

Code of Ethics

1. PREAMBLE

The Educators, who are employed by the Johannesburg Muslim School,

- 1.1. acknowledge the noble calling of their profession to educate and train the learners enrolled at the Johannesburg Muslim School;
- 1.2. acknowledge that the attitude, dedication, self – discipline, ideals, training and conduct of educators determine the quality of education at the Johannesburg Muslim School;
- 1.3. acknowledge, uphold and promote basic human rights as embodied in the Constitution of the Republic of South Africa;
- 1.4. acknowledge, uphold and promote the Founding Principle as embodied in the Constitution of the Johannesburg Muslim School;
- 1.5. acknowledge, uphold and promote the Mission Statement of the Johannesburg Muslim School;
- 1.6. commit themselves therefore to do all within their power, in the exercise of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code, subject always to the Founding Principle and Mission Statement of the Johannesburg Muslim School; and
- 1.7. undertake to act in accordance with the Founding Principle and Mission Statement of the Johannesburg Muslim School and in a manner that does not bring the Johannesburg Muslim School and the teaching profession into disrepute.

2. FOUNDING PRINCIPLE

The Founding Principle of the Johannesburg Muslim School is that ***“the basis of all functions, powers and acts of the School will strictly be the Quraan and Sunnah of Rasullulah (SAW) according to the interpretation and accepted view of the Ahlus – Sunnah Wal Jamaah as***

expounded by the four recognised Mazaahib of Jurisprudence, namely, Hanafi, Shafi – ee, Maaliki and Hambali.”

3. MISSION STATEMENT

The Mission Statement of the Johannesburg Muslim School is *“to provide young children with a holistic concept of knowledge, with the Holy Quraan and Sunnah as a source of guidance”*.

4. DEFINITIONS

In this code, unless the context indicates otherwise, the following terms and expressions shall have the meanings assigned to them :

- 4.1. **Board of Management** means the Board of Management of the Johannesburg Muslim School, either collectively or as represented by a Member or Members duly authorised;
- 4.2. **Educator** means any person who is employed by the Johannesburg Muslim School to teach, educate and train learners and to provide professional therapy at the Johannesburg Muslim School, or to assist in rendering professional services or to perform education management services or educational auxillary services;
- 4.3. **Learner** means a pupil or a learner who is enrolled at the Johannesburg Muslim School and who is taught or trained by an Educator as defined above;
- 4.4. **Parent** means the parent or guardian of a learner and the person legally entitled to custody of a learner;
- 4.5. **Principal** means the Principal of the Johannesburg Muslim School;
- 4.6. **Rules and Regulations** means the rules and regulations of the Johannesburg Muslim School in force from time to time;
- 4.7. **SACE** means the South African Council for Educators;

4.8. **School** means the Johannesburg Muslim School.

5. **CONDUCT - THE EDUCATOR AND THE LEARNER**

An Educator

- 5.1. strives to enable learners to develop a set of values consistent with the Founding Principle and Mission Statement of the School;
- 5.2. acknowledges the uniqueness, individuality, and specific needs of each learner, and undertakes as his or her professional responsibility to guide and encourage each learner to realise his or her full potential;
- 5.3. respects the dignity of learners;
- 5.4. respects and upholds the learners' right to confidentiality and privacy;
- 5.5. exercises authority with compassion;
- 5.6. avoids any form of humiliation, and refrains from any form of child abuse, physical, emotional and psychological;
- 5.7. refrains from any form of sexual relationship with learners or sexual harassment, physical or otherwise, of learners;
- 5.8. uses appropriate language and behaviour in his or her interaction with learners, and acts in a way as to elicit respect from the learners;
- 5.9. accepts character development as part of the task of education and promotes the highest moral standards by word and example;
- 5.10. takes reasonable steps to ensure the safety of learners;

- 5.11. does not abuse his or her position for financial, political or personal gain;
- 5.12. is not negligent or indolent in the performance of his or her professional duties;
- 5.13. recognises, where appropriate, learners as partners in education.

6. **CONDUCT - THE EDUCATOR AND THE PARENT**

An Educator

- 6.1. recognises the parents as partners in education and promotes a harmonious relationship with them;
- 6.2. does everything possible to uphold parental authority;
- 6.3. does everything necessary to keep parents timeously informed of the well – being and progress of the learner.

