

LEARNING OUTCOMES b.

Recognise the ethical, professional and legal responsibilities of teachers.

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* OFT article 11/11/2012 see days + wk in coll and Otago Teacher.
Sound dramatic - but could be viewed as good given time scale and decreasing number of convictions!

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* Legal Statutes and relationship with Teacher/Schools.

- Privacy Act 1993 - photograph - yearly disclaimer - not release forms etc - respecting rights of individual re privacy.
- Smoke-free Environments Act 1990 -
- H+S in Employment Act 1992 - Home! Phys. Care / Hazard Assessment etc / etc
- Education act and amendments - National Standards?
- Copyright Act 1992 -
- Children, Young Persons and Their Families Act 1989 -
- Disability Act -

- others
- Road Patrol
 - Punishment
 - Sex Health
 - Food Inspector
 - Local ~~par~~ kids take to school

} often school initiated in response to government policy - but not necessarily legal requirement.

? OFT IN PACT FROM BUSBOARDS?
! NOT FRUITLESS, BUT A STARTING POINT!
PARENTING TEACHING - Differences between - [after KATZ (1980) p49]

"in loco parentis"

- i.e. Acting as a parent. In law defined as having a 'Duty of Care', but not expected to act as a parent.
Hall - goes further, also argues you require an ethical duty of care/perspective.

Professionalism and Ethics.

Professionalism - the conduct, aims, or qualities that characterize or mark a profession or a professional person.
 eg. appearance / dress - appropriate language - out of school behaviour i.e. facebook, in public, etc. - punctuality - responsible - prepared -

Ethics - a system of moral principles
 eg. attitude to inclusion - social justice - same expectations for all learners - keen an advocate for children.

Teacher Council Code of Ethics.

[Cref H/O.]

Excercises or Ethical Issues in School.

Questions to guide ethical decision making.

- Analysis - What's the problem?
- Tactics - What are my options?
- Reflection - What have I learned from this?

Also helps with planning (ie pre) an issue.
 eg. making a child to particular spot.

Head on and face confrontation - not worth bother - strategy - ie I'll speak to you at break. Me/she + rest of class know it will be dealt with.