



FAMILY DAY CARE (FDC) - MASTER POLICY

Child Care Services Policies

January 2024



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1. BEAUCARE CHILD CARE SERVICES

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1.1 Introduction

For a full overview of the Beaucare governance roles and responsibilities [refer to Appendix B Governance and Management](#)

Beaucare Child Care Services comprises Beaucare Family Day Care and Beaucare In Home Child Care.

The programs are sponsored by Beaucare, an incorporated community organisation that also sponsors Aged and Disability Services, Community Development, Youth Development and Family Support.

1.1.1 Family Day Care

Family Day Care is a network of educators registered to provide home based care and learning opportunities in their own homes for children, organised and supported by a central Coordination unit. Family Day Care caters for children from birth upwards. It is a flexible service aiming to provide care according to each family's needs.

Beaucare Family Day Care Service was formed in April 1993. Beaucare services the Scenic Rim, Gold Coast, Logan and surrounding areas.

The service is registered to administer Child Care Subsidies. Family Day Care works within the National Quality Standards for Early Childhood Education and Care with emphasis on positive learning outcomes for children as part of the Early Years Learning Framework, My Time Our Place and the National Quality Framework.

Family Day Care is regulated by the Australian Children's Education and Care Quality Authority (www.acecqa.gov.au) through the Queensland Office for Early Childhood Education and Care Department of Education & Training under the provisions of the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulation 2011. **Resource officers may be contacted at:**

Postal Address:	PO Box 492, Oxenford QLD 4210
Telephone:	(07) 5656 6688
Physical Address:	Level 1, 340 Hope Island Road, Hope Island
Office Hours:	8:30am to 4:30pm
Compliance e-Mail Address:	southeastregion.ecec@qed.qld.gov.au

1.1.2 In Home Child Care

In Home Child Care is a flexible form of childcare where care is provided in the child's home by an approved educator. In Home care is for families with children who cannot be cared for by other child care services or whose circumstances mean that an existing child care service cannot meet their needs and to whom one or more of the following applies:

- The child has, or lives with another child who has an illness/disability;

- The child's guardian (or guardian's partner) has an illness or disability that affects their ability to care for the child;
- The child lives in a rural or remote area;
- The work hours of the child's guardian (or guardian's partner) are hours when no other approved child care service is available;
- The child's guardian (or guardian's partner) is caring for three or more children who have not yet started school.

In Home Child Care is funded by the Commonwealth Department of Education, Employment and Workplace Relations and works within the 2008 DEEWR Interim Standards. Funding is based on the actual number of utilised places. The service commenced in 2001. Beaucare In Home Child Care is registered to administer Child Care Subsidies.

In Home Child Care cannot be provided in the home of a child if the parent is present while that parent is providing Family Day Care.

1.1.3 Contact Details

The Office is located at: 44 Tina Street, Beaudesert

Postal Address: PO Box 572 Beaudesert QLD 4285

Telephone: (07) 5541 3588 / 1300 416 733

Fax: (07) 5541 3654

E-Mail Address: fdc@beaucare.org.au

The *President of Beaucare* can be contacted by calling the administration office on (07) 5541 0185

The *General Manager of Beaucare* can be contacted on (07) 5541 0650 or gm@beaucare.org.au

The following staff are employed:

Program Manager:	Monica Langfeldt	<ul style="list-style-type: none">▪ Nominated Supervisor▪ Certified Supervisor
Coordinators:	Carolyn Brunker Mandy Darlow Karleigh Soppa Rachana Bulsara Tracey Holden	<ul style="list-style-type: none">▪ Coordinator▪ Coordinator▪ Coordinator▪ Coordinator▪ Coordinator



Professional discussion meetings are held through the year as a forum for stakeholders to contribute to policies and procedures. Meetings are open to the community and are advertised to parents and educators via various mediums.

Educators and families are provided with draft policy updates by email to provide feedback and contribute to policy development.

