

**The Grange** Community Centre



# Out of School Hours Care Information Handbook



**The Grange** Community Centre Inc

📞 8742 8000

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## Acknowledgement of Country

The Grange Community Centre acknowledges the Bunurong people of the Kulin Nation as the Traditional Custodians of the Land on which we work and live in Wyndham. We pay our respects to Elders past, present and those of the future. We also acknowledge all the Traditional Owners of Country throughout Australia and recognise First Nations peoples continued cultures and spirituals connection to land, sky and waterways that surround us. We pay respect to the ongoing living cultures of Australia’s First Peoples. This Land is, was and always will be Aboriginal Land.



As part of our Reconciliation Plan, and the need to meet the principles outlined in the Early Education and Care requirements of the National Law, we will acknowledge and embed Aboriginal and Torres Strait Islander perspectives into our program and practices. Valuing Aboriginal and Torres Strait Islander culture and traditions is an important aspect of our program. You will see and experience a variety of activities, events, celebrations, and acknowledgments. It is very important that we acknowledge the first Australians as the custodians of this beautiful country and teach our children to be proud of the oldest living culture in the world that belongs to all of us. Regular acknowledgments to first nations people, flag raising, and yarn circles will be a prominent feature of our program.

## **Welcome**

We welcome you and your family to the Grange Community Centre. We look forward to working with you and will value your opinions and close co-operation to ensure a mutually rewarding relationship. We urge you to read this handbook to become aware of the responsibilities that are shared by the Centre and you as a user of the Centre.

Our Centre operates an Out of School Hours Care (OSHC) program for children aged 5-12 years of age, that attend the Grange P-12 Primary Campus. The service offers before and after school care during school term and a school holiday program during school term breaks. The purpose of the program is to create a safe and caring environment where children can freely choose amongst the activities provided. Our early childhood trained Educators will plan and deliver the program that will assist your child's development and learning.

We sincerely hope that you and your family will have an enjoyable and rewarding year, and we look forward to your involvement with the Centre.

## **Our Goals**

Our approach to Outside School Hours Care (OSHC) is to provide a high-quality environment that is safe and gives the children the opportunity to learn and play. Our programs and activities are aligned with our Philosophy, to provide opportunities for all people to grow in body, mind, and spirit, with an emphasis on children having fun in a relaxed and safe environment.

Our service offers a wide range of fun, stimulating and appropriate activities that reflect real world experiences and home settings. This helps encourage a sense of community amongst the children, facilitates leadership skill development and allows your children to practice social skills in a supported caring environment.

## **Child Safe Statement:**

The Grange Community Centre is a Child Safe Organisation. The safety and wellbeing of children is a priority of our organisation, and we provide a Child Safe environment in all our programs and our activities.

## Our Philosophy



## Session & Fee Information

Session Type	Session Times	Fees
Before School Care	6.45am – 9.00am	\$19.85
After School Care	3.00pm – 6.30pm	\$33.08
Before School Care (casual)		\$21.85
After School Care (casual)		\$35.08
School Holiday Program	6.45am – 6.30pm	\$65.00 Centre based \$84.00 Incursion/Excursion \$95.00 Incursion/Excursion

## Preparing For OSHC

Starting in the Out of School Hours Care program is a special time for families. Your child can look forward to engaging in new experiences, developing friendships, and learning valuable lifelong skills. Before your child starts, there are some things you can do to help ensure your child enjoys a smooth transition to the program.

### Complete Your Child's Enrolment Form

Please complete all relevant sections of your child's enrolment form online and submit it to the centre before they start. This is a regulatory requirement, and it will help educators understand your needs. Please ensure that you provide any relevant documents before your child starts, including your child's birth certificate and immunisation history statement. Parents should ensure that the Educators have current information regarding custody issues and arrangements, change of address and phone numbers. If there is an emergency, it is vital that you or your nominated emergency person can be contacted. Please tell the Educator immediately of any changes so that they can update your personal information on file at the Centre. Parents should provide a minimum of two emergency contacts.

## Bookings and Cancellations

We attempt to cater to all families with regard to days needed for care. Bookings can either be on a permanent or casual basis. It helps in our planning for staff and activities if families book children in on regular days according to need. We understand that some families will be unable to predict days needed and we will try to accommodate; however due to licensing requirements there may be some days we will have to refuse care to casual bookings.

### Permanent Bookings

Enrolments are only accepted if funded places are available. All sections of the enrolment form must be completed and signed by parents before a child can commence in the program. If a place is not available, families will be placed on a waiting list and will be contacted as places become available. It should be noted that fees continue to be payable if your family is absent from the service due to family vacations or other extended periods of leave.

### **Casual Bookings**

Casual bookings will only be taken if a position is vacant for the session. Families who are current users of the program will have priority to the casual vacancies. In order to use casual vacancies, families must first be registered as a casual user of the program.

### **School Holiday Program**

Bookings are essential for this program as places are limited. Registration forms and payment must be received by the due date in order to secure your child's place. If a late registration is accepted a \$20.00 fee will be charged.

### **Additional Bookings**

#### **Before School Care**

Contact the Centre prior to bringing your child to ensure a vacancy exists and required numbers of Educators are on duty.

#### **After School Care**

If care is required for after school on days other than those nominated, parents **must** contact the centre prior to 2:30pm on the day care is required to ensure that the program has places available. Parents must also contact the school to have your child notified. Casual fees will be charged for these extra bookings

#### **Eligibility for Care**

Children must attend the Grange Primary Campus to access the before and after care program. Attendance at school holiday programs is offered to children attending the Grange Primary School as a priority before opening the remaining places to the community. Children commencing secondary school may attend the Christmas School Holiday Program during their transition from primary to secondary school. Wyndham City Council Youth Services Unit has programs for Year 7 and above to access during the school holidays. Youth Services can be contacted on 9742 8155.

