# SECTION 1: CATHOLIC EARLY LEARNING CENTRE (CELC)

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1.0 CENTRE

1.1 PHILOSOPHY

“Our image of the child is that of being competent, intelligent, a co-constructor of knowledge and a researcher actively seeking to make meaning of the world, often in collaboration with others.”


At the Catholic Early Learning Centre (CELC) we believe that each child is a valuable and unique individual created by God. We value each child as an individual who can make choices about their own learning. We believe that children are theory builders and problem solvers, who learn best by making meaning of their world through play, relationships and experiences. We value children as social beings and recognise that they co-construct knowledge with peers, their families and our staff.

We value play as a learning process that enables each child to learn through concrete “hands on” experiences such as doing, creating, experimenting, predicting, imagining, achieving, investigating, and identifying strengths.

Learning through play is how children “organise and make sense of their social worlds”¹ using innovative and creative activities as enriching learning experiences. Children will be encouraged to discover ‘self’ and feel safe to explore within the world around them. We will encourage children to have ownership of their learning, which will empower them and build a passion for knowledge. Children should feel a sense of belonging in their environment; we will nurture their being while celebrating their present and future and what they are becoming.

Our CELC aims to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning². We work collaboratively with families in promoting children’s learning by implementing the Early Years Learning Framework and applying best practice as reflective of the National Quality Framework.

We provide an enriching inclusive environment that recognises diversity, including culture and ability. We work in partnership with families, Catholic school leaders and Catholic parishes to promote Gospel values and traditions while respecting the individuality of families and children.

CELC educators work in collaborative partnerships with the school community, intervention services and families. The CELC staff members value all stakeholders’ knowledge and contributions by embedding trust and free communication in a reciprocal relationship that is respectful of one another by sharing insights and perspectives concerning each individual child.

¹ Department of Education, Employment and Workplace Relations (2009), Belonging Being & Becoming, The Early Years Learning Framework for Australia, p. 6.
1.1.1 Document how your individual CELC brings to life CELC Philosophy

CELC Directors to append as part of policy documents.

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1.2 MISSION STATEMENT

In our ministry in Catholic Early Learning Centres, we strive, as a work of love, for the full human development of children, grounded in the teachings of Christ and at the service of society.

All staff members share in the evangelising mission of the Church, as they endeavour to bring culture and faith into harmony in their CELC and their communities. The Parish Priest, parents/carers, children and educators work in partnership to realise this mission.

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1.3 CELC AIMS

1.3.1 Educational Learning Aims

- Welcome all children and families into a learning community that is based on principles of The Early Years Learning Framework, Being, Belonging and Becoming\(^3\), and the Influences of Reggio Emilia and is inclusive of other contemporary and traditional theories.

- Recognise that in developing secure, respectful and reciprocal relationships, educators will engage in positive interactions during children's learning experiences and discoveries, supporting children's development of sense of self and wellbeing.\(^4\)

- Nurture relationships by fostering positive social emotional attitudes and an awareness of the perspective of self and others.\(^4\)

- Establish and value a reciprocal partnership with families regarding educational expectations and attitudes which focus on knowledge of the child, trust of each other, open communication and respect to achieve the best possible learning outcomes for children.\(^4\)

- Encourage CELC educators to work in collaborative partnerships with professionals, including intervention support workers and school community leaders to establish a continuity of learning and effective transitions to formal schooling.\(^4\)

- Ensure that all children have equal access to rich and meaningful learning experiences.\(^4\)

- Encourage CELC educators to engage in professional development programs, work in partnership with colleagues, services, agencies and families to ensure children have the best opportunities to succeed regardless of barriers, inequities and diversity.\(^4\)

- Respect the diversity of families and children and the unique contribution each brings to enrich the learning environment.\(^4\)

- Motivate and inspire children to challenge themselves as individuals and as collaborative learners fostering a sense of competence in learning.\(^4\)

- Provide learning experiences based on the principles of the Early Years Learning Framework that promotes learning through play, and focuses on the following learning outcomes:
  - “Children have a strong sense of identity;
  - Children are connected with and contribute to their world;
  - Children have a strong sense of wellbeing;
  - Children are confident and involved learners; and
  - Children are effective communicators.”\(^5\)

therefore, providing opportunities to achieve the best learning outcomes for children.

Provide learning experiences for children to connect with and contribute to their world by becoming socially responsible and showing respect for the environment.

- Implement environmentally sustainable practices within the daily program and experiences for children.

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\(^3\) Department of Education, Employment and Workplace Relations (2009), Belonging Being & Becoming, The Early Years Learning Framework for Australia, p. 7


• Value our role as educators by taking part in constant reflection, inquiries and investigations around our knowledge of how children learn in order to deepen our understandings and strengthen CELC practices.

• Engage in continuous reviews of the outcomes and elements of the Early Years Learning Framework, in order to achieve best learning outcomes for children.

1.3.2 Physical Environment Aims

The CELC will promote learning within and about the physical environment by:

• Providing an educational and safe environment.

• Creating learning environments that are dynamic, vibrant and flexible, which respond to the interests and abilities of each child.

• Providing environments that are welcoming, and foster exploration and experimentation through a wide range of materials.

• Providing a hygienic environment that reduces the spread of infectious diseases.

• Having access to outdoor learning spaces that are inclusive of natural elements to aid discovery and connection with nature.

Policy Links:

Section 3 Curriculum – Programming
Section 5 Health and Safety

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November 2016
1.4 **GOALS**

CELC goals are based on the principles and practices of the Early Years Learning Framework that places the child at the centre of the learning community.

Educators are supported to achieve these goals through professional development opportunities.

1.4.1 **Learning Outcomes**

In relation to learning outcomes for children the CELC aims to assist children to:

- Gain ownership of their learning that will empower a passion for knowledge.
- Experience innovative and creative learning opportunities that support exploration, experimentation and discoveries.
- Build and acquire a sense of belonging and safety in the CELC environment.
- Reach their full potential and develop foundations for future success in learning.
- Engage with and celebrate evangelisation and the teachings of Christ.
- Become theory builders and problem solvers who actively contribute to the learning environment.
- Acquire self-help skills that are supported by educators in preparation for the transition to school.

