



Wild School - Code of Compliance **(Code of Professional Responsibility and Standards)**

Updated: 15 January 2023

Code of Compliance Goals:

- To establish and maintain common expectations for staff conduct, practice, and system. This code is in place to ensure safety for children, staff, and families, and to promote constant growth and amelioration through all WS staff and programmes.
- To establish a set of aspirations for high quality practice, and professional learning.

Please note that this document is based on the *Our Code, Our Standards* of the Teaching Council of Aotearoa New Zealand.

Professional Responsibilities:

These 4 points reflect the expectations of conduct and integrity within the staff of WS, what we expect from each other, and what our community can expect of us.

1 I commit to maintaining public trust and confidence, by:

- 1 demonstrating a commitment to providing high-quality and effective teaching
- 2 engaging in professional, respectful and collaborative relationships with colleagues
- 3 demonstrating a high standard of professional behaviour and integrity
- 4 demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment
- 5 contributing to a professional culture that supports and upholds this Code.

2 I commit to working in the best interests of learners, by

- 1 promoting the wellbeing of learners and protecting them from harm
- 2 engaging in ethical and professional relationships with learners that respect professional boundaries
- 3 respecting the diversity of the heritage, language, identity and culture of all learners
- 4 affirming Māori learners as tangata whenua and supporting their educational aspirations
- 5 promoting inclusive practices to support the needs and abilities of all learners
- 6 being fair and effectively managing my assumptions and personal beliefs.

3 I commit to supporting families and whānau, by:

- 1 engaging in relationships with families and whānau that are professional and respectful
- 2 engaging families and whānau in their children's learning
- 3 respecting the diversity of the heritage, language, identity and culture of families and whānau.

4 I will respect my trusted role in our community and shaping the future, by:

- 1 promoting and protecting the principles of human rights, sustainability and social justice
- 2 demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand
- 3 fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.

Professional Standards:

These 6 points are descriptions of what high-quality practice looks like, and provide a framework to guide staff in our life-long professional learning and development.

1 Te Tiriti o Waitangi - I will demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand, by:

- 1 understanding and recognising the unique status of tangata whenua in New Zealand
- 2 understanding and acknowledging the histories, heritages, languages and cultures of the partners to Te Tiriti o Waitangi
- 3 practising and developing the use of te reo and tikanga Maori.

2 Professional Learning - I will use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners, by:

- 1 inquiring into and reflecting on effectiveness of practice
- 2 critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
- 3 engaging in professional learning and adaptively apply this learning in practice.
- 4 being informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.
- 5 seeking and responding to feedback from learners, colleagues and other education professionals, and engaging in collaborative problem solving and learning focused collegial discussions.

3 Professional Relationships - I will establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner, by:

- 1 engaging in reciprocal, collaborative learning-focused relationships with:
 - learners, families and whānau
 - teaching colleagues, support staff and other professionals
 - agencies, groups and individuals in the community.
- 2 communicating effectively with others.
- 3 actively contributing, and working collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.
- 4 communicating clear and accurate assessment for learning and achievement information.

4 Learning-focused culture - I will develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety, by:

- 1 developing learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.
- 2 fostering trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.
- 3 demonstrating high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.
- 4 managing the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.
- 5 creating an environment where learners can be confident in their identities, languages, cultures and abilities.
- 6 developing an environment where the diversity and uniqueness of all learners are accepted and valued.
- 7 meeting relevant regulatory, statutory and WS requirements.

5 Design for Learning - I will design learning based on pedagogical knowledge, informal assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures, by:

- 1 selecting teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of pedagogy, progressions in learning and the learners.
- 2 gathering, analysing and using appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.
- 3 designing and planning culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.
- 4 harnessing the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.
- 5 designing learning that is informed by national policies and priorities.

6 Teaching - I will teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace, by:

1 teaching in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.

2 specifically supporting the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.

3 using an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.

4 providing opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.

5 teaching in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.

6 ensuring learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.