



Staff Code of Conduct

Reference:

Education and Care Services National Regulations 168.

Link to National Quality Standard 4.2.1.

ECA Code of Ethics (2006)

United Nations Convention on the Rights of the Child (1989)

This policy is adapted from the CCCNSW sample policies.

Introduction

This policy relates to conduct within the care and education services.

Ethical conduct guides the behaviour and decisions within the care and education setting and is founded in respect for, and the valuing of children, families, educators and staff, and the extended service community.

Goals

The Preschool will uphold the highest standards in ethical conduct in accordance with the ECA Code of Ethics (2010) The United Nations Convention on the Rights of the Child (1989) service philosophy, policy and points of culture. We believe there are 6 keys to a successful Early Childhood team.

1. Strong Leadership
2. Common goals/vision
3. Rules of the game- Points of culture/COE
4. Action plans
5. Support risk taking
6. 100% Involvement and inclusion

Broad Strategies

- 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. This is introduced during their orientation and discussed at staff meetings when amendments to legislation occur.
- Educators and staff will be familiar with the ECA Code of Ethics, points of culture and Preschool philosophy and goals. This will guide conduct and decision making within the centre.
- Ethical conduct and decision-making will occur with reference to legislation and statutory documents and through a process of critical reflection. Decision making processes will be clear and the service director will be accountable for decisions and able to demonstrate how those decisions are made.
- The Approved Provider and Nominated Supervisor of the service 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 throughout the year in ways that are meaningful.



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How we plan to implement the strategies:

- **Develop our point of culture**

This involves asking all staff what are 2 values that are vital for:

1. Them to feel successful in their role
2. The team to work harmoniously
3. The children and families to feel successful in their decision to enrol their child with Jannali Preschool.

We then critically reflect on all of these values and what they mean to each of us until we have narrowed them down to no more than 5 main points of culture. We then decide what these values look like when they are above or below the line of expectations. This is then put into a chart and used throughout the year as a reflective tool during staff meetings, mentor meetings and performance reviews to keep us aligned with what behaviour is important for us all.

- **Philosophy**

1. All staff are asked to differentiate their reflection on the previous years statement of philosophy to determine areas of strength and areas we can give more energy to.
2. Families are asked to reflect on their hopes and dreams for their child in a way that is meaningful to families. We then use this information to reconcile if we currently have statements within the philosophy that honours those families hopes.
3. In 4th term educators consult with children in ways that are meaningful to them about 'what makes a happy preschool.' This information is then also fed into the Statement of Philosophy.
4. The revised philosophy is then revised and displayed in various ways.

Australian COE reflective tool:

4.2.1 Professional standards guide practice, interactions and relationships. How do we use the COE as a resource for professional conversations about day-to-day practice at the Preschool?

The preschool allocates regular time for all educators to engage in reflective practice outside their allocated pedagogical documentation time for the purpose of a collaborative approach to practices of a high standard.

The COE have been broken into 4 areas and made into a reflective tool so once per term all educators can critically reflect on how their actions are aligned with their ethics and ideas on how we can improve on this.

Evaluation

The service community will work together in the best interests of the children and families and will act in a manner that will enhance the standing of the early childhood sector. This involves a full understanding of role responsibilities and obligations combined with collegial practice and collaborative decision making.

Last Reviewed: May 2015
Due for Review: August 2018