1.4.2 **Participation and Collaborative Relationships with Families**

Families are seen as the child’s first teacher and are a valuable resource for the development of the child. As valuable partners in education, the CELC will work collaboratively with families to:

- Develop a sense of community where family members feel welcomed to participate in the learning environment.
- Engage in a collaborative relationship with families with regard to the learning outcomes explored.
- Promote family participation as it is seen essential in forming strong family-CELC partnerships.

1.4.3 **Learning Environments**

The CELC learning environment is influenced by Reggio Emilia philosophy and is inclusive of other contemporary and traditional theories and practices. In our learning space this means that in relation to learning environments:

- Children’s thoughts, ideas and work will be evident through the learning environment.
- The CELC will be kept safe and clean.
- The environment of the CELC will act as the third teacher in providing materials and resources to support learning.\(^6\)
- The environment is set up with enough provocation to fuel the children’s worlds and minds.\(^7\)

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• The children will be exposed to natural environments that support and encourage the pursuit of their interests.

1.4.4 Teaching practices

CELC educators will:

• Recognise that children come to the CELC with prior knowledge and experiences influenced by connection to family and community.

• Recognise that each child is unique having their own personalities, learning styles and creativities.

• Recognise the role of the educator as a researcher.

• Assist children to recognise the uniqueness of others.

• Respond to and build on the strengths, curiosities and capacities of all children.

• Facilitate, guide and co-construct knowledge with children within a responsive learning environment.

• Implement play based learning and teaching experiences that include opportunities for child initiated exploration and intentional teaching experiences.8

• Recognise the children at the CELC as being, belonging and becoming as a person, as a member of their family, and as a member of the community.8

• Respect the many cultures represented in the CELC and celebrate this diversity in the learning environment.8

• Build foundations and partnerships that prepare children for their transition to school.

Policy Link:

Section 3 Curriculum – Programming
Section 5 Health and Safety Policies and Procedures

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8 Department of Education, Employment and Workplace Relations (2009), Belonging Being & Becoming, The Early Years Learning Framework for Australia, p. 7
1.5 CODE OF ETHICS

1.5.1 Aim

All children regardless of gender, diversity, religion or ability are treated equally and respectfully. The health and safety of children are paramount for all staff involved in the education and care of children attending Catholic Early Learning Centres (CELC’s) in the Diocese of Parramatta.

1.5.2 Rationale

The United Nations Convention of the Rights of the Child (CROC)⁹ is an international agreed set of standards and principles regarding how children should be treated and what minimum human rights they should be entitled. Early Childhood Australia (ECA) has used the CROC principles to inform an Australian code of ethical behaviour with regard to children.

1.5.3 Implementation

Educators are required to have a good understanding and work in accordance with the Early Childhood Australia Code of Ethics, which is on display. Professional reflection helps educators in implementation of the code of ethics.

1.5.4 Early Childhood Australia Code of Ethics

The following is the Early Childhood Australia Code of Ethics.

This framework will guide all aspects of an educator’s behaviour while working with children and families attending the Catholic Early Learning Centre.

The Code of Ethics forms an important part of how educators collaborate with all CELC stakeholders in respectful and ethical ways.¹⁰

Early Childhood Australia Code of Ethics Extract

“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 revised Code of Ethics acknowledges the ethical traditions of caring for children and families and Aboriginal and Torres Strait Islander ways of being. This Code of Ethics is also informed by the principles laid out 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 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.

Ethics is a practical matter that involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. Childhood professionals need to be mindful of the particular ethical challenges inherent in using social media and digital technologies.

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 essential.”

¹⁰ National Quality Standard 4.2
1.5.4.1 Core Principles

“The core principles in this Code of Ethics are based on the fundamental and prized values of our profession. They act as a compass to calibrate our decision making in relation to our ethical responsibilities. These core principles respect and maintain the rights and dignity of children, families, colleagues and community.

- Children have unique potentials and capacities as contributors in their community.
- Children are global citizens with agency, who lead their own and others learning.
- Partnership with families and community, support shared responsibility for children’s learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Everyone has the right to respectful, responsive and reciprocal relationships.
- Play and leisure are central to children’s learning, development and wellbeing.
- Quality education and care is continually informed by research, inquiry and practice based evidence.”

1.5.4.2 The CELC Staff will in relation to children

- “Act in the best interests of all children acknowledging them as capable learners with agency and cultural and linguistic rights.
- Ensure childhood is about being in the here and now and not solely about preparation for the future.
- Collaborate with children as global and active citizens participating in different communities and support understanding of our 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.
- Acknowledge the uniqueness of children’s strengths, interests and abilities and 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.
- Negotiate children’s participation in research, by taking into account their safety, privacy and levels of fatigue and interest.
- Seek the child’s perspective in the teaching, learning and assessment process and be mindful of how, where and with whom the evidence of learning is shared.
- Work collaboratively with children to provide worthwhile teaching and learning experiences that acknowledge and engage children’s active minds.”
1.5.4.3 In relation to families

- “Support families in their role as their child’s first and most important teacher with the right to make decisions about their children.
- Listen and learn with families to ensure shared decision making, planning and assessment practices in relation to their child’s learning, development and wellbeing.
- Develop positive relationships and partnerships based on respect and open communication to support their engagement and a strong sense of belonging.
- Respect and respond to the uniqueness of each family and learn about their circumstances, culture, family structure, customs, language, beliefs and kinship systems.
- Maintain confidentiality and respect a family’s right to privacy.”

1.5.4.4 In relation to community and society

- “Learn about local community contexts, circumstances 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 in which all children have access to high quality education and care.
- Promote the value of children’s contribution as citizens to the development of strong communities.
- Work to promote the importance of childhood and an understanding of 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 interest of children and families.”