Parents may access copies of the Policy and Procedures Guide from Beucare or their educator. Policy samples are provided in the service handbook for parents and also on the Beucare website. The service policy manual is able to be emailed to families and community members on request. Changes to policy are emailed to families, seeking feedback prior to finalising policies.

Service newsletters, emails and surveys seek input from families and community stakeholders. The Beucare Board is a volunteer group that represents the community. The Board has input into all policy and procedures of the programs.

1.2 Beaucare Mission, Values and Goals

OUR MISSION

Beaucare exists to maximise opportunities for the quality of the life of residents, and to strengthen the communities we serve.

OUR VALUES

As an organisation, we are committed to the core values of:

Respect, Equality, Collaboration, Justice, Self-determination, Optimism.

WHO WE ARE

Beaucare is a community based organisation established by local people in response to local needs. Beaucare was incorporated in 1987 and we take pride in our rich history. We will continue to build on our legacy by responding professionally and proactively to identified existing and future community needs.

OUR GOALS

The Strategic Plan is underpinned by the **Goals** of our constitution. These are:

- To focus the majority of our efforts towards providing direct assistance to those requiring relief from disadvantage.
- To research and identify needs within our communities, and develop the means to adequately meet those needs.
- To be a service provider of excellence, fully accountable to the individuals, agencies and organisation with whom we work.
- To invite and foster strong collaborative relationships with others who are adding value to the community.
- To be an organisation which and values and supports the contributions of our staff and volunteers.

OUR COMMUNITIES

Beaucare will strive to be the “provider of choice” to our communities with our programs and services.

Our communities are represented by the Scenic Rim Regional Council Area and its surrounds.

1.3 Code of Conduct

Purpose

To establish a minimum standard of ethics, conduct and compliance to be followed by all members of Beaucare. These standards must be in evidence in the course of completing our duties and when representing Beaucare.

Scope of Policy

Board, staff, volunteers, students and contractors.

Policy Statement

When considering our actions, we apply these general tests:

- Is it the right thing to do?
- Is it legal?
- Is it in the best interests of Beaucare?
- Would Beaucare, its members, staff or others be embarrassed if our actions or words were publicly disclosed?

In the performance of their duties staff and volunteers will:

- Act with honesty, integrity and fairness;
- Act ethically in all relationships;
- Operate in a manner that reflects Beaucare values of respect, equality, cooperation, tolerance and self-determination;
- Consider if Beaucare, its members, staff or others be embarrassed if our actions or words were publicly disclosed;
- Act in a way that promotes a workplace free from harassment and discrimination;
- Conduct ourselves in ways that reflect positively on Beaucare's reputation;
- Do not allow personal political views/affiliations or other personal interests to influence us in exercising our responsibilities.

Act in accordance with the law:

- Abide by all Beaucare policies and procedures and all relevant legislative, industrial or administrative requirements;
- Immediately report to supervisors and managers any breach of law that occurs in the course of conducting our work;

- Immediately report to a direct supervisor or manager if there is any breach of the law that may impact on our ability to carry out our duties.

Use Beaucare property and resources appropriately:

- We maintain a safe working environment and ensure the safety of others and ourselves;
- We maintain organisational, stakeholder and customer information confidentially unless required to be disclosed by law;
- We use Beaucare property and resources only for the purposes directly relating to Beaucare business;
- We always seek the most effective and efficient outcomes, mindful of our obligations as custodians of public funds.

We aim to do our best at all times:

- We perform our duties diligently, fairly, impartially and conscientiously, to the best of our abilities;
- If a conflict arises the issue should be disclosed to the General Manager and the member play no further role in any decision-making on that issue;
- We do not discriminate for any reason.

Additional Board Responsibilities

We volunteer as Board members and as the Board we undertake to:

- A Board member must act honestly, in good faith in and in the best interests of Beaucare as a whole;
- Use care and diligence in fulfilling the role as Board member in functions and exercising the powers attached to that office;
- Use the powers of office for a proper purpose, in the best interests of Beaucare;
- Recognise that the primary responsibility is to Beaucare and its clients;
- Properly manage any conflict with the interests of the organisation. Confidential information received by a Board member in the course of the exercise of their duties is not to be disclosed;
- Not engage in conduct likely to discredit the organisation;
- Comply with the spirit, as well as the letter of the law;



- Attend as many meetings as possible with the minimum standard being 60% of all meetings. If unable to attend this minimum standard of meetings, the Board position will be regarded as vacant;
- A Board member has a duty of care obligation.

