

ISLAMIC EDUCATIONAL CENTRE

CODE OF PROFESSIONAL ETHICS FOR EDUCATORS

DEFINITIONS

1. In this Code, unless the context indicates otherwise, any word or phrase defined in the South Africa Council for Educators Act, 200 has that meaning and:
 - 1.1 'code' means the code of professional Ethics of the South African Council For Educators;
 - 1.2 ' council ' means the South African Council for Educator;
 - 1.3 'Educator' means any educator registered or provisionally registered with the council.
 - 1.4 'learner' means a pupil or a student at any school, further education and training institution or adult learning centre;
 - 1.5 'parent' means;
 - (a) any natural parent or guardian of a learner;
 - (b) any person legally entitled to custody of a learner; and
 - (c) Any person who undertakes to fulfil the obligations of a person referred to in the paragraphs (a) or (b) towards the learner's education at school.

GENERAL

2. The educators who are registered or provisionally registered with the South African Council for Educators:
 - 2.1 acknowledge the noble calling of their profession to educate and train the learners of our country; profession determine the quality of education in this country;
 - 2.2 acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in this country.
 - 2.3 acknowledge, uphold and promote basic human rights, as embodied in the constitution of South Africa.
 - 2.4 commits themselves therefore to do all within their power in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code and
 - 2.5 act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute.

CONDUCT: THE EDUCATOR AND THE LEARNER.

3. An educator:
 - 3.1 respects the dignity, believes and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality;
 - 3.2 acknowledge the uniqueness, individuality and specific needs of each learner, guiding and encouraging each to realise his or her potentialities;
 - 3.3 strive to enable learners to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa:
 - 3.4 exercises authority with compassion,
 - 3.5 avoid any forms of humiliation, and refrains from any form of abuse, physical or psychological:
 - 3.6 refrain from improper physical contact with learners;
 - 3.7 promote gender equality.
 - 3.8 refrain from any form of sexual harassment (physical or otherwise) of learners.
 - 3.9 refrain from any form of sexual relationship with learners at school.
 - 3.10 uses appropriate language and behaviour to his or her interaction with learners, and acts in such a way as to elicit respect from the learners;
 - 3.11 take reasonable steps to ensure the safety of the learner;
 - 3.12 do not abuse the position he or she holds for financial, political or personal gain.
 - 3.13 are not negligent or indolent in the performance of his or her professional duties;
 - 3.14 recognise, where appropriate, learners as partners in education.

CONDUCT: THE EDUCATOR AND THE PARENT

4. An educator, where appropriate:
 - 4.1 recognises the parents as partners as partners in education, and promotes a harmonious relationship with them; and
 - 4.2 do what is practically possible to keep parents adequately and timeously informed about the well-being and progress of the learner.

CONDUCT: THE EDUCATOR AND THE COMMUNITY

5. An educator
 - 5.1 recognise that an educational institution serves the community, and therefore acknowledges that there will be offering customs, codes and beliefs in the community.
 - 5.2 Conducts himself/herself in a manner that does not show disrespect to the values, customs and norms of the community.

CONDUCT: THE EDUCATOR AND HIS OR HER COLLEAGUES

6. An educator:
 - 6.1 refrain from undermining the status and authority of his or her colleagues;
 - 6.2 respects the various responsibilities assigned to colleagues and the authority that arises from there, to ensure the smooth running of the educational institution;
 - 6.3 use proper procedures to address issues of professional incompetence or misbehaviour,
 - 6.4 promote gender equality and refrains from sexual harassment (physical or otherwise) of his or her colleagues.
 - 6.5 uses appropriate language and behaviour in his or her interaction with colleagues;
 - 6.6 avoid any form of humiliation, and refrains from any form of abuse (physical or otherwise) towards colleagues.

CONDUCT: THE EDUCATOR AND THE PROFESSION

7. **An educator:**
 - 7.1 acknowledge that the exercising of his or her professional duties occurs within a context requiring co-operation with and support of colleagues.
 - 7.2 behave in a way that enhances the dignity and status of the teaching profession and that does not bring the profession into dispute.
 - 7.3 keep abreast of educational trends and developments;
 - 7.4 promote the on-going development of teaching as a profession;
 - 7.5 accept that he or she has a professional obligation towards the education and induction into the profession of new members of the teaching profession.

