

Relevant ethical responsibilities and standards of practice

This chart supports the Key Considerations section of the [*Reflection Guide: Practices that harm children*](#). It identifies the code and standards that are applicable to each scenario.

The first column lists the relevant sections of the *Code of Ethics and Standards of Practice*, and the second column lists the applicable scenario(s). This resource is designed to be used as a tool to review your responses and reflect on the ethical and professional responsibilities that apply to each scenario in the reflection guide.

Legend: S = Scenario



Code of Ethics	Applicable scenarios
<p>Ethic A: RECEs make the well-being, learning and care of children their foremost responsibility. They value the rights of children and create learning environments where all children can experience a sense of belonging and inclusion. They respect each child’s uniqueness, dignity and potential.</p>	<p>S1: Pause, breathe, reset</p> <p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>Ethic B: RECEs build and maintain responsive and collaborative relationships with families. These relationships are based on mutual trust, openness and respect for confidentiality. RECEs work in partnership with families, sharing knowledge and resources to support the well-being and learning of children.</p>	<p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>Ethic C: RECEs build positive relationships with colleagues by demonstrating respect, trust and integrity. They support, mentor and collaborate with colleagues, including students aspiring to the profession. They recognize that their conduct as professionals contributes to the public’s trust in the profession.</p>	<p>S1: Pause, breathe, reset</p> <p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>Ethic D: RECEs provide and promote high quality early years programs and services to support children and families. They build connections and collaborate with community partners to enhance programs and promote the integration of services. RECEs communicate the value and importance of early childhood education in their communities and to the broader public. They advocate for the well-being of children and families.</p>	<p>S3: The weighted blanket</p>

Standard I: Caring and Responsive Relationships	Applicable scenarios
<p>A: RECEs understand that strong, positive relationships contribute to healthy child development and are necessary for children’s well-being and learning. Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to the practice of RECEs.</p>	<p>S1: Pause, breathe, reset</p> <p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>B.1: RECEs are knowledgeable about the research and theories related to the impact of caring and responsive relationships on children’s development, learning, self-regulation, identity and well-being.</p>	
<p>B.2: RECEs are knowledgeable about a range of strategies that support ongoing positive interactions with children.</p>	
<p>B.3: RECEs understand that families are of primary importance in children’s development and well-being and that children are best understood in the context of their families, cultures and communities.</p>	<p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>B.4: RECEs understand the importance of creating and maintaining positive relationships with families and colleagues to support children’s well-being.</p>	
<p>C.1: RECEs are attuned and responsive to the holistic needs of children.</p>	<p>S1: Pause, breathe, reset</p> <p>S3: The weighted blanket</p>
<p>C.2: RECEs engage in supportive and respectful interactions with children to ensure they feel a sense of security and belonging.</p>	<p>S1: Pause, breathe, reset</p> <p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>

Standard I: Caring and Responsive Relationships	Applicable scenarios
<p>C.3: RECEs access available information regarding the relevant family circumstances of children and the factors that may contribute to shaping their individual and family identity (including, but not limited to, the child’s health, legal custody and/or guardianship, family structure and cultural and linguistic background).</p>	<p>S3: The weighted blanket</p>
<p>C.4: RECEs support children in developing coping skills, regulating their behaviour and interacting positively with others. They recognize all children’s capacity to self-regulate and their right to be supported to develop these skills.</p>	<p>S1: Pause, breathe, reset</p> <p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>C.5: RECEs communicate with children and families by being equitable, inclusive and respectful of diversity. They are receptive listeners and offer encouragement and support by responding appropriately to the ideas, concerns and needs of children and families.</p>	<p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>C.6: RECEs support, encourage and work collaboratively with colleagues. They work to build effective relationships with colleagues by using a variety of communication methods and strategies, applying interpersonal skills, respecting privacy and confidentiality and establishing appropriate boundaries.</p>	<p>S2: When personal and professional values conflict</p>
<p>C.7: RECEs ensure that in their relationship with families and colleagues, the needs and best interests of the child are their highest priority. They collaborate with families to access information and resources to make informed decisions about their child. They advocate for children and families in partnership with families and colleagues.</p>	<p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>

Standard II: Curriculum and Pedagogy	Applicable scenarios
<p>A: RECEs co-construct knowledge with children, families and colleagues. They draw from their professional knowledge of child development, learning theories and pedagogical and curriculum approaches to plan, implement, document and assess child-centered, inquiry and play-based learning experiences for children.</p>	<p>S1: Pause, breathe, reset</p>
<p>B.1: RECEs are knowledgeable about child development theories and understand that children’s development is integrated across multiple domains and within a variety of contexts and environments.</p>	<p>S2: When personal and professional values conflict</p>
<p>B.2: RECEs are knowledgeable about current learning theories and pedagogical and curriculum approaches that are based on inclusion, inquiry and play-based learning.</p>	<p>S1: Pause, breathe, reset</p>
<p>B.3: RECEs understand that families are of primary importance in children’s development and well-being and that children are best understood in the context of their families, cultures and communities.</p>	<p>S3: The weighted blanket</p>
<p>B.4: RECEs understand that children are capable and enthusiastic learners with unique personalities, skills and interests.</p>	
<p>C.1: RECEs are attuned and responsive to the holistic needs of children.</p>	<p>S1: Pause, breathe, reset</p>
<p>C.4: RECEs respond to the uniqueness of individuals and groups of children. They identify appropriate strategies, access the necessary resources and design curriculum to ensure full participation of all children, taking into account ability, cultural and linguistic diversity and Indigenous identity. They provide all children with opportunities for engagement, exploration and expression.</p>	<p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>C.9: RECEs work collaboratively with families and colleagues to plan meaningful learning experiences and support problem solving and decision making.</p>	<p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>