#### **Review Our Policies**

We invite you to review our policies, which cover operation, quality, health, safety, and wellbeing. These are available at the Centre and on our website at [www.grangecommunity.org.au](http://www.grangecommunity.org.au). If you have questions or feedback, please contact the Centre.

#### **Meet Your Child's Educator**

Before your child starts in the Out of School Hours Program, you are welcome to come in with your child to meet our Educators. This is an excellent opportunity to share your child's needs, likes and dislikes, and to ask questions.

## **Orientation Procedure for Out of School Care Program**

When new children arrive, Educators will take time to get to know them. Educators may begin this process by talking with the child about some information that they will gather on the 'About Me' survey. The 'About Me' survey will be completed with your child and one of our Educators. This information can be the start of developing the child's profile for their Learning Journal.

The following actions will be taken:

- The Children's Services Manager will take the time to read and go over all information on the child's enrolment form with the Team Leader. The Team leader will also in turn pass on all relevant information to other Educators in the program.
- Where possible the family and child will be introduced to the Team Leader.

The Team Leader will spend time with the child on their first booked session to show them around and where everything is:

- Lockers, sinks for hand washing, afternoon tea tables etc.
- Explain the general routine.
- Explain and demonstrate the toileting procedure.
- Explain the expectations and limits of the program
- Maybe consider a 'buddying' system with a child that the new child may know from school or is in their class.
- Introduce them to other Educators as soon as possible
- Frequently take the time to ask them how they are settling in.

At enrolment families will be responsible for:

- Ensuring that their child knows of the collection area at school. (Sensory Garden) for OSHC children and the procedure when they come to the line i.e. getting name marked off on the role.
- Remembering to contact The Grange Community Centre if their child will be absent from care that day or on future days of care (not just the school). There is a non-notification fee of \$50 for any family who does not notify the centre of their child's absence from the program.
- Parents are strongly encouraged to read the Parent handbook in their Enrolment packs.

The Team Leader will:

- Ensure they know which new children need to be collected. If there are prep children, they will be collected from their classroom for term 1 only; after that they need to make their own way to the OSHC line in the Sensory Garden area.
- Encourage older siblings to help assist younger siblings getting to the line.

- May designate a particular Educator to a new child (primary carer).
- Outline what happens with accidents, medications and first aid.
- Describe the emergency procedures when drills are conducted once per month.
- Talk to the children about what they need to do if they are having problems, feeling unsafe or anxious.
- Explain the 'walking to and from the school' procedure to the children as follows:
  - ❖ A head count will be conducted before leaving the school grounds/centre.
  - ❖ Children are not to leave school or the Centre by themselves and they need to wait for Educator's instructions when it is time to leave the school/centre.
  - ❖ Children must walk with the group and Educators in an orderly and safe manner across the reserve to the school/ Centre.
  - ❖ Educators are to be evenly distributed between the children to be able to provide adequate supervision whilst walking.
  - ❖ Explain the morning and/or afternoon routine to new children e.g., the walk to and from school, activities, food, and breakfast /afternoon tea procedures including hand washing and toilet procedure.
- Follow this process when a booked child does not arrive at the OSHC line (the Team Leader may ask another Educator to do some of the following):
  - ❖ Check at school office if the child was absent from school that day; (Team Leader will have their mobile phone to communicate with team if separated for any reason).
  - ❖ If not absent from school the office will page the child.
  - ❖ If child does not arrive, contact the parents to notify of their absence and clarify children's whereabouts.
  - ❖ Do not leave school until all attempts have been made to locate the child. i.e., call parents or other emergency contacts.

### **Transition for Grade Prep Children**

In term one each year, the Educators take the Grade Prep children to their classrooms from Before School Care in order to assist them in making a connection with their new environment. The Educators also collect the Grade Prep children from their classrooms for the After School Care Program and assist them in making their way to the Sensory Garden, in order for them to be signed into the program and walk back to the Community Centre with the remainder of the group.

From term two we require Grade Prep children to commence going to their classrooms independently if they attend the Before School Care Program and making their own way to the Sensory Garden for the After-School Care Program. Our aim is to build the confidence of the Grade Prep children in this time so that they become more independent in their school environment. We understand that for families with Grade Prep children, the commencement of the school year can be very stressful and hope that this arrangement will support you and your family.



## **Our Program**

The Out of School Hours Care Program design and provide tailored programs catering to the children's age, skill, interests, and abilities through a variety of challenging and recreational activities. Programs are also designed in accordance with the NQF and the My Time, Our Place Framework and for pre-prep the Early Years Learning Framework (EYLF). In developing programs, educators recognise the importance of an understanding of early/middle childhood and play in the development of children.

Our aim is to provide activities that develop each child's social, emotional, lingual, physical, intellectual, social, creative, and recreational potential and that are developmentally appropriate. The development of life skills is an important part of our program, with a strong focus on child-initiated and child-choice experiences.

In accordance with the National Quality Framework, observations are taken of the children to aid in the programming evaluation cycle. These observations are not intended to act as anything other than a programming tool.

The Educational Leader and Team Leader will happily discuss any aspect of the program with interested families. Family surveys are handed out regularly to convey parents/guardians' and children's thoughts and input into the program. The fortnightly program is posted on the Information Noticeboard and is also posted in Storypark for all families to view.

We take a collaborative approach to establish and implement each activity in order to engage children and allow them to take ownership of the program, which creates a sense of comfort and belonging. This is an area where our OSHC service provides a different complimentary alternative to the school environment. We aim to ensure programs develop organically and reflect the individual and group interests of the children. Supervised activities include, but are not limited to:

- Cooking
- Drama
- Arts & Crafts
- Music & Singing
- Outdoor & Indoor Sports
- Puzzles & Games



### **National Quality Framework**

The Out of School Hours Care Program work with the National Quality Framework in their everyday practice. The National Quality Framework aims to improve the quality and consistency of early childhood education and care services through key legislation and standards. The National Quality Standard sets a new national benchmark for the quality of education and care services, and promotes the safety, health, and wellbeing of children. It consists 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

The OSHC service is licensed by the State Office for Early Childhood Education and Care under the Education and Care Services National Law Act and Regulations. Services must comply with the Act and Regulations in relation to requirements relating to activities, experiences and programs, numbers of staff members and children and staff members' qualifications.

