

Ethical Conduct Policy

Published	June 2018
Review Date	December 2019
Sources	<p>Education and Care Services National Regulations, October 2017</p> <p>Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, October 2017</p> <p>Guide to the National Quality Standard, February 2018</p> <p>Privacy Act 1988</p> <p>Antidiscrimination Act 1977</p> <p>Early Childhood Australia Code of Ethics 2016</p> <p>Department of Education and Training Child care Provider Handbook May 2018</p>

Aim:

To ensure Country Children's Early Learning Pty Ltd Family Day Care operates in an ethical manner at all times, using the Early Childhood Australia (ECA) Code of Ethics to assist in appropriately resolving ethical dilemmas.

Explanation:

The Code of Ethics, developed by ECA, underpins the core values, beliefs and practices within Country Children's Early Learning Pty Ltd Family Day Care. The code outlines the ethical responsibilities of Educators and staff to identify and address bias, injustice and unethical practices. Country Children's Early Learning Pty Ltd Family Day Care acknowledges the importance of ethical behaviour across all areas of the service.

Responsibilities

In relation to Co-ordination Unit Staff:

- Abide by their obligations under the current Education and Care Services National Regulations and the relevant National Quality Standard in relation to the Service's Ethical Conduct
- Ensure policies and practices are developed in line with the current Education and Care Services National Regulations and the National Quality Standard requirements for Family Day Care
- Ensure all stakeholders are consulted in matters of policy development
- Ensure changes within the service are explained to Educators, families and Co-ordination Unit staff prior to implementation
- Ensure communication between the approved provider, co-ordination unit staff, educators, families and children is respectful, professional and guided by the service's Code of Conduct and Code of Ethics
- Ensure constructive relationships are built between the approved provider, co-ordination unit staff, educators, families and children to help prevent conflict and misunderstanding
- Ensure training is available to Co-ordination Unit staff
- Abide by the ECA Code of Ethics
- Develop their understanding of their obligations in following the ECA Code of Ethics
- Regularly reflect upon their own practices in line with the ECA Code of Ethics and relevant legislation
- Provide resources for Educators to develop their knowledge of the ECA Code of Ethics
- Provide information to families on the Ethical Conduct Policy and the ECA Code of Ethics

- Abide by Country Children's Early Learning Pty Ltd Family Day Care Policies, Guidelines & Procedures

In relation to Educators:

- Abide by their obligations under the current Education and Care Services National Regulations and the relevant National Quality Standard in relation to the Service's Ethical Conduct
- Abide by the ECA Code of Ethics
- Develop their understanding of their obligations in following the ECA Code of Ethics
- Abide by Country Children's Early Learning Pty Ltd Family Day Care Policies, Guidelines & Procedures
- Be professional and ethical in the operation of their childcare business
- Ensure claims lodged are a true and accurate reflection of the actual hours of child care that has been provided to the children for whom they are responsible
- It is the Educators responsibility to ensure that all claims are a true and accurate reflection of the actual hours of childcare that have been provided to the children for whom they are responsible. Any inaccuracies in the hours or amounts claimed may be regarded as breaches of their obligations to Country Children's Early Learning Pty Ltd Family Day Care, fraud, or a breach of the Child Care Regulations. Penalties may also apply and may result in De-Registration of the Educator from the Service

In relation to Families:

- Abide by Country Children's Early Learning Pty Ltd Ethical Conduct Policy, Code of Conduct, Policies, Guidelines and Procedures
- Support the Educator to comply with Country Children's Early Learning Ethical Conduct Policy, Code of Conduct, Policies, Guidelines and Procedures
- Contact Country Children's Early Learning Pty Ltd if they require any further information about our Ethical Conduct Policy, Code of Conduct, Policies, Guidelines and Procedures

Continual Monitoring and Improvement:

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Co-ordination Unit Staff accessing current relevant information
- Co-ordination Unit Staff and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems

Policy Review

Date Revised	Comments
March 2012	Added relevant regulations and quality standards in relation to the new Education and Care Services National Regulations and National Quality Standard
September 2013	Scheduled Policy Review – no changes made
March 2015	Scheduled Policy Review – No changes made
October 2016	Updated in light of revisions to ECA Code of Ethics
June 2018	Updated in accordance with the new CCSS system and Education and Care Services National Regulations and National Quality Standard



VISION

Professionals who adhere to this Code of Ethics act in the best interests of all children and work collectively to ensure that every child is thriving and learning.