CONDUCT; THE EDUCATOR AND HIS OR HER EMPLOYER

8. An educator;
 - 8.1 recognise the employer as a partner in education;
 - 8.2 acknowledge that certain responsibilities and authorities are vested in the employer through legislation and serve his or her employer to the best of his her ability.
 - 8.3 refrain from discussing confidential and official matters with unauthorised persons.

CONDUCT: THE EDUCATOR AND THE COUNCIL

9. An educator:
 - 9.1 make every effort to familiarise him/herself and his/her colleagues with the provisions of the Code;
 - 9.2 comply with the provisions of the Code;
 - 9.3 disclose all relevant information to the Council;
 - 9.4 inform the Council and/ or relevant authorities of alleged or apparent breaches of the code within his/her knowledge.
 - 9.5. Co-operates with the Council to the best of his or ability, and;
 - 9.6 accept and comply with the procedures and requirements of the Council, including but not limited to the Registration Procedures, the Disciplinary Procedures of the Council and the payment of compulsory fees.

DISCIPLINE: A HAND GUIDE FOR EDUCATORS

Discipline is described by the following words: obedience, restraint, regulation, control, order et al. It is common educational practice to have a certain acceptable level of discipline amongst your charges to effect tangible outputs in one's lesson. No lesson can be successful without first having proper control over learners. Discipline begins with the primary educators of the child: the parent at home. In the absence of biological parents (probably through death or divorce) proper discipline can become a nebulous area. It is common knowledge that children who come from broken homes can pose disciplinary problems. The saying 'you cannot take every cough to a doctor cannot be more aptly referred to. Likewise, do not refer every disciplinary problem to the grade co-ordinator or to the office for the matter. The office must not be seen as being a mechanism for administering "punishment" but

respected for being the nerve centre of the school. Send your children to the grade co-ordinator only as a last resort.

Some useful hints regarding Discipline:

- Each child is unique in many ways. Appreciate and respect this individuality. No two children are alike.
- Know each child and his/her background (peers, parents, area of residence). Refer to the learner profile.
- The gender of a child determines extents of untowardly behaviour to a certain age.
- Each child brings with him/her an entire behavioural background enriched by culture, communal values, acceptable family values, exposure to media, socio-economic status and degree of religious affiliation.
- You show your area of great weakness when you are “ticked off” and constantly “pass the buck on” to senior educators to address disciplinary problems by proxy. A poor educator is defined as one who cannot face up to the challenge and who cannot affect a conducive climate for teaching/learning in the classroom.
- Why is it that learners in classroom display fluctuating patterns of behaviour? They behave with some teachers and don't with others. There must be consistency in classroom control amongst all educators. Children love adults who are meticulous and who demand order (neat work, a constructive level of classroom noise, punctuality, neat dressing).
- In most cases, negative behaviour impacts on the child's academic performance.
- Don't teach hard, teach smart!
- If you are late to the classroom, your child will get up to mischief, so be punctual.

