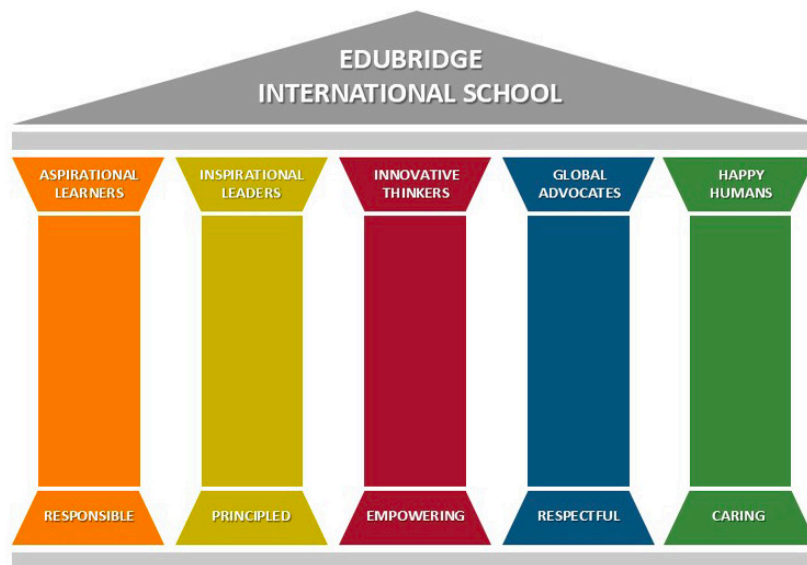




EIS Code of Conduct-2023-24



GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

EIS Vision

Aspirational Learners
Inspirational Leaders
Innovative Thinkers
Global Advocates
Happy Humans

EIS Mission

*Providing well-being
and high-quality learning
in pursuit of varied success
and a better world for all*

EIS Core Values

Empowering
Caring
Principled
Respectful
Responsible



STANDARDS FOR THE CORE VALUE 'RESPONSIBLE'

EIS staff hold privileged positions of power and trust. As such, they accept their professional responsibility to ensure the well-being of all students in the school, keeping them safe from physical and emotional harm. EIS staff behave in ways that respect and advance their profession: complying with the law; upholding agreed school policies; exercising sound professional judgment; completing duties in a responsible, thorough and timely way; and communicating with all stakeholders in a positive manner.

In relation to students	<ol style="list-style-type: none"> 1. We ensure high quality teaching and learning 2. We help students to uphold the EIS Behaviour Policy and be responsible digital Citizens as outlined in the IT Policy/Manual 3. We ensure the safety and well-being of learners, in accordance with the EIS Child Protection Policy and the EIS Staff Handbook. 4. We know how and when to refer students for socio-emotional guidance, learning support and medical care, in accordance with the EIS Well-being Manual 5. Performing assigned supervision duties and staying with students during emergencies
In relation to Colleagues	<ol style="list-style-type: none"> 1. We communicate positively and professionally in person and via electronic media 2. We respect digital privacy; not sharing colleague's data, images or messages without a valid reason 3. We refrain from using 'Reply all' or 'Bcc' without a valid reason, in email correspondence 4. We share information with colleagues relating to the wellbeing of learners 5. We seek mentorship, support and constructive feedback on performance from peers and leaders
In relation to the profession	<ol style="list-style-type: none"> 1. We report, without delay, any known or suspected incidents or hazards 2. We uphold the school's reputation, avoiding activities that could harm the school's standing 3. We set a professional tone by wearing 'Business Casual' attire and following the EIS Staff dress code 4. We contribute to the planning, implementation and evaluation of curriculum - vertical and horizontal 5. We stay up-to-date on educational research and practices, taking advantage of PD opportunities 6. We use appropriate forums for constructive debate on professional matters 7. We involve school leadership in disputes with colleagues that we cannot resolve ourselves 8. We avoid hearsay by seeking context, evidence and explanations before jumping to conclusions 9. We speak positively about the school and its members, reporting concerns through appropriate channels and offering solutions to problems, as opposed to complaining about them 10. We act as digital citizens, using technology positively, respecting the data privacy rights of others, avoiding any images or content that could upset people or be inappropriate for students to see 11. We complete the end-of-year clearance checklist for library books, canteen, Toddle, etc. 12. We stay up to date on all school policies 13. We use school resources responsibly 14. We follow all school rules and regulations

STANDARDS FOR THE CORE VALUE 'PRINCIPLED'

EIS staff always act in a manner that maintains the honour and dignity of the profession. They always do the right thing, no matter who is watching. They are honest, reliable, unbiased and moral - embodying integrity in their words and actions. They are inspirational leaders, seeking fairness, justice and positive outcomes for all.