1.5.4.5 In relation to colleagues

- “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 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.
- Collaborate with my colleagues to participate in a ‘lively culture of professional inquiry’ to support continuous improvement.”
1.5.4.6  In relation to the profession

- 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 for the positive contribution our profession makes to society.
- Implement strategies that support and mentor colleagues to make positive contributions to the profession.
- Engage in critical reflection, ongoing professional learning and support research in order to build our professional knowledge base and practice.
- Work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications.
- Encourage qualities and practices of leadership within the profession.
- Welcome students as aspiring professionals, model quality practice and provide constructive feedback and assessment.

In addition to the ECA Code of Ethics prescribed above, the CELC staff will:

1.5.4.7  In relation to trainees / work experience students

- Provide 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.

1.5.4.8  In relation to my employer

- Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest 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.

Refer also to Attachment:
Catholic Education Office Diocese of Parramatta Guidelines for Professional Conduct (Working Draft) September 2015
1.5.4.9 In relation to the conduct of research

- 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 and 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.11

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CEDP Guidelines for Professional Conduct- September 2015

Acknowledgement

Catholic Education Diocese of Parramatta (CEDP) has adapted these Guidelines from the ‘Guidelines for Professional Conduct in the Protection of Children and Young People’ developed by the Catholic Systemic Schools Child Protection Practitioners’ Group (CSSCPPG) under the direction of the Conference of Diocesan Directors of Education NSW and ACT (CDD).

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How to use this document

Guidelines for Professional Conduct (the Guidelines) are applicable to all employees of Catholic Education Diocese of Parramatta. The abbreviated term - the Guidelines - is used hereafter in this document in referring to Catholic Education Diocese of Parramatta Guidelines for Professional Conduct.

The Guidelines promote a common understanding of expected behaviour for all people working in or providing services in CEDP.

The Guidelines are not intended to be exhaustive and do not identify every scenario in schools or workplaces.
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1. Statement of Catholic values and ethics

The mission of the Catholic Church unequivocally commits Catholic education workplaces and every school community to foster the dignify, self-esteem and integrity of every person to whom it provides a service and of every person who works in the Diocese.

Workers in Catholic education uphold the mission by modelling positive relationships and acting in a manner that creates a safe and productive educational and pastoral environment.

Catholic schools and Catholic education workplaces seek to create a caring, life-giving and faith-filled environment where Gospel values inspire and affirm the highest standard of ethical conduct. Workers have a privileged role of service that require prudent judgement and exercise of right relationships.

Catholic school communities actively support the development of a culture that does not condone improper conduct, violation of relationships such as through intimidation, bullying, harassment and breach of professional boundaries, or abuse of power.

The Guidelines are founded in the person of Jesus Christ, particularly focusing on the Gospel values of:
- respect — upholding the dignity of each person, created in the image of God
- love — the gift of sincere care, concern, empathy and compassion for each person
- service — generous care for the needs of others
- justice — the proper exercise of power and authority

These values are demonstrated by:
- acting in accordance with the principles of child protection as a fundamental responsibility
- acting with integrity in all relationships and situations
- maintaining relationships that develop within the context of gospel values
- honouring the equality of women, men and children
- resolving disputes respectfully
- behaving and speaking in ways that indicate a respect for the dignity of the person
- providing quality services to Catholic education, whether in the classroom, the office or the community
- being consistently honest, trustworthy and accountable
- being committed to social justice by opposing prejudice, injustices and dishonesty
- maintaining and developing our professional and work practices
- working collaboratively with colleagues
- maintaining right and healthy relationships with:
  - students
  - parents and carers
  - colleagues
  - school and Church community

2. Introduction

The Guidelines draw on the statement of Catholic Values and Ethics that guides our work in Catholic education.

The Guidelines embrace the principles and values inherent in Integrity in Ministry* and Integrity in the Service of the Church1. It is underpinned by relevant legislation and industrial instruments.

If there is any conflict between the Guidelines and legislation, the provisions of legislation take precedence.

3. Purpose

The purpose of the Guidelines is to promote a common understanding and consistency in expected standards of behaviour for workers, religious and all those working and/or volunteering in schools.

The Guidelines are not intended to be exhaustive and do not identify every potential scenario of concern in the workplace.

The Guidelines assist to:
- clarify the parameters of appropriate and inappropriate conduct for workers who work in child related employment
- create a safe and supportive school environment for students, workers and the school’s broader community
- promote the mission in accordance with Catholic values and ethics.

The Guidelines are aimed at modelling and building a contemporary Catholic workplace that is faith-filled, collaborative, consultative and lawfully compliant.

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1 National Committee for Professional Standards, 2004
2 National Committee for Professional Standards, 2011
(A Committee of the Australian Catholic Bishops Conference and the Australian Conference of Leaders of Religious Institutes)
The Guidelines require:

- workers to take responsibility for their own conduct with students, staff and the wider school community
- workers to conduct themselves in a manner that is professional, cooperative and consistent with the Guidelines
- principals, supervisors, managers and leaders to provide workers with guidance, training, support and supervision

4. Application – to whom the Guidelines apply

The Guidelines apply to all people engaged to work in, or provide services to, Catholic Systemic Schools (schools) in the Diocese. This includes workers in the CEDP Office.

For the purpose of the Guidelines, those working in, or providing services to, Catholic Systemic Schools are referred to as ‘workers’.

Workers include:

- all paid employees of schools and the CEDP Office, whether employed on a permanent, temporary or casual basis
- religious, volunteers, contractors, consultants and students on tertiary practical placements working with the schools and CEDP Office

4.1 Workers in a school or the CEDP Office are required to be aware of and comply with the Guidelines. There may be consequences for a breach of the Guidelines.

4.2 While contractors, consultants, students on tertiary practical placements and volunteers are not usually subject to disciplinary action, conduct that would be assessed as being a breach of the Guidelines may result in their engagement being terminated.

Supervisors include principals, supervisors, managers or other staff responsible for managing workers.