7. **CONDUCT - THE EDUCATOR AND THE COMMUNITY**

An Educator

- 7.1. recognises that the School serves the community and respects the customs and codes of the community as far as is educationally and Islamically justifiable and possible;
- 7.2. accepts his or her responsibilities as a member of his or her profession to give guidance to the community in respect of the development of correct attitudes and to the advancement of education;
- 7.3. recognises that the teaching profession occupies a position of public trust, involving not only the individual educator's personal conduct but also the interaction between the School and the community, and therefore his or her actions and conduct be of a nature and standard that he or she commands the respect of the community and enhances the image of the profession.

8. **CONDUCT - THE EDUCATOR AND HIS OR HER COLLEAGUES**

An Educator

- 8.1. refrains from undermining the status and authority of his or her colleagues;
- 8.2. respects the responsibilities assigned to colleagues and the authority that arises therefrom, to ensure the smooth functioning of the School;
- 8.3. uses proper procedures to address issues of professional incompetence or misbehaviour;
- 8.4. contributes his or her share to the dignity and public image of the teaching profession both by his or her behaviour and conduct and by his or her dealings with colleagues;
- 8.5. accepts the authority and instructions of those who are in a position of authority without suppressing his or her own professional views or surrendering his or her professional independence;
- 8.6. identifies with his or her profession and its demands, *inter – alia*, by participating in all educational activities and by keeping abreast of educational thought and development.

9. **CONDUCT - THE EDUCATOR AND THE PROFESSION**

An Educator

- 9.1. acknowledges that the exercising of his or her professional duties occurs within a context requiring co – operation with and support of colleagues, and therefore behaves in such a manner as to enhance the dignity and status of the profession;
- 9.2. keeps abreast of educational trends and developments and promotes the ongoing development of teaching as a profession;
- 9.3. accepts that he or she has a professional obligation towards the education and induction into the profession of new members of the teaching profession.

10. **CONDUCT - THE EDUCATOR AND HIS OR HER EMPLOYER**

An Educator

- 10.1. recognises the employer as a partner in education and acknowledges that certain responsibilities and authorities are vested in the employer and serves his or her employer to the best of his or her ability;
- 10.2. is at all times loyal to his or her employers by serving them to the best of his or her ability, obeying all their lawful instructions and regulations, and by conducting professional business and matters through proper channels only;
- 10.3. refrains from discussing confidential and official matters with unauthorised persons.

Rules and Regulations

The following are the Rules and Regulations which the Educators of the Johannesburg Muslim School are expected to comply with.

1. **REGISTRATION WITH THE SOUTH AFRICAN COUNCIL FOR EDUCATOR**

The Educator must register with the South African Council for Educators and must furnish a certificate copy of the SACE registration certificate to the School.

2. **GENERAL DUTIES**

An educator must

- 2.1. be prepared for all lessons and must plan his or her syllabus, prep work and file;
- 2.2. be aware of all learners in the class, their names, and their special educational needs, for example, remedial needs or special intellectual gifts;
- 2.3. teach for the benefit of learners;
- 2.4. keep a detailed record of the attainment of all learners;

3. EDUCATORS RECORDS

- 3.1. Educators must maintain detailed records. These records include, but are not limited to
 - 3.1.1. Mark Books, which must contain details such as *dates of each assessment, mark allocations, different forms of assessment (formative and summative), diagnostic analysis, a clear indication of the progress of each learner;*
 - 3.1.2. Register of Attendance of learners which must be completed on a daily basis. A record of learners arriving late to school must be reflected in the Attendance Register;
 - 3.1.3. Test Record Books;
 - 3.1.4. Preparation file, which must contain resource material for the year, evidence of lesson planning, evidence relating to methodology and assessment;
 - 3.1.5. Administration files which must contain official documentation and circulars;
 - 3.1.6. Syllabus and all other required files and documents.

- 3.2. Educators must hand in such records to the School at least once every month, and whenever required by the School.

