




# **ABU DHABI INDIAN SCHOOL, BRANCH 1**

## **STAFF CODE OF CONDUCT**

<b>Name of Policy</b>	:	<b>Staff Code of Conduct</b>
<b>Purpose of Policy</b>	:	<b>To perform duties and strict compliance with the ethical standards of our profession.</b>
<b>Approval for this Policy given by</b>	:	<b>Principal</b>
<b>Responsibility for its update</b>	:	<b>Principal</b>
<b>Policy applies to</b>	:	<b>To all the staff of Abu Dhabi Indian School, Al Wathba</b>
<b>Date of Approval</b>	:	<b>04-Jan-2021</b>
<b>Date of Review</b>	:	<b>05-Jan-2023</b>
<b>Proposed Date of Review</b>	:	<b>07-Jan-2025</b>
<b>Principal's Name</b>	:	<b>Dr. Alpana Sawhney</b>
<b>Principal's Signature</b>	:	





## **STAFF CODE OF CONDUCT POLICY**

### **CODE OF ETHICS**

We are committed to educational excellence. In every aspect of our work and of our relationships with our stakeholders, we shall perform our duties honestly, competently, efficiently, expeditiously, and harmoniously and in strict compliance with the ethical standards of our profession.

In all that we do, we advance these core beliefs:

- We believe each student can learn and will have equal opportunity to do so.
- We believe in clearly defined goals that set high expectations for student excellence.
- We believe in the value of parents as children's first and best teachers.
- We believe in the value of each employee.
- We believe in empowering individuals to make decisions aligned with the vision of the school district.
- We believe in accountability at all levels.
- We believe the community must actively participate in the development of our children.
- We believe, we can achieve higher levels of performance.
- We believe in the personal and professional growth of all people within our school.
- We believe all environments should be supportive, safe, and secure.

This Code of Professional Conduct for staff reiterates and makes explicit the values and standards that have long been experienced by students through their participation in education.

## STAFF DRESS CODE:

Staff should dress gracefully while on school duty.

- Capri pants, tights, jeans, short skirts, shorts, short and sleeveless tops & blouses, deep slit skirts, and other indecent dresses are not allowed.
- No other pant other than formal is allowed.
- Physical Education teachers are required to wear only track suits while on duty.
- Male teachers will dress formally with a shirt, a pair of trousers and a tie.
- No excess jewellery

### Admin Staff on duty:

- Capri pants, tights, jeans, short skirts, shorts, short and sleeveless tops & blouses, deep slit skirts, and other indecent dresses are not allowed.
- No other pant other than formal is allowed.
- Assistants/Helpers on duty will wear the uniform given by the management. (**Male staff**-yellow shirt (embossed with the school emblem) with black pant. **Female Staff**-Pink shirt with black pants)

## PURPOSES

Purpose of the Code of Professional Conduct for Teachers applies to all registered teachers.

- It serves as a guiding compass as teachers seek to steer an ethical and respectful course through their career in teaching and to uphold the honour and dignity of the teaching profession.
- It may be used by the education community and the wider public to inform their understanding and expectations of the teaching profession.

## JOB PERFORMANCE STATEMENTS:

### 1. The teacher adheres to personal and professional standards by:

- Interacting effectively with each component of the educational setting within the framework of the philosophy and objectives established by board policy.
- Demonstrating consistent loyalty to his/her school, colleagues, and profession; supporting policies and regulations positively; initiating changes through established procedures; enhancing the profession by his/her personal conduct.
- Cooperating effectively with other staff members; being highly positive and supportive in staff relationships.
- Actively pursuing a long-range program of professional growth; seeking self-improvement constantly.
- Demonstrating a strong sense of responsibility for the total school operations.

- Assuming responsibility for and cooperating effectively in the development, evaluation, and revision of the total school program.
- Accepting co-curricular activities as an integral part of the school program; supporting a wide range of co-curricular activities.
- Demonstrating empathetic understanding of students and their problems; making effective use of pertinent information about students in suitable counselling procedures; working effectively with specialized school counsellor.
- Working effectively with parents in achieving the objectives of the school; taking initiative to inform parents of student progress; securing cooperation of parents in supporting school policies.
- Demonstrating effective identification, planning, and utilization of community resources consistent with the objectives of the class.

