

PRINCESS PRIMARY SCHOOL



CODE OF CONDUCT FOR EDUCATORS

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1. The educator and community

- 1.1 The educator accepts the principle that the school serves community and the educator undertakes to respect the customs, habits, traditions and code of ethics of the community;
- 1.2 The educator accedes the role to give guidance to the community regarding education and attitude formation;
- 1.3 The educator must also be prepared to serve the community and contribute to the uplifting of the community;
- 1.4 The educator acknowledges that the teaching profession holds a confident and prominent public position whereby the educator's humanity, personal behaviour and way of life are involved;
- 1.5 The educator admits the interaction between school and community and also knows that his or her actions and behaviour must be as such that it will enforce the esteem and respect of the community;
- 1.6 The educator will attempt to fortify the image of the teaching profession;
- 1.7 The educator undertakes to live up to the ethos of the school and to the values of the broader community;

2. The educator and employer

- 2.1 The educator will always remain loyal to his employer and will serve him to the best of his/her ability;
- 2.2 The educator will obey all instructions and regulations and faithfully carry out all instructions from the employer;
- 2.3 The educator will handle all affairs professionally through the right channels;
- 2.4 The educator will refrain him or her to discuss any official matters with persons outside of the school;
- 2.5 The educator will carry out all delegated assignments received to the best of his/her ability within the time limit given for the mandate;

3. The educator and his/her colleagues

- 3.1 The educator will contribute his/her part to the dignity and public image of the teaching profession by setting a worthy example;
- 3.2 The educator's behaviour towards his/her colleagues will always be professional;
- 3.3 The educator accepts the authority and assignments of persons that were appointed in a position of authority without necessarily giving up his or her own point of view or his or her professional independence;
- 3.4 The educator sets an example to his/her colleagues by being neatly dressed;

4. The educator and the profession

- 4.1 The educator deters him or her to abuse his or her professional credence for party politics for personal gain;
- 4.2 The educator assumes the demands of the profession and undertakes to stay informed on educational thoughts and intricacy within the profession;
- 4.3 The educator undertakes to serve the ideals of the teaching profession and is always prepared to be an example to others;
- 4.4 The educator's professionalism must be of such a nature that he or she serves the profession with excellent quality work;
- 4.5 The educator undertakes to take part in professional affairs;
- 4.6 The educator will use good language in public;

5. The educator in the class

- 5.1 The educator's most important duty in the class is to propound efficient education;
- 5.2 The educator acts as manager in his or her own class and undertakes to direct the learning events in such a way that the learners will have maximal gain;
- 5.3 The educator indicates enthusiasm for the learning events and will stimulate the learners to participation;
- 5.4 The educator will strive for orderliness in the class and to create an atmosphere, which is conducive for good learning;
- 5.5 The educator will maintain a professional distance between the learner and himself and will not become familiar with any one of the learners;
- 5.6 The educator will respect each learner's human dignity in his class and make no destructive comments towards any learner;
- 5.7 The educator will demand that the learners obey his or her instructions in class;
- 5.8 The educator will lay down certain rules within the policy in the class which will contribute to the orderly elapse of the learning process;
- 5.9 The educator will keep at the prescribed syllabus content and will not deviate from the syllabus content;
- 5.10 The educator will welcome the principal as manager of the school in his classroom and submit himself to class visitation procedures;

- 5.11 The educator will be also be prepared to enforce the school's disciplinary policy in class and keep register of the learner's offences;
- 5.12 The educator will carry out all directives of the subject he/she teaches;