The Office for Early Childhood Education and Care can be contacted via the Child Care Information Service: 1800 637 711. More information may also be found on their website.

## **Framework for School Age Care in Australia**

All children's program provided by the Grange Community Centre will be based on the Being, Belonging, Becoming Framework and My Time, Our Place. All Educators have responsibility to ensure that these frameworks are used as the basis when planning and evaluating children's programs.

The EYLF provides detailed pedagogical information and strategies about how Educators can promote learning. It contains principles and practice using the five Learning Outcomes:

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators

The Grange OSHC program implements a play-based curriculum. The environments are flexible, stimulating, inviting & purposefully arranged to capture children's interests, ideas & cater to individual ages and needs.

The OHSC program offers a range of supervised, age-appropriate activities that encourage children to interact with their friends and to make new ones. Some of the activities available are games, craft, drama, dance, painting, cooking, sport (on the soccer oval) reading, music and excursions. Children can mix in either small groups or large groups or if they prefer, they can choose to have some alone time or take the opportunity to do some homework. The emphasis is always on having a fun and safe environment.

## **Documenting Your Child's Learning Journey**

Educators value all the work children do in their play. Educators will capture, collate and document your child's work to ensure you have full access to all the stages your child's learning and development. Documentation may include photographs, your child's words and dialogue, written observations, learning stories, group projects and investigations and samples of your child's work. Please ensure that when viewing Portfolios that you only view your child's learning story and not those of other children.

Our service uses Storypark to document children's learning. Storypark is a live, secure, login-based e-portfolio that will enable you to enjoy insights into your child's learning throughout the day. It will also allow you to contribute to and comment on what your child is doing. We encourage you to share information about your child and family with educators at every available opportunity. You can also post your family activities and your child's updates on Storypark to share with educators. Storypark will provide you with documentation on your child's early learning journey that you can keep for life at no cost to you.

## The Daily Routine

<b>Before School Care</b>	
<b>Time</b>	<b>Routine</b>
6.45am – 8.00am	Breakfast is available
7.00am – 8.20am	Children have a choice of indoor   outdoor program.
8.20am	Educators & Children pack up activities and get ready to depart to school.
8.30am	Educators conduct a head count of the children and depart for school.
8.30am – 9.00am	Educators remain at school until the first bell rings.

<b>After School Care</b>	
<b>Time</b>	<b>Routine</b>
3.00pm	Educators are available on the school grounds
3.05pm	Children meet Educators in the school Sensory Garden and are signed into the OSHC program.
3.15pm	Educators walk the children back to the Community Centre.
3.20pm	Educators conduct another head count of the children and encourage children to engage in activities provided.
3.30pm	Children have afternoon tea provided by the Centre. Children are encouraged to participate in a variety of indoor and outdoor activities or complete their homework.
6.30pm	Program Closes

### **Before School Care**

All children must be signed into the service by their parent/guardian. At no time will a child be allowed to arrive at the service without a parent/guardian.

At 8.30am children are walked across the path to the school by the Educators, who will remain with the children until the first bell.

### **After School Care**

The service will have a complete list of all children expected to attend during that day. All children will be identified and signed in by Educators when they have arrived at the pickup point at school. The meeting point for after school care children is in the school Sensory Garden. This will be completed within 15 minutes of the school bell ringing. No child will be released to persons other than those elected by parents. Parents must provide in writing the name of the person or persons who will be collecting their child from the program.

If a child has not been booked into the program with the centre, the child cannot be collected from school as the Centre must have the parents' permission to do so. In the event of a casual booking both the school and the Centre must be notified in order to give permission for the child to be picked up from school.

### **School Holiday Program**

The School Holiday Program is committed to nurturing and extending each child's social, physical, emotional, and intellectual development in a child-friendly, supportive, and fun environment. The Service offers a planned, flexible, and balanced program, which will respond to children's interests, needs and stages of development. The program is developed in collaboration with children, parents, and the educators.

### **Excursions**

During the School Holiday Program, the OSHC service include excursions as a valuable part of the overall program. Excursions provide enjoyment, stimulation, challenge, new experiences and a meeting point between the service and the wider community. Maximum safety precautions will be maintained. This will include the undertaking of a risk assessment, requiring all parents/guardians to sign a permission form and providing all children with wristbands to help identify them on the excursion. An educator/child ratio of 8 children to 1 educator will be maintained for excursions. All children attending the service on an excursion day are expected to attend the excursion. No staff remain at the service unless specified on the Vacation Care program.

All excursions will be publicised to all parents with full details of destination, times of departure and return, educators and volunteers attending, and what the children should bring.

### **Late Pick Up Procedure**

Parents must pick up their children from the Centre by 6:30pm. If parents (for legitimate reasons, e.g. an emergency) will be late, they must phone the Centre immediately and advise Educators of the situation.

If a parent does not arrive to collect their child by 6:30pm the parent will be contacted followed by the emergency contact person nominated on the enrolment form who will be asked to pick up the child. Photo ID will be required to be produced to verify identity.

If by 7.00pm Educators are not able to contact the parents or an emergency contact, the Werribee Police or Child Protection Services, depending on the circumstances may be notified to collect the child.

A late collection fee will be charged consisting of the cost to cover the required Educators working out of hours and a fee for being late. The full late fee collection policy is located in the Policy & Procedures Manual.

## **A Commitment to Excellence**

We are committed to providing consistent best-practice and high-quality educational experiences throughout your child's time in our program. We all benefit when we invest in quality early learning programs that help all children to be healthy, get a good education and contribute to lifelong learning.