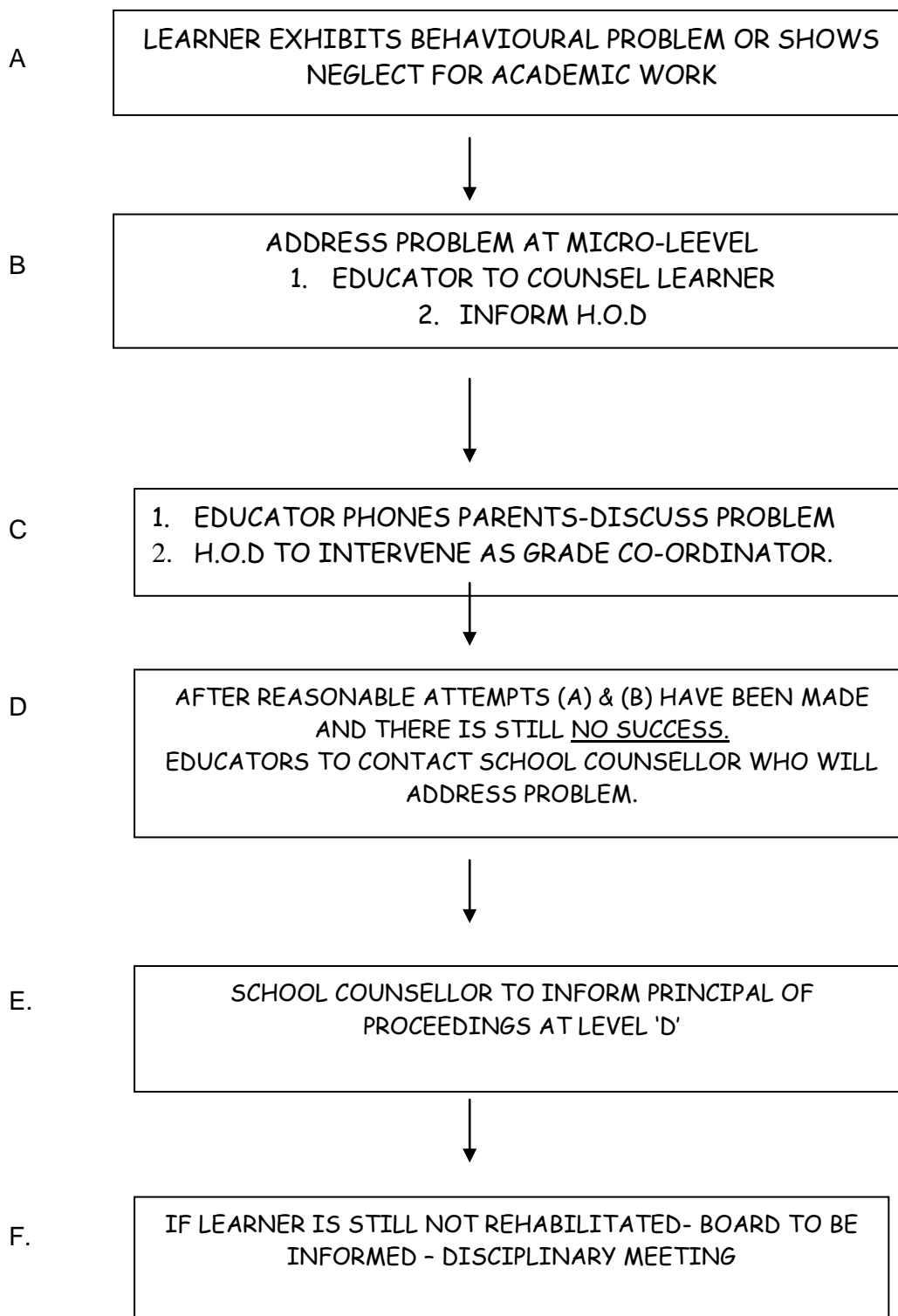
Some dos and don'ts

- Never discuss your personal life with learners. This will cause your self-respect to disintegrate. Learners need not know your children's names, your birth dates.
- Classroom time is for planned classroom work and cognitive activities. It is proven that teachers who waste their time on idle talk (digress to discuss the local news, sports stars, the cricket world cup, talk about parents, personal escapades, other educators) have no control over their charges as they have no intention of teaching.
- Do set ground rules on your first visit to a class. Negotiate in a very consultative manner what the consequences are of e.g. Not doing homework, talking, chewing. Collectively define minor, major and severe offences and their respective forms of justice. Forms of intervention (to correct deviant behaviour) must be generated collectively and democratically. It must not be said that these rules are arbitrarily implemented to manage behaviour. Do not allow your learners to sit on your table or on their desks, or talk to you casually, or call you by your first name. You are not their pal!
- Work out in advance how you will approach the next day's lesson.
- Every lesson must have a structure:
Beginning: Test previous knowledge. Check for foundation concepts taught before for the new lesson.
Body: Jump headlong into the lesson proper, teasing out and unpacking new conceptual subject matter.

Conclusion: Consolidate the lesson by testing for outcomes, setting homework.

- Never show anger and vent frustration. An angry person is one who runs out of ideas.
- When something is radically wrong with a child's behaviour, assume the role of mentor and counsellor. Always demand an explanation from children when their behaviour is in question. Ignoring behavioural problems creates a mind-set (image) about you as a “week” educator.
- Never administer corporal punishment. You could live with a criminal record.
- Make a home visit or call the parents if you have a serious concern.
- Operate on a 'merit' and “de-merit” system. Get the children to collect points towards a grand prize which the learner with the most merit points will win at the end of the year. All educators can record their scores and probably put up an expensive mountain bike which can be won by the learner in school who has the most number of merit points.
- Intervention must be timely. Call parents if serious, recurring problem. Do not allow matter to fester and become ulcerous.
- Refer serious cases to the School Counsellor or an external consultant.

The following disciplinary protocol to be followed:



SOURCE: South African Council of Educators