

ISSUES
ORGANISING
2018

The Code and Standards:

What do they mean for our
members?

Our Code Our Standards

*Code of Professional Responsibility and
Standards for the Teaching Profession*

Ngā Tikanga Matatika
Ngā Paerewa

*Ngā Tikanga Matatika mā te Haepapa Ngaiotanga
me ngā Paerewa mō te Umanga Whakaakoranga*



EDUCATION COUNCIL
NEW ZEALAND | Māhau Aotearoa

List to cover... (90 mins)

- ✓ Introductions
- ✓ Standards for the Teaching Profession
- ✓ Code of Professional Responsibility
- ✓ Scenarios
- ✓ Q&A



Development of Code and Standards

- Developed in consultation with teachers, leaders and teaching experts
- Articulate the expectations and aspirations of the profession

Standards for the Teaching Profession (STPs)

- Describe the expectations of effective teaching practice
- Made up of six standards
- High level statements so that they can be applied across contexts, from ECE to tertiary

How do the STPs differ from PTCs?

- STPs rationalise the PTCs from twelve to six criteria
- They provide a more holistic description of what quality teaching looks like

STPs

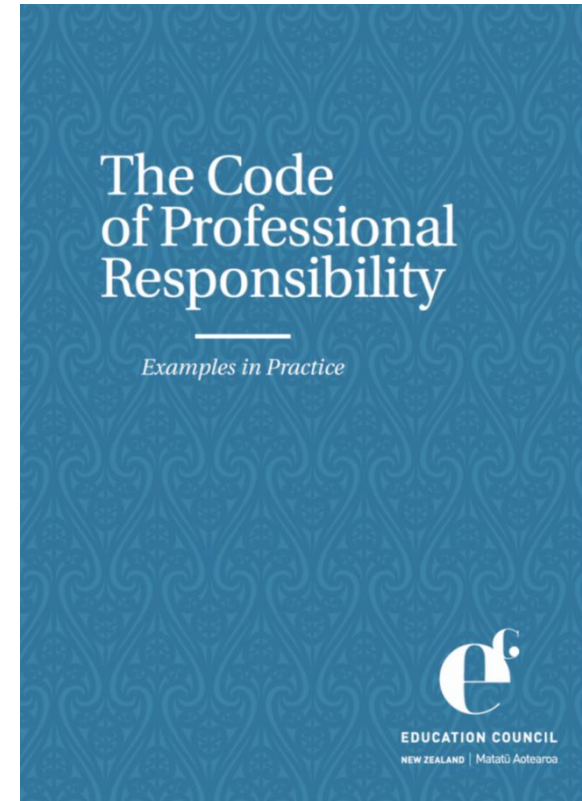
- May be used in appraisal from July 2017
- **Must be used in appraisal from January 2018**
- Teachers need to be annually appraised using the STPs
- An annual appraisal summary report must be completed stating whether the teacher's practice meets each of the standards

Collective agreement

- The professional standards in these will continue –they are used for competence processes and for attestation

Code of Professional Responsibility

- Sets out the high standards for ethical behaviour that are expected of every teacher
- There are four code commitments
- There is a second publication that gives examples in practice
- Applies to all certificated teachers including LATs



How will it be used?

- To assist with professional learning conversations
- “an aid to reinforce best practice well before any issues might arise”
- To assist with initial teacher education
- To provide public trust and confidence
- Will act as a benchmark in complaint investigations

Scenario 1

- A teacher borrows another teacher's personal laptop while at work and discovers they have a number of pornography websites featuring teenage girls under their "favourites list". It is not a school computer but they occasionally uses it at school.

Scenario 2

- A parent comes across her child's teacher who is out partying with friends and is in a very intoxicated state. It is the weekend. The parents later discover images and banter on social media about the teacher in similarly intoxicated states and comments such as "...what would the parents at St Judie's College say if they knew...?" The parent now feels uncomfortable about the teacher's judgement and professionalism and has lost confidence about having her child in the teacher's care.

Scenario 3

- A young beginning teacher is asked by the principal to provide extra emotional support for a 16 year old student who is having a difficult time at home. After a while the teacher and student start to meet outside of school and text each other often. Another teacher begins to feel uncomfortable with the nature of the relationship, and speaks with the principal. They believe that the teacher is not keeping clear professional boundaries and is concerned that the teacher is counselling the student outside of their expertise and qualifications.

Research discussed in the session

- Linda Bendikson article on inquiry:
- <http://www.uacel.ac.nz/publications/articletype/articleview/articleid/395/inquiry--much-harm-done-in-its-name#.WsQ2hs8UI9A>
- Also there is lots of good stuff here:
- <http://www.uacel.ac.nz/publications/articletype/archiveview/month/10/year/2017>

Questions & Answers...





PPTA

NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION

TE WEHENGARUA

We stand for education.