



Bland Shire Vacation Care

Family Handbook



Welcome

Bland Shire Vacation Care would like to welcome you and your family to Vacation Care.

Our community based not for profit Vacation Care has been providing recreational activities and caring for children in the Bland Shire since 2013. We have well established relationships within our communities and experienced Educators provide a quality program and care from the Children Services Unit in West Wyalong.

This handbook provides you with information about Vacation Care, what we provide and important information you need to ensure that you and your child get the most from the service.

We look forward to getting to know you and your child.

How to contact us

Visit us in person at
130 Pine Street
West Wyalong NSW 2671

Phone us on
02 6972 2795

Email us at csuadmin@blandshire.nsw.gov.au

Stay in touch via our Facebook page
Bland Shire Children's Services Unit

Children Services Unit hours
8.30am – 5.00pm Monday to Friday

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Vacation Care

Bland Shire Vacation Care program provides primary school aged children (5 – 12 years old) with a fun, stimulating, creative, safe and supervised place to hang out in the holidays. Activities vary each holidays and range from crafts, games, excursions, incursions, cooking, music, sports and much more.

Vacation Care operates between 8.30am & 5pm during NSW School Holiday periods as outlined on the publicised program for each holiday period.

Qualified and caring Educators deliver a recreational activities based program based on the My Time Our Place Framework (MTOF) with an aim of incorporating children's interests, child and family feedback, current trends, leisure and fun with friends.

We commence advertising our Vacation Care program approximately 4 weeks prior to the school holidays. Keep an eye out, on our website and Children Services Unit Facebook page and local school newsletters for our latest program.

Licensed by
Department of Education and Communities
<https://education.nsw.gov.au/early-childhood-education>

Licensed under
The Education and Care Services National Regulations
Education and Care Services National Law

Approved Provider
Bland Shire Council

Provider Number
PR-00003502

Service Number
SE-00012041

Guided by
Australian Early Childhood Code of Ethics
The My Time Our Place Framework
National Quality Standards

Our Philosophy

Our Vacation Care service aims to provide a safe, healthy, caring and stimulating environment for school aged children and their families.

We achieve this by:

- Creating a fun, welcoming, safe and secure environment, where children can laugh, play, relax, develop self-confidence, have fun and 'be' children. To provide a happy, stable yet stimulating, free-choice environment that is inviting, comfortable and inclusive of all children regardless of additional needs, diverse cultures or different beliefs.
- Encouraging children to contribute to the program through consultation, so that our educators can be flexible and positive and work together as a team to ensure the program reflects the interests and ideas of the children. The program will include the current curriculum practises of the My Time Our Place Framework and offer a variety of structured and unstructured activities that address the requirements of middle childhood development including; expressive art, construction, active and passive play, sports, games, dramatic play, cooking, crafts and reading. As well as offering children opportunities to explore, investigate experiment and participate in shaping the care environment.
- Respecting everyone who participates in vacation care, including each other and the resources we use.
- Using open two way communication to allow for positive relationships and interactions with families, children and educators.
- Maintaining partnerships between educators and families to ensure that each child's needs are met on a continuing basis and that a parent's wishes in regard to care are respected and recognised as their right as the child's primary caregiver.
- Educators supporting and guiding children to behave in socially acceptable ways and appropriately manage negative behaviours where required. Providing warm, affectionate and responsive relationships that surround all young children to enable them to respect and care for others.
- Abiding by the Education and Care Services National Law, the Education and Care Services Regulations and the National Quality Framework.
- Maintaining a professional approach to providing our service and a commitment to ongoing education, through formal and informal training in early childhood education to ensure the highest quality of care is maintained.
- Being active and involved in the community, to engage and collaborate, share and nurture relationships with community organisations, councils services and other childcare services.
- Encouraging sustainable attitudes and values in children by providing learning experiences, discussions and role modelling sustainable practises. Provide opportunities for children to learn about their responsibilities to care for the environment.



