

Activity 1 explores the **Education Council of Aotearoa New Zealand (EDUCANZ) Code of Ethics for Certificated Teachers**. **This document is central to PLD for establishing ethical practice in sexuality education and needs to be considered before other policy or guideline statements are examined.**

Suggested PLD process:

1. Divide the EDUCANZ Code of Ethics into 5 sections (introduction plus the 4 aspects of practice). A template for this is provided in the resource section following.
2. Divide the group (department, syndicate, whole staff, or cluster of teachers) into evenly sized groups and assign each group one section of the code. Provide each group with a large sheet of paper to record all responses to the prompt question(s) in relation to this section of the code.
3. Conduct the activity as a bus stop/graffiti sheet/pass-the-paper type activity that allows each group to spend a few minutes responding to each section of the code. Return the responses to the group that started with that section of the code and ask the group to prepare a summary statement that answers the prompt question(s), based on everyone's contributions. Note any tensions, challenges, contradictions.
4. Ask each group to feedback their summary and discuss further any tensions, challenges, or contradictions arising. Resolve these as best as possible.
5. Consider collecting these summaries and compiling them into a single document that all teachers then have access to. Highlight ways teachers could be gathering examples of evidence for their practice portfolio required as evidence for the PTCs (especially evidence for PTC 2 – see activity 2).

Prompt questions

- What are the implications of this statement for me when teaching sexuality education?
- What are the implications of this statement for other teachers in our school who teach students but may not teach purposefully planned sexuality education?

IB. The first question assumes at least some members of each group teach purposefully planned sexuality education.

The second question is more for secondary teachers on the assumption that not all teachers at secondary teach purposefully planned sexuality education but at primary level all teachers do - or should (note the SEG statement that describes what sexuality education covers from years 1-8).

Activity 3 provides a list of comments and concerns posed by teachers. As a PLD activity teachers and leaders need to answer or respond to these in relation to what is stated in policy and legislation. Some further prompt questions are provided to guide these discussions.

AND/OR

Activity 4 identifies the type of practices deemed unethical in sexuality education. Again the PLD task is to respond to these in relation to what policy states is ethical behaviour.

Suggested PLD process - as a whole staff, in syndicates (primary schools), or departments (secondary schools), or in a PLD cluster meeting, provide each pair of teachers/leaders with:

- a different situation (Activity 3 has a list of concerns/comments from teachers, Activity 4 is a list of observed unethical practices), and
- a copy (paper or digital) of the various policy documents and extracts in the resources section for Activities 1&2.

Task:

- Prepare a response to the question, comment or practice based on what policy and/or legislation indicates is the ethical response – and in context of sexuality education.

Activity 2 looks at a range of documents that may have some implications for National Administrative Practising Teacher Crit documents are provided to unpack the

Teachers could add further links to other PLD in the inclusiveness of sexual materials specific to schools on the Rights of the Child Ministry of Youth Development

Use a process similar to that could be taken away at the next meeting, shared in the staffroom or HPI

Note that Practising Teacher Crit draws teachers' attention. Teachers gather data to use as evidence

Added extra. Senior secondary material (in the resources section) into well-being at schools

his complex professional task is undertaken in collaboration with colleagues, learners, parents/guardians and family/whānau, as well as with members of the wider community.

The professional interactions of teachers are governed by four fundamental principles:

- **Autonomy** to treat people with rights that are to be honoured and defended
- **Justice** to share power and prevent the abuse of power
- **Responsible care** to do good and minimise harm to others
- **Truth** to be honest with others and self.

Application of the Code of Ethics shall take account of the requirements of the law as well as the obligation of teachers to honour the Treaty of Waitangi by paying particular attention to the rights and aspirations of Māori as tangata whenua.

Education Council of Aotearoa New Zealand (EDUCANZ) Code of Ethics for Certificated Teachers

1. Commitment to learners

The primary professional obligation of registered teachers is to those they teach. Teachers nurture the capacities of all learners to think and act with developing independence, and strive to encourage an informed appreciation of the fundamental values of a democratic society.

Teachers will strive to:

- develop and maintain professional relationships with learners based upon the best interests of those learners,
- base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach,
- present subject matter from an informed and balanced viewpoint,
- encourage learners to think critically about significant social issues,
- cater for the varied learning needs of diverse learners,
- promote the physical, emotional, social, intellectual and spiritual wellbeing of learners,
- protect the confidentiality of information about learners obtained in the course of professional service, consistent with legal requirements.

