

McDOWALL STATE SCHOOL



EFFECTIVE TEACHING RESULTING IN LEARNING

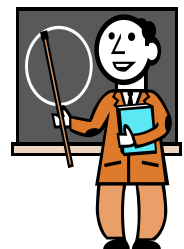
Schools are the focus of expertise in learning. They perform a vital role in providing opportunities to students to acquire knowledge and understanding, pursue special interests, strive to achieve excellence and develop social and vocational skills. The core business of schools is providing a learning programme for students to achieve system wide and school based learning outcomes. Schools also aim to facilitate and support participation among parents, students, administrators, teachers and others in the school community and between the school and departmental support structures.

Teachers fulfill a key role in delivery of quality education to students and will contribute towards excellence in education through a commitment to excellence in teaching and learning; a respected curriculum that assists students to live happily and productively in their own and the global society; fair and equitable work practices; productive partnerships that ensure that the McDowall State School stays focused on 'the child' and our performance targets, and is able to achieve these effectively; responsible school management; and responsive and constructive strategic management.

ROLE OF A TEACHER

(Education Queensland – Role Description)

- ❖ Planning, preparation and delivery of effective learning and teaching programmes for every student in allocated classes and/or groups.
- ❖ Contributing to the development and implementation of school objectives and school planning.
- ❖ Contributing to the establishment and maintenance of a supportive school environment.
- ❖ Contributing to and assisting with the management and further development of personnel, financial, information and technology, assets and facilities resources of the school to ensure their optimum use in meeting educational and departmental objectives.



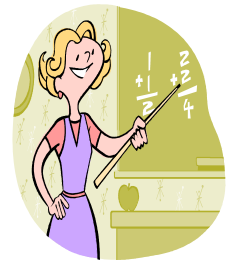
REPORTING RELATIONSHIPS



Teachers are accountable to and are under the overall direction of the Principal. At McDowall State School, a Deputy Principal is assigned to provide specific direction and support for each sector: Preparatory Year to Year 2 and Years 3-6. The Principal provides educational leadership for the school and sets the general direction and ethos for all staff, students and community members.

MAJOR RESPONSIBILITIES

- Plan, prepare and deliver quality and effective teaching and learning programmes which are consistent with the 'Australian Professional Standards of Teaching'; and relevant syllabi, curriculum policies, work programmes and educational trends.
- Maintain teaching competency and currency of knowledge of relevant curriculum programmes as required by Education Queensland, the McDowall State School and other statutory authorities.
- Support students through interaction with them in a variety of settings and through the active development of supportive learning environments and effective behaviour management practices.
- Provide for the physical, social, cultural and emotional well-being and physical safety of students whilst at school and enhance their overall development towards effective citizenship and responsible adulthood through participation in timetabled, non-timetabled and planned extra-curricula activities.
- Assess students (*diagnostic, formative and summative*) for developmental, feedback and reporting purposes.
- Maintain student records and samples of work and report on student performance to students, parents, Education Queensland, the Principal or delegate and other stakeholders as required.
- Participate in the collaborative development and evaluation of curriculum (*the sum total of all learning experiences*) and regularly monitor, through observation and evaluation, the effectiveness of the learning / teaching programme.
- Establish and maintain appropriate interpersonal relationships between the school and community, particularly in regard to the ethical obligations outlined in the Education Queensland, 'Code of Conduct'.
- Participate as appropriate, in school decision-making processes and professional development activities.



AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS



The *Australian Professional Standards for Teachers* comprise seven Standards which outline what teachers should know and be able to do. The Standards are inter-connected, interdependent and overlapping.

The Standards are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on all three domains.

Within each Standard, focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into Descriptors at four career stages: Graduate, Proficient, Highly Accomplished and Lead.



Domains of Teaching	Standards	Focus Areas & Descriptors
Professional Knowledge	1. Know students and know how they learn. 2. Know the content and how to teach it.	Refer to Standard at each career stage.
Professional Practice	3. Plan for and implement effective teaching and learning. 4. Create and maintain supportive and safe learning environments. 5. Assess, provide feedback and report on student learning.	Refer to Standard at each career stage.
Professional Engagement	6. Engage in professional learning. 7. Engage professionally with colleagues, parents/carers and the community.	Refer to Standard at each career stage.