6. The educator and the learners.

- 6.1 The educator undertakes to treat all learners decently and offer to all learners' equivalent opportunity to participate;
- 6.2 The educator recognises the rights of the learner in the class and will offer to each learner the opportunity to learn;
- 6.3 The educator will not discriminate against any learner in his or her class;
- 6.4 The educator will accredit learners for good results;
- 6.5 The educator will make distinction between human mistakes and chronic or mischievous behaviour by the learners;
- 6.6 The educator undertakes never to take action against learners as a result of poor discipline in his/her class;
- 6.7 The educator will always be on his or her post in the class and will not leave the learners unnecessarily without supervision;
- 6.8 The educator will set clear guidelines in the class, which will ensure the orderly elapse of the learning events;
- 6.9 The educator undertakes to inform the learners in his or her class about the requirements the school has for all learners;
- 6.10 The educator acknowledges the learner's right to be listened to;
- 6.11 The educator will subject all learners within his/her class to the prescribed penalty measures;
- 6.12 The educator will handle all money within the class with care and will not cause any temptation to any learner;
- 6.13 The educator will handle confidential information on learners in such a way that the learner will not be embarrassed;
- 6.14 The educator undertakes to fulfil his or her professional responsibility to each learner in his or her care;
- 6.15 The educator will use good language toward learners and prevent any learners to use language of low esteem;

7. The educator and parents.

- 7.1 The educator strives to a hearty co-operation with the parents of the learners in his/her class;
- 7.2 The educator step in as "In loco parentis", meaning substitute parent and will do all to maintain parental authority, to affirm the trust of the child in his parents;
- 7.3 The educator will inform the parents if a problem arises with the learner's progress in school;
- 7.4 The educator is in partnership with the parents and undertakes to confirm the values of the parents in the school situation;
- 7.5 The educator must also request help from parents in homework projects started in the class;
- 7.6 The educator undertakes to inform the parents honestly during parent meetings in connection with the child's progress and behaviour.

8. The educator and discipline

- 8.1 Good discipline is an integral part of any excellent school's character.
- 8.2 It is each educator's responsibility to maintain good discipline in his / her class / subject.
- 8.3 An educator who arrives at school thoroughly prepared for the day's work ensures good discipline.
- 8.4 Learners may never just sit idle in class. The educator must present the curriculum content in such a way that each and every learner gets the opportunity to learn.
- 8.5 All disciplinary problems are handled in line with the requirements of the Disciplinary Policy.
- 8.6 Each educator must penalise the offenders in his / her class / subject committed by any of the learners.
- 8.7 Good discipline can only be ensured by the person standing in front of the class and not by any outsider.

9. The educator and class routine

- 9.1 All educators must follow the following principles so that an overall class routine could be established throughout the entire school.
- 9.2 Be well prepared for your day's task and arrange beforehand for the necessary teaching aids to provide education on a differentiated basis to all learners in your class.
- 9.3 Ascertain that your classroom is well ordered and that all learning aids are available for the day's work.
- 9.4 Establish the following routine as quickly as possible with the learners who visit your class:
 - 9.4.1 Learners queue in front of the class where the educator awaits them.
 - 9.4.2 Learners walk into class on the educator's order.
 - 9.4.3 Learners sit only on designated seats.
 - 9.4.4 Educator explains the day's activities and gives certain assignments in this regard.
 - 9.4.5 Educator explains the way books will be handed out and taken in.
 - 9.4.6 The work method in the class / subject is explained in detail.
 - 9.4.7 Co-operation in the class / subject.
 - 9.4.8 Attention should be given when the educator explains work.
 - 9.4.9 Listen when a co-learner puts a question.
 - 9.4.10 Reciprocal respect for educator and co-learner.
 - 9.4.11 Regular completion of homework and other assignments.
 - 9.4.12 Way to ask permission to leave the room.
 - 9.4.13 Tidy up and cleaning of class before learners leave.

- 9.4.14 Orderly manner of leaving class row by row at end of period.
- 9.5 All learners and educators should show respect towards each other.
- 9.6 Positive values are established with all learners.
- 9.7 Concentrate on the syllabus content that should be completed.
- 9.8 Handle all negative behaviour in line with the stipulations of the disciplinary policy.
- 9.9 Praise and encourage good co-operation and behaviour.
- 9.10 Address the learner in private who shows behaviour problems.
- 9.11 Maintain a good level of humour, it is a pleasure to learn.