5. Expectations of workers

5.1 Workers are expected to:

i. be aware of the policies and Guidelines that apply to the work and in the workplace. If workers are uncertain about the scope or content of a policy with which they are required to comply, they should seek clarification from their principal/supervisor/manager
ii. be familiar with the legislation under which they are employed, as this may specify requirements for mandatory compliance.
iii. undertake duties in a professional, competent and conscientious manner
iv. take up suitable opportunities to improve their knowledge and skills, including participation in relevant professional development/training
v. be mindful of their duty to the safety of themselves and others
vi. be aware that if their conduct has the potential to damage the CEDP’s reputation, even if it is in a private capacity, this could lead to disciplinary action
vii. act in good faith by not making unfounded complaints with malicious, frivolous or vexatious intent against another person
viii. model effective leadership and respect in interactions with students, colleagues and others
ix. treat others with care. Rude or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening or derogatory language and physical abuse or intimidation towards others is unacceptable

5.2 A principal/supervisor/manager, in addition to the above responsibilities, is expected to:

i. promote collaborative and collegial workplaces
ii. exercise leadership by working with workers to implement performance and development processes that are consistent with the worker’s conditions of engagement
iii. provide ongoing support and feedback to workers
iv. establish systems within their area of responsibility which support effective communication
v. consult with and involve their staff in appropriate decision-making
vi. inform workers of the Guidelines and all relevant policies and make the documents accessible to them
vii. take appropriate action if a breach of the Guidelines may have occurred

5.3 In addition to the above, directors and principals must:

i. act honestly, in good faith and in the best interests of the School(s)
ii. exercise independent judgement in decision making
iii. not make improper use of information acquired by their position
5.4 Whilst different arrangements for
ingagement may apply for religious,
volunteers, contractors, consultants and
students on tertiary practicum placements,
these persons are expected to conduct
themselves consistent with the principles
underpinning the Guidelines.


Workers hold a position of trust and are
accountable for their actions.

6.1 If a worker’s actions are inappropriate or
appear to breach the standards of the
Guidelines, the
principal/supervisor/manager has a
responsibility to address any possible
breach as soon as they become aware of
it.

6.2 An alleged breach of the Guidelines may
require a report to be made internally and
may need to be referred to external
authorities under relevant legislation.

6.3 An alleged breach of the Guidelines may
be investigated.

In investigating an alleged breach of the
Guidelines, the rules of procedural fairness
apply. In investigating an alleged breach of the
Code, the rules of procedural fairness consistent
with the Fair Work Act and the NSW
Ombudsman’s relevant guidelines apply.

6.4 Each case will be determined on the facts
and circumstances when deciding on the
appropriate action to be taken. Appropriate
action is determined by considering:

i. the nature and seriousness of the
breach; and

ii. any prior breaches; and

iii. an assessment of risk.

6.5 Appropriate actions may include:

i. informal counselling

ii. performance management

iii. professional learning/development

iv. increased supervision or monitoring

v. coaching or mentoring

vi. directive counselling

vii. specialist assessment

viii. formal or informal disciplinary action

ix. demotion

x. termination

6.6 If workers become aware of a possible
breach of the Guidelines by any person,
they must report this to their
principal/supervisor/manager. Workers
who are concerned about an alleged
breach of the Guidelines by their
principal/supervisor/manager, should
report this to the next in-line of
management or as directed by the school
authority. Refer to the CEDP Complaint
Handling Policy and Procedures and
Guidelines for further information.

7. Reporting concerns about
workers’ conduct

7.1 Child protection laws require workers to
report certain matters of concern. Workers
must follow CEDP Child Protection
Policies and Procedures in reporting all
relevant matters, including:

i. informing the employer if they are
charged or convicted of an offence
relevant to working in child-related
employment, or if they have had any
reportable allegation made against
them

ii. reporting to the employer any
allegations or convictions of reportable
crime involving any worker, as
required by the Head of Agency
pursuant to Part 3A Ombudsman Act
1974

iii. reporting to their
principal/supervisor/manager any
information or concerns about
inappropriate behaviour by any worker
that involves a student or other child or
young person

iv. fulfilling their legal obligation to report
risk of significant harm, or to report
possible criminal activity, in
accordance with the local procedures

v. maintaining confidentiality of all parties
concerned. In any matters where
workers are in doubt as to the
requirements of confidentiality, they
should seek advice of their
principal/supervisor/manager or their
delgate, without discussing the
matter with others

vi. in special cases where a serious
concern involves their
principal/supervisor/manager, it is
more appropriate that the worker take
the matter of concern directly to a
person in a higher position in the
organisation

7.2 Workers must not take detrimental action
against the complainant or person who
reported the information. This includes any
action that could reasonably be perceived
to be detrimental action in reprisal. To do
so may be regarded as serious
misconduct and may result in disciplinary
action.

8. Record keeping

All workers have an obligation to maintain
appropriate records and data in relation to their
professional practice in the care and protection of
children.

A record serves an essential administrative, legal
and historical purpose. Records can include class
9. Duty of care

Workers have a legal and moral obligation to take reasonable care for their own safety and the safety of students and others with whom they come into contact as part of their employment.

9.1 These obligations will arise from the specific role and responsibilities of the worker and may include the following:
   i. providing adequate supervision
   ii. ensuring grounds, premises and equipment are safe for students’ use
   iii. implementing strategies to prevent bullying from occurring
   iv. following procedures relating to student safety, welfare and wellbeing, for example, reporting risk of significant harm
   v. providing medical assistance (if competent to do so), or seeking assistance from a medically trained person to aid a student who is injured or becomes sick at school
   vi. complying with legislative and other prescribed obligations under the Work Health and Safety Act 2011 and Regulations
   vii. complying with relevant child protection legislation and regulations

9.2 Workers have a duty to take reasonable care for the safety and welfare of the students in their care. That duty is to consider and take all reasonable action to protect students from known hazards or risk of harm that can be reasonably predicted. The standard of care that is required needs to take into consideration various factors, such as a student’s maturity and ability.

9.3 Duty of care to students applies during all activities and functions conducted or arranged by schools where students are in the care of workers. The risk associated with any activity needs to be assessed and managed before the activity is undertaken.

9.4 A single serious failure to exercise appropriate duty of care, or persistent, repeated failures, may constitute neglect or negligence according to the law if actual harm is caused, or there is the potential to cause significant harm to a child or young person.

