



## CODE OF CONDUCT POLICY

<b>Document Title</b>	<b>NQA 7 Code of Conduct Policy</b>	<b>Document Number</b>	<b>NQS7.45</b>
<b>Version</b>	<b>3</b>	<b>Superseded policy</b>	<b>Code of Conduct</b>
<b>Date Approved</b>	<b>July 2018</b>	<b>Date for Review</b>	<b>July 2020</b>
<b>Warning- Ensure you are using the latest version of this policy. You can find it and the location listed</b>			
<b>Document location in network</b>		\\10.0.0.90\Deniliquin_Childrens_Centre\DCC Policies\Quality Area 7- Leadership & service management	

**POLICY STATEMENT** – The Deniliquin Children’s Centre Values are Integrity, Inclusion, Empathy, Joy, Passion and Nurturing. The Deniliquin Children’s Centre is committed to a code of professional conduct, upholding ethical principles and professional standards that guide decision-making and practice at the service. This includes a system of ethical inquiry to provide a basis for reflection on how to relate to and contribute to the education and care community in which we actively participate. Our service will uphold the highest standards in ethical conduct in accordance with the ECA Code of Ethics (2016) The United Nations Convention on the Rights of the Child (1989) and the Deniliquin Children’s Centre philosophy and policy.

**RATIONALE-** The Deniliquin Children’s Centre uses this code together with our Values and Behaviours guide as a basis for evaluating professional conduct, and as a reference tool for the thought processes that inform pedagogy, including actions and reactions towards professional conduct, relationships, views, influence and position within communities and society. Ethical conduct guides the behaviour and decisions within the service and is underpinned by respect for, and the valuing of children, families, educators and staff, and the extended service community.

### PROCEDURE

The professional conduct of our team, in relation to one another, the children and their families, the community, and the Education and Care Services sector is based on the following set of expected standards of professional conduct:

1. Administer an approved education and care service in compliance with the National Quality Framework.
2. Operate within a family and child centred context.
3. Engage in reflective, ethical, and sustainable decision making.

Early Childhood Australia’s (ECA) Code of Ethics (2016) :-

Early Childhood Australia’s Code of Ethics (2016) is an integral to our service as it guides the ethical principles and professional standards of conduct towards children, families, colleagues, communities, students, employers, educators, and the conduct of research. Our service accepts professional ownership of ECA’s Code of Ethics (2016) and formally acknowledges that the ECA’s Code of Ethics (2016) provides us with:

- A basis for critical reflection about our ethical responsibilities.
- A guide for professional behaviour.
- Principles to inform individual and collective decision-making.

These standards of professional conduct are supported by, and should be read in conjunction with:

- National Quality Framework document suite as made available through the Australian Children’s Education and Care Quality Authority.
- Deniliquin Children’s Centre Statement of Philosophy.

Deniliquin Children's Centre Operational policies and procedures, which provide a framework for accountable and responsible professional practice.

Role	Authority/Responsibility For
Approved Provider/ Management Committee	<ul style="list-style-type: none"> <li>• Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011 at all times.</li> <li>• Ensure all Educators and staff are made aware of their obligations through personal discussions, staff meeting activities and opportunities to critically reflect upon ethical practice.</li> </ul>
Nominated Supervisor	<ul style="list-style-type: none"> <li>• Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011 at all times.</li> <li>• Ensure all educators and staff are made aware of their obligations through personal discussions, staff meeting activities and opportunities to critically reflect upon ethical practice.</li> <li>• Ensure decision making processes are clear and transparent.</li> <li>• Ensure there is a copy of the ECA Code of Ethics displayed in a prominent place within the service for educators/staff and families to access.</li> <li>• Ensure that there are times when all educators can participate in staff meetings to discuss and reflect on the practices within the service in relation to continuing improvement.</li> </ul>
Early Childhood Educators Certified Supervisors	<ul style="list-style-type: none"> <li>• Educators and staff will be familiar with the legislation and statutory documents that apply to their role with children, families and other staff in the centre.</li> <li>• Educators and staff will be familiar with the ECA Code of Ethics and service philosophy.</li> <li>• Maintain their knowledge of the broad legislation and conventions that apply to their role with children, families and their team.</li> <li>• Demonstrate an ongoing engagement with the principles outlined in The Early Years Learning Frameworks and the ethical requirements in the National Quality Standards.</li> <li>• Use staff meetings to critically reflect on practices in relation to continuing improvement.</li> </ul>
Families	<ul style="list-style-type: none"> <li>• Respect confidentiality at all times.</li> <li>• Give feedback in relation to educators' professional conduct to the Approved Provider as necessary.</li> <li>• Act in a professional manner whenever they are involved in the programs provided by the service.</li> <li>• Communicate to Responsible Person or staff any individual requests regarding staff/educators' code of conduct.</li> </ul>

