

NSCCA Code of Ethics:

Guidelines for Responsible Behaviour in Child Care Practice

	Children	Parents	Colleagues	Community
Building Relationships	<p>To provide individualizes and sensitive child care and accept professional responsibility for the children on our care.</p> <p>To help each individual child learn:</p> <ul style="list-style-type: none"> To trust in their abilities and in those of others To trust themselves and others To have respect for themselves and for others To be honest with themselves and with others To have self confidence 	<p>To maintain open communication with children’s families</p> <p>To respect different family values and beliefs</p> <p>To recognize the importance of the family and the professional working together as a team, in the best interest of the child.</p> <p>To recognize the practitioners role as one which is supportive of the family and the child</p>	<p>To support a climate of trust and forthrightness in the work place that will ensure that colleagues are able to speak and act in the interests of the children without fear of recrimination.</p> <p>To communicate with integrity, support one and other and adopt professional attitudes and behaviours in each other’s work with children.</p> <p>To receive suggestions or criticism that will improve job performance.</p> <p>To exercise care in expressing views on the disposition and professional conduct of colleagues.</p>	<p>To make information about services of the program openly and accurately available while maintaining essential safeguards for the privacy of individuals.</p> <p>To advocate on a personal, professional and organizational level for appropriate early childhood services, resources and recognition.</p>
Stimulation	<p>To set up and maintain learning environments appropriate to the children’s interests, needs and abilities.</p> <p>To accept the right of children to ask questions about unknowns that exist, also accepting the responsibility to encourage and provide different views and opinions, free form bias.</p>	<p>To cooperate with other persons, professionals, and organizations to promote programs that will enhance the quality of family life.</p> <p>To share with parents, our knowledge and understanding of their children’s learning and developmental progress.</p>	<p>To share knowledge and support the development of our colleagues.</p> <p>To increase one’s own professional competence and to be willing to review and assess one’s own practice.</p> <p>To improve professionally by actively pursuing knowledge about development in early childhood education.</p>	<p>To contribute to the extension of public information.</p> <p>To model performance and attitudes.</p> <p>To promote quality child care in our programs and practices.</p>
Protection	<p>To regard as our primary obligation the welfare of young children and the quality of services to them.</p> <p>To protect and extend each child’s physical, sensory, emotional, intellectual and social wellbeing.</p> <p>To familiarize oneself with laws and regulations regarding children, their care and child abuse, and to work to abide by them.</p> <p>To refrain from physical punishment, verbal abuse (i.e. sarcasm, ridicule) and psychological abuse (i.e. threats, encouraging fear) of children in interactions with them.</p> <p>To act responsibly when reporting abuse to the appropriate authorities.</p> <p>To act promptly and decisively in situations where the wellbeing of children is compromised, ensuring that the best interests of children supersede all other considerations.</p>	<p>To provide quality child care services to all families enrolled in the child care program.</p> <p>To recognize that a privilege relationship exists between oneself, the children placed in one’s care and their parents.</p> <p>To respect the rights of parents</p> <p>To respect the confidential nature of information obtained about children and their families and to treat it in a responsible manner.</p> <p>To cooperate with professionals and organizations involved in a professional manner with the family.</p>	<p>To respect confidentiality of views expressed in private by colleagues.</p> <p>To exercise utmost discretion</p> <p>To support a climate of trust and forthrightness in the work place that will ensure that colleagues are able to speak and act in the best interests of children without fear of recrimination.</p>	<p>To participate with colleagues and others in action to effect change consistent with the values, goals and objectives of our profession.</p> <p>To be knowledgeable about and practice licensing standards as outlined in the Nova Scotia Day Care Act and Regulations.</p> <p>To be prepared to accept and abide by this code of ethics.</p>

Notes

- This code uses the term *child care practitioner* to refer to adults who work in the field of child care including: early childhood educators, family child care providers, family resource program personnel, resource and referral program personnel, and instructors in early childhood care and education programs in post-secondary institutions.
- This code uses the term *parent* to refer to the parent or legal guardian of the adult who assumes the parental role in the care of the child.