

**College of Early Childhood Educators  
Code of Ethics and Standards of Practice**

College of Early Childhood Educators Code of Ethics and Standard of Practice	Organizational Policy Title	Policy Changes	Licensing Policy Requirement	Status
<b>Code of Ethics</b>				
<p><b>A. Responsibilities to Children</b></p> <p>Early Childhood Educators make the well-being and learning of all children who are under their professional supervision their foremost responsibility. They value the rights of the child, respecting the uniqueness, dignity and potential of each child, and strive to create learning environments in which children experience a sense of belonging.</p>				
<p>Early Childhood Educators are caring, empathetic, fair and act with integrity. Early Childhood Educators foster the joy of learning through play-based pedagogy.</p>				
<p><b>B. Responsibilities to Families</b></p> <p>Early Childhood Educators value the centrality of the family to the health and well-being of children. They recognize and respect the uniqueness and diversity of families.</p>				
<p>Early Childhood Educators strive to establish and maintain reciprocal relationships with family members of children under their professional supervision. These relationships are based on trust, openness and respect for confidentiality. Early Childhood Educators collaborate with families by exchanging knowledge and sharing practices and resources.</p>				

College of Early Childhood Educators Code of Ethics and Standard of Practice	Organizational Policy Title	Policy Changes	Licensing Policy Requirement	Status
<p><b>C. Responsibilities to Colleagues and to the Profession</b></p> <p>Early Childhood Educators interact with colleagues and other professionals in ways that demonstrate respect, trust and integrity. Through their conduct, Early Childhood Educators strive to enhance the status of the profession in their workplaces and in the wider community.</p>				
<p>Early Childhood Educators value lifelong learning and commit themselves to engaging in continuous professional learning to enhance their practice. They support experienced colleagues, those who are new to the profession and students aspiring to the profession.</p>				
<p><b>D. Responsibilities to the Community and to Society</b></p>				
<p>Early Childhood Educators value and engage in collaboration with community agencies, schools and other professionals.</p>				Need community engagement policy
<p>Early Childhood Educators recognize that they contribute to community and society by advocating for and promoting an appreciation of the profession, children and early learning.</p>				

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<b>STANDARDS OF PRACTICE</b> <b>STANDARD I: Caring and Nurturing Relationships that Support Learning</b>				
A. Early Childhood Educators recognize that families are of primary importance in children’s development and that children are best understood in the context of their families.				Parent communication/parent engagement
B. Early Childhood Educators make reasonable efforts to familiarize themselves with available information <sup>i</sup> regarding the relevant family circumstances of children under the member’s professional supervision (including, but not limited to, relevant information concerning the child’s health, legal custody and/or guardianship <sup>ii</sup> ).				
C. Early Childhood Educators strive to establish and maintain ongoing and open communication regarding the development and learning of a child under the member’s professional supervision with the child’s parents and/or legal guardians <sup>iii</sup> .				Sharing and storing of information
D. Early Childhood Educators are attuned to the needs of children and families and advocate with families on behalf of children. They provide nurturing learning environments where children thrive and families are welcome.				Parent orientation

College of Early Childhood Educators Code of Ethics and Standard of Practice	Organizational Policy Title	Policy Changes	Licensing Policy Requirement	Status
<p>E. Early Childhood Educators establish professional and caring relationships with children and families. They engage both children and their families by being sensitive and respectful of diversity, equity and inclusion. Early Childhood Educators are receptive listeners and offer encouragement and support by responding appropriately to the ideas, concerns and needs of children and families.</p>				Parent engagement policy
<p>F. Early Childhood Educators ensure that in their relationship with the child's family, the needs and best interests of the child are paramount.</p>				
<p><b>STANDARD II: Developmentally Appropriate Care and Education</b></p> <p><b>A. Knowledge and Application of Theory and Practice</b></p> <p>1. Early Childhood Educators demonstrate a thorough knowledge of child development theories. They use this knowledge to plan, implement and assess developmentally appropriate learning strategies.</p>				
<p>College of Early Childhood Educators Code of Ethics and Standard of Practice</p>		<p>Policy Changes</p>	<p>Licensing Policy Requirement</p>	<p>Status</p>

