



**Developmental  
Educators  
Australia  
Incorporated**

## Code of Ethics and Practice for Developmental Education

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## **Acknowledgement of First Peoples**

Developmental educators recognise the Aboriginal and Torres Strait Islander Peoples as the First Peoples of the land now known as Australia. We recognise that sovereignty was never ceded. This nation's First Peoples are connected to the oldest continuing cultures on earth. We acknowledge the many Nations on which we live, work and enjoy life. We acknowledge and respect First Peoples who work within our profession.

We value the First Peoples ways of being, knowing and connecting to Country. We recognise that First Peoples ways of knowing and being with 'disability' are not the same as those of the dominant western culture. We endeavour to work with and alongside cultural custodians and knowledge holders to improve our practice. As a justice-oriented profession, we stand in solidarity with First Peoples in the continuing effort for social justice and autonomy.

## **Acknowledgement of People with Disability**

Developmental educators recognise that people with disability are at the centre of our profession. We acknowledge the past and continuing injustices that people with disability experience. We recognise the rights of people with disability and endeavour to collaboratively ensure those rights are upheld. We acknowledge people with disability who work in our profession and acknowledge people with disability, their families and communities who collaborate with us in practice and research.

## **Vision Statement of Developmental Educators Australia Incorporated**

The DEAI's vision is to promote the profession of Developmental Education. Developmental educators are qualified professionals who specialize in working with people with disability using a human rights framework to achieve full and effective inclusion and participation in society.

## **Mission Statement of Developmental Educators Australia Incorporated**

It is the DEAI's mission to:

- Represent developmental educators as their professional association.
- Achieve common registration for all developmental educators.
- Provide an accessible forum and networking / meeting place for developmental educators.
- Promote the highest standard of professional conduct and practice of developmental educators.
- Promote the continuing professional education of developmental educators.

- Promote the profession developmental education to the public.
- Collaborate with universities and agencies in the disability sector and wider human services for the promotion and exposure of developmental educators.

## Values of Developmental Educators

Our values influence the way we approach our works. We value:

- the worth, dignity, and uniqueness of all persons.
- the right of all people to live and participate in community life.
- the empowerment of people to maximise their self-determination through access to information, choice, informed consent and/or advocacy in all decision making.

## General Principles: Overview

Developmental educators agree to work within the **Scope of Practice for Developmental Education** (DEAI, 2023) and in doing so:

- endeavour to maintain exacting standards of competence in their work
- recognise the boundaries of their skills and expertise
- provide only those supports and use only those techniques for which they are qualified by education, training, or experience
- recognise that competencies are required when serving, teaching, training, or supervising people with support needs, or providing services to individuals or their families and relevant others. Consideration must be given to the diversity and unique nature of a person's support needs, methods of communication, learning and lifestyle
- exercise careful judgement, and maintain knowledge of relevant professional information related to services they provide
- make appropriate use of academic, professional, technical, and administrative resources as well as to consult when necessary.

### **Principle A: Integrity and Professional Responsibility**

Developmental educators seek to promote integrity in the practice of working with people with disability.

Developmental educators are honest, fair, and respectful of others in all aspects of professional work.

Developmental educators attempt to develop an awareness of their own beliefs, values, needs and limitations and the impact this may have on their work.

Developmental educators uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behaviour and are flexible in meeting individual client needs.

Developmental educators consult with, refer to, and work in cooperation with other professionals and organisations to serve the best interests of people with disability.

Developmental educators are aware of their professional and academic responsibilities to the community in which they work and live.

Developmental educators should participate in service planning and the development of service standards at local, national, and international levels.

Developmental educators are concerned about professional and academic conduct. To achieve this, we agree to accept responsibility and accountability for our actions and encourage the development of practice, policy and law that serve the best interests of clients and the public.

Developmental educators are encouraged to voluntarily contribute a portion of their time to assist in community and/or professional development.