## **Early Childhood Australia Code of Ethics**

### *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.

### **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 colleagues I will:**

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect
- and honesty
- 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 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.

**In relation to the profession I will:**

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families 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
- 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 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
- 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.

### **Deniliquin Children's Centre Statement of Philosophy**

The wide-open plains of Deniliquin and surrounding country communities, on the land of Wamba Wamba and Perrepa Perrepa people, is where we call home. We respect and acknowledge the diversity of first people across communities and we value their contributions. Our natural landscape is one of farming, shaped around the rivers and lagoon. Generations of children and families have grown through their participation in our multiple services.

We aspire to maximise participation in our services through active involvement in our community, exercising a culturally responsive approach that welcomes everyone and a deep commitment to advocate for the value of early childhood education.

We recognise that it takes a village to raise a child. Our village believes

- Children are capable, joyful and inspirational
- Families are to be respected as the foundations of children's learning
- Educators are passionate, caring and responsive
- Our wider community is vibrant, knowledgeable and robust

We believe education is "the kindling of the flame, not the filling of the vessel" (Socrates). Knowing that children learn best through play, we take a collaborative, holistic and intentional approach to our work. We value reflection, authenticity, partnerships and children's inspiration to develop a sense of belonging. We understand that when early learning is relevant and meaningful, it unlocks the potential of our community.

Freedom to play, explore, learn and be adventurous is at the core of our curriculum. Natural learning environments in all-weather are celebrated. We embrace children's sense of awe and wonder as well as their individuality and we encourage them to care for others and the world around them. Responsive relationships where children are supported and guided resonate within our services. We hope childhood is a time for happiness where each child feels valued, capable and confident that their voice will be heard.

We instil a love of learning giving each child the opportunity to reach their full potential. We know that children who are nurtured to grow and learn will be the richness and beauty we all wish to see in the world.

### **LEGISLATIVE REQUIREMENTS**

Education and Care Services National Regulation  
Regulation

National Quality Standard QS 4.2.2 Professional Standards, 5.1.1 Positive educator to child interactions, 6.1.2 Parent views are respected, 6.2.3 Community Engagement, 7.2.3 Development of Professionals

Mobile Service- Children (Education and Care Services) Supplementary Provision Regulations

**Attachments**

Attachment Name	Attachment Number
NQA7 Values and behaviours chart	NQS7.45A1

**LEGISLATIVE REQUIREMENTS**

Education and Care Services National Regulation- 168

Children (Education and Care Services National Law Application) Act 2010

Mobile Service- Children (Education and Care Services) Supplementary Provision Regulation 2012

Quality Area 4, 4.2, 4.2.1, 4.2.2, 4.2.3

**Sources**

Early Childhood Australia ([www.earlychildhoodaustralia.org.au/co](http://www.earlychildhoodaustralia.org.au/co))

Community Learning Australia

Centre Support

**Related Policies**

Feedback, Complaint & Grievance Policy

Addressing Unsatisfactory Work Performance and Workplace Misconduct Policy

Tobacco, Drug & Alcohol Policy