Education Council of Aotearoa New Zealand (EDUCANZ) Code of Ethics for Certificated Teachers

2. Commitment to parents/guardians and family/whānau

Teachers recognise they work in collaboration with the parents/guardians and family/whānau of learners, encouraging their active involvement in the education of their children. They acknowledge the rights of caregivers to consultation on the welfare and progress of their children and respect lawful parental authority, although professional decisions must always be weighted towards what is in the best interests of learners. **In relation to parents/guardians, and the family/whānau of learners, teachers will strive to:**

- involve them in decision-making about the care and education of their children
- establish open, honest and respectful relationships
- respect their privacy
- respect their rights to information about their children, unless that is judged to be not in the best interests of the children.

Education Council of Aotearoa New Zealand (EDUCANZ) Code of Ethics for Certificated Teachers

3. Commitment to society

Teachers are vested by the public with trust and responsibility, together with an expectation that they will help prepare students for life in society in the broadest sense. **In fulfillment of their obligations to society, teachers will strive to:**

- actively support policies and programmes which promote equality of opportunity for all,
- work collegially to develop schools and centres which model democratic ideals,
- teach and model those positive values which are widely accepted in society and encourage learners to apply them and critically appreciate their significance.

Education Council of Aotearoa New Zealand (EDUCANZ) Code of Ethics for Certificated Teachers

4. Commitment to the profession

On the belief that the quality of the services of the teaching profession influences the nation and its citizens, teachers shall exert every effort to maintain and raise professional standards, to promote a climate that encourages the exercise of professional judgement, and to achieve conditions which attract persons worthy of trust to careers in education.

In fulfillment of their obligations to the teaching profession, teachers will strive to:

- advance the interests of the teaching profession through responsible ethical practice
- regard themselves as learners and engage in continuing professional development
- be truthful in their public statements about their qualifications and competencies

Policy/legislation item #2.

The NZ Human Rights Act

Access this through the Human Rights Commission <https://www.hrc.co.nz/your-rights/human-rights/human-rights-legislation-new-zealand/>. The Citizens Advice Bureau provides an easy access list of circumstances upon which the Human Rights Act forbids discrimination (as shown below). These are highly relevant in employment situations and in public organisations such as schools. <http://www.cab.org.nz/vat/gl/roi/Pages/DiscriminationandHumanRights.aspx>

The circumstances upon which the Human Rights Act forbids discrimination are;

- Sex (gender), including pregnancy and childbirth
- Marital status - which means: being single, married, in a civil union, in a de facto relationship, widowed, separated, or a party to a marriage or civil union that has dissolved, or a de facto relationship that has ended
- Religious belief
- Ethical belief (i.e. not having a religious belief)
- Colour, race, ethnic or national origin (includes your nationality or citizenship)
- Disability - this means: physical disability or impairment, physical illness, psychiatric illness, intellectual or psychological disability or impairment, or any other loss or abnormality of psychological, physiological, or anatomical structure or function reliance on a guide dog, wheelchair, or other remedial means, the presence in the body of organisms capable of causing illness
- Age (applies after you're 16 years old)
- Political opinion (including a lack of political opinion)
- Employment status (including being unemployed, or receiving a benefit under the Social Security Act 1964 or an entitlement under the Injury Prevention, Rehabilitation, and Compensation Act 2001).
- Family status - this means: having the responsibility for part-time or full-time care of children or other dependants;
- having no responsibility for the care of children or other dependants; being married to, or being in a civil union or de facto relationship with a particular person; or being a relative of a particular person
- Sexual orientation - this means being: heterosexual, homosexual, lesbian, or bisexual.

Prompt question

- What a
- What a

Note: You may a

Policy/legislation item #3.

Education Council of Aotearoa New Zealand (EDUCANZ) Practising Teacher Criteria (PTC)

Access the original copy of the PTCs at <http://www.educationcouncil.org.nz/content/practising-teacher-criteria>

See also *Tataiako Cultural Competencies for Teachers of Māori Learners* <http://www.educationcouncil.org.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learnerspdf>

Education Council of Aotearoa New Zealand (EDUCANZ) Practising Teacher Criteria (PTC) - Fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

TC1. establish and maintain effective professional relationships focused on the learning and well-being of ākonga

engage in ethical, respectful, positive and collaborative professional relationships with: ākonga, teaching colleagues, support staff and other professionals, whānau and other carers of ākonga, agencies, groups and individuals in the community

Education Council of Aotearoa New Zealand (EDUCANZ) Practising Teacher Criteria (PTC) - Fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

TC 2. demonstrate commitment to promoting the well-being of all ākonga

commitment to professional values.

TC 4. demonstrate commitment to ongoing professional learning and development of personal professional practice

identify professional learning goals in consultation with colleagues

- . participate responsively in professional learning opportunities within the learning community
- i. initiate learning opportunities to advance personal professional knowledge and skills

Education Council of Aotearoa New Zealand (EDUCANZ) Practising Teacher Criteria (PTC) - Fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

TC 5. show leadership that contributes to effective teaching and learning

actively contribute to the professional learning community

- . undertake areas of responsibility effectively

Education Council of Aotearoa New Zealand (EDUCANZ) Practising Teacher Criteria (PTC) - Fully certificated teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākongā.