In relation to students	<ol style="list-style-type: none"> 1. We avoid student comparisons, helping learners to compete with 'self' not 'others' 2. We call on all students equally, never giving up on reluctant learners 3. We refrain from drawing learners into personal issues, agendas or conflicts that don't concern them 4. We uphold student confidentiality, except to mitigate serious risks to the child or another person 5. We communicate with students and parents only through school approved channels 6. We follow Social media norms and refrain from posting pictures of our students on our personal social media as well as refrain from connecting with students on social media
In relation to colleagues	<ol style="list-style-type: none"> 1. We advocate for colleagues, ensuring the fair treatment of all 2. We refrain from saying or writing anything that could hurt the reputation of another teacher 3. We report valid concerns about the school practices or the professional competence of colleagues through proper channels, never criticising out of animosity or for personal advantage
In relation	<ol style="list-style-type: none"> 1. We fulfill contractual obligations to the employer until released by mutual consent

to the profession	<ol style="list-style-type: none"> 2. We represent our credentials, qualifications and past experience honestly 3. We do not smoke or use performance-impairing substances while on duty 4. We refrain from accepting gifts or payments that could influence our judgment or be perceived in this way by others (e.g., providing tutoring services for the students in our charge) 5. We ensure we conduct ourselves with academic integrity 6. We respect professional boundaries, in accordance with the school's Child Protection Manual and Sexual Harassment Manual
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STANDARDS FOR THE CORE VALUE 'EMPOWERING'

EIS staff are collaborative team players who support each other in pursuit of collective success. They are non-controlling - giving voice, choice and ownership to all. In other words, they act as 'gardeners' not 'carpenters', inspiring students to set high expectations of themselves. And they lead by example, never asking others to do things they could simply do themselves. Their humility and magnanimity inspire others.

In relation to students	<ol style="list-style-type: none"> 1. We help students to be active agents of their own learning engaging in all stages of the inquiry cycle 2. We encourage learners to set their own learning goals and pursue their own personal interests 3. We allow learners to be active, mobile and expressive during lessons 4. We make learners feel safe to ask us questions, make suggestions and offer constructive feedback 5. We cultivate a growth mindset, framing mistakes as learning opportunities and 'badges of honour' 6. We encourage learners to question the status quo, in relation to their own values 7. We develop essential agreements with students, as opposed to dictating rules 8. We adjust plans and deadlines, if students have valid reasons to ask for changes 9. We provide explanatory rationales for decisions 10. We encourage students to be unique and express themselves
In relation to colleagues	<ol style="list-style-type: none"> 1. We inspire colleagues to set challenging goals 2. We help colleagues to stay motivated, sharing resources, knowledge, expertise and support 3. We act as mentors to new employees, helping them to gain confidence and a sense of belonging 4. We learn from peers - allowing knowledge, skills and good ideas to spread throughout the school
In relation to the profession	<ol style="list-style-type: none"> 1. We take responsibility for developing our own professional learning goals and improvement plans 2. We reflect on our professional practice, critically evaluating our performance to identify needs 3. We make full use of our autonomy, being experimental and judicious in pursuit of excellence 4. We empower parents as essential partners in the education of their children 5. We contribute to an empowering school climate, where all stakeholders can feel safe to ask questions, express ideas, raise concerns, attempt new things and offer constructive feedback

STANDARDS FOR THE CORE VALUE 'RESPECTFUL'

EIS staff value the full spectrum of spiritual and cultural beliefs in their classrooms, advocating for the equity and dignity of all. They celebrate the full range of perspectives, personalities and identities at school and in the world, showing students that respect is a two-way street.