Neglect includes either an action or inaction, by a person who has care responsibilities, towards a child which may include:
   • Supervisory neglect (failure to adequately supervise)
   • Career neglect (grossly inadequate care of a student)
   • Failure to protect from abuse (unreasonable failure to respond to information that may result in harm to a student)
   • Reckless acts or failure to act (gross breach of professional standards that may result in harm to a student)

See: NSW Ombudsmans Practice Update - Defining Reportable Conduct

10. Professional relationships between workers and students

All students have a right to a safe physical and emotional environment.

It is expected that workers will be caring, compassionate adults who take an interest in their students and who set appropriate boundaries within those worker-student relationships.

Workers must be aware that their interactions with students are based on a trusting relationship arising from the nature of their role in the workplace, and that those relationships are open to scrutiny.

Workers must always treat students with respect.

Workers are expected always to behave in ways that promote the safety, welfare and well-being of children and young people.

Workers may need to consider and negotiate individual behaviour/educational plans in relation to particular children and comply with those plans.

While not all workers are required to manage and supervise students, it is important for all workers to understand and observe child protection policies.

The following principles and practical examples reference current guidelines issued by: (i) NSW Ombudsmans Practice Update - Defining reportable.
10.1 Workers must not:
- engage in inappropriate physical contact/force with students including physical/corporal punishment of a student in the course of their professional duties and/or
- act in ways which may cause a child to reasonably fear that unjustified force will be used against them, even if this is not their intention.

In addition, workers must not act recklessly in this regard.

Examples of inappropriate physical contact/force include:
- intentional and unjustified use of physical force;
- using an object, such as a ruler, book, whiteboard eraser or marker to gain a child’s attention in a hostile or an inappropriate physical manner;
- restraining/holding a student for any purpose other than a student’s actions that may cause imminent risk of harm to self or others;
- hitting or kicking a student;
- pushing, pulling, shoving, grabbing, pinching or poking a student;
- shaking or throwing a student;
- actions which may be perceived as a threat to engage in inappropriate physical contact/force.

Examples of conduct that involves the reasonable use of physical contact/force for the purposes of exercising appropriate control over a child include:
- disciplining a student who is seeking to harm themselves or another;
- separating students who are in the act of fighting;
- moving a student out of harm’s way;
- reasonable use of physical force for the protection of self or other.

10.2 Workers must not behave in a manner which may cause psychological harm to a student. There is no place for sarcasm, derogatory remarks, offensive comments or any other inappropriate conduct that may cause students to become distressed.

Note: Psychological harm can include the exacerbation or aggravation of an existing psychological condition, such as anxiety or depression.

10.3 Workers must not correct or discipline a child or young person in excess of what is reasonable or appropriate for the situation. Discipline may be considered excessive if it is a disproportionate response to a child or young person’s behaviour. Discipline can be considered inappropriate if it is unsuitable for a specific reason such as the child or young person’s age, physical ability, developmental level or if the discipline violates community standards. What may be considered excessive or inappropriate is not restricted to physical punishment. Any punishment which makes excessive or unreasonable demands on a child or young person may be considered ill treatment.

Examples of ill-treatment include:
- locking a student in a cupboard as punishment;
- tying a student to a chair;
- keeping students on detention during the whole of lunch without allowing them to eat or go to the toilet;
- malevolent acts towards children;
- inappropriate and hostile use of force against a child.

10.4 Workers must not engage in crossing professional boundaries, through behaviour that can reasonably be construed as involving an inappropriate and/or overly personal or intimate:
- relationship with;
- conduct towards;
- focus on;
- a child or young person, or a group of children or young people.

A single serious ‘crossing of the boundaries’ by workers or persistent less serious breaches of professional conduct in this area, may constitute sexual misconduct, particularly if workers either knew, or ought to have known, that their behaviour was unacceptable.

10.5 Workers must not engage in grooming behaviour. Grooming behaviour involves a pattern of conduct that is consistent with grooming a child for sexual activity, where there is no other reasonable explanation for it.

Examples of grooming behaviours include (but are not limited to) the following:
- Persuading a child or group of children that they have a ‘special’ relationship, for example by:
  - spending inappropriate special time with a child;
  - inappropriately giving gifts;
  - inappropriately showing special favours to them but not other children;
  - inappropriately allowing the child to overstep rules;
  - asking the child to keep this relationship to themselves;
- Testing boundaries, for example by:
10.6 Workers must not make sexually explicit comments or engage in other sexually overt behaviour towards or in the presence of students. Such behaviour may constitute sexual misconduct.

Examples of overt sexual behaviours include:
- sexualised behaviour with or towards a child (including sexual exhibitionism)
- inappropriate conversations of a sexual nature
- comments that express a desire to act in a sexual manner
- unwarranted and inappropriate touching involving a child
- personal correspondence and communications (including emails, social media and web forums) with a child or young person in relation to the adult’s romantic, intimate or sexual feelings for a child or young person
- exposure of children and young people to sexual behaviour of others including display of pornography
- watching children undress in circumstances where supervision is not required and it is clearly inappropriate.
- watching children undress, e.g. in change rooms or toilets when supervision is not required or justified.

10.7 Workers must not have an intimate or romantic or sexual relationship with any student regardless of their age. It is irrelevant whether the relationship is consensual or non-consensual or condoned by parents or caregivers.

10.8 Workers must not commit a sexual offense. This encompasses all criminal offences involving a sexual element that is committed against, with or in the presence of a child.

These offences include (but are not limited to) the following:
- indecent assault
- sexual assault
- aggravated sexual assault
- sexual intercourse and attempted sexual intercourse
- possession/dissemination/production of child pornography
- using children to produce pornography
- procuring children under the age of 18 years for unlawful sexual activity
- deemed non-consensual sexual activity on the basis of special care relationships.

10.9 Where there are existing personal relationships, such as a family relationship or close friendships that involve a worker and a student(s), the worker needs to behave in appropriate ways that are transparent and prudent, and to be mindful of any perceived conflict of interest, ensuring that the worker does not breach any law, the Guidelines or any other relevant policy. Extreme care needs to be taken by workers in situations where such family relationships or close friendships with children may raise questions about perceived conflict of interest or other concerns about the worker or the relationships/friendships.

