



Learning Difficulties Australia

Code of Ethics

Preamble

Learning Difficulties Australia is an association of professionals whose work is in some way related to the support or teaching of students with learning difficulties.

As professionals, many of our members belong to other professional associations, or are registered teachers, and are therefore bound by the ethical codes or guidelines of their particular professional association.

All members of LDA are expected to abide by their particular professional Code of Ethics. In particular, members are expected to follow the accepted principles of professional conduct, and to demonstrate integrity and honesty at all times.

The basic principles that underpin our profession are **integrity, respect and responsibility**. In supporting students with learning difficulties, our members are aware that we hold a unique position of trust and influence, which we recognise in our relationship with students, their parents or guardians, our colleagues and the community.

We demonstrate our **integrity** by:

- acting in the best interests of children
- maintaining a professional relationship with students, parents, colleagues and the community
- behaving in ways that respect and advance the profession

We demonstrate our **respect** by:

- acting with care and compassion
- treating students fairly and impartially
- holding our colleagues in high regard
- acknowledging parents as partners in the education of their children

We demonstrate our **responsibility** by:

- providing quality teaching
- maintaining and developing our professional practice
- working cooperatively with colleagues in the best interests of our students.

Section1: Ethics Related to Teaching

All members of LDA are expected to:

- 1.1 provide for students an environment that is encouraging and promotes physical, emotional, social and intellectual wellbeing.

- 1.2 develop constructive relationships with students and maintain a positive attitude at all times.
- 1.3 demonstrate a working knowledge of the current educational curriculum.
- 1.4 be informed about and critically appraise current research published in professional literature, and attend professional development courses related to the learning difficulties and broader educational issues.
- 1.5 follow effective evidence-based practices for teaching and intervention, and reject practices which are not supported by scientific evidence or do not have a sound theoretical rationale to support their implementation.
- 1.6 have a knowledge of expected levels of achievement, materials available, teaching methods, strategies utilised, and special programs available for students with special needs.
- 1.7 liaise with all professionals concerned with a student.
- 1.8 ensure that a careful and comprehensive assessment of the student has been made prior to implementing any program of special instruction, and that the program to be implemented is appropriate to the needs of the student.
- 1.9 ensure that in cases where standardised tests are used for assessment, the tests administered are valid and appropriate for the purpose for which they are being used, and that they are administered, scored and interpreted according to the instructions for administration and interpretive guidelines as provided in the test manual.
- 1.10 ensure wherever possible, that follow-up testing is undertaken to monitor progress and/or to evaluate the effectiveness of particular programs or interventions.
- 1.11 provide parents or guardians and students with feedback that is accurate at the time of reporting through informative written and verbal reports.
- 1.12 provide support for parents or guardians in the form of information and advice appropriate to the student's situation.