4. **DRESS AND APPEARANCE FOR FEMALE EDUCATORS**

Educators must be well groomed and as learners often imitate others, the neatness of dress and appearance of educators is an absolute necessity. Educators must be role models and the following moderate standards must apply :

- 4.1. arms must be covered to the wrist;
- 4.2. legs must be covered to the ankles;
- 4.3. length of blouse or top must be worn to at least mid thigh;
- 4.4. scarves must be tight and must cover all hair;
- 4.5. style of clothes must be loose and conservative and must not expose body shape;
- 4.6. the use of cosmetics, in moderation, is permitted;
- 4.7. clothing should not be of bright or flashy colours;
- 4.8. heavy ornamental jewellery is not encouraged;
- 4.9. a full length and closed cloak as an outer garment is compulsory.

5. **DRESS AND APPEARANCE FOR MALE EDUCATORS**

Educators must be well groomed and as learners often imitate others, the neatness of dress and appearance of educators is an absolute necessity. Educators must be role models and the following moderate standards must apply :

- 5.1. kurtas must be worn at all times;
- 5.2. as an alternative to kurtas, loose fitting trousers and shirts are to be worn as a standard dress;
- 5.3. the wearing of short trousers and short sleeved jumpers is prohibited;
- 5.4. tracksuits, especially pants, must not be worn as normal standard dress, with the exception being during sports activities;
- 5.5. shirts must have a collar and must be within formal limits;

- 5.6. a toppee (skull cap) and long kurta is, however, preferred and encouraged;
- 5.7. hair must not be bleached and *spiked* hairstyle is prohibited. A toppee (skull cap) must be worn at all times;
- 5.8. formal shoes must be worn at all times. Sand shoes and all types of running shoes and takkies are prohibited (except during formal sports activities).

6. **CONDUCT**

The professionalisation of any occupation is determined by and depends on the people who practise that occupation. The teaching profession is *unique*. It is therefore important, and indeed imperative, that the image that educators project both in and outside the school milieu should be professionally responsible and worthy. The conduct of educators must, therefore, be of the highest standard.

7. **ATTENDANCE**

- 7.1. Educators must attend school on a daily basis. Should there be a need to be absent from school, then Educators are expected to give as much prior notice as is possible to the Principal.
- 7.2. Educators will be granted leave of absence due to illness, provided a medical certificate is presented by the Educator personally to the Principal upon return to the School.
- 7.3. Educators will be granted leave of absence in order to attend a funeral of a member of the educator's immediate family.
- 7.4. Educators will not be granted leave of absence for the purpose of attending to any other personal business which can, as a matter of course, be attended to after normal school hours.
- 7.5. Educators who are absent from School must ensure that sufficient work is prepared for the learners to enable the relief educator to continue with normal lessons so as to ensure that learners are not prejudiced by the educator's absence.

- 7.6. Absenteeism will, in certain circumstances, result in a salary deduction.

8. SCHOOL TIMES

- 8.1. It is peremptory for educators to report for duty and to remain in attendance at School during the times as are determined by the Board of Management from time to time. At present, it is compulsory for Educators to report for duty by not later than 07h30 daily, and to remain in attendance until 15h00 on Mondays, Tuesdays and Thursdays. Educators must remain on duty until 15h30 on Wednesdays and until 12 noon on Fridays.
- 8.2. It is compulsory for educators to sign the Educators daily Attendance Register immediately upon arrival at school and must record the correct time of arrival.
- 8.3. Educators must not leave the school premises without the written consent of the Principal.
- 8.4. Educators who fail to report for duty timeously, or who leave the school premises without the written permission of the Principal prior to dismissal time, will be subject to disciplinary proceedings.

9. SEMINARS AND WORKSHOPS

- 9.1. Staff development is a broad term that refers to all the processes that *encourage personal growth* of educators. Training can and does give educators new curriculum ideas that will spark a new enthusiasm for teaching. In addition, training serves to develop a *professional identity*. An additional reason for training and development is that *parents are much more demanding of their child's school and educators than they were in the past*. Parents know more about child development and what their children should be learning. They often ask educators questions about their child's stage of educational growth. Parents want to know more about the school's curriculum and training and development therefore allows the educator to respond knowledgeably. Accordingly it is compulsory for educators to

- 9.1.1. arrange training seminars and workshops on an ongoing and continuous basis;
- 9.1.2. attend training seminars and workshops, both at school and those arranged by other institutions, departments and / or agencies.
- 9.2. Educators are expected to practice their new skills as soon as possible after attending a training seminar or workshop.