10. The educator and classroom care

- 10.1 Educators are responsible for the cleaning of their own classrooms and the area outside of the classroom.
- 10.2 Learners must be taught to care for the school building so that no damage is caused to the school building.
- 10.3 Educators should take care when windows are being closed that windowpanes are not broken.
- 10.4 All windows must be shut at the end of the school day, the lights and fans should be switched off and the doors are locked.
- 10.5 Educators who are negligent in any of the above will be asked to pay for the electricity that was wasted.

11. The educator and classroom policy

- 11.1 Each educator must lay down clear procedure and rules in the class / subject at the beginning of the year in co-operation with the learners.
- 11.2 The classroom policy must explain procedures and working methods in the class / subject.
- 11.3 Aims and objectives with the particular subject must be broadly explained for the learners to understand.
- 11.4 Disciplinary measures for bad or misconduct must be spelled out.
- 11.5 Class leaders must be appointed.
- 11.6 The working method in the particular class / subject must preferably be given to the learners in writing.
- 11.7 Turns to speak must be awarded after a learner has raised his / her arm.
- 11.8 Due dates for assignments must be clearly set.
- 11.9 The classroom policy must be clear to all so that no misunderstanding takes place.

12. The educator and classroom rules

- 12.1 A classroom meeting at the start of the new schoolyear is an effective way to give attention to the compiling of classroom rules for the class.
- 12.2 Classroom rules are essential and must be enforced by the educator.
- 12.3 Good educators are strict and they act with firm leadership.
- 12.4 Democratic practice gives to the learners the right to participate in the compiling of classroom rules and to have a say in what should be rules and what the consequences would be if those rules are contravened by any learner in the class. When the learners had exercised their democratic right in the compiling of the classroom rules, they have no right not to obey the rules that they have accepted as classroom rules.
- 12.5 The educator should provide a basic set of classroom rules to guide the learners in their formulation of classroom rules.
- 12.6 Educators who care wont accept no apology for bad or misconduct.
- 12.7 Reasonable consequences must always follow learner behaviour, either good behaviour or bad behaviour or misconduct.

13. The educator and competence

To achieve this the following will be done:

- 13.1 Appoint the best-qualified staff available;
- 13.3 Present courses aimed at didactic and personality development;
- 13.4 Regular subject meetings;
- 13.5 Subscribe to subject magazines;
- 13.6 Organise regular social events for staff;
- 13.7 Reward creativity and good performance.

14. The educator and his / her duty sheet

- 14.1 The headmaster annually negotiates the educator's duty sheets with them.
- 14.2 A duty sheet reflects the responsibilities of an educator in the position the educator was appointed in.
- 14.3 A duty sheet forms part of the educator's contractual obligation towards the school.
- 14.4 Any responsibilities must promptly be fulfilled.
- 14.5 Any reasonable request from the headmaster throughout the year forms part of the educator's duty sheet.

15. The educator and the division of work

- 15.1 The principle of equal distribution of work will apply at the school.

- 15.2 All staff is available for all activities.
- 15.3 A weight distribution is done and a certain value is added to each activity.
- 15.4 Activities are then divided between staff so that each member of staff receives an equal load of work.
- 15.5 The whole process is done on the basis of negotiation and if the parties can't come to agreement, the headmaster's decision will be final.
- 15.6 The division of work includes curricular, as well extra-curricular assignments.

16. The educator and equal treatment

- 16.1 Educators must treat all learners with equality in class and offer an equal opportunity to all learners to develop your potential to the maximum.
- 16.2 No subjective feelings may exist between an educator and a learner so those specific learners are advantaged above others.
- 16.3 The gold rule is not to have any favourites.
- 16.4 No action of an educator over against any learner may be of discriminatory nature in any way whatsoever.

