



STATEMENT OF PRINCIPLES

1. The Emmanuel Christian Community School staff values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The Emmanuel Christian Community School staff primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Duty to the Emmanuel Christian Community School requires that the staff:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - c. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, handicapping condition or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - d. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
 - e. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - f. Shall not use institutional privileges for personal gain or advantage.
 - g. Shall maintain honesty in all professional dealings.
 - h. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - i. Shall not make malicious or intentionally false statements about a colleague.
 - j. Shall not misrepresent one's own professional qualifications.



CODE OF CONDUCT

Purpose of this document:

The purpose of this document is to set out the expectations of Emmanuel Christian Community School in relation to conduct of the School Ministry Members. In particular, the document sets out:

- the expectations of the School in relation to the conduct of Staff members;
- guidance in relation to the interpretation of these expectations;
- how the document will be publicised and updated.

Who must comply with this document:

The School has established the Staff Code of Conduct set out in this document to assist the members in operating with *Biblical standards* and to comply with relevant statutory obligations.

The School's Principal or his/her delegate is responsible for ensuring:

- compliance with the processes and polices set out in this document; and
- that all school staff are aware of the expectations which apply from time to time under this document.

Important related documents:

Emmanuel Christian Community School Constitution

Emmanuel Christian Community School Staff Handbook



ROLE OF THE STAFF

The Staff means Teachers, Teacher Assistants and Administration Staff. Their primary task is to seek Godly wisdom and to act on a manner that will honour Jesus Christ. 1st Corinthians 13 reminds us of the nature of our love and Christian duty to practice it.

1st Corinthians 13

1. If I speak in the tongues of men and of angels, but have no love, I am only a resounding gong or clanging cymbal.
2. If I have the gift of prophecy and can fathom all mysteries and all knowledge, and I have faith that can move mountains, but have not love, I am nothing.
3. If I give all I possess to the poor and surrender my body to the flames, but have not love, I gain nothing.
4. *Love is patient, love is kind. It does not envy, it does not boast, it is not proud.*
5. *It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.*
6. *Love does not delight in evil but rejoices with the truth.*
7. *It always protects, always trusts, always hopes, always perseveres.*
8. love never fails. But where there are prophecies, they will cease; where there are tongues, they will be stilled; where there is knowledge, it will pass away.
9. For we know in part and we prophesy in part,
10. but when perfection comes, the imperfect disappears.
11. When I was a child, I talked like a child, I thought like a child. When I became a man, I put childish ways behind me.
12. Now we see but a poor reflection as in a mirror; then we shall see face to face. Now I know in part; then I shall know fully, even as I am fully known.
13. And now these three remain: faith, hope and love. But the greatest of these is love.

In order to fulfill this task the school staff, serving together as a community of believers has adopted this Code of Conduct to articulate its expectations of school members.



Code of conduct for staff.

A Staff member must retain an active relationship with Jesus Christ revealed in a lifestyle that reflects Biblical teaching and values.

A Staff member must act honestly, in good faith and in the best interests of the School as a whole.

A Staff member has a duty to use due care and diligence in fulfilling the functions of office and exercising the powers attached to that office.

A Staff member must use the powers of office for a proper purpose, in the best interests of the School as a whole.

A Staff member must recognise that their primary responsibility is to the School's members as a whole but should, where appropriate, have regard for the interests of parents, students and staff.

A Staff member has an obligation, at all times, to comply with the spirit, as well as the letter of the law, and with the principles of this Code.

A Staff member must comply with the protocols contained in the School Handbook.

Duties of Staff members

I. In Relation to Children, I will:

1. Act in the best interests of all children.
2. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
3. Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, autonomy, initiative, selfworth, dignity and show respect for their contributions.
4. Acknowledge the uniqueness and potential of all children, and recognition that early childhood is important in its own right.
5. Work to ensure young children are not discriminated against on the basis of gender, age, economic status, family structure, lifestyle, ethnicity, religion, language, ability, culture, or national origin.
6. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
7. Respond to the socio-cultural nature of children's learning and development and acknowledge cultural and linguistic rights.



II. In Relation to Families, I will:

1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Support partnerships with families and engage in shared decision making where appropriate.
4. Acknowledge the rights of families to make decisions about their children.
5. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
6. Maintain confidentiality and respect the right of the family to privacy.
7. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of those children and families.

III. In Relation to Colleagues, I will:

1. Encourage my colleagues to accept and adhere to this Code and take action in the presence of unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the diversity, personal strengths and professional experience which my colleagues bring to their work.
4. Make every effort to use constructive methods to resolve differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of best practices.

IV. In Relation to Communities, I will:

1. Learn about the communities that I work within and enact curriculum programs, which are responsive to those contexts and community priorities.
2. Connect with the services and agencies within the communities that support children and families.
3. Acknowledge the connectedness of local, national and global communities of children and families in order to promote shared aspirations for all children's health and wellbeing.
4. Work to promote community understanding of how young children learn in order that appropriate systems of assessment and reporting are used to benefit children.

V. In Relation to Students, I will

1. Afford professional opportunities and resources for students to demonstrate their competencies.
2. Acknowledge and support the diversity, personal strengths, professional knowledge and experience, which students bring to the placement.
3. Model professional best practice for students.
4. Provide ongoing constructive feedback and assessment that is fair and equitable.
5. Implement strategies that will empower students to make positive contributions to the school community.
6. Maintain confidentiality in relation to students, staff members and curriculum programs.



VI. In Relation to Emmanuel Christian Community School, I will:

1. Support workplace policies and working conditions that are fair, nondiscriminatory and are in the best interest of children and families.
2. Support and promote ongoing professional development within my work team.
3. Support the principle of Biblical teaching and life.

VII. In Relation to Myself as a Professional, I will:

1. Base my ministry on Biblical Principles, contemporary perspectives on research, theory, content knowledge, early childhood and primary school best practice and my understandings of the children and families with whom I work.
2. Regard myself as a learner who undertakes critical self-study, continuing professional development and engages with current curriculum developments.
3. Seek and build collaborative professional relationships
4. Act in ways that advance the interests and standing of my profession.
5. Mentor new school professionals where possible.

VIII. In Relation to the Conduct of Research, I will;

1. Recognise that research includes my routine documentation and investigations of children's learning and development as well as more formal research projects undertaken with and by external bodies.
2. Support research to strengthen and expand the knowledge base of early childhood and primary school, and where possible, initiate, contribute to, and facilitate such research.
3. Represent the findings of all research honestly and use the information in the best interests of children and families.

UPDATING OF THIS DOCUMENT

From time to time, this document may be revised to:

- improve existing procedures; or
- reflect changes in any applicable legislation.

The School Principal is responsible for ensuring that:

- this document, and any related documents, are updated when necessary to reflect changes in the law or when otherwise appropriate;
- the current updated version of this document is given to all relevant people; and
- the current version of this document appears in the School's Handbook and in the Early Learning Years Kindergarten-Pre-Primary Staff Handbook.