PREAMBLE

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The *Code of Ethics* acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.

This *Code of Ethics* is informed by the principles in the *United Nations Convention on the Rights of the Child* (1991) and the *Declaration on the Rights of Indigenous Peoples* (2007). A *Code of Ethics* is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this *Code of Ethics* the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The *Code of Ethics* recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

CORE PRINCIPLES

The core principles in this *Code of Ethics* are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children’s learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children’s education and care.
- Play and leisure are essential for children’s learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.



DEFINITIONS OF TERMS IN ECA’S CODE OF ETHICS

A CODE OF ETHICS—defines the core aspirational values of the profession and provides guidance for professional decision making especially when there are conflicting obligations or responsibilities.

CORE PRINCIPLES—fundamental and prized values of the profession.

FAMILIES—the people who have significant care responsibilities for and/or kinship relationships with a child.

CHILDHOOD PROFESSIONAL—a person who works with or on behalf of children and families in education and care settings.

COMMUNITIES—a group of people living in the same place or having a particular characteristic in common.

COLLEAGUES—includes employers and those with whom you work directly or more broadly.

STUDENT—a person undertaking study at a secondary or tertiary institution.

ACKNOWLEDGEMENT

The first *Code of Ethics* for the Australian early childhood profession was developed in 1988; it was widely cited and used for 19 years. The first review of the *Code of Ethics* began in 2003 with the second version launched in 2007. The second review of the *Code of Ethics* began in 2014 with the third (current) version approved by the ECA National Board in February 2016.

ECA is grateful to everyone who has contributed to the development and ongoing review of the *Code of Ethics* including those who have participated in consultation surveys, forums and workshops over the years as well as those who have provided advice and oversight through their service on reference and advisory groups. We would particularly like to acknowledge those engaged in writing each version of the *Code*.



 **Early Childhood Australia**
A voice for young children

PO Box 86, Deakin West, ACT 2600
1800 356 900 (freecall)
T: (02) 6242 1800
F: (02) 6242 1818
E: eca@earlychildhoodaustralia.org.au

www.earlychildhoodaustralia.org.au

Code of Ethics

 **Early Childhood Australia**
A voice for young children



VISION

Professionals who adhere to this Code of Ethics act in the best interests of all children and work collectively to ensure that every child is thriving and learning.



PREAMBLE

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The *Code of Ethics* acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.

This *Code of Ethics* is informed by the principles in the *United Nations Convention on the Rights of the Child* (1991) and the *Declaration on the Rights of Indigenous Peoples* (2007). A *Code of Ethics* is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this *Code of Ethics* the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The *Code of Ethics* recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

CORE PRINCIPLES

The core principles in this *Code of Ethics* are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children’s learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children’s education and care.
- Play and leisure are essential for children’s learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.



DEFINITIONS OF TERMS IN ECA’S CODE OF ETHICS

A CODE OF ETHICS—defines the core aspirational values of the profession and provides guidance for professional decision making especially when there are conflicting obligations or responsibilities.

CORE PRINCIPLES—fundamental and prized values of the profession.

FAMILIES—the people who have significant care responsibilities for and/or kinship relationships with a child.

CHILDHOOD PROFESSIONAL—a person who works with or on behalf of children and families in education and care settings.

COMMUNITIES—a group of people living in the same place or having a particular characteristic in common.

COLLEAGUES—includes employers and those with whom you work directly or more broadly.

STUDENT—a person undertaking study at a secondary or tertiary institution.

ACKNOWLEDGEMENT

The first *Code of Ethics* for the Australian early childhood profession was developed in 1988; it was widely cited and used for 19 years. The first review of the *Code of Ethics* began in 2003 with the second version launched in 2007. The second review of the *Code of Ethics* began in 2014 with the third (current) version approved by the ECA National Board in February 2016.

ECA is grateful to everyone who has contributed to the development and ongoing review of the *Code of Ethics* including those who have participated in consultation surveys, forums and workshops over the years as well as those who have provided advice and oversight through their service on reference and advisory groups. We would particularly like to acknowledge those engaged in writing each version of the Code.



Code of Ethics



Early Childhood Australia
A voice for young children
PO Box 86, Deakin West, ACT 2600
1800 356 900 (freecall)
T: (02) 6242 1800
F: (02) 6242 1818
E: eca@earlychildhoodaustralia.org.au

www.earlychildhoodaustralia.org.au



Early Childhood Australia
A voice for young children