10. **SCHOOL FUNCTIONS AND ACTIVITIES**

It is compulsory for educators to attend all the functions of the school. Educators are therefore expected to attend all speech contests, concerts, sports meetings and any other activities arranged or hosted by the school, irrespective of whether or not the educator is actively involved in such an activity or function.

11. **SPORTS**

Educators are expected to promote sports and physical education and training. A learner's physical state of health is as important as his or her mental well being.

12. **EVALUATION AND ASSESSMENT**

- 12.1. Evaluation is a process that determines whether the goals set by the school are being met. Educators are evaluated on their ability to implement the educational goals of the school. Evaluation and assessment is necessary not only for the purposes of salary increments and performance bonus, but also as a means of professional growth and a basis for improving performance levels. Accordingly, educators will be subject to both internal and external evaluation and assessment, on an ongoing and continuous basis, and which will include but will not be limited to the following :
 - 12.1.1. class visits and book control;
 - 12.1.2. perusal of material used during teaching;
 - 12.1.3. presentation and methodology;

- 12.1.4. content, preparation and syllabus;
- 12.1.5. perusal of educators files, prep files, administration files, books, and records;
- 12.1.6. perusal of learners' books.

12.2. evaluations and assessments must be followed by a meeting in order to focus on strengths, weaknesses and development.

13. **EXAMINATION AND TESTS**

13.1. Educators are expected to maintain a high degree of honesty in examinations and tests. Justice and fair play are imperative in dealing with a learner's future.

13.2. Educators are expected to comply timeously with all the requirements of the Principal, or a member of the Senior Management Team as designated by the Principal, with regards to time limits, the submission of examination papers and mark schedules, reports and all other matters relating to tests and examinations.

14. **MOTIVATION OF LEARNERS**

Educators must motivate the learners to perform to their optimum potential.

15. **CLASSROOM MANAGEMENT**

An Educator must

- 15.1. monitor learner attendance by completing and signing a period register during every period;
- 15.2. be firm but fair with the learners;
- 15.3. teach diligently;
- 15.4. be the focus of attention;
- 15.5. not inflict corporal punishment;
- 15.6. not leave the classroom unattended under any circumstances;
- 15.7. maintain discipline by using time judiciously;

- 15.8. be patient, tolerant and understanding towards learners;
- 15.9. know each learner individually by their names, and their special educational needs, for example, remedial needs or special intellectual gifts;
- 15.10. be interested in the work he or she is doing;
- 15.11. have a sound knowledge of the subject matter;
- 15.12. prepare before his or her lesson.
- 15.13. not allow learners to leave the classroom during lesson time. Should there be a need for a learner to leave the classroom during lesson time, then the learner must be given an official permission slip which must be signed by the educator, setting forth reasons for the learner to leave the classroom. Learners must produce the official permission slip to other educators on demand, whilst out of the classroom, and must then return the official permission slip to the educator upon return to the classroom. An educator will be subject to disciplinary action in the event of any learner not being able to produce an official permission slip whilst out of the classroom during lesson time. Educators must keep an official record, in book form, as to the identity of learners who leave the classroom during lesson time, the date, time and reason therefore. Such records must be produced to the Principal for perusal upon demand.

16. ASSEMBLY

- 16.1. It is compulsory for educators to attend the Assembly. Educators must be alert at Assembly as announcements are usually made for educators and learners to carry out.
- 16.2. Educators must control the learners in their class at Assembly and must assist in the checking of dress, uniform, hairstyles and hair cuts of pupils. A well disciplined class is actually a reflection of the educator.

17. TIME TABLES

- 17.1. Educators must adhere strictly to the time table.
- 17.2. Educators must report to the class timeously and must remain in attendance for the duration of the period. Under no circumstances must the educator leave the class unattended. Educators who leave the class unattended

during lesson time, whether or not work has been given to learners, will be subject to disciplinary proceedings.