1.4 Beucare Charter of Client Rights

All Beucare staff recognise the following Client Service Principles and will abide by these principles in all our service delivery work. These principles will be reviewed annually as part of our commitment to the Strategic Plan and Team Operational Plans.

As a client being supported by Beucare you have the right to:

- Be treated with respect and dignity, irrespective of culture, language, age, disability and/or lifestyle choices;
- Be consulted about your needs and preferences, and be able to refuse or accept assistance;
- Be involved in decisions about your support and agree with the support we are offering;
- Receive clear explanations about the supports you will receive;
- Have a support person or advocate of your choice present during any support-related discussions;
- Have your personal information, and your personal images or photographs protected in accordance with our legal obligations to you, and only released with your written consent or upon demand by a statutory body;
- Have access to any personal information we hold about you;
- Have access to information about any other services that may of assistance and be free to choose services that best suit your needs;
- Be free to complain or express grievances about any aspect of our support, and to appeal decisions about service provision and to expect to be treated fairly, promptly and without retribution.

As a client being supported by Beucare we ask the following from you:

- Respect the rights, privacy, dignity and safety of Beucare workers;
- Provide Beucare with all the necessary information to achieve suitable supports for you;
- Provide a safe work environment for any Beucare workers coming into your home;
- Accept responsibility for the results of any decisions or choices you make in relation to the care and support you receive;
- Respect the privacy and rights of other clients accessing Beucare services.

1.5 Beaucare Child Care Philosophy

1.5.1 Mission Statement

Beaucare Child Care Services aims to provide safe, flexible, high quality child care accessible to all families through its Family Day Care and In Home Care programs. Our commitment to families and children is to provide a safe, caring, supportive, nurturing environment that is engaging and builds success for life through play and leisure opportunities.

Goal – The philosophy is used to guide the educational program and all aspects of the service's operations.

Child Protection

Beaucare Child Care Services are committed to ensure the safety and wellbeing of children at all times. We believe in children learning self protective behaviours, the promotion of a safe culture and safe place in the community for all children, adolescents and adults. We believe in demonstrating and promoting respectful behaviours and language.

We will support any child who we believe is at risk of harm or abuse and follow mandatory reporting procedures.

1.5.2 Children

Pedagogies include practices that promote children's learning curriculum based on Early Years Learning Framework and My Time, Our Place including play based learning and intentional teaching inclusive family and community culture.

- We believe all children should feel safe, secure, respected, valued, cared for individually free from bias or discrimination and should have a strong sense of identity. *"We are afraid to care to much; for fear the other person does not care at all."* - Mary Ainsworth;
- We believe all children need a safe and stimulating environment to explore, problem solve, create and construct. Environments are vibrant and flexible spaces that are responsive to the interests and abilities of each child. *"In play a child always behaves beyond his average age, above his daily behaviour. In play it is as though he were a head taller than himself"* - Lev Vygotsky. *"A failure is not always a mistake, it may simply be the best one can do under the circumstances. The real mistake is to stop trying"*- Burrhus Frederic Skinner;
- We believe that the educational program will best meet the needs of a child when the child's health, wellbeing & physical activity are consistently implemented & imbedded as part of the educational program & overall philosophy.
- We believe all children should experience play-based learning that is engaging and builds success for life. *"Almost all creativity involves purposeful play"* - Abraham Maslow. *"Children learn as they play. Most importantly, in play children learn how to learn"* - O. Fred Donaldson;
- We recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. It allows the ability to understand, communicate with and effectively interact with people across cultures. The diversity in family life means that

children experience belonging, being and becoming in many different ways. □ We believe in all children's capacities to succeed, regardless of diverse circumstances and abilities. Children are confident and involved learners. *"Learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about a variety of things"* - Lev Vysotsky. *"The teacher must orient his work not on yesterday's development in the child but on tomorrow's"* - Lev Vygotsky. *"It will happen but it will take time."* - John Bowlby;