In circumstances where the worker or the worker’s personal relationships, such as a family relationship or close friendships that involve a worker and a student(s), may appear to be questionable or inappropriate or may appear to be in breach of any law, the Guidelines or other relevant policy, the worker must report such family relationships or close friendships to their principal supervisor/manager and any potential or perceived conflict must be managed carefully.

10.10 Workers’ professional relationship may be compromised if they:
- invite students to join their personal electronic social networking sites or...
accept students' invitations to join theirs
ii. attend parties or socialise with students
iii. invite the student(s) to their home or attend a student’s home without an appropriate professional reason and without the parents'/users’ consent
iv. transport students in their car without prior approval from a supervisor and the parent or carer.

10.11 The boundaries of the professional relationship will be breached if workers:
i. have a sexual relationship or develop an overly personal or intimate relationship with a student
ii. use sexual innuendo or inappropriate language and/or material with students
iii. hold conversations of an intimately personal nature, where they disclose private information about themselves or encourage disclosure of such private information by the student
iv. have contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, unless for matters directly related to education/school or other valid reasons approved by their principal/supervisor/manager
v. give to, or accept from, students, gifts that may encourage the student to think they have a special relationship with the worker.

10.12 Workers need to recognise the special position of trust and influence that teachers or other school workers may have in respect of students. This position of trust may continue after students have left the school. It may also continue after students have turned 18 years of age. Extreme care must be taken in any relationship between a teacher or other school worker and former students, even if the students are over 18 years of age.

Before entering into a personal, intimate or sexual relationship with any former student, workers should consider a range of factors, including:

• the special relationship of trust and influence which is created between workers and any student, arising from the nature of their special role
• age and maturity of the former student
• time elapsed since the student left the school
• expectations that workers not act contrary to Catholic values and ethics
• community perception of such a relationship
• the potential impact on the reputation of the school, Catholic education and the profession, because of the relationship

A personal or sexual relationship with a former student entered into by any worker may be considered sexual misconduct if it is established that the worker used his or her position to develop and maintain an inappropriate personal or intimate relationship with the student before the student left the school.

10.13 Workers are reminded of the law:
i. prohibited from relationship with all students regardless of age
ii. prohibiting child pornography and the use of unauthorised images for offensive purposes

There are a number of criminal laws that address the taking and use of unauthorised images for offensive purposes, including:

• use of surveillance devices to record a ‘private activity’ without consent
• filming for indecent purposes
• making an image of a child engaged in a private act for prurient purposes
• making indecent visual images of a child under the age of 16
• committing indecent or offensive acts in a public place
• child pornography offences, and
• using a telecommunications network or carriage service to facilitate certain offences

See: Australian Law Reform Commission

10.14 Workers are reminded of strict requirements relating to photographing or filming students. Secretly taking photographs or other images of children is strictly prohibited. Workers in schools are not to photograph/film students, other than for approved educational/school purposes.
11. Appropriate use of electronic information and communication technology (ICT)

The CEDP provides ICT facilities for its students and workers for educational and administrative purposes. Workers must adhere to CEDP Responsible use of ICT and Social Media – staff procedures and guidelines in their use of ICT.

The CEDP has the right to monitor and view any data used, stored or transmitted using the CEDP’s ICT facilities. It is critical to remember that by its nature, electronic communication is a fast and often, informal way of communicating. However, once a document or image has been created, sent or saved, it exists forever.

11.1 Workers must comply with all relevant policies or procedures relating to the use of ICT and not consistently with Catholic Values and Ethics.

11.2 When using ICT and CEDP networks, it is expected that workers will:
   i. exercise good judgment
   ii. use appropriate language and images
   iii. communicate with students in a manner consistent with their role and responsibilities and in relation to educational/school matters
   iv. not upload, download, send, circulate, display or respond to any of the following materials:
      o sexually related or pornographic messages or material containing thoughts and feelings with over familiar or sexual connotations
      o violent or hate-related messages or material
      o threatening, defamatory, obscene or harassing messages or material
      o racist or other offensive messages or material
      o subversive or other messages or material related to illegal activities
   v. report any situations where workers become aware of the inappropriate use of ICT by another worker.

11.3 Be aware that in certain circumstances electronic files or communication may be accessed for viewing or produced in Court.

11.4 If there are reasons for workers to communicate with students or their families using ICT for reasons other than educational/school purposes, it is important to discuss this with the principal/supervisor/manager.

12. Appropriate use of social media

12.1 Workers must adhere to CEDP Responsible Use of ICT and Social Media – staff procedures and guidelines when using social media.

12.2 Workers should not use social media in a manner which would bring the CEDP, school or Catholic workplace into disrepute. Identifying the employer in personal social media may increase this risk.

12.3 Social media are powerful tools for achieving positive educational experiences for our learning community. Workers interacting professionally in support of the CEDP strategic intent should use Facebook, WikiSpaces, Twitter, Youtube and similar media to connect with students and other professionals. The CEDP ICT Procedures document recommends having separate identities for professional and personal use of social media.

12.4 Workers should discuss any uncertainties with their principal or supervisor.

If workers feel they have become an online target of inappropriate communication from students or any member of the school community, alert the principal/supervisor/manager.

13. Use of alcohol, drugs and tobacco

13.1 Workers are responsible for ensuring their capacity to perform their duties is not impaired by the use of alcohol or
drugs, and that the use of these substances does not put them or any other person's health and safety at risk.

13.2 Being under the influence of alcohol or drugs while the worker is on duty could affect their ability to work safely and efficiently, especially when they have a responsibility to supervise students or work in close proximity to them.

13.3 Workers must not attend work under the influence of alcohol, illegal drugs or non-prescribed and/or restricted substances.

13.4 Workers who are required to take medication (including prescription medication) which may impair their work performance, conduct or ability to exercise duty of care, must notify their principal/supervisor/manager.