TC 6. conceptualise, plan and implement an appropriate learning programme

articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice

- . through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents

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TC 7. promote a collaborative, inclusive and supportive learning environment

demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākongā

- . foster trust, respect and cooperation with and among ākongā

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TC 8. demonstrate in practice their knowledge and understanding of how ākongā learn

enable ākongā to make connections between their prior experiences and learning and their current learning activities

- . provide opportunities and support for ākongā to engage with, practise and apply new learning to different contexts
- i. encourage ākongā to take responsibility for their own learning and behaviour
- r. assist ākongā to think critically about information and ideas and to reflect on their learning

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TC 9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākongā

demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand

- . select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākongā
- i. modify teaching approaches to address the needs of individuals and groups of ākongā

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TC 11. analyse and appropriately use assessment information, which has been gathered formally and informally

- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn

IZC Effective Pedagogy (p34-37) <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Effective-pedagogy>

Teacher actions promoting student learning: inquire into the teaching–learning relationship.

Teaching as Inquiry is a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term. In this process, the teacher asks:

- **Focusing inquiry** - What is important (and therefore worth spending time on), given where my students are at?
- **Teaching inquiry** - What strategies (evidence-based) are most likely to help my students learn this?
- **Learning inquiry** - What happened as a result of the teaching, and what are the implications for future teaching?

IZC Health and Physical Education learning Area Attitudes and Values (A&V) underlying concept (NZC p22)

<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-areas/Health-and-physical-education>

Attitudes and values – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.”

IZC Values (NZC p10) <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Values>

Values to be encouraged, modelled, and explored

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution. The values on the list below enjoy widespread support because it is by holding these values and acting on them that we are able to live together and thrive. The list is neither exhaustive nor exclusive. All the values listed can be expanded into clusters of related values that collectively suggest their fuller meanings. For example, "community participation for the common good" is associated with values and notions such as peace, citizenship, and manaakitanga.

Students will be encouraged to value:

- excellence, by aiming high and by persevering in the face of difficulties
- innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively
- diversity, as found in our different cultures, languages, and heritages
- equity, through fairness and social justice
- community and participation for the common good
- integrity, which involves being honest, responsible, and accountable and acting ethically
- and to respect themselves, others, and human rights.

The specific ways in which these values find expression in an individual school will be guided by dialogue between the school and its community. They should be evident in the school’s philosophy, structures, curriculum, classrooms, and relationships. When the school community has developed strongly held and clearly articulated values, those values are likely to be expressed in everyday actions and interactions within the school.

IZC Values (NZC p10) <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Values>

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Through their learning experiences, students will learn about:

- their own values and those of others
- different kinds of values, such as moral, social, cultural, aesthetic, and economic values
- the values on which New Zealand’s cultural and institutional traditions are based
- the values of other groups and cultures.

IZC Values (NZC p10) <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Values>

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	<ul style="list-style-type: none"> To which policy statements or other documents would you refer? What does the Sexuality Education Guide offer about this situation? What would be an ethical response to this situation and why?
6. It's not safe for me to teach this. I could get in trouble for talking with students about this.	<p>Prompt questions:</p> <ul style="list-style-type: none"> To which policy statements or other documents would you refer? What does the Sexuality Education Guide offer about this situation? What would be an ethical response to this situation and why?
7. Just because I'm a PE teacher doesn't mean I signed up to teach Health (and sexuality) Education.	<p>Prompt questions:</p> <ul style="list-style-type: none"> To which policy statements or other documents would you refer? What does the Sexuality Education Guide offer about this situation? What would be an ethical response to this situation and why?
8. What I'm expected to teach in sexuality education conflicts with my personal /religious beliefs.	<p>Prompt questions:</p> <ul style="list-style-type: none"> To which policy statements or other documents would you refer? What does the Sexuality Education Guide offer about this situation? What would be an ethical response to this situation and why?
9. In my culture we don't talk about sex like this, so why should I be expected to do something that my culture doesn't agree with (or doesn't relate to).	<p>Prompt questions:</p> <ul style="list-style-type: none"> To which policy statements or other documents would you refer? What does the Sexuality Education Guide offer about this situation? What would be an ethical response to this situation and why?
10. I don't feel adequately trained to teach sexuality education.	<p>Prompt questions:</p> <ul style="list-style-type: none"> To which policy statements or other documents would you refer? What does the Sexuality Education Guide offer about this situation? What would be an ethical response to this situation and why?
11. I'm scared my students will find out that I'm gay/still a virgin/other personal information.	<p>Prompt questions:</p> <ul style="list-style-type: none"> To which policy statements or other documents would you refer? What does the Sexuality Education Guide offer about this situation? What would be an ethical response to this situation and why?
12. I'm not sure that I want to deal with the unknown of what students might ask, in case I can't or don't want to answer it, or have to deal with students disclosing abuse (or similar).	<p>Prompt questions:</p> <ul style="list-style-type: none"> To which policy statements or other documents would you refer? What does the Sexuality Education Guide offer about this situation? What would be an ethical response to this situation and why?
13. Why don't we just get an external provider (nurse, agency, organisation) to come and tell the students what they need to know.	<p>Prompt questions:</p> <ul style="list-style-type: none"> To which policy statements or other documents would you refer? What does the Sexuality Education Guide offer about this situation? What would be an ethical response to this situation and why?
14. Add other questions or comments relevant to your school or context	<p>Prompt questions:</p> <ul style="list-style-type: none"> To which policy statements or other documents would you refer? What does the Sexuality Education Guide offer about this situation? What would be an ethical response to this situation and why?
15.	<p>Prompt questions:</p> <ul style="list-style-type: none"> To which policy statements or other documents would you refer? What does the Sexuality Education Guide offer about this situation? What would be an ethical response to this situation and why?

