

Code of Ethics

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Drafted by	Susana Gavidia-Payne	Approved by Board	May 2026
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PREAMBLE

PRECI members (professionals, researchers, policy makers, services) commit to upholding these ethical principles in their work to ensure excellence and equity in early childhood intervention (ECI) for children with developmental concerns, delay or disability and their families. These are both aspirational and actionable standards to guide behaviour, decisions, and practice. This Code of Ethics supports best practice for children with developmental concerns, delay or disability and their families, ensuring services are inclusive, rights-based, child- and family-centred, and grounded in professional integrity.

CORE ETHICAL PRINCIPLES

1. Equity, inclusion, social justice

- Uphold human rights principles, including the UN Convention on the Rights of the Child, the UN Convention on the Rights of Persons with Disabilities and the UN Declaration on the Rights of Indigenous Peoples.
- Strive to eliminate barriers to access, participation, and outcomes for children and families.
- Advocate for equitable resource allocation.
- Recognise that systemic disadvantage affects children's development and work to reduce disparities.
- Promote meaningful participation in environments and settings that are meaningful and natural for the child (home, educational, community).

2. Respect for children and families

- Treat every child as a distinct individual with rights, dignity, strengths, preferences and potential.
- Recognise and respect the central role of families in children's learning, development, wellbeing, and decision-making.
- Value and respond to cultural, linguistic, social, spiritual and family diversity.
- Maintain cultural safety and respond to inequity.
- Ensure practices promote belonging, inclusion and meaningful participation in community and natural settings.

3. Commitment to evidence-informed practice

- Base interventions, policies and research on the best available evidence, combining current research, evaluation data, practitioner expertise, lived experience and parents', carers', and families' input.
- Stay current with research and best practice and be open to innovation and continuous improvement.
- Transparently acknowledge limitations, uncertainties, and areas of ignorance. Where evidence is lacking, act with humility, seek collaboration, and generate evidence.

4. Collaboration and partnership

- Work in true partnership with children, parents/carers and families: listen, co-design, co-plan, co-evaluate.
- Collaborate across disciplines, sectors, services and with communities to ensure coordinated, holistic support.
- Promote shared decision-making, respecting the views, knowledge and lived experience of service users, Indigenous peoples, and marginalised groups.
- Encourage peer-support, mentorship and knowledge sharing among professionals and researchers.

5. Quality and excellence

- Maintain the highest standards of professional conduct, competence and integrity.
- Engage in ongoing professional development, supervision, and reflection.
- Monitor and evaluate interventions and services to ensure they are effective, responsive and aligned with best practice frameworks.
- Strive for clarity, consistency, transparency in roles, responsibilities, and accountabilities.

6. Transparency and accountability

- Be open in communicating with children, families, communities, funders and stakeholders about goals, methods, risks, outcomes, and decisions.
- Report honestly on research findings, successes and failures, and disclose conflicts of interest.
- Uphold commitments to confidentiality, privacy and safety.
- Be accountable to children, families and communities, not just institutions or funders.

7. Advocacy and stewardship

- Use one's position to advocate for policy, funding and systemic change to improve services and outcomes for children with developmental concerns, delay, or disability.
- Promote the adoption and implementation of best practice frameworks at local, state, national levels.
- Honour cultural, race, gender, religion diversity
- Honour Indigenous cultures, knowledge and people- ensure their voices shape policy, research, and practice.
- Be a steward of resources- use government, non-government, private, and research funding wisely, responsibly, and ethically.

8. Integrity, honesty, and professionalism

- Conduct all work honestly, with integrity. Do what you say you will do.
- Accurately represent qualifications, capabilities, limitations. Avoid misrepresentation.
- Maintain respectful, collegial relationships with colleagues, avoiding discrimination, bias, or conflict.
- Uphold the reputation and trustworthiness of PRECI.

ETHICAL REFLECTION AND DECISION-MAKING MODEL

PRECI members should consider the following when facing ethical dilemmas:

- **Identify** the ethical issue or conflict of values.
- **Use** the National Best Practice Framework for Early Childhood Intervention's decision-making guides and tools to inform choices.
- **Ensure** that the voices of children and families are central in decisions that affect them.
- **Consult** relevant codes, frameworks, colleagues, and supervisors.
- **Reflect** on whether decisions uphold inclusive, culturally safe, strength-based, rights-based values.
- **Consider** trade-offs between access, quality, cost, intensity, setting, etc. using evidence, values, and context.
- **Determine** ethical outcome.
- **Act** on the decision reached.
- **Monitor** the impact, adjust as needed, and document the process.

An [ethical decision-making flow chart](#) has been created. PRECI members must follow this flow chart when facing ethical dilemmas.

IMPLEMENTATION OF THE CODE OF ETHICS

To ensure the code is lived, not just declared, PRECI and its members should:

- Integrate these ethical principles into policies, guidelines, training, and supervision.
- Facilitate accessible training and support in ethics (for both researchers and practitioners).
- Establish mechanisms for peer reflection, ethical consultation, and resolution of ethical dilemmas.
- Include voices of children, families, and vulnerable populations in reviewing ethical conduct.
- Review and revise the Code of Ethics periodically in light of new research, practices, policies, and community input.

REVIEW AND ENDORSEMENT

- This Code of Ethics should be reviewed at least every 3 years, or sooner if national frameworks or policies change.

- Stakeholders (children, families, practitioners, Aboriginal and Torres Strait Islander representatives, disabled people and their advocates) should be involved in its review.
- Organisations, peak bodies, and regulators are encouraged to formally endorse and adopt this Code of Ethics.