National Quality Framework

Our service operates under the National Quality Framework. The NQF includes:

- National Law and National Regulations
- National Quality Standard
- Assessment and quality rating process
- National learning frameworks (Early Years Learning Framework and My Time, Our Place)

The **National Law** sets a national standard for children's education and care across Australia.

The **National Regulations** support the National Law by providing detail on a range of operational requirements for an education and care service.

Both the Regulations and the Law can be accessed via our website - <https://www.blandshire.nsw.gov.au/> or via the ACECQA website - <https://www.acecqa.gov.au/>

The **National Quality Standard** sets a high national benchmark for early childhood education and care and outside school hours care services. We are assessed and rated by the Regulatory Authority against the NQS and given a rating for each of the seven quality areas and an overall rating based on these results. Our current rating is 'Meeting the National Quality Standards'.



The NSW Department of Education Education and Care Quality Ratings

Bland Shire Council - West Wyalong

meets the National Quality Standard, providing quality education and care in all seven quality areas.



The National Quality Standard is made up of seven quality areas

1 Educational program and practice			
2 Children's health and safety			
3 Physical environment			
4 Staffing arrangements			
5 Relationships with children			
6 Collaborative partnerships with families and communities			
7 Governance and Leadership			
	Significant Improvement Required	Working Towards National Quality Standard	Meeting National Quality Standard
			Exceeding National Quality Standard

This service was last assessed in August 2019 against the *National Quality Standard for Early Childhood Education and Care and School Age Care* and these ratings have been awarded in accordance with the *Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011*.

Date of issue: 26 August 2020

ASR-00027435

SE-00012041



education.nsw.gov.au/early-childhood-quality



Play and Leisure Based Program

The My Time, Our Place framework focuses on viewing children as active participants and decision makers. Children in Vacation Care are given choice and responsibility. Children collaborate with educators to organise activities and experiences that are meaningful to them. Educators and children respect and trust each other, and share decision making about opportunities to support children's needs and interests.

Vacation Care is a time and place for children to relax, make friends, engage in personal growth and develop skills and attitudes for healthy living and for all children to feel safe and have enjoyable experiences.

Play and leisure time is very important to children. Through play and leisure activities they

- develop relationships with others
- express their personality and uniqueness
- develop curiosity, creativity and problem-solving skills
- make connections between prior experiences and life-long learning
- develop a sense of wellbeing.

More information on The My Time Our Place Framework is available from www.acecqa.gov.au

Source: My Time, Our Place Framework for School Aged Care in Australia – Information for Families, Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments

Excursions

Children often participate in excursions to explore different environments, the community, follow interests and learn new skills.

All excursions are carried out following the Excursion Policy, with a risk assessment and permission note completed prior to the excursion.

From time to time, a class may also participate in a routine excursion. This is an excursion that takes place within 500 metres of the service and may consist of a short walk or activity close by. Routine excursions are assessed annually and parents approve these on enrolment. An ongoing risk assessment will also be conducted for the excursion.

Part Two – Commencing with Vacation Care

How to enrol

- Enrolments are available at any time throughout the year.
- To enrol, please contact the Children Services Unit on 6972 2795 to discuss vacancies and your family needs.
- Complete the Enrolment Form, other required documents and provide an Immunisation History Statement.

How to Book

To make a booking for the holidays simply contact the Children Services Unit on 6972 2795.

Priority of access

Where the demand for care exceeds the available childcare places, our service aims to prioritise children who are:

- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Immunisation

To attend Vacation Care, we request that you provide an Immunisation History Statement so that we can best provide care for your child and others attending the service.

Further information can be found at

https://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx

Authorised Nominees

Only authorised persons on your child's enrolment form are able to collect children. If your child is to be collected by anyone different to the names provided on the enrolment form, please advise the Service in advance in writing and provide a name of the person who will be collecting your child. This person will need to show identification at the time of collection.