Standard III: Safety, Health and Well-Being in the Learning Environment	Applicable scenarios
<p>A: RECEs intentionally create and maintain environments that support children’s play and learning as well as contribute to a sense of belonging and overall well-being. They ensure that the environment is safe and accessible for all children and families. They also ensure that the environment reflects the values and diversity of the community.</p>	<p>S1: Pause, breathe, reset</p> <p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>B.2: RECEs are familiar with a variety of strategies to promote and support children’s well-being and safety in the learning environment including, but not limited to, nutrition and physical, mental and emotional health.</p>	
<p>C.1: RECEs work in partnership with children, families and colleagues to create a safe, healthy and inviting environment that promotes a sense of belonging, well-being and inclusion.</p>	
<p>C.6: RECEs design or modify indoor and outdoor learning environments to support children’s self-regulation, independence, reasonable risk-taking, meaningful exploration and positive interactions.</p>	<p>S1: Pause, breathe, reset</p> <p>S3: The weighted blanket</p>
<p>C.8: RECEs consider how the environments affect children through daily care routines and transitions including meal times and snacks, personal care, sleep or rest time. They implement strategies to ensure sufficient time for safe and supportive transitions while maintaining supervision at all times.</p>	<p>S1: Pause, breathe, reset</p>

Standard IV: Professionalism and Leadership	Applicable scenarios
<p>A: RECEs demonstrate professionalism in their relationships with children, families, colleagues and the communities in which they practise. They are reflective and intentional professionals who engage in continuous professional learning. RECEs collaborate with others to ensure high quality early childhood education. All registered early childhood educators, regardless of position or title, are leaders.</p>	
<p>B.1: RECEs are knowledgeable about current legislation, policies and procedures that are relevant to their professional practice and to the care and education of children.</p>	
<p>B.2: RECEs are knowledgeable about current research, evidence-informed practice and trends in the early years sector.</p>	
<p>B.3: RECEs understand the value of reflective practice and leadership development and how continuous professional learning supports their professional growth and contributes to improving the quality of early childhood education for children, families and communities.</p>	<p>S1: Pause, breathe, reset</p> <p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>B.6: RECEs understand their legal obligations to practise according to the <i>Code of Ethics and Standards of Practice</i>. RECEs understand that if there is a conflict between the Code of Ethics and Standards of Practice and their work environment or the policies and procedures of their employer, they have an obligation to comply with the <i>Code of Ethics and Standards of Practice</i>.</p>	
<p>C.1: RECEs review and access current research and transfer this knowledge into evidence-informed practice. They engage in critical reflection, collaborative inquiry and demonstrate their commitment to ongoing learning by engaging in the Continuous Professional Learning program.</p>	
<p>C.2: RECEs effectively communicate the foundations of their practice and their decision-making processes to families and colleagues.</p>	<p>S3: The weighted blanket</p>

Standard IV: Professionalism and Leadership	Applicable scenarios
<p>C.3: RECEs collaborate with families and colleagues, including community partners and members of other professions, to access resources and expertise. They facilitate community partnerships for the benefit of children and families.</p>	<p>S1: Pause, breathe, reset</p> <p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>C.4: RECEs model professional values, beliefs and behaviours with children, families and colleagues. They understand that their conduct reflects on them as professionals and on their profession at all times.</p>	<p>S1: Pause, breathe, reset</p> <p>S2: When personal and professional values conflict</p>
<p>C.5: RECEs advocate in the interest of children, families, early childhood educators and the early years sector.</p>	<p>S2: When personal and professional values conflict</p> <p>S3: The weighted blanket</p>
<p>C.6: RECEs support and collaborate with colleagues, including early childhood education students and those who are new to the profession.</p>	<p>S3: The weighted blanket</p>
<p>C.11: RECEs report professional misconduct, incompetence and incapacity of colleagues which could create a risk to the health or well-being of children or others to the appropriate authorities. This includes reporting to the College if the conduct is that of an RECE.</p>	<p>S3: The weighted blanket</p>

Standard VI: Confidentiality, Release of Information and Duty to Report	Applicable scenarios
<p>C.8: RECEs comply with the <i>Child, Youth and Family Services Act</i> about their duty to report suspected child abuse and neglect to the Children's Aid Society.</p>	<p>S3: The weighted blanket</p>