### **Quality Educators**

We believe Education is the most important job in the world. We also believe qualified Educators are essential. Educators in our programs are qualified and undertake extensive professional development every year so they can continue to build their practice, skills, and experience.

### **Quality Programs**

Our Educators will design your child's learning program around their unique learning needs. Educators will structure the learning program to maximise your child's opportunities and experiences to explore, grow, participate, and learn. Our learning programs are responsive to our local environments. This will enable your child to understand a sense of place and culture in their immediate world.

### **Appointments with Educator**

Your questions are important; however, parents are requested to make appointments should they wish to have an extended conversation with the educator. During session times, all Educators are required to supervise and interact with the children in order to ensure that a high-quality program is maintained. Educators are available during preparation time should you wish to make an appointment to discuss your child's development, or any other issues related to the program.



## **Participating in Your Child's Journey**

Your involvement in your child's learning experience will be rewarding for both you and your child. Parent participation and volunteering in the service supports children's development, building their sense of identity and belonging. The Grange Community Centre is committed to working with families in a collaborative manner, in order to provide a high-quality program that meets the needs of children, families and the community. Parent participation and communication is critical to the success of the Service and its programs. Partnerships with parents go beyond parent involvement. It is a relationship of mutual respect and trust between Educators and families that promote the children's wellbeing.

Through your voluntary participation in the service, you will also make friends and build connections with Educators and local community members. You will learn more about what happens in the service and be encouraged to contribute your ideas and suggestions. You might also consider being part of the service's Board of Governance, who meet regularly to share ideas and strengthen the service now and into the future.

Other ways you can be involved include:

- Providing feedback regularly and participating in our Annual Parent Survey.
- Participating in community/social events.
- Participating in the review of the service's philosophy.
- Participating in the development and review of the service's quality improvement plan.

It is a requirement of the Education and Care Services Law and Regulations that the Service maintains records of family helpers participating in the program. Educators will ask you to complete the visitor's book, to meet this legal requirement.

### **Communication**

Parents are encouraged to connect with the Educators in many ways:

- Sharing family information
- Discussing their child's routine and needs
- Providing feedback about the children's program
- Communicating with Educators on a regular basis
- Adding their ideas to children's portfolios or similar documentation

Information will be provided to families on a regular basis. This will be done through the newsletter, notice boards and face-to-face communication with the Children's Services Manager, Educational Leader, Team Leader and Educators.

Parents are requested to read the notice boards and program plans displayed at the Service in order to keep informed of activities at the Program. Families wishing to discuss matters of a more confidential nature are encouraged to make an appointment with the Children's Services Manager or Team Leader.

## **Your Child's Health, Safety and Wellbeing**

The Grange Community Centre Educators and Staff are required to protect children from any harm and hazards, and to adequately supervise children at all times. As an organisation, we recognise that child safety is everyone's responsibility.

Our policies cover all aspects of children's health, safety, and wellbeing. Our Policies are available at the Centre, on our website or can be emailed to you upon request.

### **Our Child Safe Commitment Statement**

We hold children's safety and wellbeing central to all our work in practice, recruitment, professional development, advocacy, and policy work. In line with the United Nations Convention on the Rights of the Child, we fully endorse the rights of all children to participate, have a purpose, be protected and ensure that prevention from risk and harm is paramount in all we do. We have a duty of care to ensure children in our programs are happy, safe, and well and are empowered to have a voice. We are committed to the wellbeing of all children, families, staff, volunteers, and partners in delivering high-quality early childhood education and care. We fully acknowledge our social, moral, and legal obligations to ensure that all children, families, and staff are protected and have opportunities to flourish in line with our vision, mission and values.

*The Grange Community Centre is committed to child safety and the protection of all children from all forms of child abuse. The Grange Community Centre has zero tolerance for child abuse and are committed to acting in a child's best interest and in keeping them safe from harm. We want children to be safe, happy, and empowered. We support and respect all children, as well as our staff and volunteers.*

*We demonstrate this commitment through the implementation of a comprehensive Child Safe Program designed to keep children safe which is endorsed by The Grange Community Centre Committee of Management. We are clear about our behavioural expectations of every person in our community.*

*All allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.*

*The Grange Community Centre has robust human resources and recruitment practices for all staff and volunteers.*

*The Grange Community Centre is committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.*

*The Grange Community Centre is committed to regularly training and educating our board members, staff and volunteers on child abuse risks. We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments. Every person involved in The Grange Community Centre has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that*



*the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.*

The Grange Community Centre Child Safety Officers are

Maria Hanson and Estelle Agius (Nessim)



### **Building and Playground Safety**

Your child's Educators will conduct daily safety inspections of all learning environments. Educators will remove any hazards or make them inaccessible to children, and report these to management/local council for further action. The Australian Standards for Playgrounds are used to guide all outdoor equipment purchases.

### **Emergency Procedures and Equipment**

Fully maintained fire extinguishers and first aid kits are available at the Service. You will find an emergency evacuation procedure displayed in the foyer and the program room. Each month Educators will practice the emergency evacuation with the children. If there is an emergency evacuation, Educators will follow the outlined procedures. You will be contacted as soon as possible to collect your child.

The Grange Community Centre aims to provide a safe environment for all children, employees, educators, and visitors. Personal safety and security of all children is of prime importance while in attendance at The Grange Community Centre. The Grange Community Centre premises are constantly monitored by a CCTV system.