17. The educator and human dignity

- 17.1 It is expected of all educators to treat all learners with respect and dignity. The same is expected from learners.
- 17.2 Learners who do not understand work must be helped. The educator's aid and approach towards these learners must always be positive to boost the learner's self-confidence in the subject.
- 17.3 Under no circumstances should a learner belittled in front of the class, especially if the learner struggles to master the work.
- 17.4 Encourage progress and praise the learner for any progress.
- 17.5 After the educator has done his / her best to help the learner and no progress is visible, the learner should be referred for remedial aid.

18. The educator and personal injuries

- 18.1 The admin staff arranges for medical care for the injured staff member, if necessary.
- 18.2 All the necessary report forms on the nature on the injury sustained during school hours should be completed by admin and to be signed by the principal.
- 18.3 When the person's returns to school, the prescribed leave form is to be completed.

- 18.4 The principal notifies district office of the injury the educator sustained while on duty.

19. The educator and good instruction

- 19.1 Educators must instruct learners for the full duration of any period of time that the learners are in the educator's class.
- 19.2 No learners are to be sent around during academic teaching time.
- 19.3 The quality of teaching must comply with the requirements set in the school's ethos and credo.
- 19.4 Successful teaching in every class will contribute to the school's overall academic success.
- 19.5 No educator is allowed to sit down and teach from a chair.
- 19.6 Educators should refrain from reading any newspaper while learners are present in the classroom.

20. The educator and new staff

- 20.1 The headmaster appoints a staff member as facilitator to the new staff member.
- 20.2 The facilitator introduces the new staff member to other members of staff and to the working of the school's administration system and to the way the school functions.
- 20.3 The appointed facilitator should address all the new staff member's queries and uncertainties.

21. The educator and outside work

- 21.1 No educator is allowed to accept any outside work without the written permission from the principal of the school.
- 21.2 Educators who disobey this rule will make themselves guilty to misconduct.
- 21.3 See the provincial circulars in this regard.

22. The educator and parent requests

- 22.1 Educators must handle all parent requests on merit.
- 22.2 Educator's response to a parent request is actually the school's answer to that parent and good consideration should be given to any question before a parent is answered. All replies should be in line with the school's general policy statement.
- 22.3 No quick or poorly formulated answers should ever be passed on to parents.

- 22.4 Educators ought to consider each request to derive to an answer that is justifiable.
- 22.5 Parents are and remain worried about their children's welfare at school and where the educators acts as "parentis in loco ", the mutual responsibility for the learners lie both with parent and educator and therefor the educator should never ignore or deny this responsibility.
- 22.6 Educators should consult the headmaster in case of any uncertainty regarding parent requests.

23. The educator and physical contact with learners

- 23.1 Educators are requested to avoid at all times any physical contact with learners.
- 23.2 Maintain a healthy distance between educator and the learner.
- 23.3 Educators should prevent any familiarity with learners in his / her care.
- 23.4 Endeavour to create a climate of mutual respect between educator and learner.
- 23.5 Palpation of any learner by an educator could lead to permanent suspension.

24. The educator and professional conduct

- 24.1 It is expect of every educator to behave in a professional manner and display professional conduct in the execution of all official duties.
- 24.2 Professional educator maintains a certain standard in their work.
- 24.3 Professional people are experts in their field of study.

25. The educator and promises to parents

- 25.1 When an educator gives a certain undertaking to parents or promises to execute a certain duty for the parent at the school, the educator must ensure that the promise is carried out within three school days.
- 25.2 It is preferable that the educator, if at all necessary, contacts the parent to confirm that the matter is settled in the interest of good liaison.
- 25.3 Requests from parents should be in writing and all correspondents in this regard, as well as the school's reply should be filed in the learner's personal portfolio.

26. The educator and sports broadcasts

- 26.1 No educator or learner is permitted to listen to any sports broadcast during school hours.

27. The educator and secrecy

- 27.1 Educators accept and undertake not to supply any information to any outside person or organisation regarding the school, its learners or their parents.
- 27.2 Educators will also honour the confidentiality of all information that was shared with them concerning any learner.