## **2. The teacher demonstrates knowledge and application of skills by:**

- Beginning instruction promptly, handling material in an orderly fashion, maintaining student attention to appropriate tasks.
- Organizing for effective learning activities and aesthetic appeal; providing suitable room temperature, lighting and ventilation.
- Handling materials in an orderly fashion, ensuring that equipment and materials needed for the activity are readily available and that resources used are appropriate to the activity; providing proper care and use of equipment.
- Having objectives and plans for the day; following prepared lesson plans based on the curriculum.
- Using Standard English pronunciation and grammatical rules when speaking or writing.
- Having teacher-made materials and board work conform to rules of spelling, punctuation and grammar.
- Ensuring lessons reflect the teacher's sound knowledge of subject matter; responding knowledgeably to student's questions on subject matter.
- Presenting a strong professional image through manner, voice and appearance.
- Creating an atmosphere in which mutual respect is evident; enjoying professional association with students.
- Creating a democratic atmosphere within the classroom; assisting students in developing techniques and skills through teacher-student planning and group discussion and decision-making.

## **3. The teacher demonstrates the knowledge of and the ability to apply the essential elements of a successful lesson by:**

- Using an activity to focus student attention, i.e., practice of previous learning, preparation for instruction to follow, motivation, and diagnosis.
- Informing the student what they will be able to do by the end of the lesson and why it is important or useful.
- Providing information (all related to the stated objective) in a variety of ways, i.e., lecture, films, overhead, board work, lab, group work, etc.
- Routinely checking for each student's level of understanding of essential information during instruction and before moving on to something else.

- Providing opportunities for students to use or apply what they are learning while the teacher is available to assist.
- Assigning outside work that reflects the lesson taught, i.e., homework, etc.

**4. The teacher demonstrates knowledge of and the ability to apply appropriate motivation techniques by:**

- Relating learning activities to student interests; offering varied learning activities; making involvement a part of the learning process.
- Appropriately increasing or decreasing student level of concern to maximize attention to the learning task(s) presented.
- Using pleasant feeling tones.
- Providing consistent and immediate feedback to students.
- Setting the tasks at the correct level of difficulty; dividing assignments into short tasks when the objectives presented are difficult to master; replying promptly when students need help.

**5. The teacher demonstrates knowledge of and the ability to apply techniques that promote productive student behavior by:**

- Specifically identifying the behaviour being reinforced; varying reinforcers based on individual personalities, learning styles, etc.
- Praising students for appropriate classroom behaviour; letting students know when they are making progress; varying praise words.
- Using negative reinforcement for inappropriate behaviour; explaining the appropriate behaviour, following a negative reinforce with a positive reinforce as soon as possible. (Refer ADIS Corporal Punishment policy for more details).
- Ignoring behaviour that is merely attention getting, if possible.
- Using a regular enforcement schedule when new behaviours are being learned; using an intermittent reinforcement schedule when previously learned behaviours are correctly applied.

**EXPECTED ATTRIBUTES OF THE TEACHER:**

**A good teacher is accountable**

*Accountable* – Holding yourself to the same expectations and standards as you hold your students.

A teacher cannot have double standards. For example, if you do not allow your students to chew gum in your class, then you should not chew gum either.

- **A good teacher is adaptable**

*Adaptable* – Making changes to lessons or activities on the fly because of an unforeseen situation or problem.

A teacher must be willing to change. If half the class does not understand a particular concept, then you cannot move on and must quickly come up with a better way to teach that concept

- **A good teacher is caring**

*Caring* – Going the extra mile to ensure that every student is successful no matter what.

A teacher must figure out the personalities and interest of each student and incorporate components that connect with each individual

- **A good teacher is compassionate**

*Compassionate* – Recognizing that your students have problems outside of school, and making the necessary adjustment to help them through those issues.

A teacher must take outside factors into consideration. For example, if a student has just lost a loved one, the teacher should be sensitive to that and adjust accordingly.

- **A good teacher is cooperative**

*Cooperative* – The ability to work effectively with administrators, other teachers, and parents for the good of your students

A teacher must be able to build cooperative relationships with others around them even if they do not necessarily like them.

- **A good teacher is creative.**

*Creative* – Taking a concept and shaping a lesson that is unique, engaging, and dynamic.

A teacher must be able to create lessons that grab their students' attention and make them want to keep coming back for more.