STANDARD 1 – PROFESSIONAL KNOWLEDGE

KNOW STUDENTS AND HOW THEY LEARN

FOCUS	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
1.1 Physical, social and intellectual development and characteristics of students.	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.
1.2 Understand how students learn.	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programmes using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programmes using research and workplace knowledge about how students learn.
1.3 Students with diverse linguistic, cultural, religious and socio-economic backgrounds.	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and the needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Evaluate and revise school learning and teaching programmes using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	Develop teaching programmes that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities.	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Evaluate learning and teaching programmes using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	Lead colleagues to evaluate the effectiveness of learning and teaching programmes differentiated for the specific learning needs of students across the full range of abilities.
1.6 Strategies to support full participation of students with disability.	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with a disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	Work with colleagues to access specialist knowledge and relevant policy and legislation, to develop teaching programmes that support the participation and learning of students with disability.	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

STANDARD 2 – PROFESSIONAL KNOWLEDGE
KNOW THE CONTENT AND HOW TO TEACH IT

FOCUS	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
2.1 Content and teaching strategies of the teaching area.	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programmes.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programmes.
2.2 Content selection and organization.	Organise content into an effective learning and teaching sequence.	Organise content into coherent, well sequenced learning and teaching programmes.	Exhibit innovative practice in the selection and organization of content and delivery of learning and teaching programmes.	Lead initiatives that utilize comprehensive content knowledge to improve the selection and sequencing of content into coherently organized learning and teaching programmes.
2.3 Curriculum, assessment and reporting.	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programmes using knowledge of curriculum, assessment and reporting requirements.	Support colleagues to plan and implement learning and teaching programmes using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Lead colleagues to develop learning and teaching programmes using comprehensive knowledge of curriculum, assessment and reporting requirements.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.	Demonstrate broad knowledge of, understanding of, and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies.	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.
2.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programmes to make selected content relevant and meaningful.	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

STANDARD 3 – PROFESSIONAL PRACTICE

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

FOCUS	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
3.1 Establish challenging learning goals.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.	Develop a culture of high expectations for all students by modeling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
3.2 Plan, structure and sequence learning programmes.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programmes or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programmes to create productive learning environments that engage all students.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programmes to develop students' knowledge, understanding and skills.
3.3 Use teaching strategies.	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and reflective thinking.	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.
3.4 Select and use resources.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.
3.5 Use effective classroom communications.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
3.6 Evaluate and improve teaching programmes.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programmes to improve student learning.	Evaluate personal teaching and learning programmes using evidence, including feedback from students and student assessment data, to inform planning.	Work with colleagues to review current teaching and learning programmes using student feedback, student assessment data, knowledge of curriculum and workplace practices.	Conduct regular reviews of teaching and learning programmes using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.
3.7 Engage with the parents/carers in the educative process.	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their childrens' learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their childrens' learning.	Initiate contextually relevant processes to establish programmes that involve parents/carers in the education and broader school priorities and activities.

STANDARD 4 – PROFESSIONAL PRACTICE**CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS**

FOCUS	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
4.1 Support student participation.	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
4.2 Manage classroom activities.	Demonstrate the capacity to organize classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
4.3 Manage challenging behavior.	Demonstrate knowledge of practical approaches to manage challenging behavior.	Manage challenging behavior by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behavior management strategies using expert knowledge and workplace experience.	Lead and implement behavior management initiatives to assist colleagues to broaden their range of strategies.
4.4 Maintain student safety.	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' wellbeing and safety within school by implementing school and/or system curriculum and legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.
4.5 Use ICT safely, responsibly and ethically.	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

STANDARD 5 – PROFESSIONAL PRACTICE**ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING**

FOCUS	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
5.1 Assess student learning.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.
5.2 Provide feedback to students on their learning.	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Model exemplary practice and initiate programmes to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
5.3 Make consistent and comparable judgements.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.
5.4 Interpret student data.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Co-ordinate student performance and programme evaluation using internal and external student assessment data to improve teaching practice.
5.5 Report on student achievement.	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

FOCUS	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
6.1 Identify and plan professional learning needs.	Demonstrate an understanding of the role of the <i>Australian Professional Standards for Teachers</i> in identifying professional learning needs.	Use the <i>Australian Professional Standards for Teachers</i> and advise from colleagues to identify and plan professional learning needs.	Analyse the <i>Australian Professional Standards for Teachers</i> to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	Use comprehensive knowledge of the <i>Australian Professional Standards for Teachers</i> to plan and lead the development of professional learning policies and programmes that address the professional learning needs of colleagues and pre-service teachers.
6.2 Engage in professional learning and improve practice.	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
6.3 Engage with colleagues and improve practice.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
6.4 Apply professional learning and improve student learning.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programmes designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

