

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE  
QUALITY AREA 4: STAFFING ARRANGEMENTS  
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN  
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES  
QUALITY AREA 7: GOVERNANCE & LEADERSHIP



# Core Values Policy

Review Date:

## Introduction

At our preschool, our values are more than words—they are the foundation of how we educate, care for, and relate to children, families, the community, and each other, and how we keep children safe. By embedding these values into every aspect of our service, we create a community that fosters belonging, wellbeing, growth, and lifelong learning. Our educators uphold these values through professional and ethical practice, consistent with the **Early Years Learning Framework (EYLF V2.0)** and the **National Quality Standards (NQS)**.

[Evans Head Preschool Assoc. Our Core Values](#)

## Purpose

This policy outlines how our core values—**Education, Kindness, Inclusion, Respect, and Integrity**—shape our service culture, guide our interactions, and support high standards of **professionalism** among staff. It ensures that all educators, children, families, and stakeholders experience a safe, respectful, and values-driven environment.

These Core Values were developed by a group of diverse parents, educators and community members, who were specifically invited to gather input from all stakeholders, and develop values together, that were important and relevant to our preschool community.



## Core Values in Practice

### 1. Education

We are committed to high-quality, play-based, and child-led education that fosters curiosity, creativity, and a lifelong love of learning.

Educators:

- Develop intentional, inclusive learning environments.
- Reflect on and improve their teaching practices.
- Engage in ongoing professional development.  
(EYLF: Ongoing Learning | NQS 1.1.1, 1.2.1, 7.2.3)

## 2. Kindness

We promote compassion, empathy, and emotional intelligence. Kindness is a strength.

Educators:

- Model kind behaviour and positive guidance.
- Create safe spaces where every child feels valued and heard, and promotes an environment conducive to Child Protection considerations.
- Promote cooperation, empathy, and community among children.  
(EYLF: Secure, Respectful Relationships | NQS 5.2.3, 5.1.1)

## 3. Inclusion

We honour diversity and actively ensure every child, family, and team member is welcomed, celebrated, and supported.

Educators:

- Respect, incorporate and reflect each child's culture, language, and identity.
- Use inclusive practices and resources.
- Support equitable access to all aspects of the program.  
(EYLF: Inclusion and Diversity | NQS 3.2.1, 6.2.3)

## 4. Respect

We value respectful relationships and uphold the rights of every individual.

Educators:

- Engage in open, honest, and respectful communication.
- Foster reciprocal partnerships with families.
- Respect children's agency and individual learning styles.  
(EYLF: Partnerships, Respect for Diversity | NQS 5.1.3, 6.1.2)

## 5. Integrity

We act with honesty, transparency, and accountability.

Educators:

- Uphold ethical practice and confidentiality.
- Follow through on commitments and responsibilities.
- Lead with professionalism and model integrity in all interactions.  
(EYLF: Professionalism | NQS 4.2.1, 7.1.2)

## Staff Professionalism

Our educators are trusted professionals who reflect our values in their everyday conduct and decision-making.

All staff are expected to:

- Abide by the **Code of Ethics** (Early Childhood Australia).
- Meet all **regulatory and ethical obligations** under the Education and Care Services National Law and Regulations.
- Maintain positive relationships with colleagues, children, and families.
- Participate in ongoing training, reflection, and team development.
- Contribute to a culture of mutual respect, trust, and continuous improvement.

## Implementation

- This policy will be embedded into staff inductions, Most Powerful Question reviews, and team Program and Planning meetings.
- Leadership will provide support and mentoring to uphold professional standards.
- The service's values will be visible throughout the environment and reflected in documentation.
- Families will be informed of the service's values upon enrolment and included in ongoing discussions about how we live them in our practice.

## Statutory Legislation and Considerations

- Anti-Discrimination Act 1977
- Australian Human Rights Commission Act 1986
- Education and Care Services National Law (2010)
- Education and Care Services National Regulations 2011
- Disability Discrimination Act, 1992
- Racial Discrimination Act, 1975
- Sex Discrimination Act, 1984
- Age Discrimination Act, 2004
- Work Health and Safety Act 2011
- Privacy Act 1988

## Sources

Early Childhood Australia's Code of Ethics

Guide to the National Quality Framework

Early Years Learning Framework (EYLF) V 2.0

ACECQA Information sheet: [SUPPORTING PERFORMANCE AND THE DEVELOPMENT OF PROFESSIONALS](#)

## Related Policies

- Staff Code of Conduct
- Parent/Guardian Code of Conduct
- Equal Opportunity Employment
- Reconciliation Action Plan
- Child Protection
- Governance & Management
- Guiding Children's Behaviour
- Inclusion
- Providing a culturally safe environment for Aboriginal and Torres Strait Islander families and educators
- Women's Health

## Monitoring and Review

- The Approved Provider/Nominated Supervisor is responsible for ensuring compliance with this policy.
- Feedback from staff, families, and children will inform ongoing improvement.
- The policy will be reviewed bi-annually or as required.

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| <p><b>Approved Provider Representative:</b></p> <p><b>Name:</b>.....Ashliegh Mitchell.....</p> <p><b>Role:</b> .....President.....</p> <p><b>Signature:</b> .....</p> <p><b>Date Adopted:</b> .....01 / 12 / 2025.....</p> |
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**REVIEW DATE:** .....01 / 12 / 2027.....

| POLICY REVISIONS |                                  |             |
|------------------|----------------------------------|-------------|
| Policy Adopted   | Approved Provider Representative | Review Date |
| 01/12/2025       | Ashliegh Mitchell                | 01/12/2027  |
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