

Ministry of Education

“Code of Ethics Training” for Kindy Teachers

Caring Professionals



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Training For the Code of Ethics

Training Considerations

The following steps are important when delivering a workshop or training.

- **before a workshop to:**
 - understand the purpose and key concepts that lay the foundation for the workshop, and
 - organize the workshop plan, research and structure its content
- **during a workshop to:**
 - be consistent and thorough when delivering each session
 - adjust to the specific needs of different participants
 - develop ideas to facilitate participants' learning
 - achieve the workshop outcomes
 - assess participants
- **after a workshop to:**
 - assess your workshop
 - follow up with the supervision, training and certification of Teachers you have trained

As you prepare for the workshop ask yourself and reflect on what kind of trainer you are.

¹ An inclusive Trainer	An authoritarian Trainer
ASSUMES that participants have valuable skills and experiences to share	ASSUMES authority
KNOWS how to create an environment that promotes participation, sharing, and mutual growth	KNOWS what to do
SEEKS a decision that the people make and will act on	SEEKS the right decisions without getting input from others
RELIES ON group ability	RELIES ON his or her own individual ability

The Ministry of Education promotes an inclusive style of leadership in all its workshops. Note that this table does not imply that one style of leadership is always better than the other. For example, in emergency situations when one needs to make

¹ *Building Community Toolkit. Innovation Center for Community and Youth Development/Tides Center, 2001*

Activity One:

Time: 30 minutes

Resources: copies of Code of Ethics, Poster Paper and Magic Markers

Step One: Divide the participants in groups and ask one of them to volunteer and report back the summary of the discussion.

Step Two: Ask the groups to consider the following questions:

1. What is a code of ethic?
2. Why is it important to have one in place?

Ask the recorder to jot the points down on the poster paper once consensus has been reached. Ask each recorder to report back and see if anyone else has any additions or questions to the discussions that took place.

Activity Two

Time: 45 minutes

Divide the group into three groups and give one group the Code on Responsibility for Children, group two Responsibilities to the Profession, group three Responsibilities to Parents, Community and Society.

Ask each group to review their specific section and add anything they feel is missing and or indicate areas they want changed and how to change it.

Please write the changes they recommend and ensure they have reasons for the additions and or edits to each section.

Ask a group member to volunteer and present findings.

Activity Three

One hour

Divide the groups in three (different groupings each time) and give them each a two case studies to read and respond to.

Ask them to give feedback to each case study.

Case Study One

Your parent committee is established but they are often absent during meetings and they don't have meetings that often. As a Kindy teacher you really want them to meet and support you in more ways than just raising funds and cleaning the playgrounds.

What can you do to get them to hold meetings on a more regular basis and to ensure the Chair of the committee is always present? How can you engage them in supporting ECCE ?

Case Study Two

Harrison attends Kindy and is a special needs child. He is doing well in school and is very happy. Lately though he has been absent for two months and you don't know why. You went to see his parents and they said they don't have the money to spend on him and he can never really learn so they are wasting their money. What can you do to convince them to keep sending Harrison to school? How can you explain that he is learning and likes school?

Case Three

As a Kindy teacher your salary is not great but you are interested in learning and going to trainings. What can you do to upgrade your skills? Who can you talk to? Are there ways to learn and increase your skills without paying money?

Case Four

You have been told that a primary teacher is always remarking that you are late and do not do your work. This hurts your feeling and you are upset. What can you do to change the teacher's perception of you and your work? How can you approach the teacher in a professional manner?

Is he/she correct in their statements? If so how can you change your behavior? Does being late affect your children in Kindy? Do you prepare your activities?

Case Five

A child in your Kindy is always quiet. He seems sleepy and hungry all the time. One day you noticed he had bruises in his arms. You asked him if he was alright and he started to cry. A week later he had bruises again and he was very disruptive in class, he seemed angry. How do you manage a situation like this? Who do you consult with? Where do the issues of confidentiality and child protection come in to play when considering responses to this situation?

Case Six

You have very few materials and resources in the Kindy and sometimes you do make some things but they get lost and or break. What kinds of other activities can you engage a child in that does not demand a lot of materials? What kind of materials do you have to develop and use? Are there other ways to get resources for your Kindy?

Should you go directly to parents and ask them for materials? Should you go to businesses? What can you do to support your teaching?

Activity Four

40 minutes

Ask each participant to individually engage in the self assessment which is handed out and complete it. Then when they finish invite them to share one or two things about the assessment that struck them as important.

Self Assessment Tool: This is a tool for you to use to reflect on your strengths and areas where you feel you need to improve and or change.