13.5 Workers must not purchase, offer, supply, give or administer to students, including those over the age of 18:
   i. illegal drugs
   ii. restricted substances
   iii. prescribed or non-prescribed medication (unless dealing with or administering medication in accordance with relevant policy)
   iv. alcohol
   v. tobacco

13.6 Workers must not encourage or condone the use of or use by students of:
   i. illegal drugs
   ii. restricted substances
   iii. alcohol
   iv. tobacco

13.7 Workers must not take to school or consume at school, school-related activities or workplace, any illegal drugs or restricted substances.

13.8 Workers must not consume tobacco on school premises or at any school-related activity where students are present.

13.9 Alcohol is not to be consumed during school hours at school whenever students are present at the school. In the absence of a policy specifically prohibiting the consumption of alcohol on school premises, at any school-related activity or any time students are present, workers should be mindful of the following:
   • safety of students and others
   • supervisory responsibilities and duty of care towards students and others
   • professional boundaries with students and colleagues
   • modelling appropriate behaviour for students
   • work health and safety
   • not driving under the influence of alcohol
   • reputation of the school
   • professional reputation

13.10 Workers who are concerned about any person at work that may be affected by alcohol or drugs, or may have engaged in the behaviours outlined above, should consult their principal/supervisor/manager.
   • Children and young people have a greater vulnerability to alcohol than adults.
   • To provide alcohol to any person under the age of 18 years is against the law.

14. Maintaining integrity and managing competing interests

Personal views or private interests can influence, or have the potential to influence, a worker's capacity to perform their duties with integrity, and in turn, may compromise the integrity of the school and CEDP Office.

14.1 Workers need to be mindful of the requirement to act with integrity, and consistently strive to do what is right and just. It is expected that workers will:
   i. not succumb to improper pressure that may affect, or be perceived to adversely affect, their ability to fulfil their obligations and to act in accordance with Catholic values and ethics
   ii. not accept gifts, benefits or favours that could be considered inappropriate or excessive and:
       • lead to, or be perceived to lead to, compromised values, corruption, loss of impartial decision-making or impartial treatment of others, or
       • call into question the ethics and integrity of the worker and the CEDP mission and ethos

14.2 It is the worker’s responsibility to use sound judgement in making decisions that affect the organisation’s ability to maintain its capacity and reputation for independence, fairness and justice. Workers should review the situation carefully from perspectives other than their own, and assure themselves that their conduct does not give rise to an actual, or perceived, conflict of interest.

14.3 As an organisation which provides education services to children, it is expected that workers will:
   i. inform the principal/supervisor/manager of any conflict of interest, or perceived
conflict of interest, that arises from the workplace
ii. work in an objective and impartial manner, and be seen to do so
Examples of competing interests:
• a teacher referring their students to attend private tutoring sessions in which they or a relative or friend has a financial/business interest
• an employee mentoring, tutoring or coaching students from their school or workplace in return for payment
• an employee running a local dance school with students from their school

14.4 Principals and directors must not allow any personal interests or those of associates, to conflict with the interests of the School(s).

15. Confidentiality and privacy
The school and CEDP Office collects and stores confidential and personal information about students, their families and workers. Workers must adhere to CEDP Privacy procedures and guidelines.

Any misuse of confidential or personal information, whether intentional or reckless, is inconsistent with the school and CEDP Office mission and ethos. It may harm individuals and the reputation and credibility of our Catholic schools. It may also be unlawful.

15.1 It is expected that workers will:

i. treat confidential and personal information about students, their families or other staff respectfully

ii. exercise caution and sound judgement in discussing other people’s confidential and personal information

iii. comply with relevant laws and regulations regarding the collection, dissemination, use and security of all such information

iv. only use such information for work-related purposes

v. only communicate such information to those who need to know in order to perform their role

15.2 Sharing of confidential and personal information with external persons or agencies may only occur:

i. within the established procedures for such communication, or in accordance with any relevant legislation relating to the provision of such information.
1.6 COLLABORATIVE RELATIONSHIPS BETWEEN EDUCATORS

The Catholic Early Learning Centres in the Diocese of Parramatta actively encourage and support all staff to work together to ensure the best possible educational outcomes for the children and families using these services.

Staff use the Code Of Ethics from Early Childhood Australia and the pedagogical principles and practices outlined in *Belonging, Being & Becoming, The Early Years Learning Framework for Australia* to inform and guide how they will collaborate, mentor, guide, respect and build strong and supportive professional partnerships.

Educators are supported to build collaborative relationships through team building exercises and professional development. When a breakdown in communication occurs, refer to 6.5 Staff Grievance Policy if extra support is required.

This collaborative approach is essential in creating and embedding trust and free communication in a reciprocal relationship that is respectful of one another by sharing insights and perspectives concerning each individual child.

Links with:
- Section 1 Catholic Early Learning Centre (CELC)
- Section 3 Curriculum – Programming
- Section 5 Health and Safety
- Section 6 Staffing

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1.7 GROUPING OF CHILDREN

1.7.1 Aim

Grouping of children aims to support social and educational relationships that maximises the children’s potential.

1.7.2 Rationale

The Education and Care Services National Regulation (2011) requires that children be grouped in ways that provide opportunities to “interact and develop positive relationships with each other, with staff and volunteers”\(^{12}\).

No maximum group size has been specified so educators are required to consider the how, when, size and composition of groups to facilitate the best educational outcomes for all children.

The CELCs consider the best interests of the children at all times including arrival and departure, indoor and outdoor activities, individual, small and larger group activities and transitions. The premise of the best interests of the child underpins all educator interactions with children and families.

CELC group sizes are designed to ensure that they contribute to building caring relationships, shared experiences, promotion of learning and development, play-based exploration and discovery and enhance the safety and emotional well-being of the children\(^{13}\).

Links with:

- **Section 1** Catholic Early Learning Centre (CELC)
- **Section 2** Administration and Enrolment
- **Section 3** Curriculum – Programming
- **Section 5** Health and Safety Policies and Procedures
- **Section 6** Staffing

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NEXT REVIEW DATE: enter next review date

November 2016

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\(^{12}\) Education and Care Services National Regulations (2011) (NSW), Clause 156, p.184

1.8 QUALITY IMPROVEMENT PLAN

1.8.1 Aim

A clear and transparent Quality Improvement Plan is developed and reviewed annually (or more frequently as required) and identifies the areas the Catholic Early Learning Centre wants to improve and/or enhance as guided by the National Quality Standard (NQS). This process will contribute to the ongoing development and reflection of the CELC and further develop the high quality educational program and service for children and their families.

