIAL JUSTICE INCLUDE:

- discriminating against or excluding people on the basis of their personal or social circumstances (that is, their ethnicity, socioeconomic status, sexual orientation, gender, ability religion, or language)
- promoting a climate of exclusion of vulnerable or marginalised people or groups.

4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

4.2 DEMONSTRATING A COMMITMENT TO A TIRITI O WAITANGI BASED AOTEAROA NEW ZEALAND.

We recognise that we have a responsibility to uphold Te Tiriti o Waitangi by paying particular attention to the rights and aspirations of Māori as tangata whenua and to foster a nation that values and celebrates all peoples and cultures.

EXAMPLES OF BEHAVIOUR THAT DEMONSTRATES A COMMITMENT TO A TIRITI O WAITANGI BASED AOTEAROA NEW ZEALAND INCLUDE:

- fostering an understanding of the role of Te Tiriti o Waitangi and its implications in the learning environment
- promoting an understanding of the particular status and rights of Māori as tangata whenua under Te Tiriti o Waitangi and as acknowledged in the United Nations Declaration on the Rights of Indigenous Peoples
- creating learning environments where all learners can be confident in their identity, language and culture and as citizens of Aotearoa New Zealand
- fostering school or centre values that respect and celebrate cultural diversity
- learning about local history and establishing relationships with the broader community, including mana whenua
- establishing connections with the broader community to celebrate all cultures
- affirming the use of te reo Māori and tikanga Māori.

EXAMPLES OF BEHAVIOUR THAT DOES NOT DEMONSTRATE A COMMITMENT TO A TIRITI O WAITANGI BASED AOTEAROA NEW ZEALAND INCLUDE:

- excluding people on the basis of their culture or ethnicity
- failing to address situations of discrimination
- displaying disrespect for cultural or customary protocols (for example, tikanga Māori).

4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

4.3 FOSTERING LEARNERS TO BE ACTIVE PARTICIPANTS IN COMMUNITY LIFE AND ENGAGED IN ISSUES IMPORTANT TO THE WELLBEING OF SOCIETY.

As teachers, we understand that we have a role to foster a society whose members have clear senses of identity and belonging, feel empowered to participate effectively in their communities and recognise their roles and responsibilities as global citizens.

EXAMPLES OF BEHAVIOUR THAT FOSTERS LEARNERS' ACTIVE PARTICIPATION IN COMMUNITY LIFE AND ENGAGEMENT IN ISSUES IMPORTANT TO THE WELLBEING OF OUR SOCIETY INCLUDE:

- fostering a sense of individual and community responsibility where learners feel engaged in shared action leading to an improved quality of life for themselves and others
- promoting curiosity and critical inquiry about, and engagement with, real-world issues
- promoting a culture of democracy in the learning environment, such as opportunities for learners to have a say in issues that are important to them
- creating learning opportunities to empower learners to become active and critically informed citizens
- linking with issues and activities in the wider community
- promoting opportunities for learners to understand and use their rights and responsibilities
- fostering opportunities for learners to feel empowered to participate and contribute effectively in their communities and in issues that are important to them.

EXAMPLES OF BEHAVIOUR THAT DOES NOT FOSTER LEARNERS' ACTIVE PARTICIPATION IN COMMUNITY LIFE AND ENGAGEMENT IN ISSUES IMPORTANT TO THE WELLBEING OF OUR SOCIETY INCLUDE:

- creating barriers against learners having a say or engaging in issues that are important to them
- not taking the concerns of learners seriously
- discouraging learners from exercising their rights.



EDUCATION COUNCIL

NEW ZEALAND | Matatū Aotearoa