<p>2. Early Childhood Educators recognize children’s unique characteristics, and access the resources necessary to adapt the early learning environment to suit the child. Early Childhood Educators recognize that child development milestones and behaviours vary and they acknowledge and respect those differences.</p>				
<p><b>B. Consideration of Children’s Needs</b>  1. Early Childhood Educators provide care and education to individuals, small groups and large groups. They make ongoing decisions concerning children’s need for support and assistance.</p>				
<p>2. Early Childhood Educators foster children’s independence and inter-dependence. They provide opportunities for children to develop the skills needed to regulate their behaviour and to make decisions.</p>				
<p><b>C. Support of Learning Styles</b></p>				

<p>1. Early Childhood Educators recognize that children have different learning styles. They focus on the whole child and plan caring and creative learning opportunities that reflect individual learning styles. Early Childhood Educators, through these learning opportunities, foster the development of a child’s sense of self.</p>				
<p><b>College of Early Childhood Educators  Code of Ethics and Standard of Practice</b></p>		<p><b>Policy Changes</b></p>	<p><b>Licensing Policy Requirement</b></p>	<p><b>Status</b></p>
<p><b>STANDARD III: Safe, Healthy and Supportive Learning Environments</b>  <b>A. Safe</b></p> <p>1. Early Childhood Educators maintain safe and healthy learning environments.</p>				
<p><b>B. Healthy</b></p>				
<p>1. Early Childhood Educators obtain and familiarize themselves with information concerning any relevant medical conditions, exceptionalities, allergies, food restrictions, medication requirements and emergency contact information relating to children under their professional supervision. This information is obtained and reviewed in a timely manner, when a child comes under the member’s professional supervision or as soon after that time as the information becomes available.</p>				<p>Daily log</p>
<p>2. Early Childhood Educators provide opportunities for young children to experience nature and to understand their relationship to their natural environment and to the world.</p>				

<p>3. Early Childhood Educators promote a healthy lifestyle including but not limited to nutrition and physical activity.</p>				Physical activity
<p><b>College of Early Childhood Educators Code of Ethics and Standard of Practice</b></p>	Organizational Policy Title	<b>Policy Changes</b>	Licensing Policy Requirement	Status
<p><b>C. Supportive</b></p> <p>1. Early Childhood Educators support children in culturally, linguistically and developmentally sensitive ways and provide caring, stimulating and respectful opportunities for learning and care that are welcoming to children and their families, within an inclusive, well planned and structured environment.</p>				
<p><b>STANDARD IV: Professional Knowledge and Competence</b></p> <p><b>A. Knowledge</b></p> <p>1. Early Childhood Educators are current in their professional knowledge about the continuum of child development and the pedagogy related to early learning, curriculum, program planning, parenting and family dynamics. They apply this knowledge in their practice with individual children, and in small or large group settings. Early Childhood Educators know and demonstrate how to address the child’s physical, cognitive, language and emotional/social development and well-being in an integrated and holistic way.</p>				QCCN

2. Early Childhood Educators know, understand and abide by the legislation, policies and procedures that are relevant to their professional practice and to the care and learning of children under their professional supervision.				
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College of Early Childhood Educators Code of Ethics and Standard of Practice	Organizational Policy Title	Policy Changes	Licensing Policy Requirement	Status
<p>3. If there is a conflict between the College’s Code of Ethics and the Standards of Practice and a member’s work environment and/or the policies and procedures of his or her employer, Early Childhood Educators have an obligation to comply with the College’s Code of Ethics and the Standards of Practice.</p>				
<p><b>B. Practice</b></p> <p>1. Early Childhood Educators plan and develop play-based curricula and programs along a continuum of early childhood development. They plan and prepare a child-centered program that provides learning opportunities for all the developmental domains. Early Childhood Educators provide individualized assistance and opportunities for children to develop a sense of belonging to a group and provide safe and secure supervision of children based on age and stage of development.</p>				
<p>2. Early Childhood Educators assess, obtain information about and familiarize themselves with the levels of development of the children under their professional supervision for the purpose of planning and developing curriculum and programs which are appropriate to and meet the needs of the children.</p>				

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3. Early Childhood Educators observe and monitor the learning environment and anticipate when support or intervention is required.				
4. Early Childhood Educators observe, assess, evaluate, document and report on children’s progress along all domains of child development. As they work with children, families and other adults, Early Childhood Educators set goals, make decisions, resolve challenges, decide on developmentally responsive activities and experiences, provide behaviour guidance and work collaboratively in the best interest of the children under their professional supervision.				
5. Early Childhood Educators ensure that their decisions and actions in their professional practice are appropriately supported by a credible body of professional knowledge in the field of early childhood education. Early Childhood Educators are able to explain the foundations of their practice and their decision-making processes and to communicate to parents and other professionals the benefits of play for child development.				