CELC educators will use reflections and evaluations of the program to assess and rate the CELC against the NQS; this will directly inform the development and review of the Quality Improvement Plan.

Communicate with families about the areas the CELC are working to improve/enhance and seek their contribution.

1.8.2 Rationale

The National Quality Framework (NQF) requires that all children’s services including CELC’s (preschools) assess the quality of the education and care they provide to the children and families using their services. Children’s services will assess and rate themselves against seven NQS areas. The areas the service wants to improve or enhance will form the basis of the CELC’s Quality Improvement Plan.

The Quality Improvement Plan is an important document that sets out what the CELCs are doing well, the areas they want to improve and enhance and aspirational goals for the services. The underpinning principles of the Quality Improvement Plan is to reflection on the current practice that drive enhanced high quality education and care outcomes for children and families.

1.8.3 What needs to be included in the Quality Improvement Plan?

Each CELC (preschool) must have a Quality Improvement Plan that:

- includes a self-assessment of the CELC against the NQS;
- identifies the areas of improvement/enhancement that may be required; and
- includes a “statement of the philosophy of the service”.

The Quality Improvement Plan must be reviewed at least annually and provided to the NSW regulatory authority on request. Currently the NSW regulatory authority is NSW Education and Care Directorate – NSW Department of Education.

1.8.4 Who will be involved and how the Quality Improvement Plan will be developed

All stakeholders involved in the CELC should be consulted to help develop the Quality Improvement Plan. Our stakeholders include:

- Children and their families;
- CELC Director and staff;
- Catholic Education Office Diocese of Parramatta management and professional offices;

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15 Education and Care Services National Regulations (2011) (NSW), Clause 55 (i) (c), p. 45.
We will consult with our stakeholders through:

- meetings;
- newsletters;
- parent survey's;
- CELC parent/carer Committee (if applicable);
- parent-carer/educator meeting;
- providing draft Quality Improvement Plans for comment and feedback; and
- other forms of regular communication.

1.8.5 What needs to be covered in the Quality Improvement Plan?

The Quality Improvement Plan needs to cover the following areas:

- The element the children’s service wants to focus on.
- Why the service has selected this element.
- What the outcome will be by focusing on this element.
- What priority will be given to this work – high, medium, low?
- What are the steps to be taken to achieve the desired outcome?
- How will we know if we have achieved the desired outcome?
- What is our timeframe?
- What progress have we made towards achieving this outcome?

The Quality Improvement Plan template provided by Australian Children’s Education and Care Quality Authority (ACECQA) will be used by the CELCs. 16

Links with:

- Section 1 Catholic Early Learning Centre (CELC)
- Section 2 Administration and Enrolment
- Section 3 Curriculum – Programming
- Section 6 Staffing

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1.9 EDUCATIONAL (PEDAGOGICAL) LEADER

1.9.1 Aim

The approved provider appoints an Educational (Pedagogical) Leader for each CELC. The Educational Leader is responsible for leading the development and implementation of educational programs.

1.9.2 Rationale

Regulatory requirements require that the Approved Provider of each children’s service appoint a “suitably qualified and experienced educator to lead the development and implementation of educational programs at the service” 17.

The CELC community strives to achieve excellence in educational programs by employing experienced qualified educators that inspire, motivate and lead CELC staff to implement and apply best pedagogy practice.

1.9.3 Appointing the Educational (Pedagogical) Leader

For the Educational Leader role, the National Authority is yet to specify the ‘qualification for suitably qualified persons’ under Regulation 118. The Regulations prescribe that a “suitably qualified and experienced educator, coordinator or other individual” must be designated in writing “as educational leader at the service to lead the development and implementation of educational programs in the service”. 17

The Catholic Education Office policy is to appoint the CELC Director, holding a university qualification in Early Childhood education, as the Educational Leader at the respective service.

This appointment will be in writing and will be available in the CELC staff records and on the parent/carer and staff notice boards.

The authorised Delegate of the Approved Provider and the Catholic Education Office Diocese of Parramatta management has appointed CELC Curriculum advisors who guide and mentor all the CELC Directors in their planning and reflection of the educational program.

Additionally, the Educational Leader has responsibility for instituting clear educational goals that guide their own practices and those of all CELC Educators. The CELC Director will provide support, training and ongoing feedback to their staff and is responsible for the review and evaluation of the educational practices within their service.

Links with:

Section 1 Catholic Early Learning Centre (CELC)

Section 3 Curriculum – Programming

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17 *Education and Care Services National Regulations* (2011) (NSW), Clause 118, p. 69.
1.10 DETERMINING THE RESPONSIBLE PERSON

1.10.1 Aim

Each CELC will have a person on the premises who is in charge all hours of service operations.

1.10.2 Rationale

The Regulations require that whenever a children's service is open there will be one person on the premises at all times who is in charge; this person is referred to as the “responsible person”\(^{18}\).

1.10.3 Advising who the Responsible Person is

The approved provider appoints the Director of each CELC as the nominated supervisor.

The Director of the CELC is delegated as the responsible person when they are on the premises and has delegation to nominate a suitably qualified and experienced educator to be the responsible person in their absence.

The name and position of the Responsible Person will be displayed at the CELC.

The staffing records at the CELC will reflect the responsible person on the premises at all times.

Links with:

Section 1 Catholic Early Learning Centres (CELC)
Section 2 Administration and Enrolment
Section 3 Curriculum - Programming
Section 4 Food and Nutrition
Section 5 Health and Safety
Section 6 Staffing
Section 7 Governance and Stewardship

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\(^{18}\) A ‘responsible person’ is the approved provider, nominated supervisor or certified supervisors. Education and Care Services National Law Act 2010, Clause 162 (1)(a-c)