18. PLAYGROUND, GATE AND TUCKSHOP DUTY

- 18.1. Educators are assigned for duty and the gates, both prior to school and at dismissal time, in the playground and tuckshop. Educators must adhere strictly to these duties.
- 18.2. Prompt and early arrival at duty points is compulsory. Educators must maintain a high profile at all duty points. Educators must ensure that they are easily located by any learner in need of assistance.
- 18.3. Educators on duty are legally responsible for the safety of learners in the allocated duty area;
- 18.4. Educators on duty must ensure that learners refrain from littering the playgrounds;
- 18.5. Educators on duty must have in their possession at least 2 latex or rubber gloves at all times. This is necessary in the event of injury or nosebleed. Should a learner be injured, in any way, or sustain a nosebleed, whilst an educator is on ground duty, it is the responsibility and obligation of that educator, in particular, to ensure that the necessary first aid is administered. It is also the obligation of the educator on duty to record the incident in the accident / injury log book, kept by the Principal, setting forth precise details as to when, where and why the incident occurred.

19. EMERGENCY PROCEDURES

- 19.1. Educators must be familiar with the school's emergency evacuation procedure. Educators must train learners in this procedure and must be ready at all times for regular emergency evacuation drills.
- 19.2. In the event of an emergency, 3 long blasts of the siren / bell will be sounded followed by 3 short blasts of the siren / bell. This will be repeated frequently. Educators are responsible for the evacuation and accounting of all learners in their classroom at the time.

- 19.3. Upon hearing the siren / bell, learners must be instructed to leave their possessions and be made to proceed in an orderly manner to the designated assembly area. Educators must accompany their learners and must check that all classrooms are vacated. Learners should then line up, in alphabetical order, in their groups to enable educators to check that all learners are present and accounted for.

20. FURNITURE

- 20.1. Educators are responsible for the proper care of all furniture in the school.
- 20.2. Educators must ensure that learners refrain from writing on or in any other way defacing or damaging desk, chairs, tables, boards and other furniture.
- 20.3. Educators must ensure that furniture is not removed from the classrooms.
- 20.4. Educators must ensure that the Furniture Inventory list is displayed in all classrooms.

21. TEXT BOOKS AND CONSUMABLE STOCK

- 21.1. Educators are responsible for the care of all text books issued by them to learners. Educators must prepare and submit to the Principal, or an official designated by him, an inventory of all text books received by them from the stock master and subsequently issued to learners.
- 21.2. Educators must keep a proper check of all text books issued to learners. Educators must check the text books at least once every term, and must record, on the label inserted in the text book, the date on which the text book was checked.
- 21.3. Educators are responsible for ensuring that learners return the text books at the end of each academic year. Educators are expected to reconcile the return of text books with the inventory of text books issued.
- 21.4. Educators must, at all times, economise with regards to consumable stock and are dutibound to ensure that there is no wastage.

22. SCHOOL FUNDS

- 22.1. No monies must be collected by any Educator unless an official receipt is collected.
- 22.2. School fees are collected by the Bursar and Educators are therefore not expected to collect school fees.
- 22.3. Official receipts must be issued by educators in respect of all other monies collected in respect of excursions, cake sales and the like.
- 22.4. Educators must, under no circumstances, retain in their possession any such monies collected. As these constitute public funds, all such monies collected must immediately be handed to the Bursar, who will issue a receipt for such funds to the educator concerned.

23. EXCURSIONS

- 23.1. Educators are encouraged to arrange excursions of an educational nature for learners. All excursions must be arranged so as to enrich the learning which has taken place in the classroom.
- 23.2. Educators are required to submit details of all planned excursions to the Principal for approval prior to making the necessary arrangements.
- 23.3. It is compulsory for educators to submit a report to the Principal, after every excursion, setting forth in such report the nature of the excursion and the manner in which such excursion and activity enhanced the learning process of the learner.

The Professional Responsibility of Educators

Educators' duties and the quality of professionally responsible relationships that educators establish belong together. Educators must develop teaching as a profession in their daily work, as trained and skilled people.