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<p><b>C. Professionalism with Colleagues and Other Professionals</b></p> <p>1. Early Childhood Educators work collaboratively with colleagues in their workplaces in order to provide safe, secure, healthy and inviting environments for children and families. By supporting, encouraging and working collaboratively with their co-workers, Early Childhood Educators enhance the culture of their workplaces. They build effective relationships with colleagues and other professionals by using clear verbal and written communication, and positive interpersonal skills.</p>				
<p>2. Early Childhood Educators build a climate of trust, honesty and respect in the workplace. They respect the privacy of colleagues and handle information with an appropriate level of confidentiality. Early Childhood Educators support experienced colleagues, those who are new to the profession and those students aspiring to the profession.</p>				

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<p>3. Early Childhood Educators who are responsible for supervising students, volunteers and/or other staff (collectively referred to as “supervisees”) provide guidelines, parameters and direction to supervisees that respect their rights. Early Childhood Educators ensure a level of supervision which is appropriate in light of the supervisee’s education, training, experience and the activities being performed.</p>				
<p>4. Early Childhood Educators, working collaboratively with community resource persons and members of other professions, access the resources and expertise available in their communities. They strive to facilitate community partnerships for the benefit of children and families.</p>				

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<p><b>D. Professionalism with the College</b></p> <p>1. Early Childhood Educators have a duty to co-operate fully with all the College’s policies and procedures and conduct themselves in a manner which demonstrates respect for both the College and other individuals involved. This duty applies where, among other things, an investigation of a complaint or mandatory report regarding a member is underway, a matter has been referred to the Discipline Committee or the Fitness to Practise Committee for a hearing or there are other assessments, reviews, investigations or proceedings before the College which involve a member.</p>				<p>Reporting suspected child abuse – need College included  College of ECE’s policy needed</p>
<p><b>E. Professionalism as an Individual</b></p> <p>1. Early Childhood Educators strive for excellence in their professional practice and critical thinking. Early Childhood Educators access current evidence-based research and are able to transfer this knowledge into practice. They are aware of the need to enhance their own learning in order to support both children and families. Early Childhood Educators demonstrate their commitment to ongoing professional development by engaging in continued learning.</p>				

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<p>2. Early Childhood Educators recognize that they are role models for children, families, members of their profession, supervisees and other colleagues and avoid conduct which could reasonably be perceived as reflecting negatively on the profession of early childhood education.</p>				Facebook
<p><b>STANDARD V: Professional Boundaries, Dual Relationships and Conflicts of Interest</b></p> <p>A. Early Childhood Educators are in a position of power and responsibility toward children under their professional supervision. This necessitates that care be taken to ensure that these children are protected from the abuse of such power during, after, or referable to the provision of professional services.</p> <p>1. Early Childhood Educators do not abuse physically, sexually, verbally, psychologically or emotionally a child who is under the member’s professional supervision.</p> <p>2. Early Childhood Educators do not use information about a child or family obtained in the course of a professional relationship, and do not use their professional position of authority, to coerce, improperly influence, harass, abuse or exploit a child who is under the member’s professional supervision, or the child’s family.</p>				

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<p>3. Early Childhood Educators do not solicit or use information from a child who is under the member’s professional supervision or the child’s family to acquire, either directly or indirectly, advantage or material benefits.</p> <p>B. Early Childhood Educators establish and maintain clear and appropriate boundaries in professional relationships (including relationships with children under the member’s professional supervision and/or their families and/or supervisees<sup>i</sup>) and do not violate those boundaries. Boundary violations include sexual misconduct and other misuse and abuse of the member’s power. Non-sexual boundary violations may include emotional, physical, social and financial violations. Members are responsible for ensuring that appropriate boundaries are maintained in all aspects of professional relationships.</p> <p>C. Early Childhood Educators do not engage in professional relationships that constitute a conflict of interest or in situations in which members ought reasonably to have known that the child under their supervision would be at risk in any way<sup>ii</sup>. Early Childhood Educators do not provide a professional service while the member is in a conflict of interest.</p>				<p>Need Conflict of Interest Policy</p>

