



For your information:

- What we do for your child
- National Quality Standard
- Early Years Learning Framework
- ECA Code of ethics
- Childcare and pre-school entry and immunisation brochure
- Example of ACIR Immunisation History Statement (required for enrolment)



# what we do for your child

## At our service we

- Provide educational play-based learning
- Safeguard health and safety
- Offer welcoming indoor and outdoor spaces
- Employ qualified and responsive educators
- Listen, engage and respond
- Partner with families and the community
- Ensure effective leadership and management

We operate and are assessed in line with the  
National Quality Standard for early childhood education and care.

For more information about the NQS and ratings, visit [startingblocks.gov.au](http://startingblocks.gov.au)



# National Quality Standard

The National Quality Standard (NQS) sets a benchmark for the quality of all education and care services across Australia.

The NQS is made up of seven quality areas.

Services are assessed and rated by their regulatory authority to determine the level of quality.

## 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

## quality ratings

Service promotes **exceptional** education and care, demonstrates sector leadership, and is committed to continually improving.

Rated  
**EXCELLENT**  
by ACECQA



Service **goes beyond** the requirements of the National Quality Standard in at least four of the seven quality areas.



Service **meets** the National Quality Standard. Service provides quality education and care in all seven quality areas.



Service provides a **safe** education and care program, but there are one or more areas identified for improvement.



There is an identified significant risk to the safety, health and wellbeing of children. Immediate action will be taken to address issues.

**SIGNIFICANT  
IMPROVEMENT  
REQUIRED**



# EARLY YEARS LEARNING FRAMEWORK

## WHAT IS THE EARLY YEARS LEARNING FRAMEWORK?

In December 2007, the Council of Australian Governments (COAG) agreed that the Australian and state and territory governments would work in partnership on a National Quality Agenda for Early Childhood Education and Care. A key element of the National Quality Agenda is Australia's first national Early Years Learning Framework.

The Early Years Learning Framework is a national curriculum framework which will ensure quality and consistency in the delivery of early childhood education programs across all early childhood settings. It will cover birth to five years and support transition to formal schooling.

The Framework will be an important tool to help professionals and parents achieve the best learning and developmental outcomes for children. It will also provide direction in relation to quality early childhood education for children and will significantly complement universal access to preschool.

The Early Years Learning Framework describes the principles, practice and outcomes which enhance young children's learning from birth to five years of age, as well as their transition to school. It has a strong emphasis on play-based learning as play is the best vehicle for young children's learning providing the most stimulus for brain development. The Framework also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. The release of the Early Years Learning Framework is the first phase in the implementation of the Australian Government's National Quality Agenda for early childhood education and child care. COAG has also endorsed the release of a Regulation Impact Statement which contains options for further reforms to quality. Consultation with families and the sector will be held on these options in July and August 2009.

## HOW WAS THE EARLY YEARS LEARNING FRAMEWORK DEVELOPED AND WHAT CONSULTATIONS WERE UNDERTAKEN?

The Framework has been developed by a consortium of early childhood experts led by Charles Sturt University, in collaboration with the Australian and state and territory governments. The Early Years Learning Framework has been developed with substantial input from the early childhood sector and early childhood academics. The extensive consultation process has included two national symposiums, national public consultation forums, focus groups, an online forum and case-study trials.

## HOW WILL THE EARLY YEARS LEARNING FRAMEWORK FIT WITH STATE AND TERRITORY FRAMEWORKS?

Most states and territories are currently using state-based early childhood curriculum framework documents. These jurisdictions are currently considering how the national Early Years Learning Framework will be used within their jurisdiction in relation to their state-based frameworks. It can be used as an overarching document, replace, complement or supplement existing documents.

The Early Years Learning Framework will be incorporated into the National Quality Standard and it is expected that early childhood settings will need to provide evidence of their use of the Early Years Learning Framework in designing and delivering their early learning programs.