<p>2. Teachers who tell dirty jokes or showing pictures/video or other visual material that exceeds what would generally be appropriate for school viewing (eg material that most would deem to be pornography).</p>	<p>Prompt questions:</p> <ul style="list-style-type: none"> • Why is this an unethical practice for a support your response to this questic • What does the Sexuality Education G • What would ethical practice be in thi
<p>3. Teachers who give false information in response to student questions in the belief students don't need to know it, or covering up for the fact the teacher doesn't know.</p>	<p>Prompt questions:</p> <ul style="list-style-type: none"> • Why is this an unethical practice for a support your response to this questic • What does the Sexuality Education G • What would ethical practice be in thi
<p>4. Teachers being complicit in discriminatory and bullying behaviours of students:</p> <ul style="list-style-type: none"> • with diverse sexual and gender identities, • who are socially awkward and easily embarrassed and inexperienced, or • known/perceived to be sexually active <p>eg teachers who don't challenge name calling and put downs, or even using such terms themselves, or do nothing about students excluding their peers for the reasons above.</p>	<p>Prompt questions:</p> <ul style="list-style-type: none"> • Why is this an unethical practice for a support your response to this questic • What does the Sexuality Education G • What would ethical practice be in thi
<p>5. Teachers offering medical or counselling-type advice and guidance without the knowledge and authority to do this.</p>	<p>Prompt questions:</p> <ul style="list-style-type: none"> • Why is this an unethical practice for a support your response to this questic • What does the Sexuality Education G <p>What would ethical practice be in this situatio</p>
<p>6. Teachers being overly familiar with students, flirting, favouring particular individuals or groups of students who respond to such suggestive comments, prying into students personal lives, making judgements or comments about their personal relationships, commenting inappropriately about their bodies or their clothing choices (etc).</p>	<p>Prompt questions:</p> <ul style="list-style-type: none"> • Why is this an unethical practice for a support your response to this questic • What does the Sexuality Education G <p>What would ethical practice be in this situatio</p>
<p>7. Teachers using teaching and learning materials (or engaging outside providers) with messages that are not inclusive of diversity and which contradict the NZC Values and HPE A&V statements.</p>	<p>Prompt questions:</p> <ul style="list-style-type: none"> • Why is this an unethical practice for a support your response to this questic • What does the Sexuality Education G • What would ethical practice be in thi
<p>8. Teachers who don't explore and challenge where necessary students attitudes and values when they talk about sexual behaviours that are harmful to well-being (for example, sexual behaviours learned from pornography that males then expect females to do).</p>	<p>Prompt questions:</p> <ul style="list-style-type: none"> • Why is this an unethical practice for a support your response to this questic • What does the Sexuality Education G • What would ethical practice be in thi
<p>9. Teacher imposing their own views on students such as particular views on abortion or other ethical dilemmas, when to have sex (eg no sex before marriage as the only choice), or views on diverse sexualities.</p>	<p>Prompt questions:</p> <ul style="list-style-type: none"> • Why is this an unethical practice for a support your response to this questic • What does the Sexuality Education G • What would ethical practice be in thi
<p>10. Teachers who say 'I'm just going to teach what <i>I think</i> they need to know'.</p>	<p>Prompt questions:</p> <ul style="list-style-type: none"> • Why is this an unethical practice for a support your response to this questic

