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## 4.11 Code of Conduct Policy

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## Aims

It is vital that educators, staff, volunteers and Management Committee members role model practices and behaviours that reflect the professional principles and values of the Early Childhood Australia's Code of Ethics 2006. By reading and signing the relevant Code of Conduct, all educators, staff, volunteers and Management Committee members agree to the Code, and will have a clear understanding of the behaviours and standards expected by the Cootamundra Preschool.

Philosophy - all stakeholders at the Service will promote the highest standards in Early Childhood Education and Care by understanding and delivering on the organisation's behavioural and ethical expectations, with a consistent approach.

Children's needs - to receive a service that is focused on the individual needs of each child. To have the child's rights respected, views acknowledged and to be valued as individuals.

Parent's needs - to have their rights, culture and ideas accepted and acknowledged. To be ensured that educators, staff, volunteers, students and Management Committee members consistently deliver a service based on appropriate ethical conduct.

Staff needs - to have ethical guidelines that provide clear expectations for acceptable behaviour and professional standards, with a view to enable outstanding service.

Management needs - that all stakeholders understand the expectations of the organisation and are able to deliver a service that exceeds these expectations.

## Legislative Requirements

Education and Care Services National Regulations

Regulation 168 (2)(i) Staffing – a code of conduct for staff members

## Who Is Affected By This Policy?

Parents  
Children  
Staff  
Management  
Volunteers  
Students  
Ancillary staff  
Service visitors  
General Community

## Relevant Early Childhood Professional Standards

Early Childhood Code of Ethics:	I-1, 1-2, I-5 to I-8, II-1, II-3 to II-6, III-1 to III-4, IV-1, VI-1, VII-8
Early Years Learning Framework:	Learning Outcomes: 1.1, 1.4, Principles: – 1, 2, 4
Education & Care Services Australian National Regulations:	168
National Quality Framework:	Standards. 1.3, 2.2, 4.2, 5.2, 6.1, 7.1, 7.2

Date reviewed by staff: March 2018

Date reviewed by committee: March 2018

Next review date: March 2021

## Sources/References

Early Years Learning Framework, Belonging, Being and Becoming, Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009.

National Quality Framework, Australians Children's Education and Care Quality Authority 2017

Consultation with Management, Educators and Families.

This Policy incorporates the requirements reflected in the Education and Care Services National

Regulations and Law

[http://www.earlychildhoodaustralia.org.au/code\\_of\\_ethics/early\\_childhood\\_australias\\_code\\_of\\_ethics.html](http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html) The Early Childhood Australia Code of Ethics (2006)

Mackay, H. (2004). Right & wrong: How to decide for yourself. Sydney: Hodder. Reprinted 2009

Appendix 1 – Code of Conduct form – Educators and Staff

Community connections Solutions Australia (CCSA) [www.ccsa.org.au](http://www.ccsa.org.au)

## Procedures

All educators and staff at our Service will promote the highest standards in early childhood education and care.

Educators, staff, volunteers, Committee of Management members and students are required to sign a Code of Conduct form on their first day of employment. This form is then placed on the individual's staff file.

Educators agree to: -

- Abide by all relevant legislation requirements including Education and Care Services National Regulations and Law;
- Abide by the Early Childhood Australia's Code of Ethics 2006;
- Actively support the Statement of Philosophy of the Service;
- Understand and actively implement all policies and procedures of the Service;
- Actively participate in the development of the service wherever possible, including policy and procedure development and review, continuous quality improvements, provide feedback constructively, participate in staff meetings.
- Represent the Service in a positive way;
- Only discuss confidential information or issues of the Service with the appropriate educators / coordinator, and not with any person outside the organization (unless required to by law);
- Not to smoke, take illegal drugs or consume alcohol immediately prior to or when on duty on the premises;
- Treat children, families, educators or visitors to the Service with courtesy, respect and consideration at all times;
- Respond positively to complaints within appropriate timeframes and provide services to the best of their ability;
- Strive to build a safe, harmonious, equitable and non-discriminatory workplace;
- Create and maintain safe and healthy environments and spaces, which enhance children's learning, development, engagement, initiative, self-worth and dignity;
- Act in the best interests of the children at all times;
- Value, respect and support the abilities and knowledge of other educators, children and their families;
- Wear clean, neat clothes professionally appropriate to the type of work to be undertaken.