## WHAT DOCUMENTS WILL BE AVAILABLE TO SUPPORT IMPLEMENTATION OF THE EARLY YEARS LEARNING FRAMEWORK?

Various documents will be available to support the application of the Early Years Learning Framework. A Families' Guide to the Early Years Learning Framework has been developed and is available at [www.deewr.gov.au/EarlyChildhood](http://www.deewr.gov.au/EarlyChildhood). An Educators' Guide for early childhood practitioners, which will explain and interpret the Early Years Learning Framework, is currently in development.

Further work is planned to ensure that Indigenous children will receive culturally inclusive early learning.

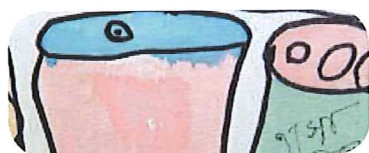
The Australian and state and territory governments are working together to develop a range of support strategies for early childhood settings to implement the new Early Years Learning Framework. Further details will be available soon at [www.deewr.gov.au/EarlyChildhood](http://www.deewr.gov.au/EarlyChildhood).

## WHEN WILL THE EARLY YEARS LEARNING FRAMEWORK BE IMPLEMENTED?

The Early Years Learning Framework is now available for educators and service operators to draw upon in developing their early learning programs. It will be progressively implemented by each state and territory.

## HOW WILL THE EARLY YEARS LEARNING FRAMEWORK LINK WITH THE NATIONAL SCHOOLS CURRICULUM WHICH IS CURRENTLY UNDER DEVELOPMENT?

As the Early Years Learning Framework covers early childhood education from birth to five years and transition to formal schooling, the National Schools Curriculum provides the opportunity to ensure seamless transition and continuity of learning across different stages of learning.





# 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 THE PROFESSION, I WILL:

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.



## IN RELATION TO FAMILIES, I WILL:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- respect families' right to privacy and maintain confidentiality.



## IN RELATION TO COMMUNITY AND SOCIETY, I WILL:

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.





## Important facts

- To enrol your child in childcare, an up to date Australian Immunisation Register (AIR) Immunisation History Statement (for a child that is up to date or can't be immunised for medical reasons) OR an AIR Immunisation History Form (for a child on a catch-up schedule) must be provided.
- Immunisations are most effective if given on their due date (see your 'Save the Date to Vaccinate' phone app or baby's Blue Book for immunisation dates).
- Not immunising your child on time puts them at risk of catching a disease and becoming very sick.
- Children with a minor illness such as a runny nose or slight cold can still be safely immunised.
- Immunising many people in a community also protects those who are unvaccinated and helps control serious preventable diseases.

## More information

### Australian Immunisation Register

<https://www.humanservices.gov.au/individuals/services/medicare/australian-immunisation-register>

### NSW Health

[www.health.nsw.gov.au/immunisation](http://www.health.nsw.gov.au/immunisation)

### NSW Health 'Save the Date to Vaccinate'

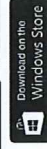
[www.immunisation.health.nsw.gov.au](http://www.immunisation.health.nsw.gov.au)

### Australian Government Department of Health Immunise Australia Program

[www.immunise.health.gov.au](http://www.immunise.health.gov.au)



Download the handy  
SAVE THE DATE phone app  
or print a personalised  
schedule at **immunisation.**  
**health.nsw.gov.au**



# Childcare and pre-school entry & immunisation

## Parent information





**From 1 January 2018, only children who are fully immunised for their age OR have a medical reason not to be immunised OR are on a catch-up schedule can be enrolled in childcare. Children who have not been immunised due to their parent's vaccine conscientious objection cannot be enrolled in childcare.**

All parents need to provide childcare staff with appropriate immunisation documentation to enrol their child. This includes long day care, family day care, occasional care and pre-school.

## **Why immunisation is important**

Immunisation is the best way to protect your child from serious diseases. By immunising your child, you are protecting them and the broader community, especially those who are too young to be immunised or those that are not able to be immunised for medical reasons. The more people that immunise their children, the more we can control serious preventable diseases.