### **Sun Safety**

The Grange Community Centre is committed to protecting all children and Educators from skin damage caused by harmful UV sun rays. Our duty of care extends to ensuring children, educators and visitors are protected from ultraviolet radiation from the sun. A combination of sun care measures will be implemented for outdoor play from 1 September until 30 April or whenever the UV index is three or above. When enrolling their child, families are:

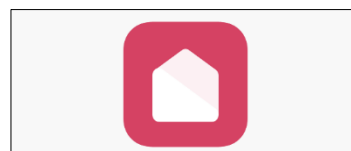
- Asked to provide a suitable hat for their child and apply sunscreen during this time
- Asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible (i.e. clothing that cover the shoulders and chest, upper arms, and legs).
- Required to give permission for educators to re-apply sunscreen to their child
- Encouraged to practice Sun Smart behaviours themselves when at the Service.

Families and visitors are requested to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses, and sunscreen) when attending the service. For more information, please refer to the Sun Smart Policy.

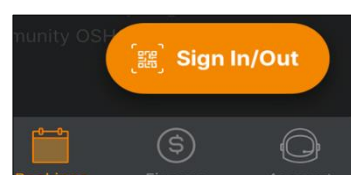
### Signing In/Out Procedure

Families are required to sign their child in at the service at drop off and sign their child out at the end of the day. This procedure is completed using your Xplor app at our iPad Kiosk station. Please follow the below steps to sign your child in and out.

**Step 1:** Ensure the Xplor app is downloaded on your phone and you are logged in.



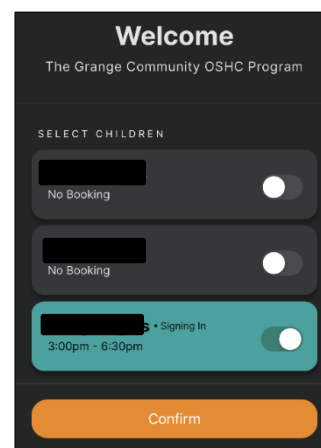
**Step 2:** Open your Xplor app and select sign in/out.



**Step 3:** Scan the barcode of the program your child is due to attend or has attended to sign in/out.



**Step 4:** Ensure the child/children's name is selected/highlighted and select confirm. Your child is now signed in/out.



The Grange Community Centre will ensure that all children are signed out when dropping them off at school when they are in attendance of the before school care program and will ensure all children are signed in when collecting children for the after-school care program from school. We will provide a procedure for dropping off and picking up children, which is clear and ensures the safety and wellbeing of the children in our care. Families are required to follow specific communication procedures to ensure we can provide appropriate care of their children. No child will be released to persons other than those elected by parents. Parents must provide in writing the name of the person or persons who will be collecting their child from the program. Verbal authorisation can be given in an emergency for a new person to collect a child. This must be followed up by written permission from the parent or guardian. People unfamiliar to educator will be required to provide photo identification before the child is released into their care. **Please ensure you notify Educators of any changes to your contact and emergency contact details.**

### **Custody**

If custody and contact orders are applicable to your child, a copy must be provided to the Centre at the time of enrolment. Any changes to these orders must be provided to the Service as soon as possible. Educators will always abide by the custody and contact orders provided to them. Unless a custody and contact order applies, both parents are deemed to be authorised to collect their child.

### **Medication**

Administering medication to children at their parents' request requires attention to detail, meticulous record keeping, teamwork, strict adherence to policies and procedures and communication with children and families.

Medication (including prescription, over-the counter and homoeopathic medications) will not be administered to a child without authorisation by a parent or person with authority to consent to the administration of medical attention to the child.

Clear instructions must be provided regarding administration requirements. Please note that Educators will only administer medication from its original container, bearing the original label with the child's name, instructions, and the expiry date. Medication must not be left in children's bags or within reach of children. Please ensure medications are handed to an Educator who can then ensure medication is safely and appropriately stored.

### **Illness and Infectious Disease**

The Grange Community Centre will follow legislated procedures to promote children's health and minimise the spread of infection. If your child has the following symptoms or illnesses, please keep them at home until they are completely well:

- High temperature (38°C or above)
- Vomiting (if less than 24 hours since the last episode)
- Loose bowel motions (if less than 24 hours since the last episode)
- Rashes – any irritation that cannot be identified
- Red, swollen or discharging eyes
- If your child seems sick without obvious symptoms. For example, they are unusually tired, irritable, lethargic, not eating or drinking.

A list of all infectious diseases in the Children's Service Centre's exclusion table is available at <https://www.health.vic.gov.au/infectious-diseases/infection-control-guidelines>. This list also covers minimum exclusion periods.

If your child develops any of these symptoms or illnesses while at their centre, they will need to be collected. Educators will ensure your child is comfortable and observed until this time. Details of your child's illness will be written in the Illness Record, which you will need to read and sign. Please inform educators as soon as possible if your child is diagnosed with an infectious illness. Educators will need to alert all families at the service. Your confidentiality will be respected at all times. For more information, please refer to our Dealing with Infectious Diseases Policy.

### **Immunisation**

In January 2016, the Australian Government introduced "No Jab, No Play" legislation. Your child must be fully vaccinated for their age to attend any early learning and care service. Please complete your child's immunisation details on their enrolment form and provide a current immunisation history statement, approved catch-up schedule or medical exemption form as soon as possible. If your child is not vaccinated, our Educators will support you through the process outlined in the No Jab, No Play toolkit but your child will not be able to attend the program until their records meet the requirements of the law. For more information, please review our Immunisation Policy. For more information, please speak to your child's educator or:

[http://www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register?utm\\_id=9](http://www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register?utm_id=9)

From 1 November 2018, parents of children attending early childhood services are required to provide the service with evidence that their child continues to be up to date with immunisations while attending. An Immunisation History Statement from the Australian Immunisation Register is the only acceptable form of evidence.

If there is a vaccine-preventable disease outbreak at the service, accurate and current evidence of immunisation enables us to work with health authorities to quickly identify children at risk (for example, children too young to be fully immunised against a disease) and take whatever action is required to protect public health. Parents/carers should provide us with up-to-date evidence of immunisation as soon as practical after their child receives a vaccination, or in response to a request from us. A new statement only needs to be provided to the service if the one we have on file is out of date. If families are experiencing difficulties meeting this obligation, please discuss this with us as soon as possible.