Confidentiality and freedom of information

Vacation Care collects, stores and uses personal information for the purposes of administering the service. In order to provide the highest standard of service, our organisation is required to collect personal information about children and families before and during the course of a child's enrolment in our service. We are committed to privacy and as a government service, Vacation Care is obligated under the Freedom of Information Act to allow clients access to their personal records, upon request. The information is confidential and will not be disclosed to third parties without prior consent, except in specified law enforcement or public health and public safety circumstances.

Conversations between Educators and families should be conducted in an environment that respects privacy when sensitive situations arise or upon request.





What to bring

Please label all belongings and pack

- A change of clothes.
- A broad brimmed hat which will provide adequate sun protection (required all year round).
- A healthy morning tea and lunch. Suggestions include a sandwich, yoghurt, fruit, cheese, popcorn, rice crackers.
- A water bottle for water only. Please note water is the preferred drink at Vacation Care.

Please do not pack nuts (e.g. peanut butter, Nutella), soft drink or lollies.

Part Three – Fees and Attendance

Fees

Families are asked to note the following:-

- Fees are charged per day based on your child's booking.
- Daily fees are advertised on the holiday program schedule.
- Fees can be paid at the Children Services Unit or Bland Shire Council by Eftpos, cash or cheque (*payable to Bland Shire Council*).
- Fees are set annually by Bland Shire Council as part of the Council's Revenue Policy.

There is a Fee Policy to be followed if accounts are not paid. If you are experiencing difficulties please see the Children Services Coordinator and a payment plan can be established.

If you have any questions, please do not hesitate to call the Administration Officer on 02 6972 2795.

Sign in procedure

Vacation Care opens at 8.30am each morning. Please ensure children do not arrive prior to 8.30am. Upon arrival the parent/authorised nominee is asked to complete the following:

- Sign your child in
- Pay any outstanding fees and complete any relevant paperwork/forms, which may require completing.
- Provide Educators with any medication and complete relevant paperwork.
- Escort your child to the play area and relay any important messages/information to Educators.

Sign out procedure

Vacation Care closes at 5.00pm each afternoon. Children must be collected prior to 5.00pm to avoid late fees. Upon arrival the parent/authorised nominee is asked to complete the following:

- Sign your child out
- Collect all of your child's belongings
- Speak with an Educator prior to departure, as there may be daily messages and/or forms to complete.

When children become ill

In an attempt to limit illness, children who have an infectious disease must not attend the service. This helps to prevent cross infection and children and staff becoming ill. The service may request a medical clearance before your child can recommence care.

If your child becomes sick, you or your elected Authorised Nominee as listed on the enrolment form will be asked to come and collect your child. Your child will be made comfortable in an appropriate place and supervised by an Educator until they can be collected. An Incident, Injury, Trauma and Illness Record will be completed by an Educator and must be signed by the parent or emergency contact.



Part Four – Partnerships

Daily Communication

In addition to face to face communication, our Daily Journal provides a photographic and written picture of what activities have occurred throughout the day.

Keeping in Touch

The Service uses the '*Bland Shire Council Children Services Unit*' Facebook page, emails, and the Bland Shire Council website to provide information.

We ask that you please refrain from Facebook messaging Educators' personal pages or sending text messages to Educators' mobile phones. Our Educators are always available to greet children and parents in the morning, however, please keep in mind that during this period, time is limited and needs to be shared. If you would like to speak to your Educator or our Coordinator in depth, please arrange a time so that these discussions are not rushed and have full attention of staff.

The Children Services Unit also has an SMS service which is used to SMS families with any reminders, share information and/or upcoming events to be aware of.

Supporting children with additional needs

Enrolment is a good opportunity to discuss the individual needs of your child, what strategies are successfully used at home, and what supports may be needed to put in place whilst at the service. In order for us to provide appropriate care we may also request for current and relevant information and reports about your child and any assessments completed by specialised professionals.