STANDARD 7 – PROFESSIONAL ENGAGEMENT**ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/ CARERS AND THE COMMUNITY**

FOCUS	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
7.1 Meet professional ethics and responsibilities.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	Model exemplary ethical behavior and exercise informed judgements in all professional dealings with students, colleagues and the community.
7.2 Comply with legislative, administrative and organizational requirements.	Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organizational and professional requirements, policies and processes.	Support colleagues to review and interpret legislative, administrative and organizational requirements, policies and processes.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organizational and professional responsibilities.
7.3 Engage with parents/carers.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their childrens' learning and wellbeing.	Demonstrate responsiveness in all communications with parents/carers about their childrens' learning and wellbeing.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their childrens' learning and in the educational priorities of the school.
7.4 Engage with professional teaching networks and broader communities.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

TEACHING STRATEGIES & METHODS

Successful teaching will embrace a wide variety of styles or approaches which include opportunities for:

- ◆ ***DIRECT TEACHING*** of individuals, groups and whole classes.
- ◆ ***ACTIVITY-BASED LEARNING*** by individuals, groups and whole classes.
- ◆ ***DISCUSSION*** between the teacher and students and between the students themselves.
- ◆ ***APPLICATIONS and PROBLEM-SOLVING.***
- ◆ ***OPEN-ENDED INVESTIGATIONS***
- ◆ ***CONSOLIDATION and PRACTICE.***



The aims of the Syllabus and School Programmes will certainly not be fulfilled if all teaching is done by teacher exposition or some other singular approach, followed by the setting of practice exercises. McDowall State School teachers are expected to provide a balance in employing professional teaching strategies aligned with sought student learning outcomes.

ETHICAL STANDARDS FOR TEACHERS

(Qld College of Teachers)

The teaching profession has an expectation of high standards of ethical behaviour from its members. This Code of Ethics provides a formal framework of ideals designed to guide and encourage all teachers to achieve these high standards of ethical behaviour and professionalism in their dealings and relationships with students, families, caregivers, colleagues and the broader community. Members of the teaching profession in Queensland are committed to the following values which underpin the profession: **Integrity, Dignity, Responsibility, Respect, Justice** and **Care**. Commitment or responsibility should not all be one way as there should be some reciprocity from school community groups toward the teacher. These ethical standards are meant to be a generic, interactive statement.

We demonstrate *INTEGRITY* by:

- Creating and maintaining appropriate professional relationships
- Acting with impartiality, truthfulness and honesty

We demonstrate *DIGNITY* by:

- Valuing diversity and treating students equitably and with care and compassion while respecting the uniqueness of family backgrounds
- Valuing the effort and potential, and acknowledging the uniqueness of each student

We demonstrate *RESPONSIBILITY* by:

- Giving priority to the education and welfare of all students in our care
- Engaging in ongoing professional development and improving teaching and learning strategies
- Working collaboratively and cooperatively with colleagues in the best interests of the education and welfare of our students

We demonstrate *RESPECT* by:



- Acknowledging that relationships with students and their families must be based on mutual respect, trust and, where necessary, confidentiality and acknowledging the contribution these qualities make to students' wellbeing and learning
- Acting with educational colleagues and the wider community in ways which enhance the profession

We demonstrate *JUSTICE* by:

- Being fair and reasonable
- Being committed to the wellbeing of individuals and the community and to the common good
- Resolving competing claims of different ethical principles and different interest groups through reflective professional discussion

We demonstrate CARE by:

- Having empathy for and rapport with students and their families and caregivers, colleagues and communities
- Committing to students' wellbeing and learning through the practice of positive influence, professional judgement and empathy in practice



CODE OF ETHICS

(Qld Teachers Union)

PREAMBLE

Teachers have an important responsibility in guiding their students' educational, emotional and social development. Therefore, teachers should possess the following attributes:

- Social and emotional maturity,
- Integrity,
- Breadth and depth of learning, and
- An understanding of human experience.



The Queensland Teachers' Union trusts that all staff in the exercise of their professional duties will exemplify this Code. The following are essential elements of a Code of Ethics for teachers.

THE CODE

- ❖ The primary professional responsibility of teachers is the welfare of all students within their care.
- ❖ Teachers shall endeavour to promote such relationships between school and home as will contribute to the welfare and comprehensive development of each student.
- ❖ Teachers shall strive to achieve standards of professional conduct and to display attributes toward their colleagues which will create mutual respect.
- ❖ Teachers have a right to assert their professional, industrial and civil rights and support their colleagues in the defence of these rights.
- ❖ Teachers shall strive to fulfill their responsibilities in a manner which will enhance the prestige of their profession.