### **Health Conditions**

Please speak to the Children's Services Manager and Educators if your child has a medical condition that requires treatment. The Children's Services Manager and Educators will work with you to develop a plan that ensures your child can participate in all aspects of the program. This will include developing:

- A Medical Management Plan
- A Risk Minimisation Plan
- A Communication Plan
- An understanding of how to keep your child well

- An understanding of the signs and symptoms of your child's medical condition and their attention or treatment needs
- A strategy for responding if your child shows any signs or symptoms.

For more information, please refer to our Medical Conditions Policy.

### **Asthma**

Asthma is a chronic condition which can be life threatening. If your child has been diagnosed as an asthmatic, you must complete an Asthma Action Plan. This must be completed, signed and stamped by your child's medical practitioner and given to the Children's Services Manager at the Centre when your child commences in the Service. If your child has prescribed asthma medication it must be available at the Centre at all times your child is in attendance. It must be labelled by the pharmacist with your child's name and must be in date. Please ensure medication is provided to us for safe and appropriate storage prior to your child commencing in the program.

### **Anaphylaxis**

Anaphylaxis is a severe allergic reaction which can be life threatening. If your child has been diagnosed as an anaphylactic, you must complete an Action Plan for Anaphylaxis. This plan must be completed, signed and stamped by your child's medical practitioner.

If your child has an EpiPen® it must be available at the Children's Centre at any time your child is in attendance. It must be labelled by the pharmacist with your child's name and must be in date.

To maintain a safe environment, we encourage all families to be 'allergy aware'. Please contact Educators before bringing food, drink or recycled material such as egg cartons to the Service. Some children may be allergic to food that is potentially life threatening. In some cases, particular foods may be excluded from the Service in order to provide a safe environment for all children.

### **Accidents and Injuries**

All Educators hold current first aid qualifications and will follow specific procedures if your child is injured. You will need to sign an authority for Educators to seek emergency medical or ambulance assistance if necessary.

### **Minor Incidents**

If your child is involved in a minor incident (e.g. tripping over), Educators will comfort your child, assess their condition, apply basic first aid and monitor their wellbeing. Educators will record details of the incident or injury on our Incident, injury, trauma and illness record sheet and discuss it with you at pickup time. You will need to read and sign the accident record. Please inform the Educator if your child's condition changes or if you seek medical advice.

### **Accidents**

If your child is involved in a more serious accident (e.g. bumping their head), Educators will comfort your child, assess their condition, administer first aid as required and monitor their wellbeing. Educators will contact you by phone to inform you of the accident. You may need to collect your child and seek medical advice. Educators will record details of the accident on our Incident, injury, trauma and illness record sheet and discuss it with you at pickup time.

Educators will discuss the accident with you when you collect your child. You will also need to read and sign the accident record. For more information, please refer to our Accident, Injury, Illness and Trauma Policy.

### **Medical Emergencies**

If your child is involved in a medical emergency, Educators will administer first aid as required, call emergency services and contact you. Educators will endeavour to keep you informed of all actions until you are with your child. You will be responsible for any medical costs (including all ambulance costs) associated with your child's accident or injury.

### **Child Protection**

Our Educators, employees and volunteers have a duty of care to protect children from any form of abuse, a risk of abuse, and neglect. Educators will contact Child FIRST or report to Child Protection when there are reasonable grounds to believe a child has or is likely to suffer significant harm or the child's safety and wellbeing is at risk. For more information, please refer to our Child Safe Policy.

## **Useful Information**

### **Inclusion Support**

We recognise that each child and family are unique in their own right and strive to include young people and families from all walks of life, celebrating different abilities, cultures, and interests. The OSHC program follows an equal opportunity enrolment process. Each family are required to provide relevant information about their child.

At the Grange Community Centre, we welcome all children. We have access to additional resources such as the Inclusion Support Subsidy (ISS) to ensure that every child has equal access to the Outside School Hours Care program. This is subject to availability of required resources and that the child's assessed needs can be met in the program. We welcome the opportunity to speak to families to discuss how we can ensure that every child receives quality care in a welcoming environment. Educators utilise information provided through these processes to develop resources, programs and socially just practices at the service, that are uniquely designed to provide all children with the highest-quality inclusive care. To ensure that all funding applications and the recruitment of an additional Educators is completed in preparation for your child's commencement of care. Families are requested to ensure at least two weeks' notice is given to the service for a new enrolment or booking into the program.

### **Guiding Behaviour**

The Grange Community Centre is committed to the safety and wellbeing of all children, educators, and volunteers at the Centre. We believe all children need a safe and secure environment and positive interactions with adults and other children. We recognise that all children and individuals develop at different stages.

Methods of Positive Behaviour Guidance include:

- Encourage positive behaviour in all children and ensuring that all children are respected and valued as individuals.

- Setting limits for behaviour which is important for the safety and protection of children, others, and the environment.
- Helping children learn the consequences of their behaviour and thus, develop an understanding of how their actions affect others.

Strategies to achieve Positive Behaviour Guidance include:

- Encouraging parents to inform educator of anything that may affect their child's behaviour e.g. sleeping problems, grief, family changes, etc.
- Providing a developmentally appropriate behavioural guidance structure for all Educators working with the children.
- Ensuring children receive positive reinforcement for acceptable and appropriate behaviour.
- Consistency by all Educators working with the children in the management of unacceptable behaviour.
- Involving, when necessary, parents/guardians in issues relating to the guidance of their child's behaviour.

### **Visitors' Book**

The Grange Community Centre has a visitor's QR code which is located at reception. For the security of children all visitors must sign in and out in the visitor's book when visiting the Centre. Visitors include any maintenance personnel, Wyndham City employees, government representatives, specialists, etc. The visitor's book provides a record of visitors on the premises in the event of an emergency evacuation.