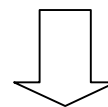
Use a star in areas you feel you are great at!



Use a smiling face in areas you need to improve!



Use a downward arrow in areas where you are not doing well



Self Assessment Tool (make copies for all participants)

As a Kindy teacher I:

- Organize activities that develop children's physical, emotional, mental, and social growth.
- Maintain contact with parents or guardians through informal meetings or conferences.
- Keep records of each child's progress. Make suggestions to parents for activities to do at home.
- Provide learning opportunities through structured and unstructured play.
- Encourage language development through reading, storytelling, and acting games, music
- Improve social skills through discussions and cooperative activities.
- Introduce science and math concepts through building and counting activities.
- Encourage creative talents through art, dance, and music activities.
- Plan and develop each day's activities. Balance group and individual play, and active and quiet time.
- Observe children to identify signs of illness or emotional or developmental problems.
- Confer with parents and supervisors about problems.
- Ensure safety is highlighted indoors and outdoors
- I invite parents, the local chief and community members to visit the classroom and teach share their knowledge, stories and kustoms with children
- Teach children about washing their hands, good eating habits
- Play with children outside and engage them in physical activities

As a Kindy teacher I:

- Think creatively.
- Establish and maintain relationships.
- Care for others.
- Teach others.
- Make decisions and solve problems.
- Communicate with supervisors and peers.
- Get information needed to do the job.
- Organize, plan, and prioritize work.
- Coach others.
- Monitor events, materials, and surroundings.
- Update and use job-related knowledge.
- Prepare activities to add to my daily plans
- Schedule work and activities.
- Develop goals and strategies.
- Resolve conflicts and negotiate with others.
- Develop and build teams.
- Work with the parents, community, and society at large

As a Kindy teacher:

- I have a high level of social interaction. I spend time interacting with children and parents.
- I can manage conflict well
- I am responsible for the health and safety of young children.
- I sometimes deal with unpleasant, angry, or discourteous children or parents.
- I am sometimes responsible for work outcomes and results of other workers, such as a teacher aide.
- I try to visit the grade 1 and 2 teachers at least every term
- I have an Open Day and showcase children's work.
- Communicate with coworkers, parents, and children in person as much as I can

As a Kindy teacher:

- I work indoors and outdoors supervising activities.
- I try to keep my classroom neat, with grass mats, and showcase children's work
- I make sure the room is well ventilated and open the windows and am careful to keep my storeroom clean
- I rest and take care of myself so that I am healthy

As a Kindy teacher:

- I have all my materials ready to teach each activity
- I talk to someone if I have problems or issues and ask for support
- I organize children in groups and also let them play individually
- I set teaching goals and activities each month
- Must meet strict deadlines on a monthly basis.
- I am on time and am not absent unless I am ill or an emergency takes place and I inform the community as soon as possible
- I use the vernacular language when teaching
- I try to identify learning difficulties early so I can support children individually

As a Kindy teacher:

I should celebrate that I am:

I should try to do better in:

I should learn to:

Closing Activity

Give the teachers markers, paper, crayons, sticks, seeds, glue, magazines and newspapers and ask them to make a collage of how they “see themselves as teachers of young children”.

Then get them to present their collage to the group.

Thank everyone for being present and honour them as individuals and as a group.

This section is for the people who gave the training.

I did extremely well in:

I should change the way I:

I did not do well in:

For my next training I must:

Use this self-assessment form to help you develop planning skills when conducting workshops.

Provincial Coordinator or Key Teacher: _____ Date: _____

Workshop Title:

Before the Workshop:				
Key points to comment on:	Poor	Fair	Good	Excellent
Planned sessions effectively				
Sent copies of workshop agenda and session plans to manager in timely manner				
Identified and discussed areas for personal improvement as a facilitator with peers and manager				
Researched Codes of Ethics to improve own knowledge				
Prepared additional resources where appropriate, for example, on specific ethical issues				
Advertised and distributed suitable information				
Made sure all teachers were selected				
Distributed invitations to teachers in a timely manner				
Selected suitable venue (location, size, cost, etc.)				
Organized appropriate refreshments/food				
Prepared resources and handouts in advance				
Prepared equipment in advance				
Prepared administrative forms in advance, for example, evaluation forms, participants' attendance sheets				
After the Workshop:				
Made notes on own and co-facilitator sessions				
Provided constructive feedback to co-facilitators				
Received verbal feedback from manager on same day as observation				
Received written feedback from manager in a timely manner				
Assessed workshop and completed workshop report				