1. PROFESSIONAL RESPONSIBILITY OF EDUCATORS TOWARDS LEARNERS

1.1. Educators must know what the fundamental rights of children are. The rights of children demand professional behaviour from the educator. In other words, the educator's professional concern with children should reflect his or her recognition of learners' rights.

1.2. The professional duties and responsibilities of educators to learners are set out in various education laws and regulations. Without making any claim to comprehensiveness, the following are examples of some responsibilities that educators should fulfil in a professional manner :

1.2.1. total development of the abilities and talents of learners;

1.2.2. evaluation of and feedback on learners' work;

1.2.3. maintenance of order and discipline;

1.2.4. supervision of extramural activities;

1.2.5. care for the general welfare of learners.

2. PROFESSIONAL RESPONSIBILITY OF EDUCATORS TOWARDS PARENTS

2.1. The value of parental involvement in teaching cannot be overestimated. Parent participation is important because it contributes to the welfare of the learner. Co-operation between the school and the home is so interwoven that one can speak of a *home – school relationship*. Definite demarcation of areas for each party is essential. A successful partnership between the school and parents requires that the partners consider each other to be equal and respect each other's opinions.

2.2. The conduct of educators towards parents displays their professional image. The manner in which educators communicate with parents demonstrates the degree of professionalism and of professional maturity with which educators fulfil their vocation.

3. PROFESSIONAL RESPONSIBILITY OF EDUCATORS TOWARDS THEIR EMPLOYER

- 3.1. The employer buys the educator's time, skill and loyalty, for which the educator is remunerated. The employer is therefore entitled to make certain demands for which the educators accept professional responsibility.
- 3.2. What may the employer, therefore, expect of educators? Without making any claim to comprehensiveness, the following are some examples of educators' professional obligations and responsibilities towards their employer :
 - 3.2.1. educators must do their jobs as professionally as possible. This means that educators must be totally competent in the provision of professional service;
 - 3.2.2. educators must apply effective classroom management;
 - 3.2.3. together with the Principal and Heads of Department, the educators must manage and administer their school effectively;
 - 3.2.4. professional behaviour and action are required of educators at all times;
 - 3.2.5. educators must be loyal;
 - 3.2.6. educators must be committed and dedicated.

The Criteria of the Teaching Profession

Over the years, various influential authors have identified characteristics or criteria as requirements for the teaching profession. The most important criteria identified are the following :

1. ***Unique Service***

In this instance, "*unique*" means that no other professional practitioner delivers the same service. In other words, *only* educators teach; therefore their service is unique. Accordingly, the interest of the learner must always be paramount.

2. ***Intellectual Skill and Subject Knowledge***

The importance of intellectual skill and subject knowledge is emphasised. Intellectual skill is an extremely important measure of true professionalism. Subject knowledge, on the other hand, is crucial.

3. ***Specialised Training***

A long period of specialised training is required. Specialised training results in specialised knowledge. High demands are often made of educators for which they need specialised knowledge.

4. ***In-service Training***

Apart from specialised training, continued exposure to in – service training is also required. In order to deliver a really effective service, the *educator* must remain a *learner*.

5. ***Continued Research***

Continued, systematic research is important because obsolete concepts, actions, methods and subject content and material must continuously be replaced by contemporary and valid concepts, methods and subject content and material.

6. ***Personal Responsibility***

Educators must accept broad personal responsibility for their decisions and actions within the framework of their autonomy.

7. ***Ethical Code***

Because the authority and privileges that the community gives to the teaching profession can be misused for the individual professional's personal benefit, it is necessary for the teaching profession to establish a professional code of conduct. The code of conduct systematically sets out the ideal behaviour of an educator.

8. ***Subordination of financial reward to service***

Because the service provided by an educator is considered to be essential, the emphasis must fall on the service delivered rather than the financial reward.

And finally

WHAT ABOUT THE LEARNER?

PROFESSIONAL ORGANISATIONS ARE AGREED THAT THE EDUCATOR'S PRIMARY RESPONSIBILITY IS THE PROPER DEVELOPMENT OF THE LEARNER – A DUTY WHICH THE EDUCATOR AS A PROFESSIONAL CAN UNDER NO CIRCUMSTANCES NEGLECT.

The Board of Management reserves the right to make amendments hereto from time to time.