## **AIR Immunisation History Statement**

Parents must provide an Australian Immunisation Register (AIR) History Statement (that shows a child is up to date or can't be immunised for medical reasons) OR an AIR Immunisation History Form (that shows a child is on a recognised catch-up schedule), when enrolling a child in childcare.

Parents can request a copy of their child's AIR Immunisation History Statement at any time (up to their child being 14 years of age):

- using their Medicare online account through myGov <https://my.gov.au/>
- using the Medicare Express Plus App [www.humanservices.gov.au/individuals/subjects/express-plus-mobile-apps](https://www.humanservices.gov.au/individuals/subjects/express-plus-mobile-apps)
- calling the AIR General Enquiries Line on 1800 653 809

## **'Up To Date' children**

Children who have had all the immunisations for their age will have the words "Up to date" on the top left hand side of their AIR Immunisation History Statement. The due date of the next immunisation will be recorded in the bottom section of the Statement.

Children who cannot be immunised for medical reasons, or who have natural immunity, will still be recorded as "Up to date" if an AIR Medical Exemption Form has been filled out by a GP/nurse and sent to the AIR. The medical exemption or natural immunity will be listed near the bottom of the updated AIR Immunisation History Statement.

For older children who have had all of their immunisations, their Statement will include the words "This child has received all vaccines required by 5 years of age" at the bottom of the page.

## **Updated Immunisation History Statement**

After each immunisation, parents should provide their child's updated AIR Immunisation History Statement to their childcare centre.

## **Inaccurate AIR Immunisation History Statement**

If some of the immunisations which have been given to your child are missing from their AIR Immunisation History Statement, parents need to contact the GP/nurse who administered the vaccine to check that the records were sent to the AIR. Once the record has been corrected, request an updated AIR Immunisation History Statement.

## **'Not Up To Date' children**

Children who have not had all the recommended immunisations for their age can still be enrolled in childcare once they start on a catch-up schedule. Your GP/nurse needs to fill out an AIR Immunisation History Form, send it to the AIR and give you a copy so that it can be provided to the childcare centre.


**Please be aware that children who have not had all the recommended immunisations for their age may need to stay at home during a disease outbreak. This is to protect the child and stop the spread of disease.**

## **Children vaccinated overseas**


Overseas immunisation schedules may be different from the Australian schedule. If your child was immunised overseas, their immunisation record will need to be checked by a GP/nurse who will transfer the information to the AIR. Parents should then request an updated AIR Immunisation History Statement to give to the childcare centre.



## Example of ACIR Immunisation History Statement:



**Australian Government**  
Medicare Australia




**Immunisation history statement - online version**

**As at:** 12 June 2013

**For:** MARCOS O MYERS

**Date of birth:** 01 January 2008

**Immunisation status:** up to date



Schedule	Immunisation	Date given	Brand name given	Provider type
2 months	Diphtheria Tetanus Pertussis Hepatitis B Polio Hib Pneumococcal Rotavirus	01 Mar 2008	Infanrix Hexa  Prevenar 7 RotaTeq	GP
4 months	Diphtheria Tetanus Pertussis Hepatitis B Polio Hib Pneumococcal Rotavirus	07 May 2008	Infanrix Hexa  Prevenar 7 RotaTeq	GP
6 months	Diphtheria Tetanus Pertussis Hepatitis B Polio Hib Pneumococcal Rotavirus	07 Jul 2008	Infanrix Hexa  Prevenar 7 RotaTeq	GP
12 months	Hib Measles Mumps Rubella Meningococcal C	03 Jan 2009	Hiberix Priorix Meningitec	GP
18 months	Varicella	30 Jun 2009	Varilrix	GP
4 years	Diphtheria Tetanus Pertussis Polio Measles Mumps Rubella	04 Jan 2012	Infanrix-IPV Priorix	GP

Next immunisation(s) due	Date due

This child has received all vaccines required by 5 years of age.