



**CODE OF PROFESSIONAL
CONDUCT FOR
MAPLEBOOK EMPLOYEES**

Introduction

This Code of Professional Conduct for Maplebrook Employees reiterates and makes explicit the values and standards that have long been experienced by students through their participation in education.

Purpose of the Code

Its purpose is threefold:

1. It serves as a guiding compass as teachers seek to steer an ethical and respectful course through their career in teaching and to uphold the honor and dignity of the teaching profession.
2. It may be used by the Maplebrook community to inform about their understanding and expectations of the teaching profession.
3. It will be used by Maplebrook as a reference point in exercising its investigative and disciplinary functions as needed.

Professional misconduct by anyone working at Maplebrook is defined in the following terms:

- (a) engaging in conduct which is contrary to a code of professional conduct
- (b) engaging in any improper conduct in his or her professional capacity.

Structure of the Code

Having regard to the three purposes set out above, the Code begins by setting out the ethical foundation for the teaching profession. This is encapsulated in the values of Respect, Care, Integrity and Trust that are reflected throughout the Code. These core values underpin the work of the teacher in the practice of his or her profession.

The Code then sets out the standards which are central to the education of Maplebrook students.

The standards identify professional responsibilities and are framed as statements under six separate headings: values and relationships; integrity; conduct; practice; professional development; collegiality and collaboration.

The standards reflect the complexity and variety of education and serve to guide professional judgement and practice.

Context

The Code envisions the educator as a practitioner whose key role is to educate. It also sees educators as members of professional learning communities. The Code has also been developed in relation to continuing professional development.

Maplebrook School is mindful of the rights of students, including their right to have a voice in matters affecting them.

Maplebrook School is also mindful of the rights of parents and the rights of educators and of the responsibilities that accompany those rights. A valuable synergy has been developed between parents and educators and this has great potential to benefit students and their education.

Maplebrook School recognizes the value of education and the profound contribution that the teaching profession has made to social, cultural and economic development over many decades. It also recognizes the key role of educators in ensuring the quality of teaching.

Maplebrook School is also conscious of the myriad of factors beyond educators' control which have a bearing on their work including:

- the engagement of parents and the wider community
- the commitment and engagement of students
- the availability of resources and supports
- opportunities for professional development
- the accelerated degree of educational change
- economic and societal factors

Maplebrook School believes that the Code of Professional Conduct for Educators provides an ethical foundation along with explicit standards of conduct to be observed at all times, having regard to the broader context set out above.

In conclusion, the core values and professional standards are expressed in terms that are accessible to educators and to all others working at Maplebrook School. Since we are a boarding school and our students are in our care round the clock, it is essential that the School's value system and professional standards are clear and readily understandable. Maplebrook School believes that the adoption of this Code of Professional Conduct for Employees will enhance and deepen the confidence and trust that our stakeholders have in the School.

Standards of Teaching, Knowledge, Skill, Competence and Conduct

The following ethical values underpin the standards of teaching, knowledge, skill, competence and conduct as set out in this Code.

Respect

Mapleboook employees uphold dignity and promote equality and emotional safety in all students. As professionals, employees should demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.

Care

Employees' practice is motivated by the best interests of the students entrusted to their care. Employees show this through positive influence, professional judgement and empathy.

Integrity

Honesty, reliability and moral action are embodied in integrity. Employees exercise integrity through their professional commitments, responsibilities and actions.

Trust

Employees' relationships with students, colleagues, parents/guardians, and the public are based on trust. Trust embodies fairness, openness and honesty.

1. Professional Values and Relationships

Employees should:

1.1. be caring, fair and committed to the best interests of the students entrusted to their care, and seek to motivate, inspire and celebrate effort and success.

1.2. acknowledge and respect the uniqueness, individuality and specific needs of students and promote their development.

1.3. be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, and socio-economic status.

1.4. seek to develop positive relationships with students, colleagues, parents, administration and others in the school community, that are characterized by professional integrity and judgement.

1.5. work to establish and maintain a culture of mutual trust and respect in the School.

2. Professional Integrity

Employees should:

2.1. act with honesty and integrity in all aspects of their work.

2.2. respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the well-being of an individual.

2.3. represent themselves, their professional status, qualifications and experience honestly.

2.4. avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on students.

3. Professional Conduct

Employees should:

3.1. uphold the reputation and standing of the school.

3.2. take all reasonable steps in relation to the care of students under their supervision, so as to ensure their safety and welfare.

3.3. comply with agreed school policies, procedures and guidelines which aim to promote student education, welfare and protection.

3.4. report, where appropriate, incidents or matters which impact on student welfare.

3.5. communicate effectively with students, colleagues, parents, administration and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect.

3.6. ensure that any communication with students, colleagues, parents, administration and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites.

3.7. ensure that they do not knowingly access, download or otherwise have in their possession, inappropriate materials/images in electronic or other format.

3.8. ensure that they do not work while under the influence of any substance which impairs their fitness to perform their duties.

4. Professional Practice

Employees should:

4.1. maintain high standards of work in relation to student learning, planning, monitoring, assessing, reporting and providing feedback.

4.2. apply their knowledge and experience in facilitating students' development.

4.3. plan and communicate clear, challenging and achievable expectations for students.

4.4. create an environment where students can become active agents in the learning process and develop lifelong learning skills.

4.5. develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all students.

4.6. enhance their professional judgement and practice by engaging with, and reflecting on, student development, learning theory, pedagogy, curriculum development, and ethical practice.

4.7. in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance.

4.8. act in the best interest of students.

5. Professional Development

Employees should:

5.1. take personal responsibility for sustaining and improving the quality of their professionalism by:

- actively maintaining their professional knowledge and understanding to ensure it is current.
- reflecting on and critically evaluating their professional practice, in light of their professional knowledge base.
- taking opportunities for professional development.

6. Professional Collegiality and Collaboration

Employees should:

6.1. work with colleagues in the interest of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for students.

6.2. work in a collaborative manner with students, parents/guardians, administrators, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of students.

6.3. engage with the planning, implementation and evaluation of programs school-wide.

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