

Background

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

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

Policy statement

This policy details how the Service ensures it always complies with regulatory requirements and that its educators possess the formal and informal attributes to deliver high quality education and care to children.

Strategies and practices

- The Service always meets regulatory requirements for educators (e.g., educator-to-child ratios, qualifications, working with children check, first aid).
- The Nominated Supervisor maintains details the qualifications and training (e.g., anaphylaxis, asthma, working with children check) and their currency, of all educators employed at the Service. These details are entered into an online HR system when educators present original/certified documents. All documents are monitored by Sunkids Management for accuracy.
- All educators undergo a comprehensive orientation and induction process. During these orientations, the Nominated Supervisor explains the Service's philosophy, policies and procedures, National Quality Framework, and position descriptions. Further, the Nominated Supervisor explains the expectation that they always work within these parameters.
- All educators are issued with a copy of the Staff Handbook and sign acknowledgment of its receipt. When updates to the handbook occur, staff are provided with a copy of the update. The Staff Handbook is reviewed annually to ensure it is current and educators are provided with the reviewed version.
- The Nominated Supervisor ensures that all educators have a clear understanding of their obligations through continuing personal discussions, team meetings and activities, and opportunities for guided reflection.

Educator Professionalism and Ethics

- Educators are required to adhere to the ECA Code of Ethics. The code is displayed in the Service entrance and staff room. The code details educators' responsibilities for professional and ethical conduct regarding: -
 - Children
 - Families
 - Colleagues
 - Communities
 - Students
 - Employers
 - Themselves
 - Research
- When making decisions, the Nominated Supervisor models professional and ethical decision-making and accountability. The Nominated Supervisor considers: -
 - All relevant legislation
 - The Service's policies and procedures
 - ECA Code of Ethics
 - Outcomes for children, educators, families, the Approved Provider, and any other party who may be affected
- If an educator suspects any abuse occurring to a child, it is their legal responsibility to objectively document observations about the child. This information must be reported to the Nominated Supervisor who will then advise the necessary departments. Children may disclose details of abuse – write this down as accurately as possible, respond with care but do not question the child or seek more detail. Refer to the Family and Child Connect website for further support. Educators of Sunkids are obliged as Mandatory Reporters to report any suspected physical, emotional, sexual harm and/or abuse as outlined in the Child Protection and Risk Management Policy.
- The Service supports educators studying for formal qualifications. Progress towards the completion of the qualification is entered into the Services Study Tracker and the Monitoring Staff Studying Form is filled out and filed in the educator's individual staff file. This record is updated monthly to ensure study progression is evident.
- Educators reflect upon their practice and upon the Service's progress towards meeting the National Quality Standard. They undertake this reflection individually and with colleagues. The reflection is guided by questions in the National Quality Standard, notes are recorded using the Weekly Programming and Daily Reflection Diary and Team Reflective Sheet (Monthly) at team meetings and on the provision made in the Team Meeting Agenda.
- All educators are reminded to support a welcoming and inclusive environment for all families and children. We kindly remind all staff to speak in English during working hours, especially when in the presence of children and families. Using a shared language helps ensure clear communication and allows everyone to feel included and respected.
- All educators are expected to be actively engaging in meaningful interactions with children throughout the day. This includes participating in play, conversations and learning activities that support each child's development and wellbeing.
- Educators maintain the highest level of confidentiality and sign a Confidentiality Agreement to this effect. Refer to the Service's Privacy and Confidentiality Policy.

Educator Professionalism and Ethics

- The Service has a designated educational leader who oversees the program and facilitates collaboration between all educators. Refer to the Service's Educational Program Policy.
- Depending upon their position, educators are expected to maintain or contribute to the programming and documentation for individual and groups of children. Refer to the Service's Educational Program Policy.