- We believe in responding to children's ideas and play forms as an important basis for decision-making in programming, children become effective communicators. *"Curiosity in children....is but an appetite after knowledge"* - John Locke. *"The more children know that you value them that you consider them extraordinary people, the more willing they will be to listen to you and afford the same esteem. And the more appropriate your teaching, based on your knowledge of them, the more eager your children will be to learn from you. And the more they learn, the more extraordinary they will become"* – M. Scott Peck.

- We believe in a child's holistic wellbeing consisting of information, experience and embedded practice that includes:
 - Healthy eating
 - Physical activity
 - Social interactions
 - Emotional development & support
 - Opportunity for creativity
 - Education – including all areas of development
 - Experiencing the world around them – diversity, environmental awareness, sustainable practices
 - Communication – language that supports learning

1.5.3 Families

- We believe that all families in the community have the right to access quality care that is affordable and meets their individual needs. We believe in being sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families;

- We respect the views and values of each family, acknowledging the family as the primary care provider and the children's first and most influential educator;

- We believe in providing an environment where families have an involvement in the service and are invited to participate in care activities and service management and also to develop positive relationships based on mutual trust and open communication;

- We believe we need to respect the uniqueness of each family and strive to learn about their culture, lifestyle, customs, language, beliefs and kinship systems. We believe we need to develop positive relationships based on mutual trust and open communication and assist each family to develop a sense of belonging and inclusion;

- We maintain confidentiality and respect the right of the family to privacy.

1.5.4 Service Coordinators / Educators

- We believe in intentional teaching opportunities that demonstrates scaffolding - educators and coordinators building on childrens existing knowledge and skills to enhance learning opportunities.
- We believe educators pedagogy demonstrates professional practice with opportunities for play based learning, intentional teaching, learning includes nurturing relationships.
- We believe fundamentally, that the frame work is a view of children’s lives as characterised by belonging, being and becoming. *“Education does not transform the world. Education changes people. People change the world.” - Paulo Freire;*
- We believe that The Early Years Learning Framework and the My Time Our Place guides us in our curriculum decision making and assists in planning, implementing and evaluating quality in early childhood settings. *“The wider the range of possibilities we offer children the more intense will be their motivations and the richer their experiences.” - Loris Malaguzzi;*
- We believe that it is essential to ensure that all children are provided with a high quality of care, which includes a quality educational program, in a safe and nurturing environment. *“Learning is no more than a sector of cognitive development that is facilitated by experience” - Jean Piaget;*
- We believe that it is important to continually reflect on practices and procedures with the aim of continuously improving our service to the community and be alert to emerging trends and policies. *“Great teachers constantly re-evaluate what they are doing.” - Barbara Rogoff;*
- We believe in honouring the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. *“Each person’s map of the world is as unique as their thumbprint. There are no two people alike...no two people understand the same sentence the same way... So in dealing with people try not to fit them to your concept of what they should be” – Milton Erickson;*
- We believe in an environment that promotes teamwork, individual acceptance of differences, honesty and appreciation of beliefs and values;
- We believe in providing a service that meets the needs of individual children and their family. *“The art and craft of early childhood teaching is in making decisions about fun, play and work. And it is this crafting that distinguishes the professional from the babysitter, parent or child minder.” - Susan Grieshaber & Felicity McArdle;*
- We believe that it is important for the service to work cooperatively and actively with parents, educators, management, the community and elders;
- We believe that working in partnership with families and educators, through providing information, education and support, will enhance the quality of care that children receive;

- We need to work in accordance with this philosophy, and take action in the presence of unethical behaviours, build collaborative relationships based on trust, respect and honesty;
- We believe in acknowledging and supporting the strengths, experience and diversity of colleagues which they bring to the workplace, also sharing and building knowledge, experiences and resources with colleagues. *"The better you know something, the more risk there is of behaving egocentrically in relation to your knowledge. Thus, the greater the gap between teacher and learner, the harder teaching becomes."* - Margaret Donaldson.