### **Screen Time**

The service endeavours to reflect children's program as an extension of the home environment and children's leisure time. The service endeavours to reflect children's interests in the program, therefore activities such as DVD's, television, computers, and electronic games may be offered within a balanced program of activities.

Educators will ensure all DVD's and films are suitable for the children's ages. Films and DVD's will only be viewed that have a G or PG rating as per the Australian Broadcasting Authority voluntary code of practice, section 12 (videos and films). Families will be notified that G and PG rated DVD's may be shown and permission sought on the enrolment form.

### **Child Care Subsidy (CCS)**

Child Care Subsidy is paid directly to the approved Service, reducing the amount of fees that you are required to pay. The package will mean that childcare will be more affordable for most Australian families. For more information on the Child Care Package and to further understand the CCS eligibility requirements, please visit the Department of Human Services Website or contact Centrelink directly on 13 1650. If you are not already registered, we encourage you to contact the Family Assistance Office (Centrelink) to find out more.

### **Payment Procedure**

Your invoice will be paid via direct debit, through Debit Success. The Centre has appointed 'Debit Success' as our provider of payment solutions via direct debit from bank accounts and credit cards. Debit Success have an Australian Financial Services Licence and are fully compliant with the latest technology in data storage and encryption, so you can be assured that you are dealing with a highly professional team.

This system of fee payment will be enforced by the Centre. Please speak to the Centre Manager if you would like to organise a payment plan for your fees. Upon registering for the program, families agree that any monies outstanding to The Grange Community Centre will be paid in accordance with the fee policy. Should payments not be met accounts will be forwarded to the Centres debt collector who will seek to recover monies owing. Any fees incurred to recover these monies will be paid by the family.

Payments for families attending programs at The Grange Community Centre will be deducted fortnightly in advance from your nominated account on a Monday, unless otherwise arranged. An invoice will be available through the Xplor Software Package. You will need to login to your account to see your invoice or statement balances.

Only amounts outstanding on your account will be deducted. Any payment that is returned to the Centre unpaid will be charged a late payment fee of \$10.00 along with a dishonour fee of \$2.00. If arrangement for full payment is not made with the Centre within 48 hours of overdue fees notification being sent, bookings from that date forward will be cancelled and access to the program denied. All fees must be paid and maintained in accordance with the schedules outlined above. Fees are payable for any days your child does not attend once your booking has been confirmed. Receipts will be issued for all fee payments via the Xplor software. The service is unable to carry fees and charges for dishonoured payments. Any cost incurred to the service due to dishonoured payments will be charged to parents.

Families who wish to cancel their child's place from their allocated session will be required to give 2 weeks written notice to the Centre.

### Fees

Fees are compulsory and payment must be paid in full. There is often a waiting list and payment of fees will ensure your child retains a place in the service.

<b>Program</b>	<b>Cost</b>
Before School Care	\$18.90 Per Session
After School Care	\$31.50 Per Session
Before School Care (Casual)	\$20.90 Per Session
After School Care (Casual)	\$33.50 Per Session
School Holiday Program (Centre based)	\$65.00 Per Session
School Holiday Program (Incursion   Excursion)	\$80.00 Per Session
School Holiday Program (Supreme excursion)	\$95.00 Per Session
Before School Care (Non-Notification)	\$10.00 Per Session
After School Care (Non-Notification)	\$50.00 Per Session
Enrolment Fee	\$50.00 Per Family



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Late Collection Fee	\$15.00 per 15 minutes or part thereof, for children not collected by 6.30pm. Families will also be required to pay for educator's overtime costs.
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Fees may be subject to change through the year.

### **Priority of Access**

The Grange Community Centre knows that children who face a range of disadvantages are less likely to have access to early education and care than other children. We want to ensure that children who will benefit the most from access to early childhood and care are given the first opportunity to enrol at our Service. For more information, please refer to our Priority of Access Policy.

### **Providing Feedback**

We encourage you to share your feedback about your child's experience. If you have a concern or complaint, please firstly make an appointment with the Team Leader to discuss the issue. In the event that the Team Leader cannot help you or you do not feel comfortable discussing your concerns with the Team Leader, you may contact the Children's Services Manager/Educational Leader or CEO on 8742 8000. For concerns about health, safety, or welfare of any children at the Centre, you may contact a Children's Services Advisor from the Department of Education & Early Childhood Development on (03) 8397 0247.

Confidentiality will always be respected, and you can expect your issue to receive prompt attention and be resolved in a professional and non-discriminatory manner. As well as assisting you with your concerns, it is encouraging for Educators and Management to hear your compliments also.

### **Photography**

From time-to-time, Educators will take photos of your child for programming, children's learning stories, internal display, service display, promotion, and general marketing. Photos will only be publicly displayed if you have given your written permission on your child's enrolment form. You are also asked to complete a separate consent form if photographs or videos are to be used outside the centre for media or external publications.

From time-to-time families are invited to attend special events at the Centre. During these events other parents may take photos. Families are reminded to be aware when sharing photos of these events on social media that other children are not visible in these photos.

### **Personal Belongings**

We supply a range of appropriate activities for our children limiting the need for personal belongings to be brought from home. We discourage children from bringing electronic toys, such as iPhones, iPads and iPods. We cannot guarantee the safety of these expensive items.

## **Privacy**

We respect your right to privacy. In order to provide care to your child, we are required to collect a range of information, some of which is defined as personal or sensitive information, under the Privacy Act 1988. Under the Act:

- 'Personal Information' means any information or opinion about an identified, or reasonably identifiable, individual.
- 'Sensitive Personal Information' means any information or opinion about an individual's racial or ethnic origin, political opinion or association, religious beliefs or affiliations, philosophical beliefs, sexual preferences or practices, trade or professional associations and memberships, union memberships, criminal record, health or genetic information and biometric information or templates.