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<ol style="list-style-type: none"> <li>1. Early Childhood Educators evaluate professional relationships and other situations involving children under the member’s professional supervision and the families or guardians of those children for potential conflicts of interest and seek consultation to assist in identifying and dealing with such potential conflicts of interest.</li>   <li>2. Early Childhood Educators avoid conflicts of interest and/or dual relationships with children under the member’s professional supervision and/or their families or with colleagues or supervisees that could impair the member’s professional judgment or increase the risk of exploitation or harm to children under the member’s professional supervision<sup>iii</sup>.</li>   <li>3. If a conflict of interest situation does arise, Early Childhood Educators declare the conflict of interest and take appropriate steps to address the conflict<sup>iv</sup>.</li> </ol>				



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<p><b>STANDARD VI: Confidentiality and Consent to the Release of Information Regarding Children and their Families</b></p> <p>A. Early Childhood Educators respect the privacy of children under their professional supervision and the families of those children by holding in strict confidence all information about them and by complying with any applicable privacy and other legislation. Early Childhood Educators disclose such information only when required or allowed by law to do so or when the necessary consent has been obtained for the disclosure of the information.</p> <ol style="list-style-type: none"> <li>1. Early Childhood Educators provide parents and/or legal guardians, on request, with access to records maintained by the member in respect to their child or such parts of those records as are relevant, unless there is reasonable cause for refusing to do so.</li> <li>2. Early Childhood Educators comply with any applicable privacy and other legislation. Early Childhood Educators obtain consent to the collection, use or disclosure of information concerning children under their professional supervision, or their families, including personal information unless otherwise permitted or required by law.</li> </ol>				

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3. Early Childhood Educators employed by an organization maintain a thorough understanding of the organization's policies and practices relating to the management of information <sup>i</sup> .				
B. Early Childhood Educators who are responsible for complying with privacy legislation establish clear policies and practices relating to the management of client information and make information about these policies and practices readily available in accordance with any applicable privacy or other legislation <sup>ii</sup> .				
C. When Early Childhood Educators are employed by an agency or organization, College standards of confidentiality may conflict with the organization's policies and procedures concerning confidentiality. Where there is a conflict, College standards take precedence.				
D. Early Childhood Educators shall not disclose information concerning or received from children under their professional supervision, or the families of those children, except in accordance with the following requirements:				

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<p>1. When in a review, investigation or proceeding under the Act in which the professional conduct, competency or capacity of a College member is an issue, the member may disclose such information concerning or received from a child under the member's professional supervision or the child's family as is reasonably required by the member or the College for the purposes of the review, investigation or proceeding, without the consent of the individuals to whom the information relates. Early Childhood Educators do not divulge more information than is reasonably required.</p>				
<p>2. When disclosure is required or allowed by law or by order of a court, Early Childhood Educators do not divulge more information than is required or allowed.</p>				
<p>3. Early Childhood Educators have individuals (or, in the case of children, their parents or guardians) sign completed consent forms prior to the disclosure of information relating to them, where consent is required. In urgent circumstances, a verbal consent by the individual (or, in the case of a child, the child's parent or guardian) to the disclosure of information may constitute proper authorization. The member should document that this consent was obtained.</p>				

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4. When consent to the disclosure of information is required, Early Childhood Educators make reasonable efforts to inform the person whose consent is being sought of the parameters of information to be disclosed and to advise that person of the possible consequences of such disclosure.				
E. Early Childhood Educators inform the parents or guardians of children under the member’s professional supervision early in their relationship about the limits of confidentiality of information. For example, Early Childhood Educators explain the need for sharing pertinent information with supervisors, co-workers, administrative staff and volunteers.				Parent Orientation
F. Early Childhood Educators obtain consent from the parents or guardians of the children under their professional supervision before electronically recording, photographing, audio or video taping or permitting third party observation of the children’s activities. Early Childhood Educators comply with the requirements regarding use or disclosure of information for research or educational purposes set out in any applicable privacy and other legislation.				
College of Early Childhood Educators Code of Ethics and Standard of Practice	Organizational Policy Title	Policy Changes	Licensing Policy Requirement	Status

G. Early Childhood Educators may use public information and/or non-identifying information for research, educational and publication purposes.				
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