

POLICY: CODE OF PROFESSIONAL ETHICS

WHAT IS THE CODE OF ETHICS

- These are the set of guidelines that indicate how an educator should conduct himself/herself
- These guidelines indicate the type of professional that is envisaged in the country
- These assist educators in their endeavour to promoting and protecting the status of the profession

DEFINITIONS

In this Code, unless the context indicates otherwise any word or phrase defined in the South African Council for Educators Act, 2000 has that meaning and:

1. 'Code' means the Code of Professional Ethics of the South African Council for Educators;
2. 'Council' means the South African Council for Educators;
3. 'educator' means any educator registered or provisionally registered with the Council;
4. 'learner' means a pupil or a student at any school, further education and training institution or adult learning Centre;
5. 'parent' means:
 - any natural parent or guardian of a learner;
 - any person legally entitled to custody of a learner; and
 - Any person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) or (b) towards the learner's education at school.

2. GENERAL

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;

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 commit 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, beliefs and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality;

3.2 acknowledges the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his or her potentialities;

3.3 strives 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 avoids any form of humiliation, and refrains from any form of abuse, physical or psychological;

3.6 refrains from improper physical contact with learners;



- 3.7 promotes gender equality;
- 3.8 refrains from any form of sexual harassment (physical or otherwise) of learners;
- 3.9 refrains from any form of sexual relationship with learners at a school;
- 3.10 uses appropriate language and behaviour in his or her interaction with learners, and acts in such a way as to elicit respect from the learners;
- 3.11 takes reasonable steps to ensure the safety of the learner;
- 3.12 does not abuse the position he or she holds for financial, political or personal gain;
- 3.13 is not negligent or indolent in the performance of his or her professional duties;
- 3.14 recognises, 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 in education, and promotes a harmonious relationship with them;

4.2 does 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 recognises that an educational institution serves the community, and therefore acknowledges that there will be differing customs, codes and beliefs in the community.

CONDUCT: THE EDUCATOR AND HIS OR HER COLLEAGUES

6. An educator:

6.1 refrains 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 there from, to ensure the smooth running of the educational institution;



6.3 uses proper procedures to address issues of professional incompetence or misbehavior;

6.4 promotes 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 interactions with colleagues;

6.6 avoids 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 acknowledges that the exercising of his or her professional duties occurs within a context requiring co-operation with and support of colleagues;

7.2 behaves in a way that enhances the dignity and status of the teaching profession and that does not bring the profession into disrepute;

7.3 keeps abreast of educational trends and developments;

7.4 promotes the ongoing development of teaching as a profession;

7.5 accepts 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 recognises the employer as a partner in education;

8.2 acknowledges that certain responsibilities and authorities are vested in the employer through legislation, and serves his or her employer to the best of his or her ability;

8.3 refrains from discussing confidential and official matters with unauthorised persons.

CONDUCT: THE EDUCATOR AND THE COUNCIL



9. An educator:

9.1 complies with the provisions of this Code;

9.2 discloses all relevant information to the Council;

9.3 co-operates with the Council to the best of his or her ability;

9.4 accepts and complies 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.

TYPES OF OFFENCES

PETTY OFFENCES

- Verbal abuse
- Intimidation
- Petty negligence, e.g. petty financial loss due to mismanagement

SERIOUS BREACHES OF THE CODE

- Negligence of duty and absenteeism
- Loss of or damage to property
- Submission of fraudulent qualifications
- Unauthorized use of property
- Unruly behaviour
- Undermining of colleagues
- Unregistered educators
- Social grant claims

SEVERE BREACHES

- Rape
- Love relationship with learner
- Statutory rape
- Sexual harassment
- Any form of sexual coercion
- Theft
- Fraud
- Corporal punishment
- Assault or use of violence
- Malicious damage to property
- Alcohol abuse or drunkenness on duty
- Consuming alcohol with learners
- Serious undermining of colleagues / insubordination



HOW DOES SACE RECEIVE CASES

- Through reports or complaints from the public
- Through newspaper reports
- Through the PDOE reports

ROLE OF THE DOE IN TERMS OF THE SACE ACT

- Report all cases received to SACE
- Handle all cases reported to them as speedily as possible
- Co-operate with SACE in the handling of cases
- Implement SACE recommendations or decisions on cases concluded

POSSIBLE SANCTIONS

- Warning
- Fines
- Caused to attend rehabilitation and counselling
- Striking off the roll

CURRENT PREVALENT BREACHES

- Sexual relationship
- Rape
- Fraud in relation to social grants
- Negligence of duty

CONCLUSION

- The code cannot on its own change the behaviour of our people
- We all need to conduct serious introspection of ourselves
- We need to be committed cadres of change and goodwill
- We finally need to see each other as partners and not as adversaries.

This policy was adopted by the School Management on _____

This policy has been made available to school personnel and is readily accessible to parents and learners on request.

This policy will be reviewed and updated every year.

Signed _____
School Management

Date: _____

Signed _____
Principal

Date: _____

Signed _____
Educator Representative

Date: _____