In relation to students	<ol style="list-style-type: none"> 1. We hold realistic expectations of each learner, accepting different rates of learning 2. We ensure equity for all learners, providing access and optimal challenge for all 3. We group students and differentiate tasks in ways that respect the dignity of all 4. We uphold the EIS Charter of Student Rights 5. We handle inappropriate behaviour in a calm, consistent, fair, and non-judgmental manner 6. We help students develop positive behaviours, as opposed to being punitive 7. We understand that students' brains are developmentally and physiologically different from adult brains, and as such learners cannot reasonably be expected to show good judgment at all times. 8. We communicate respectfully with students and their parents 9. We are mindful of body language and physical contact with students
In relation to colleagues	<ol style="list-style-type: none"> 1. We seek to understand our peers, respecting their different interests, abilities, styles and approaches 2. We value the input of peers, giving voice and courtesy to all regardless of their position in the school 3. We participate actively at meetings - showing interest, sharing ideas, seeking synergy, etc.

	<ol style="list-style-type: none"> 4. We share agendas before meetings 5. We respect our Colleagues' time 6. We communicate and disagree respectfully with our colleagues and are open to listening to other opinions
In relation to the profession	<ol style="list-style-type: none"> 1. We report all known or suspected risks to safety or well-being - properly and without delay 2. We act with discretion, only sharing workplace matters on a 'need-to-know' basis 3. We inform the person concerned about workplace grievances, unless we feel threatened by that person 4. We discuss performance evaluations before finalizing them - to prevent errors and hurt feelings 5. We uphold the dignity of every kind of person, without prejudice as to religion, colour, gender, sexual orientation, gender identity, disability, status, age, ancestry, linguistics or any other grounds.

STANDARDS FOR THE CORE VALUE 'CARING'

EIS staff act in the best interests of students. They are friendly, sensitive and compassionate to all, especially those who receive little attention. They help all learners to have confidence and a sense of belonging at school, by being positive role models who advocate for human rights and the environment.

In relation to students	<ol style="list-style-type: none"> 1. We are good listeners, showing personal interest in each student, especially those who are often alone 2. We seek to understand and empathize with the circumstances of each learner 3. We ensure that learners know how to report concerns to staff and feel comfortable when doing so 4. We respond to the concerns and personal matters of learners with sensitivity and appropriate action 5. We speak with a pleasant tone, refraining from language that is pressuring/threatening/upsetting 6. We celebrate the effort, risk-taking, mistakes, talents and successes of all learners 7. We are active participants in service learning
In Relation to colleagues	<ol style="list-style-type: none"> 1. We presume positive intentions in others, not jumping to conclusions 2. We speak positively about colleagues at all times 3. We work collaboratively, celebrating team success and taking joy in the achievements of others 4. We resolve conflicts constructively 5. We show sensitivity to the feelings and difficulties of peers
In Relation to the profession	<ol style="list-style-type: none"> 1. We consider parents' perspectives in matters affecting their children 2. We form positive relationships with all 3. We maintain a warm and approachable demeanor 4. We act as positive role models through service learning

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- ↑ "Maharashtra Employees of Private. Schools (Conditions of Service) Regulation Act, 1977." *Maharashtra Act No. III of 1978*, www.indiacode.nic.in/bitstream/123456789/16727/1/23._the_mah._employees_of_private_schools_act%2C_1977.pdf.
- ↑ "The Victorian Teaching Profession's Code of Conduct - UNESCO." <https://etico.iiep.unesco.org/>, Victorian Institute of Teaching, etico.iiep.unesco.org/sites/default/files/2023-03/Australia_Victoria_CC.pdf.
- ↑ "Teaching – Code of Professional Conduct." *Alberta.Ca*, Government of Alberta, www.alberta.ca/code-of-professional-conduct#:~:text=The%20teacher%20or%20teacher%20leader%20shall%20respect%20the%20dignity%20and,and%20be%20considerate%20of%20the.
- ↑ "Updated 2nd Edition 2016 - Teaching Council." <https://www.teachingcouncil.ie/>, An Chomhairle Mhúinteoireachta

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Period of Review: August 2023 - August 2024

Name of the Reviewer	Role
All Staff	EYP/PYP/MYP/DP
Extended Leadership team	All Coordinators, Head of School
Members of the Board	Co-founder, Director