Feedback

Bland Shire Children Services Unit values feedback from families in order to improve our service delivery and to ensure that we continue to meet your needs. Feedback may be taken in the form of compliments, suggestions, enquiries, concerns or complaints.

In the event of a complaint being made, families are asked to raise the complaint directly with the Educator or to the Children Services Unit Coordinator, in an attempt to resolve the matter as soon as practicable. Our Complaints Policy will be followed in all instances.

Part Five – Safety

First aid treatment

In the event your child experiences an injury, the Educator will apply first aid in accordance with their training. The Educator will document any first aid treatment, which is to be signed by you or an authorised person when collecting your child.

For any injuries sustained to a child's head, you will be contacted as a courtesy. The child will be monitored closely for any changes in their behaviour.

The Educator or staff may seek urgent medical, dental or hospital treatment or ambulance for your child if deemed necessary. This is at the cost of the family and not the service.

Infectious diseases

The service will inform you as soon as practicable if they become aware of any outbreak of a specific infectious disease which has affected or is likely to affect children at the service.

We ask families to:

- Inform the service if your child has been unwell at home in the past 24 hours, particularly in relation to temperatures, vomiting and diarrhoea.
- Assist the service in reducing the spread of infection by keeping children at home if they appear unwell.
- Ensure an Educator is advised if your child has taken any medication in the past 24 hours.

In the case of Covid-19 (Coronavirus) for any person in your family, please do not come to care but speak immediately to us for up to date procedures.

EXCLUSION GUIDELINES

RECOMMENDED MINIMUM EXCLUSION PERIODS FOR INFECTIOUS CONDITIONS FOR CHILD CARE SERVICES AS OUTLINED IN 'STAYING HEALTHY 5TH EDITION'

Children, educators and staff who are unwell should stay home from child care services. Even if they do not have a condition that requires exclusion, the best place for an ill child to rest and recover is with someone who cares for them. 'Staying Healthy - Preventing infectious diseases in early childhood education and care services - 5th edition, pg 15'.

The recommended exclusion periods are based on how long a person with a specific disease is likely to be infectious. These are the minimum exclusion periods—people may need to stay home for longer until they are well enough to return to the service.

Condition	Exclusion of Case	Exclusion of Contacts
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis	See 'Thrush'	
Chicken Pox	See Varicella	
CMV (Cytomegalovirus infection)	Exclusion is NOT necessary	Not excluded
Conjunctivitis	Exclude until the discharge from the eyes has stopped unless doctor has diagnosed a non-infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diarrhoea (No organism identified)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Fungal Infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting the appropriate antifungal treatment	Not excluded
German Measles	See Rubella	
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (Mononucleosis, EBV infection)	Exclusion is NOT necessary	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried.	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days.	Not excluded <i>Contact a public health unit for specialist advice</i>
Head lice (Pediculosis)	Exclusion is NOT necessary if effective treatment begins before the next day at child care (ie the child doesn't need to be sent home immediately if head lice are detected).	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, and until at least seven days after	Not excluded <i>Contact a public health</i>

Condition	Exclusion of Case	Exclusion of Contacts
	the onset of jaundice.	<i>unit for specialist advice about vaccinating or treating children in the same group</i>
Hepatitis B	Exclusion is NOT necessary	Not excluded
Hepatitis C	Exclusion is NOT necessary	Not excluded
Herpes simplex (cold sores, fever blisters)	Exclusion is not necessary if the person can maintain hygiene practices to minimise the risk of transmission. If the person is unable to comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing where possible.	Not excluded
Human Immunodeficiency Virus (HIV/AIDS)	Exclusion is NOT necessary. If the person is severely immune compromised, they will be vulnerable to other people's illnesses.	Not excluded
Human Parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Exclusion is NOT necessary	Not excluded
Hydatid disease	Exclusion is NOT necessary	Not excluded
Impetigo (school sores)	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
Listeriosis	Exclusion is NOT necessary	Not excluded
Leprosy	Exclude until approval to return has been given by an appropriate health authority	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded. For non-immunised contacts, contact a public health unit for specialist advice. All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case.
Meningitis (viral)	Exclude until well	Not excluded
Meningococcal	Exclude until appropriate antibiotic treatment	Not excluded

