



Code of Professional Conduct for Teachers St. Ultan's Special School 19216E

The Board of Management of St. Ultan's Special School has adopted this policy in line with the Teaching Council publication Code of Professional Conduct for Teachers (Teaching Council, 2012).

St. Ultan's Special School supports the values and standards set out in the code and expects teachers at St. Ultan's Special School to uphold the Code. The code sets out the ethical foundation for teaching, encapsulated in the values of

- respect
- care
- integrity
- trust

These core values underpin the work of the teacher in the practice of his or her profession. The Code then sets out the standards which are central to the practice of teaching and expected of registered teachers. The standards identify teachers' professional responsibilities and are framed as statements under six separate headings:

- values and relationships
- integrity
- conduct
- practice
- professional development
- collegiality
- collaboration

The standards reflect the complexity and variety of teaching and serve to guide professional judgement and practice.

This Code forms part of our Code of Conduct and should be read in conjunction with that Code. The role of the teacher is to educate. The following ethical values underpin the standards of teaching, knowledge, skill, competence and conduct as set out in the Code:

- Respect - Teachers uphold human dignity, promote equality, emotional and cognitive development. In their professional practice, teachers demonstrate respect for

spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.

- Care - Teachers' practice is motivated by the best interests of the pupils/students entrusted to their care. Teachers show this through positive influence, professional judgement and empathy in practice.
- Integrity - Honesty, reliability and moral action are embodied in integrity. Teachers exercise integrity through their professional commitments, responsibilities and actions.
- Trust - Teachers' relationships with pupils/students, colleagues, parents, school management and the public are based on trust. Trust embodies fairness, openness and honesty.

The following standards apply to all teachers at St. Ultan's Special School:

1. Professional Values and Relationships

Teachers should:

- be caring, fair and committed to the best interests of the pupils/students entrusted to their care, and seek to motivate, inspire and celebrate effort and success
- acknowledge and respect the uniqueness, individuality and specific needs of pupils/students and promote their holistic development
- be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socioeconomic status, and any further grounds as may be referenced in equality legislation in the future
- seek to develop positive relationships with pupils/students, colleagues, parents, school management and others in the school community, that are characterised by professional integrity and judgement
- work to establish and maintain a culture of mutual trust and respect in their schools.

2. Professional Integrity

Teachers should:

- act with honesty and integrity in all aspects of their work
- respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- represent themselves, their professional status, qualifications and experience honestly
- use their name/names as set out in the Register of Teachers, in the course of their professional duties
- avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on pupils/students.

3. Professional Conduct

Teachers should:

- uphold the reputation and standing of the profession

- take all reasonable steps in relation to the care of pupils/students under their supervision, so as to ensure their safety and welfare
- work within the framework of relevant legislation and regulations
- comply with agreed national and school policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection
- report, where appropriate, incidents or matters which impact on pupil/student welfare
- communicate effectively with pupils/students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect
- ensure that any communication with pupils/ students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites
- ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic or other format
- ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or other format
- ensure that they do not practise while under the influence of any substance which impairs their fitness to teach.

4. Professional Practice

Teachers should:

- maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting and providing feedback
- apply their knowledge and experience in facilitating pupils'/students' holistic development
- plan and communicate clear, challenging and achievable expectations for pupils/students
- create an environment where pupils/ students can become active agents in the learning process and develop lifelong learning skills
- develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all pupils/ students
- inform their professional judgement and practice by engaging with, and reflecting on, pupil/student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation
- in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance
- act in the best interest of pupils/students.

5. Professional Development

Teachers should:

- take personal responsibility for sustaining and improving the quality of their professional practice by:

- actively maintaining their professional knowledge and understanding to ensure it is current
- reflecting on and critically evaluating their professional practice, in light of their professional knowledge base
- availing of opportunities for career-long professional development.

6. Professional Collegiality and Collaboration

Teachers should:

- work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for pupils/students
- work in a collaborative manner with pupils/students, parents/guardians, school management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of pupils/students
- cooperate with the Inspectorate of the Department of Education and Skills and other statutory and public non-statutory educational and support services, as appropriate
- engage with the planning, implementation and evaluation of curriculum at classroom and school level.

Failure to uphold the Code may result in use of the Complaints and/or Disciplinary Procedure.

This Code was ratified by the Board of Management on _____ and will be reviewed in February 2024.

Signed: Patrick McCreanor
Patrick McCreanor Chairperson

Date: 10/02/22