1.5.5 Community

- We believe that promoting the Early Years Learning Framework and My Time Our Place within the community, develops strong community links, which enables families to become aware of quality standards in childcare practice. *"I'm no prophet. My job is making windows where there were once walls."* - Michel Foucault;
- We believe that promoting awareness of diversity within the community leads to acceptance and respect for others. This includes valuing the continuity and richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders;
- We believe in working with people, services and agencies within the communities that support children and families;
- We believe in promoting involvement within the service.

Resources: The Early Years Learning Framework
My Time Our Place
National Quality Standards
www.thestrong.org/about-play/play-quotes
<https://www.pinterest.com/yellowtribe/theorist-quotes>

Aims and Objectives

The objectives of Beaucare Child Care Services are to:

- Provide safe, supervised home based child care by registered educators who cater for the social, emotional, physical and intellectual developmental needs of children, based the National Quality Framework including the Early Years Learning Framework and My Time Our Place document;
- Provide flexible childcare that offers care for full-time, part-time, shift-work, occasional care, emergency care, and before and after school care in response to the needs of the community;
- Facilitate the placement of children in a non-discriminatory manner according to the needs of families and educators;
- Offer care for children with special needs including children with disabilities and specific cultural and religious requirements, taking into account the views of parents and specialists;
- Promote understanding, tolerance and mutual respect for all service participants through communication, education and training;
- Invite parents, educators and community members to participate in the service through involvement at events, meetings and activities conducted by the service and by providing feedback;
- Promote and engage in sustainable practices;
- Promote cooperation between the service and other community agencies through networking.

1.6 Code of Ethics

Beaucare Child Care Services endorses the Early Childhood Australia Code of Ethics (reprint 2009) which states:

“Preamble:

Wise moral decisions will always acknowledge our interdependency; our moral choices are ours alone, but they bind us all to those who will be affected by them. So deciding for yourself what's right or wrong does not mean deciding in isolation' (Mackay, 2004, p. 242).

This Code of Ethics provides a framework for reflection about the ethical responsibilities of early childhood professionals. Following a national process of consultation, principles emerged which are indicative of the values we share as early childhood professionals in Australia. The Code is intended for use by all early childhood professionals who work with or on behalf of children and families in early childhood settings.

In developing this second edition of Early Childhood Australia's Code of Ethics, the National working party was mindful of changes in the knowledge base of early childhood that have occurred over the last decade. New research has allowed significant changes in understandings to emerge that reposition children as citizens with entitlements and rights. Increasingly, children are seen as competent and capable and able to participate in the negotiation of their learning and social experiences. Additionally, societal and environmental changes at the local, national and global levels impact on children and families with consequent implications for our work. In recognition of the impact of globalisation and global sustainability, this revised Code identifies ethical responsibilities to work with children and families in order to address global issues locally.

Just as the world has changed for children and families, so it has changed for professionals who work with them. The notion of lifelong learning, reflective practice, researching with children, new methods of documenting and assessing children's learning, and collaborating across traditional service and discipline boundaries are examples of contemporary requirements for early childhood professionals.

Inherent in this Code is the understanding that children learn within their family and community groups, bringing rich knowledge, a diversity of experiences and identities to their learning. Sociocultural theories have moved our focus beyond individual children's development to highlight the importance of social contexts to children's learning and development. As children participate and learn in their communities, they in turn influence those communities. Early childhood communities ought to be spaces and places where practices such as responsive listening and dialogue can build connections and relationships which sustain and advance individual and collective wellbeing.

Early childhood professionals have a strong history of advocating on behalf of children and their families. This revised Code builds on this tradition by making explicit the ethical responsibility to take action in the face of injustice and when unethical practice occurs.

This Code is not intended to, and could not possibly provide easy answers, formulae, or prescriptive solutions for the complex issues early childhood professionals face in their work. As an aspirational document, it does provide a basis for critical reflection, a guide for professional behaviour, and principles to inform individual and collective decision-making.