Condition	Exclusion of Case	Exclusion of Contacts
infection	has been completed	<i>Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same group as the case</i>
Molluscum contagiosum	Exclusion is NOT necessary	Not excluded
Mumps	Exclude for nine days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing	<i>Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics</i>
Pneumococcal disease	Exclude until well	Not excluded
Roseola	Exclusion is NOT necessary	Not excluded
Ross River virus	Exclusion is NOT necessary	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded
Rubella (German measles)	Exclude until the person has fully recovered or for at least four days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
School sores	See Impetigo	
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Exclusion is NOT necessary	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded <i>Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics</i>
Varicella (Chickenpox)	Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are high risk for developing severe disease. Otherwise, not excluded.

Condition	Exclusion of Case	Exclusion of Contacts
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Whooping cough	See Pertussis	
Worms	Exclude if loose bowel motions are occurring. Exclusion not necessary if treatment has occurred	Not excluded

Medications

Educators will ensure that any medication being administered to children has the required documentation completed and the administration is authorised.

Any prescribed medications must only be administered when a Medication Form is completed. In the interest of children's safety and well-being, the Educator will only administer medication if it is in its original container with the dispensing label attached listing the child as the prescribed person; dosage and the frequency it is to be given. Educators will not administer cough medicines at all to a child unless a letter from the child's doctor is provided.

Please hand the medication to an Educator and fill in the medication details on the form on arrival at the service. Parents are required to sign the medication form at the end of each day and collect the medication. Educators will assist you with the required Medication Procedure.

Child Protection

Bland Shire Children Services Unit has many policies outlining areas in which the safety, welfare and wellbeing of children is paramount. One of our important policies concerns Child Protection.

Our Child Protection Policy is designed to protect children in care from risk of harm. To this end, the policy states that Educators and staff are mandatory reporters and MUST report any current concerns that they may have regarding children at risk of significant harm.

For further information, please contact the Coordination Unit, or consult the Children Services Unit Child Protection Policy on Bland Shire Council's website at www.blandshire.nsw.gov.au

Emergency procedures

It is the policy of Vacation Care to ensure immediate action is taken for unplanned, sudden or unexpected events or situations that require evacuation from each service location. Drills are performed with the children to help them understand the reasons why evacuation may be needed, as well as their role in an emergency. Evacuation drill procedures and floor plans are located at each emergency exit point. Fire extinguishers, fire blankets and smoke detectors are also in each service and their locations are shown on the evacuation floor plan. Please read the

evacuation procedure and floor plan so you are aware of the process and the steps we take to ensure your child's safety in the event of an emergency evacuation.

In the event that the service premises must be evacuated, all persons present will assemble at a safe location near the service. Your child's safety is our first priority and families will be alerted to any evacuation as soon as practicable and safe.

Policies

Bland Shire Children Services Unit is committed to high quality early childhood education and care, and as such we have many policies and procedures that guide and support staff and Educators in their work with children and families as well as the overall management of our services.

To assist in our sustainability efforts and provide family access to our policies at all times, our policies are available on the Children Services Unit page of the Bland Shire Council website at www.blandshire.nsw.gov.au. Please familiarise yourself with these and feel welcome to ask your Educator or the Children Services Unit any questions you may have. We always appreciate your input and feedback when reviewing policies.

If you require a hard copy of any of our policies, please contact the Children Services Unit and we will arrange for a copy to be sent to you.

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.

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.

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.

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.



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Code of Ethics



Early Childhood Australia
A voice for young children



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 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 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 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.