Date reviewed by staff: March 2018

Date reviewed by committee: March 2018

Next review date: March 2021

## Early Childhood Australia

### CODE OF ETHICS

This Code of Ethics provides a framework for reflection about the ethical responsibilities of early childhood professionals. Following a national process of consultation, principles emerged which are indicative of the values we share as early childhood professionals in Australia. The Code is intended for use by all early childhood professionals who work with or on behalf of children and families in early childhood settings.

#### **I. In relation to children, I will:**

1. Act in the best interests of all children.
2. Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1989) and commit to advocating for these rights.
3. Recognise children as active citizens participating in different communities such as family, children's services and schools.
4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
6. Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
7. Work to ensure children and families with additional needs can exercise their rights.
8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
9. Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
11. Acknowledge children as competent learners and build active communities of engagement and inquiry.
12. Honour children's right to play, as both a process and context for learning.

#### **II. In relation to families, I will:**

1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Develop positive relationships based on mutual trust and open communication.
4. Develop partnerships with families and engage in shared decision making where appropriate.
5. Acknowledge the rights of families to make decisions about their children.
6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
7. Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.

Date reviewed by staff: March 2018

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Next review date: March 2021

8. Acknowledge that each family is affected by the community contexts in which they engage.
9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
10. Maintain confidentiality and respect the right of the family to privacy.

**III. In relation to colleagues, I will:**

1. Encourage my colleagues to adopt and act in accordance with this Code, and take action in the unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high-quality practices in early childhood.

**IV. In relation to communities, I will:**

1. Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
2. Connect with people, services and agencies within the communities that support children and families.
3. Promote shared aspirations amongst communities in order to enhance children's health and wellbeing.
4. Advocate for the development and implementation of laws and policies that promote child friendly communities and work to change those that work against child and family wellbeing.
5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
6. Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.

**V. In relation to students, I will:**

1. Afford professional opportunities and resources for students to demonstrate their competencies.
2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
3. Model high-quality professional practices.
4. Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution.
5. Provide ongoing constructive feedback and assessment that is fair and equitable.
6. Implement strategies that will empower students to make positive contributions to the workplace.
7. Maintain confidentiality in relation to students.

#### **VI. In relation to my employer, I will:**

1. Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interests of children and families.
2. Promote and support ongoing professional development within my work team.
3. Adhere to lawful policies and procedures and, when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

#### **VII. In relation to myself as a professional, I will:**

1. Base my work on contemporary perspectives on research, theory, content knowledge, high-quality early childhood practices and my understandings of the children and families with whom I work.
2. Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
3. Seek and build collaborative professional relationships.
4. Acknowledge the power dimensions within professional relationships.
5. Act in ways that advance the interests and standing of my profession.
6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
7. Mentor other early childhood professionals and students.
8. Advocate in relation to issues that impact on my profession and on young children and their families.
9. Encourage qualities and practices of leadership within the early childhood profession.

#### **VIII. In relation to the conduct of research, I will:**

1. Recognise that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with and by external bodies.
2. Be responsive to children's participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
3. Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
4. Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children, families and communities.
5. Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
6. Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
7. Represent the findings of all research accurately.

**The Director will ensure that this policy is maintained and implemented at all times**

# Cootamundra Preschool Inc

## CODE OF CONDUCT – Educators and Staff

All educators at our Service will promote the highest standards in Early Childhood Education and Care