28. The educator and termination of duty

- 28.1 Educators who reach the age of 65 years are compelled to retire, but can also apply to retire at the age of 60 without penalisation.
- 28.2 An educator could also retire at the age of 55 year with certain penalisation disadvantages.
- 28.3 An educator who has a permanent position could resign by giving 90 days notice in writing to the principal of the school who in turn will let the Department of Education know of the resignation. On request, the authorities would consider a shorter notice period.
- 28.4 An educator who has been found guilty by a court or who has been charged and found guilty before the South African Council for Educators, will be considered as to have resigned from the day immediately following the day on which his / her name were removed from the register of the South African Council for Educators.
- 28.5 Educators who has a Governing Body appointment can resign from their post as educator by giving 30 days notice in writing to the chair person of the Governing Body or to the principal.

29. Departing staff

- 29.1 All official documentation, stationery and other school property are to be handed in at the responsible Head of Department.
- 29.2 All keys are to be handed in at the deputy principal.
- 29.3 All other school property and apparatus is to be handed back to the responsible officials that have handed the material out.
- 29.4 The classroom should be left cleaned behind.

30. Dress code for educators

Although we live in a time of many new fashions, each educator is responsible to be neatly dressed in a professional manner. Therefore, we give basic guidelines with regard to the dress code:

Ladies

Trousers: No tight fits.

Preferably a jacket / blouse over the trousers.

Formal denims with appurtenance are admissible.

Blouse: Transparent blouse with a camisole.

T-shirts are not admissible.

Skirts: Any length is admissible as long as the skirt is not more than one hand above the knee.

Dresses: No strapless dresses or dresses with straps over the shoulders, except on sports days. Dresses to be worn with a petty coat.

Shoes: No takkies, but sandals or shoes according to preference.

Shorts: Shorts are permissible if it is worn with a blouse or jacket that hangs over the short. Shorts must not be shorter than one hand above the knee.

Men:

Men are allowed to attend school smart / casually dressed.

No short pants are allowed.

Shirts with collar or golf shirts are in order. No advertising is allowed on any shirt.

Formal or informal trousers with matching stockings and shoes.

During sports days a tracksuit may be worn with takkies.

Men may not wear denim pants.

A tie and jacket may be required during formal events.

31. Grievance procedures for educators

If an educator has a grievance compliant regarding the service conditions or work circumstances it is possible for that educator to address the grievance compliant by means of a grievances procedure before a dispute is declared.

The purpose of a grievance complaint is firstly to solve the complaint on the personal level, secondly it is possible to determine the source of the problem and thirdly to act as soon as possible to resolve the problem.

The Council on Labour Relations in Education accepted the following steps as the official grievance procedures in case any grievance should arise at a school:

1. Report your oral complaint / grievance to the headmaster and try to solve the problem by means of a personal conversation.
2. If step 1 does not give the desired result after a reasonable time, a written grievance must be submitted to the headmaster. The written grievance must contain complete details of the grievance. The written complaint must be

- submitted to the headmaster not later than 90 days from the date on which the alleged grievance has taken place.
3. The headmaster must discuss the written complaint / grievance with the complainant within three working days after the written complaint was received and a bona fide attempt must be made to solve the complaint / grievance to satisfaction of the parties.
 4. The headmaster must also report such grievance immediately to the local district office and a copy of the complaint / grievance should be submitted to the district office.
 5. The headmaster must report the result of the discussion to the local district office within 5 working days independently if the matter has been settled or not.
 6. If the complaint / grievance has not been settled within 5 working days the aggrieved party is thereon entitled to report the grievance directly to the district office in writing by registered mail. A copy of the complaint / grievance must be submitted to the headmaster and to the complainants trade union.
 7. The headmaster must submit his comment together with all relevant information concerning the grievance to the district office within 5 working after the principal received the copy of the grievance to district office.
 8. The head of the district office or his assignee must try to solve the complaint / grievance within 5 working days after the complaint / grievance was received by district office and the result must be communicated with the parties concerned.
 9. If the aggrieved person or educator is not satisfied with the result of the outcome of the complaint / grievance by district office, a formal dispute can be registered with the Council on Labour Relations in Education.