- Educators are expected to complete all required Service documentation promptly and accurately.
- The Service prioritises respectful communications – verbal and written – among all parties concerned with the Service.
- The Service has a Staff Grievance Process, and educators are to use this process to communicate their concerns or complaints.
- The Service provides educators with a range of professional development and training opportunities to extend their knowledge and to challenge and extend their thinking. However, educators are also expected to independently seek ways to build their professional knowledge and skills.
- Whenever educators have attended a professional course, they complete a Professional Development Evaluation Sheet so that the Service has a record of; the name of the completed course; its training provider; and its relevance to the Service's practices. This record also facilitates the sharing of information about the course with other educators in the Service.
- The Nominated Supervisor conducts annual appraisals for each educator and bases further training upon the outcomes of these appraisals. Annual appraisals are conducted to ensure educators are progressing toward established outcomes, this could include ensuring trainings are being organised/attended etc. Appraisals support the Nominated Supervisor and educator to discuss concerns and set new goals if required.
- Educators are asked to ensure that they do not attend the Service with any medical condition, including work stress, which could negatively affect the wellbeing of children, colleagues, or other persons at the Service.
- The Service holds regular team meetings. Educators are expected to attend these meetings or to show cause. Occasionally, they are asked to prepare by reading background information on agenda items, and to sign the Team Reading Tracking Form to that effect. During meetings, educators are asked to contribute respectfully and to listen to the contributions of others.
- Educators and staff members share tasks and responsibilities and remain alert to opportunities to assist each other. They collaborate effectively and draw upon each other's diverse skills, knowledge, and strengths in joint projects such as policy reviews and constructing the Service's Quality Improvement Plan.
- During their time at the Service, students and volunteers are supported by educators who also ensure that the students and volunteers are not alone with children at any time. Refer to the Service's Students, Volunteers and Visitors Policy.

Additional safe practices for babies

- N/A

Responsibilities of parents

- N/A

Procedure and forms

- Confidentiality Agreement
- ECA Code of Ethics
- Professional Development Evaluation Sheet
- Weekly Programming and Daily Reflection Diary
- Team Meeting Agenda
- Team Reading Tracking Form
- Team Reflective Sheet - Monthly

Links to other policies

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

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

Regs	55	Quality improvement plans
	118	Educational leader
	120	Educators who are under 18 to be supervised
	122	Educators must be working directly with children to be included in ratios
	123	Educator to child ratios – centre-based services
	126	Centre-based services - general educator qualifications
	130-131	Requirement for early childhood teacher – centre based services
	136	First aid qualifications
	145-152	Staff and educator records – centre-based services
	146	Nominated Supervisor
	150	Responsible Person
	168	Policies and procedures are required

QA	1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection
	4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
	4.2.2	Professional standards guide practice, interactions and relationships
	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service
	7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service
	7.2.1	There is an effective self-assessment and quality improvement process in place
	7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
	7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development

Sources

- Guide to the National Quality Framework (ACECQA, 2020).
<https://www.cecqa.gov.au/nqf/about/guide> accessed 23 June 2025
- Education and Care Services National Regulations (current version, accessed 2025)
- Early Childhood Australia (ECA). (2023). Code of Ethics.
<https://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/> accessed 23 June 2025
- United Nations Human Rights Office of the High Commissioner (1989). Convention on the Rights of the Child. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child> accessed 23 June 2025
- Queensland Government, Department of Education. (2024). 6 reasonable steps to ensure staff follow policies and procedures.
<https://earlychildhood.qld.gov.au/legislationAndGuidelines/Documents/6-reasonable-steps-guide.pdf> accessed 23 June 2025

Further reading and useful websites

- Queensland Early Childhood – <https://earlychildhood.qld.gov.au/> accessed 23 June 2025
- UN Convention on the Rights of the Child – <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child> accessed 23 June 2025
- ACECQA – <https://www.cecqa.gov.au/> accessed 23 June 2025
- Early Childhood Australia – <https://www.earlychildhoodaustralia.org.au/> accessed 23 June 2025

Policy review

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur, and any issues identified as part the Service’s commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

Version Control

Version	Date Reviewed	Approved By	Comments/Amendments	Next Review Date
1	8 January 2018	Kaylene Harper	Updated to changed NQF requirements 1 February 2018.	January 2019
2	6 February 2019	Kaylene Harper	Reviewed policy. Accessed sources and further readings.	February 2020
3	29 January 2020	Kaylene Harper	Reviewed policy. Accessed sources and further readings.	January 2021
4	25 September 2020	Kaylene Harper	Reviewed policy. Accessed sources and further readings.	September 2021
5	10 September 2021	Kaylene Harper	Reviewed policy	September 2022
6	16 August 2022	Kaylene Harper	Reviewed policy reflecting Department of Education ‘6 Reasonable Steps’ document	August 2023

Educator Professionalism and Ethics

7	23 August 2023	Grace McKinstry	Reviewed policy. Accessed sources and further readings.	August 2024
8	8 July 2024	Tiffany Boeske	Reviewed policy Accessed sources	July 2025
9	24 June 2025	Gen Mahaki	Reviewed and updated policy sourcing and external references	June 2026