### Educators agree to: -

- Abide by all relevant legislation requirements including Education and Care Services National Regulations and Law;
- Abide by the Early Childhood Australia’s Code of Ethics 2006;
- Actively support the Statement of Philosophy of the Service;
- Understand and actively implement all policies and procedures of the Service;
- Actively participate in the development of the service wherever possible, including policy and procedure development and review, continuous quality improvements, provide constructive feedback, participate in staff meetings.
- Represent the Service in a positive way;
- Only discuss confidential information or issues of the Service with the appropriate educators / coordinator, and not with any person outside the organization (unless required to by law);
- Not to smoke, take illegal drugs or consume alcohol immediately prior to or when on duty on the premises;
- Treat children, families, educators or visitors to the Service with courtesy, respect and consideration at all times;
- Respond positively to complaints within appropriate timeframes (see Complaints policy) and provide services to the best of their ability;
- Strive to build a safe, harmonious, equitable and non-discriminatory workplace;
- Create and maintain safe and healthy environments and spaces, which enhance children’s learning, development, engagement, initiative, self-worth and dignity;
- Act in the best interests of the children at all times;
- Value, respect and support the abilities and knowledge of other educators, children and their families;
- Wear clean, neat clothes professionally appropriate to the type of work to be undertaken.

I..... (print name) agree to work according to this Code of Conduct while employed at Cootamundra Preschool.

.....(sign name).....(date)

**Code of Conduct is to be signed and placed on the educator’s staff file on the first day of employment.**

# Cootamundra Preschool Inc

## CODE OF CONDUCT FOR STUDENTS and VOLUNTEERS

All students and volunteers at our Service are required to abide by the Code of Conduct during their placement. By reading and signing the relevant Code of Conduct, all students and volunteers agree to the Code, and will have a clear understanding of the behaviours and standards expected by the Cootamundra Preschool.

### Students and volunteers agree to: -

- Learn and abide by the relevant legislation requirements including Education and Care Services National Regulations and Law;
- Learn and abide by the Early Childhood Australia's Code of Ethics 2006;
- Willingly participate in and receive supervision and guidance from Centre educators;
- Understand and actively abide by the relevant policies and procedures of the Service;
- Represent the Service in a positive way;
- Only discuss confidential information or issues of the Service with the appropriate educators / coordinator, and not with any person outside the organization (unless required to by law);
- Not to smoke, take illegal drugs or consume alcohol immediately prior to or when on duty on the premises;
- Treat children, families, educators or visitors to the Service with courtesy, respect and consideration at all times;
- Respond positively to complaints within appropriate timeframes (see Complaints policy) by directing them to the most appropriate person, and provide services to the best of their ability;
- Contribute to building a safe, harmonious, equitable and non-discriminatory workplace;
- Maintain safe and healthy environments and spaces, which enhance children's learning, development, engagement, initiative, self-worth and dignity;
- Act in the best interests of the children at all times;
- Value, respect and support the abilities and knowledge of other educators, children and families;
- Wear clean, neat clothes appropriate to the role.

I..... (print name) agree to work according to this Code of Conduct while on placement / volunteering at Cootamundra Preschool.

.....(sign name).....(date)

**Code of Conduct is to be signed and placed on the student's file on the first day of employment.**

# Cootamundra Preschool Inc

## CODE OF CONDUCT FOR COMMITTEE OF MANAGEMENT MEMBERS

All members of the Management Committee are required to abide by the Code of Conduct during their term. By reading and signing the relevant Code of Conduct, all members agree to and understand the behaviours and standards expected by the Cootamundra Preschool.

### Committee of Management members agree to: -

- Be familiar with and abide by the Associations Incorporation Reform Act 2012;
- Be familiar with the Education and Care Services National Regulations and Law and National Quality Standards;
- Be familiar with the Early Childhood Australia's Code of Ethics 2006 (see Code of Conduct Policy);
- Office bearers and general members to be familiar with the obligations of their roles and work within these;
- Understand and actively abide by the relevant policies and procedures of the Service;
- Actively participate in Committee meetings and other Committee business as appropriate;
- Represent the Service in a positive way;
- Only discuss confidential information or issues of the Service with the appropriate persons, and not with any person outside the organization (unless required to by law);
- Not to smoke, take illegal drugs or consume alcohol when on the premises;
- Treat other members of the Committee with courtesy, respect and consideration at all times;
- Contribute to building a harmonious, equitable and non-discriminatory Committee and Child Care Centre;
- Act in the best interests of the children at all times.

I..... (print name) agree to work according to this Code of Conduct while on the Cootamundra Preschool Committee of Management.

.....(sign name).....(date)

**Code of Conduct is to be signed and placed on file.**