

Code of Ethics

In relation to children, I will:

- **act** in the best interests of all children
- **create** and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- **provide** a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- **understand** and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- **ensure** childhood is a time for being in the here and now and not solely about preparation for the future
- **collaborate** with children as global citizens in learning about our shared responsibilities to the environment and humanity
- **value** the relationship between children and their families and enhance these relationships through my practice
- **ensure** that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- **negotiate** children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- **respect** children as capable learners by including their perspectives in teaching, learning and assessment
- **safeguard** the security of information and documentation about children, particularly when shared on digital platforms

In relation to the profession, I will:

- **base** my work on research, theories, content knowledge, practice evidence, and my understanding of the children with whom I work
- **take** responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- **engage** in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- **work** within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- **encourage** qualities and practices of ethical leadership within the profession
- **model** quality practice and provide constructive feedback and assessment for students as aspiring professionals

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- **mentor** new graduates by supporting their induction into the profession
- **advocate** for my profession and the provision of quality education and care.

In relation to families, I will:

- **support** families as children's first and most important teacher and respect their right to make decisions about their children
- **listen** to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- **develop** respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- **learn** about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs, and kinship systems
- **respect** families' right to privacy and maintain confidentiality. and honesty

In relation to colleagues, I will

- **encourage** others to adopt and act in accordance with this Code, and take action in the presence of
- **build** a spirit of collegiality and professionalism through collaborative relationships based on trust, respect
- **acknowledge** and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- **use** constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- **participate** in a 'lively culture of professional inquiry' to support continuous improvement
- **implement** strategies that support and mentor colleagues to make positive contributions to the profession
- **maintain** ethical relationships in my online interactions

In relation to community and society, I will:

- **learn** about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- **collaborate** with people, services and agencies to develop shared understandings and actions that support children and families
- **use** research and practice-based evidence to advocate for a society where all children have access to quality education and care

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- **promote** the value of children's contribution as citizens to the development of strong communities
- **work** to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- **advocate** for the development and implementation of laws and policies that promote the rights and best interests of children and families.

Code of Conduct

Staff members are expected to actively demonstrate a positive attitude towards their work, the service and the service's families, children, committee of management and additional relevant stakeholders.

The service requires that all staff abide by the code of conduct and the code of ethics at all times during their interactions with children, families, community members, management and other staff.

Serious misconduct includes theft, fraud, intoxication (alcohol and drugs), refusing to carry out a lawful and reasonable instruction, discrimination, sexual or other forms of harassment, bullying, violence and threatening behaviour.

In the instance of serious misconduct an employee can be dismissed from their position, following a fair hearing about the circumstances surrounding the incident. Where serious misconduct occurs, the Department of Education and Early Childhood Development "Guidelines for Managing Complaints, Unsatisfactory Performance and Misconduct" will be adhered to. This includes the right for the employee to have a support person present during all discussions.

Misconduct includes inappropriate language, lack of supervision, repeated negligence toward their role and its responsibilities, and clothing suitability i.e. closed shoes and capped sleeves at a minimum.

In the instance of misconduct an employee will be required to attend a discussion on the matter with the Coordinator. The employee is given the opportunity to have a support person present during the discussion. The employee will be granted a fair hearing about the circumstances surrounding the incident, and strategies will be put in place with the Coordinator to ensure that the matter does not arise again. The employee will be advised that repeated behaviours following the discussion may result in dismissal.

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