

ECA Values Statements

Early Childhood Australia is guided in its work by endorsed values. These sit alongside ECA's Principles, Positions, Code of Ethics, Scope of Activities and Governance Guidelines as our Foundation Materials. With the other Foundation Materials the ECA values inform ECA's Strategic Directions and all our day-to-day work.

We recognise that our values will suggest different meanings and actions for different people in different roles in different places and situations. The aim of the following statements is to support the process of making meaning of our values. The statements are subject to continuing reflection, discussion, interpretation and expansion and we welcome feedback on them from any member at any time.

The rights of children

Infants and young children are citizens with the same rights as everyone in our society and should have access to its protections and benefits to help them have the best possible start in life. The well being of young children is Early Childhood Australia's prime focus.

Early Childhood Australia has a particular focus on infants and young children in early childhood education and care services, but we also address other significant issues of children's rights and well being.

We particularly recognise the rights of Aboriginal and Torres Strait Islander children and their families, acknowledging past and current injustices and realities around Australia, and we challenge ourselves to work for true Reconciliation.

Leadership

We stand out as proactive champions for young children. We provide an independent focus and voice for advocacy, understanding, energy and change for ECA members, for others in the early childhood sector and for interested people in the wider community.

Excellence

We strive for high standards in all that we do. In all aspects of our ECA work we are ethical, professional, well-informed, thorough, articulate and creative. We want to be outstanding in our work.

Respect

We have regard for people and treat them well in all our interactions both within and outside ECA. We recognise the dignity and rights of all and we make time to listen, to be courteous, and to respond. Our respect for children, for the people who work with them and for ourselves requires this, and also requires that we work to high standards in all areas.

Courage

We are brave in our work. We think carefully about infants and children in our society and the impacts of situations and events on them. We speak out and take actions about these without fear or favour. We support one another in this.

Honesty

We tell the truth. We act with integrity and sincerity. We are who we say we are and we do what we say we will do. If difficulties arise we are straightforward and ethical in recognising and dealing with them.

Openness

Our Early Childhood Australia agenda is clear for all to see. Our positions on issues and our responses to questions are always based on the best interests of children and the courses of action suggested by our values and other ECA Foundation Materials.

Collaboration

We promote dialogue and work co-operatively both within Early Childhood Australia and with organisations that share our focus on children's well-being. This approach builds relationships, generates energy and provides a base from which to achieve important goals.

Diversity

We see people - children and adults - as individuals and appreciate and welcome their differences. This approach enriches us individually and collectively, harnesses understandings and skills for our work and informs our enactment of the other values.

Justice

We believe in fairness and equity. We apply this in all aspects of our ECA work, in our partnerships with other individuals and organisations and in our advocacy for young children.

Social inclusion

We believe that all infants and children should have access to relationships, experiences and services which support their well being in the present, promote their healthy growth, development and learning and will facilitate their participation in our society.

It is the responsibility of our society to address this and this often requires differential approaches to resources and programs for both children and adults.