

## Conflict of Interest

We may have the opportunity to receive “perks” because of the position that we occupy.

Doing so could put us in a position where our decision-making ability is either impacted, or perceived to be impacted.

Examples:

- You have to make a decision as to what company you are going to use to provide a service, and a representative of one company offers to send you on a trip, or give you a gift.
- You operate a private company and your company is used to provide a service related to your work.
- You are on an interview panel and discover that your nephew is one of the candidates being interviewed.

It is important to realize that although we may not feel that our ability to make sound decisions would be impacted, there may be a sub-conscious influence.

### Perceived Conflict of Interest:

In addition, the perception of the potential impact cannot be ignored. Therefore, if we feel that we need to proceed with a situation that may cause this type of perception, it is wise to make it known to our supervisor.

We should inform him/her that we are aware of the potential for a negative perception, but that we feel confident that our decision making ability will not be influenced.



## Confidentiality

Being involved in a School District permits us access to a great deal of information. Much of this information is clearly of a confidential nature, but there may also be information we would not expect to be considered confidential.

It is for that reason that we should always be cautious about sharing information we are made aware of in the course of our work with the District.

Examples:

- You are made aware that the parents of a child in your class are separating, and a friend of yours is a friend of this family.
- A parent of a student asks for the phone number of another child because they wish to invite them to their child's birthday party.
- A colleague informs you that they are having difficulty in their marriage, but asks that you not share this information. Another co-worker notices that something is wrong with this individual and asks you if you know what is going on and if they can do anything to help.

It is necessary for us to do all that we can to ensure the information we are made privy to, remains in the strictest of confidence. Keeping in mind that for the well-being of students and staff we may be required to share confidential information.

It is also important to realize that this obligation continues indefinitely, even after we are no longer involved with the School District.

### Remember:

- **THINK.... before you speak!**
- **CONSIDER... before you write!**
- **PAUSE... before you click!**



## Anglophone South School District

Working with outstanding employees and volunteers Anglophone South School District seeks to provide positive work environments that promote our most important goal; striving to ensure student success.

From time to time, we may lose sight of this goal and engage in behaviour that can hinder the service we are providing. It is our belief that people do not intentionally attempt to hinder the success of students, but from time to time their behaviour may do so.

It is very important to create a positive working environment for employees. It is hoped this document will serve as a quick reference and reminder of the manner in which we should strive to conduct ourselves. In turn, this will contribute to a more **positive working environment**.

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## Anglophone South School District

# Code of Professional Conduct

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## What is the Anglophone South District Code of Professional Conduct?

Anglophone South School District promotes a positive learning and working environment in which permanent employees, casual employees, student interns, students completing an apprenticeship program, grant workers and volunteers are committed to performing their responsibilities according to the highest standards of professional and personal conduct.

We are all responsible for promoting a positive environment and the Anglophone South School District Code of Professional Conduct sets the guidelines by which we must conduct ourselves.

We need to ensure that we are maintaining positive relationships with our colleagues, performing to the best of our abilities within our roles, respecting the chain of command in decision making, making unbiased decisions, maintaining confidentiality, acting as role models for students and using social media responsibly.

Failing to do so could put us in a position to face disciplinary action.

### STANDARDS OF ETHICAL BEHAVIOUR:

#### Dress Code

Employees of ASD-S serve as role models for the students with whom they work and as leaders in the community. Consistent with these roles, all individuals working in the District need to dress in a manner and have an appearance that is appropriate and professional in light of the environment in which they work and the duties of their jobs.



## Interpersonal Relationships

It is imperative that we treat each other with respect, dignity, and fairness at all times. We need to ensure the workplace is free from discrimination and harassment, and that due process and individual human rights are protected.

Opinions will vary, and it is important to attempt to understand the other person's perspective. This does not mean you have to agree with an opinion, but if you seek to understand the other person's point of view, conflict is much less likely.

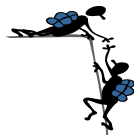
We need to understand that we are all different. Our perception as well as the perception of others may not equal reality. This is why it is important to attempt to make positive assumptions versus negative ones.

When conflict does arise, we must always attempt to resolve the issue using respectful and appropriate means. The first step should always be to calmly and professionally make a person aware of your concerns. If this is not effective, you should enlist the assistance of your supervisor.

We must always refrain from engaging in workplace gossip or making comments unrelated to our roles which may jeopardize the performance or standing of fellow employees.

Examples:

- You are asked where your Principal is and you reply "Who would know?"
- A co-worker has moved schools and you discuss your theory that the move was due to disciplinary reasons.
- You have worked with someone for years who likes to tell dirty jokes. You are not comfortable with them, but have never mentioned this. You become frustrated and scream at him/her to stop.



## Social Media

ASD-S employees are role models for the students as well as in the community in general. As a result, we are held to a higher standard because of this 24/7 responsibility. While it may be appealing to post anything we want on social media, this could negatively impact how you are viewed as a role model within the community or how the district as a whole is viewed within the community. For these reasons, we need to be extremely cautious about what we post on social media.

Example:

- You post your delight about a storm day on Facebook.
- You tweet your displeasure with the current Education Plan of the province.



## Standards of Work

We should always be seeking to improve the manner in which we work. There is always an area in our roles that we can improve and we need to continue to grow.

In our roles, the tools/resources that we utilize are considered property of the government. In utilizing these tools, we must always show proper care and regard for the property of the Province of NB.

We must always seek to maintain an adequate attendance record. When we are away, work will not be accomplished to the same level; therefore absences need to be necessary ones.

Working the established hours of employment on a daily or weekly basis is obligatory and unapproved changes may be considered similar to theft.

Our goal should always be to put in a good day's work and do what we can to ensure student success.

Example:

- You sneak out an hour early on a Friday afternoon without the permission of your Supervisor.
- You take a "mental health day" and go shopping in Bangor.



## Accountability

Everyone has strong opinions about what should and what should not be done regarding their work.

From time to time we may be faced with decisions that we feel negatively impact the service that we provide to students. Please keep in mind District or school-based policies and procedures and collective agreements may dictate a course of action.

If we feel very strongly that we disagree with a decision, we should voice our opinion to our supervisor or decision-maker. If our concerns are not addressed, we should voice our concerns to their superior. We should always recognize the chain of command for decision-making.

While it may be tempting to vent our frustrations through email or social media, we need to always be mindful of the position of trust we occupy and model professional conduct.

Examples:

- You are an educational assistant working with a student and making gains, but you are being placed with another student and you do not wish to be reassigned.
- You disagree with a decision and decide to email the Premier and copy the Minister of Education.
- You want windows replaced in a classroom immediately, and you make the request to the Superintendent rather than the Facilities Manager.

However, in a case where an employee feels there has been a violation of a law or policy, they can and should disclose, in good faith, this information to the Office of the Superintendent.