32. Progressive discipline

If educators consistently fall short of educational goals or minimum standards of teaching, even after exhaustive coaching efforts by the principal or principal of department, disciplinary procedures may eventually be necessary. But there are progressive steps leading up to termination that should be taken in order to prevent termination from ever occurring.

The goals of progressive discipline

- To apply disciplinary steps that become progressively more serious in nature to get educators back on track, thereby making termination unnecessary.
- To protect the school legally from possible lawsuits for wrongful termination.

Following the steps below will assist you in executing progressive disciplinary measures fairly and effectively. Although progressive discipline should be applied for violations of school policy and / or chronic poor performance from an

operational standpoint, our concentration in this exercise will be on progressive discipline for sub-standard teaching.

Counseling Session

A counselling session is a sit-down, formal, private meeting in order to give feedback on chronic poor performance that has shown insufficient improvement as a result of using other coaching strategies. As a result of this meeting, the educator should know that the performance issue is a serious one and that further disciplinary action will follow if improvement is not forthcoming.

Often times an educator may not even realise how serious the situation is until this meeting occurs. Consequently, the meeting itself may be the catalyst for improvement.

Targeting

Targeting is specifically done to give the educator short-term teaching objectives to get him or her on track. For example, if an educator consistently has a below average result in the subject he / she teaches, it is meaningful to set a certain objective for a specific day / week / month. It also allows the educator to earn a “win,” and thereby increase his / her confidence to eventually reach a higher level of achievement.

You do document targeting on the coaching form. It should be noted that targeting can and should be used during counselling sessions.

Deal-making

Deal-making is similar to targeting, but is written down on a Corrective Action form. The educator does not need to sign the document. Deal-making will only occur in cases of deficient teaching as compared to the minimum standards set by the school. At this time, the educator is told that a consequence will be given if the target is not reached. That consequence will be a formal, written warning.

Ask yourself two questions:

- “Have I done everything in my power to help this educator correct the problem?”
- “Is the situation with this educator a question of willingness?”

You have a responsibility before proceeding to more severe disciplinary steps to take a moment and assess the situation. If the answer to both questions is “yes,” then your only recourse is to proceed to the next step.

Written warning 1

Written warnings are documented on a Corrective Action form, with a signature by the educator to acknowledge that the discussion took place. Even at this point in the process of progressive discipline, our goal is not to lose the educator. What you may find is that many educators still don’t take you that seriously until it gets to this point. If so, the written warning may get the educator to wake up, smell the coffee and correct the problem. A second written warning or further disciplinary action up

to and including possible termination will be applied for reoccurrence of the poor performance within a set period of time.

Written warning 2 (optional)

If the first written warning does not solve the problem, a second warning is given. Again, the discussion is recorded on a Corrective Action form with an acknowledgement of its occurrence by the educator's signature. The educator should understand, that if the problem is not corrected at this time, it will result in a disciplinary meeting with the principal, with subsequent termination of employment a distinct possibility.

Final meeting with the principal and officer from district office

To ensure all actions by the principal has been administered fairly and according to proper legal guidelines, the officer from district office from the district office will be invited to meet with the educator along with the principal. This conversation will also be documented and signed. At this point, the officer from district office will choose one of two courses of action. One, the officer from district office will defer termination and, after consultation with the principal, will require the principal to work further with the educator. Or two, the educator will be suspended pending the decision by the officer from district office to end or continue his / her employment.

Termination of employment

If the proper legal guidelines have been followed and the officer from district office is satisfied that the principal has exhausted all means of solving the problem, then termination of employment is the final action.

If you reach the point of termination, there is no turning back. The meeting to terminate the employment should be short to the point and void of discussion. Any attempts by the educator to change your mind at this point should fall on deaf ears. Do not give the educator a second chance at this point.

