

EDUCATOR PROFESSIONALISM AND ETHICS

<Service name>

Background

Research findings support the claim that educators largely determine the quality of education and care provided to children enrolled in early education and care services. The National Quality Framework requires educators have a positive working with children check, be suitably experienced and hold the appropriate formal educational qualifications. They also need additional qualifications in first aid, CPR, asthma management and anaphylaxis training.

Educators are expected to comply with all relevant regulatory requirements, standards and guidelines, the service's policies and procedures, relate well to children, parents, other team members, multi-disciplinary professionals who support children enrolled at the service, and members of the community. Above all, they are expected to be professional and ethical and to maintain confidentiality.

Policy statement

This Policy details how the service ensures it complies with regulatory requirements at all times and that its educators possess the formal and informal attributes to deliver high quality education and care to children.

Strategies and practices

The Service meets regulatory requirements for educators at all times (e.g. educator-to-child ratios, qualifications, working with children check, first aid). QA 4.1.1

- The Nominated Supervisor maintains a Staff Summary Sheet which details the qualifications and training (e.g. anaphylaxis, asthma, working with children check), and their currency, of all educators employed at the Service. These details are entered onto the Sheet when educators present original/certified documents. QA 4.1.1, 7.1.4, 7.2.2
- All educators undergo a comprehensive Educator Orientation. During these orientations, the Nominated Supervisor explains the Service's philosophy, policies and procedures and position descriptions. Further, the Nominated Supervisor explains the expectation that they work within these parameters at all times. QA 7.1.2
- The Nominated Supervisor ensures that all educators are clear about their obligations through continuing personal discussions, team meetings and activities, and opportunities for guided reflection. QA 7.3.2
- Educators are required to adhere to the ECA Code of Ethics. The Code is displayed in the Service entrance and staff room. The Code details educators' responsibilities for professional and ethical conduct in regard to:
 - Children
 - Families
 - Colleagues

- Communities
 - Students
 - Employers
 - Themselves
 - Research. QA 4.2.1, 7.1.2
- When making decisions, the Nominated Supervisor models professional and ethical decision-making and accountability. The Nominated Supervisor considers:
 - All relevant legislation
 - The Service's Policies and Procedures
 - ECA Code of Ethics
 - Outcomes for children, educators, families, Approved Provider and any other party who may be affected. QA 4.2.1
 - The Service supports educators studying for formal qualifications. Progress towards the completion of the qualification is recorded on a Training and Study Record – Educator. This Record is updated at the end of each semester. QA 7.2.2
 - Educators reflect upon their practice and upon the Service's progress towards meeting the National Quality Standard. They undertake this reflection individually and with colleagues. The reflection is guided by the EYLF's 168 questions and their answers are recorded in their professional diary or on forms such as Reflective Diary – Educator (Daily), Reflective Diary – Educator (Weekly), and Weekly Report for Nominated Supervisor - Educator, and on the provision made in the Team Meeting Agenda. QA 4.2.2, 7.3.2
 - Educators maintain the highest level of confidentiality and sign a Confidentiality Agreement to this effect. Refer to the Service's Privacy and Confidentiality Policy. QA 7.3.1
 - The Service has a designated Educational Leader who oversees the program and facilitates collaboration between all educators. Refer to the Service's Educational Program Policy. QA 7.1.4
 - Depending upon their position, educators are expected to maintain or contribute to the programming and documentation for individual and groups of children. Refer to the Service's Educational Program Policy. QA 1.2.1
 - Educators are expected to complete all required Service documentation promptly and accurately. QA 7.1.1
 - The Service prioritises respectful communications – verbal and written – among all parties concerned with the Service. Because age is not barrier to human rights, children are afforded the same respect as others. QA 4.2.3
 - The Service has a Staff Grievance Process, and educators are asked to use this process to communicate their concerns or complaints. QA 4.2.3
 - The Service provides educators with a range of professional development and training opportunities to extend their knowledge and to challenge and extend their thinking. However, educators are also expected to independently seek ways to build their professional knowledge and skills. QA 7.2.3

- The Nominated Supervisor conducts annual appraisals for each educator and bases further training upon the outcomes of these appraisals. QA 7.2.2
- Educators are asked to ensure that they do not attend the Service with any medical condition, including work stress, which could negatively affect the wellbeing of children, colleagues or other persons at the Service.
- The Service holds regular team meetings. Educators are expected to attend these meetings or to show cause. Occasionally, they are asked to prepare by reading background information on agenda items, and to sign the Team Reading Tracking Form to that effect. During meetings, educators are asked to contribute respectfully and to listen to the contributions of others. QA 4.2.2, 7.2.2
- Educators and staff members share tasks and responsibilities and remain alert to opportunities to assist each other. They collaborate effectively – and draw upon each other’s diverse skills, knowledge and strengths – in joint projects such as policy reviews and constructing the Service’s Quality Improvement Plan. QA 4.2.2, 4.2.3.
- During their time at the Service, students and volunteers are supported by educators who also ensure that the students and volunteers are not alone with children at any time. Refer to the Service’s *Students, Volunteers and Visitors Policy*. QA 4.2.3

Additional safe practices for babies

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Responsibilities of parents

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Links to other policies

- Educational Program Policy
- Relationships with Children Policy
- Interactions with Families Policy
- Policy and Procedure Review
- Privacy and Confidentiality Policy
- Students, Volunteers and Visitors Policy

Links Education and Care Services National Regulations 2011, National Quality Standard 2011

Regs	55	Quality improvement plans
	118	Educational leader
	120	Educators who are under 18 to be supervised
	122	Educators must be working directly with children to be included in ratios
	123	Educator to child ratios – centre-based services
	126	Centre-based services-general educator qualifications
	130-131	Educational requirements for early childhood teacher

	136	First aid qualifications
	145-152	Staff and educator records
	161	Offence to operate a service without a nominated supervisor
	162	Offence to operate education and care service unless responsible person is present
	168	Policies and procedures are required

QA	1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation
	4.1.1	Educator-to-child ratios and qualifications are maintained at all times
	4.2.1	Professional standards guide practice, interactions and relationships
	4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships
	4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills
	7.1.1	Appropriate governance arrangements are in place to manage the service
	7.1.2	The induction of educators, co-ordinators and staff members is comprehensive
	7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning
	7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement
	7.2.3	An effective self-assessment and quality improvement process is in place
	7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements
	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service

Sources, further reading and useful websites

Sources

- Early Childhood Australia (ECA). (2006). Code of Ethics http://earlychildhoodaustralia.org.au/pdf/code_of_ethics/code_of_ethics_web.pdf accessed 13 June 2013
- Education and Care Services National Regulations 2011.
- Guide to the National Quality Standard 2011.
- Office of United Nations High Commissioner for Human Rights. (1989). *Convention on the Rights of the Child*. <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> accessed 13 June 2013

Further reading

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Useful websites

- Early Childhood Australia – www.earlychildhoodaustralia.org.au

Policy review

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they

occur and any issues identified as part the Service’s commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

Date(s) reviewed:

Next review Date:

SAMPLE