- **A good teacher is dedicated.**

*Dedicated* – Showing up every day and spending the necessary time to provide your students with the best education.

Teachers often arrive early and stay late. They work parts of weekends and summer to ensure that they are prepared

- **A good teacher is determined.**

*Determined* – Finding any means necessary to reach all students no matter the challenge.

Teachers must be willing to do anything to ensure that all students receive the education they need.

- **A good teacher is empathetic.**

*Empathetic*– Being sensitive to a student's struggles even though you may not personally be able to relate to them.

A teacher must put themselves in the student's shoes and see it from their perspective. This approach is often transcending in how to help the child succeed.

- **A good teacher is engaging.**

*Engaging* – The ability to grab the attention of a classroom full of students and to maintain their attention throughout the entirety of class.

A teacher must create lessons that are fun, fresh, and energetic. You want your student to walk out of your class each day looking forward to the next.

- **A good teacher is evolving.**

*Evolving* – A continuous process of year over year improvement and growth.

A teacher must continuously look for ways to improve themselves as well as individual lessons or components of lessons.

- **A good teacher is fearless.**

*Fearless* – Trying a new approach that may be outside the norm and may receive criticism or scrutiny.

A teacher must be willing to try anything within the parameters of school policy to reach their students. They must also be ready to defend their approach to criticism.

- **A good teacher is forgiving.**

*Forgiving* – Quickly putting incidents with student, parents, or other teachers behind you so that it does not impact your teaching.

Teachers must be able to get past hurtful actions or accusations quickly. They must not hold it against any student or let it impact how they teach in the classroom.

- **A good teacher is generous.**

*Generous* – Volunteering for extra assignments and/or giving money out of your own pocket for classroom needs or individual student needs.

Teachers do not make enough money, but most teachers are willing to donate time and/or money to help out in areas where a need is recognized.

- **A good teacher has grit**

*Grit* – The determination to overcome any obstacle in the way of obtaining a long-term goal.

A teacher must possess the grit necessary to make the personal sacrifices necessary to ensure that every goal is reached every year.

- **A good teacher is inspirational.**

*Inspirational* – The ability of a teacher to get their students to buy into, believe in, and to be motivated to become lifelong learners.

A teacher should make a lasting inspirational impact that follows a student throughout their life.

- **A good teacher is joyful.**

*Joyful* – Coming to class each day in a good mood, excited, and enthusiastic about doing your job.

If the teacher has a lousy attitude, the students are going to have lousy attitudes. If the teacher is joyful, the students are going to be joyful.

- **A good teacher is kind.**

*Kind* – The ability of a teacher to say and do things that uplifts, motivates, and inspires.

Kindness should be innate in all teachers. A mean spirit will turn students off, but a kind spirit is invaluable.

- **A good teacher is organized.**

*Organized* – The ability to keep things neat and in order allowing teachers to access materials quickly and to make efficient transitions.

Organization is a necessary quality for every teacher. Teaching encompasses so much that those who are unorganized will be overwhelmed and swallowed up.

- **A good teacher is passionate.**

*Passionate* – Teaching with enthusiasm and exuberance on a daily basis because you love the content and your students.

A passionate teacher connects with their curriculum and their students which maximizes learning.

- **A good teacher is patient.**

*Patient* – The ability to see the whole picture and to understand that the school year is a marathon, not a sprint.

A teacher must never give up on a student. They should continuously try new strategies understanding that eventually something will work.

- **A good teacher is resilient.**

*Resilient* – Not allowing adversity to stop you from accomplishing your goals.

A teacher must be resilient in overcoming the many obstacles that will present themselves over the course of a year.

- **A good teacher is resourceful.**

*Resourceful* – Finding a way to make things happen.

A teacher must be able to figure out how to get supplies and materials for their classroom when the funding is not available and to reach a student who has no interest in learning.

- **A good teacher is trustworthy.**

*Trustworthy* – The ability to get others around you to believe in you and what you are doing.

A teacher must gain the trust of both their students and parents. Any distrust will negatively impact the classroom.

- **A good teacher is vulnerable.**

*Vulnerable* – Allowing your students to gain insight into your life without revealing a lot.

Vulnerability allows students to relate to their teachers as they share in common interests such as sports, television, etc.

Approved By



Dr. Alpana Sawhney

Principal