If the requested personal information requested in the enrolment form is not provided, we will be unable to assess your eligibility to access education and care at our service or your eligibility for any available childcare assistance support or funding that may be or become available. The information that you provide will only be disclosed to relevant National or State based agencies for regulatory or compliance purposes and only if that disclosure is consistent with relevant laws, in particular the Privacy Act 1988. All personal or sensitive information you entrust us with will be used, stored, or disposed of, as necessary, in accordance with Privacy Principles.

By completing the enrolment form and submitting the application and associated forms, you consent to the collection of all personal information, including sensitive personal information, contained in these forms. Our Privacy Policy includes information about how to access, and if necessary, correct your personal information. A copy of the policy can be obtained at the Service or on our website.

If you have any questions, comments or complaints about how we handle your personal information, you may contact the Manager or the Board of Governance on 8742 8000 or email [enquiries@grangecommunity.org.au](mailto:enquiries@grangecommunity.org.au)

## **Celebrations**

We acknowledge the diversity of festivals and celebrations enjoyed by families and the community. The Christian Christmas and Easter are celebrated at our Centre. Families of other cultures or religions should discuss their festivities with the Educators, so that Educators can incorporate different cultural and religious celebrations into the program. It is important that all children share the cultural experiences that families of other nationalities bring to Australia.

Celebrations that have meaning for your family may include:

- Community or Centre celebrations
- Celebrations of children's learning
- Traditional celebrations
- Celebrations significant to children and families

## **Cultural Diversity**

The Grange Community Centre recognises, appreciates, and respects the uniqueness of each child. The Service recognises the diversity of cultures in Australia and promotes an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program.

All activities and behaviour in the centre will be considerate of the cultural and linguistic diversity of the families within the community. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

The Grange Community Centre will provide culturally responsive care by affirming human differences and the right of all people to make choices about their lifestyles. We recognise the impact that culture has on families, and will provide culturally responsive care by affirming human differences and the right of all people to make choices.

## **Nutrition**

The Grange Community Centre aims to promote healthy eating habits. It is the responsibility of the centre to provide healthy and nutritious food for the children in the Outside School Hours Care service. The Grange Community Centre will respect and support any special dietary requirements of individual children. Food prepared for afternoon tea and cooking activities shall reflect the cultural diversity of the wider community.

The service will provide a variety of nutritious food for the children, the menu will be available for families to view. We encourage families and children to provide any feedback on the menu. Families of children with special dietary requirements are required to provide a list of suitable foods.



The OSHC menus have been assessed by the Healthy Together, Healthy Eating Advisory Service.

The Grange Community Centre complies with federally legislated standards and the State Government's food safety requirement. Our Educators promote good nutrition and healthy bodies by:

- Encouraging parents to provide healthy meals and snacks during the School Holiday Program
- Ensuring drinking water is accessible to all children throughout the day
- Providing a calm and flexible approach to serving and consuming food and drink
- Role modelling healthy eating and drinking.

Children are encouraged to:

- Drink water throughout the session
- Eat healthy meals and snacks
- Become involved in discussions and experiences that develop an understanding of good health, such as cooking, growing vegetables, etc.

We seek the assistance of parents to support and promote our healthy eating policy. Parents can do this by ensuring only healthy food is provided for lunch during the school holiday program. This could include sandwiches, fruit, vegetables, crackers, cheese, yoghurt, etc. Please do not send food such as chips, chocolate, cake, lollies, biscuits, etc.

### **Menus**

The menus for breakfast and afternoon tea have been accredited by Healthy Eating Advisory Service and includes a variety of healthy choice options. This menu assessment is based on *the meal and snack guidelines for outside school hours care* which specifies the food and drink requirements necessary to meet the nutrition and developmental needs of children in outside school hours care.

The menu operates on a 4-week rotating cycle. We provide different menus through the Summer & Winter period to cater for seasonal products.



### **Food Restrictions**

Allergies to food are common. Please inform educators if your child is allergic to any foods so that we can make the required adjustment to your enrolment form. Please note that The Grange Community Centre is a nut free Service. Nut products include all nuts, peanut butter, Nutella, or any other products containing nuts.

### **Smoking Policy**

The Grange Community Centre is a non-smoking environment. Please refrain from smoking on the premises, which includes the entrance, foyer, hallways, garden areas, the building, storage sheds, outdoor play areas and toilets. Smoking is not permitted within 10 meters of the entrance to the building.

### **Parents under the influence of drugs or alcohol**

Educators have a duty of care to the children. If a person arrives to collect your child and is under the influence of drugs or alcohol, Educators will contact another authorised person to collect your child.

### **Board of Governance**

The Board of Governance is made up of volunteer parents who govern the operations of the Community Centre. Parents from the Out of School Hours program can nominate for official positions on the community centre board. The community centre is registered with Consumer Affairs Victoria as an Incorporated Association. As such office bearers such as the President, Treasurer and Secretary are needed to comply with the requirements of the Incorporated Association Legislation.

The responsibilities of the Board include:

- Representing the parents of the centre.
- Consulting with Educators on program and service issues.
- Maintaining the grounds.
- Employing Educators and contractors.

- Implementing financial procedures ensuring financial viability.
- Meeting requirements of Associations Incorporation Act.

The Board of Governance has a commitment to all users of the Centre and welcomes any input or ideas. Association Membership by any Centre user is encouraged. An election of new Board Members occurs at the Annual General Meeting held in February/March each year.

### Keep in Touch

Please check you emails regularly and ensure that your email address is up to date. Newsletters, notices, special events and activities etc. will be sent to you via email as well as through the Xplor and Storypark app. Other Community Centre news will also appear on our Facebook and Instagram page; so please like and follow us! More centre news can also be found on our website [www.grangecommunity.org.au](http://www.grangecommunity.org.au)





## 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.

## 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.

## 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.



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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 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.