The following values and processes are considered central to the Code of Ethics:

- respect
- integrity
- inclusivity
- democracy
- justice
- education
- honesty
- courage
- social and cultural responsiveness

Definitions

In this Code of Ethics, for the purposes of this document, these terms are given the following meanings:

TERM	DEFINITION
Children	People between the ages of birth and eight years.
Families	The people who have significant care responsibilities for and/or kinship relationships with the child.
Early Childhood	A person who works with or on behalf of children and families in early childhood settings.
Professional Communities	Groups of people who identify as having shared values and intentions. These groups are recognised as complex, being simultaneously connected by commonality and diversity.
Employer	An individual or organisation which employs early childhood professionals.
Student	A person undertaking study at a secondary or tertiary institution.

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.

In relation to children, I will:

- Act in the best interests of all children;
- Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1991) and commit to advocating for these rights;
- Recognise children as active citizens participating in different communities such as family, children’s services and schools;

- Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity;
- Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children;
- Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions;
- Work to ensure children and families with additional needs can exercise their rights;
- Acknowledge the uniqueness and potential of all children in recognition that enjoying their childhood without undue pressure is important;
- Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities;
- Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin;
- Acknowledge children as competent learners, and build active communities of engagement and inquiry;
- Honour children's right to play, as both a process and context for learning.

In relation to families, I will:

- Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children;
- Assist each family to develop a sense of belonging and inclusion;
- Develop positive relationships based on mutual trust and open communication;
- Develop partnerships with families and engage in shared decision making where appropriate;
- Acknowledge the rights of families to make decisions about their children;
- Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems;
- Develop shared planning monitoring and assessment practices for children's learning and communicate this in ways that families understand;
- Acknowledge that each family is affected by the community contexts in which they engage;

- Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families;
- Maintain confidentiality and respect the right of the family to privacy.

In relation to colleagues, I will:

- Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours;
- Build collaborative relationships based on trust, respect and honesty;
- Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work;
- Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality;
- Share and build knowledge, experiences and resources with my colleagues;
- Collaborate with my colleagues to generate a culture of continual reflection and renewal of high-quality practices in early childhood.

In relation to communities, I will:

- Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities;
- Connect with people, services and agencies within the communities that support children and families;
- Promote shared aspirations amongst communities in order to enhance children's health and wellbeing;
- Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing;
- Utilise knowledge and research to advocate for universal access to a range of high quality early childhood programs for all children;
- Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.

In relation to students, I will:

- Afford professional opportunities and resources for students to demonstrate their competencies;
- Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment;

- Model high-quality professional practices;
- Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution;
- Provide ongoing constructive feedback and assessment that is fair and equitable;
- Implement strategies that will empower students to make positive contributions to the workplace;
- Maintain confidentiality in relation to students.

In relation to my employer, I will:

- Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interests of children and families;
- Promote and support ongoing professional development within my work team;
- Adhere to lawful policies and procedures and when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

In relation to myself as a professional, I will:

- Base my work on contemporary perspectives on research, theory, content knowledge, high-quality early childhood;
- Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice;
- Seek and build collaborative professional relationships;
- Acknowledge the power dimensions within professional relationships;
- Act in ways that advance the interests and standing of my profession;
- Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications;
- Mentor other early childhood professionals and students;
- Advocate in relation to issues that impact on my profession and on young children and their families;
- Encourage qualities and practices of leadership within the early childhood profession.

In relation to the conduct of research, I will:

- Recognise that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with and by external bodies;
- Be responsive to children's participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest;
- Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research;
- Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children, families and communities;
- Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality;
- Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements;
- Represent the findings of all research accurately.

Relevant Legislation

National Quality Standards

4.2.2 Professional Standards guide practice, interactions and relationships.

7.1.1 Service Philosophy and purpose- A statement of philosophy guides all aspects of the service's operations.

7.1.3 Roles and Responsibilities- Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

Key Resources

Associated Beaucare Policies and Documents