### **Principle B: Respect for People's Worth, Dignity and Uniqueness**

Developmental educators show appropriate respect to the fundamental rights, dignity and worth of all people. They respect rights to privacy, confidentiality, self-determination, and autonomy.

Developmental educators are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status, marital status, political belief or any other preference or personal characteristic. Developmental educators attempt to eliminate the effect of such biases on their work.

### **Principle C: Concern for Others' Wellbeing and Empowerment**

Developmental Educators seek to contribute in a positive manner to those with whom they interact professionally. Developmental educators are sensitive to real and ascribed differences in power between themselves and others, and they do not exploit or mislead others during or after professional relationships. Developmental educators value the promotion of an environment that enhances a person's quality of life. Developmental educators uphold the provision of quality services for all people.

### **Principle D: Community Education**

Developmental educators seek opportunities to communicate to the wider community the fundamental values of the profession as supported by this Code of Ethics and Practice. This includes seeking opportunities to advocate and inform the wider community regarding aspects and issues relating to disability or support needs and the role and function of developmental educators. Developmental educators should take initiative in promoting their profession and should acknowledge their professional title of developmental educator in professional contexts.

## **1. Ethical and Professional Statements**

Developmental Educators of Australia Incorporated recognises the diversity and complexity of the roles and settings in which developmental educators work. The following statements are a guide for the professional conduct of developmental educators.

### **1.1 Code of Ethics and Practice: Applicability**

The activity of a developmental educator subject to the Code of Ethics and Practice may be reviewed under these Ethical and Professional Statements only if the activity is part of his/her work or post graduate study related functions (paid or voluntary). Personal activities having no connection to, or effect on, the roles of developmental educators are not subject to the Code of Ethics and Practice.

### **1.2 National Code of Conduct for Health Care Workers**

Developmental Educators must abide by the National Code of Conduct for Health Care Workers as enacted by their State or Territory

The DEAI endorses this Code of Conduct with the view that Developmental Educators are Unregistered Health Practitioners.

See appendix B for State and Territory legislation.

### **1.3 National Disability Insurance Scheme (NDIS) Code of Conduct**

Developmental educators working with participants of the National Disability Insurance Scheme and who deliver NDIS supports must abide by the NDIS Code of Conduct.

See appendix C for NDIS Code of Conduct

### **1.4 Professional Role**

Developmental Educators provide services only in the context of a defined professional relationship or role.

### **1.5 Parameters of Expertise**

Developmental educators hold appropriate qualifications and practice to the highest standards of professional competence, in line with the Developmental Educators Australia Inc Core Competencies (2022) and Scope of Practice (2023).

Developmental educators are responsible for ensuring they work within the limits of their competence based on education, training, supervision and professional experience, and



update their professional knowledge and skills as needed and required.

Developmental educators provide services, educate, train, or conduct research in new areas or involving new methods only after first undertaking appropriate study, training, supervision and/or consultation from persons who are competent in those new areas or methods.

Developmental educators take reasonable steps to ensure the competence of their work and protect others from harm, in those emerging areas in which recognised standards for training do not yet exist.

In maintaining expertise, developmental educators continually update and extend their professional knowledge and skills by adhering to the Continuing Professional Development Program Policy for Developmental Educators and engaging in supervision with an appropriately qualified supervisor.

### **1.6 General Awareness of Legislation**

Developmental educators need to be aware of, and familiar with the content and implications of Commonwealth and State legislation relating to disability, human services, and areas relevant to their professional roles (Refer to Appendix A and your State or Territory Legislation)

Developmental educators need to keep abreast of legislative changes that relate to their professional roles.

### **1.7 General Awareness of International Statements, Treaties and Alliances**

Developmental educators need to be aware of, and familiar with the content and implications of international statements, treaties and alliances and their impact upon government policy and service provision to people with a disability and the community (Refer to Appendix D).

### **1.8 Respecting Differences**

Developmental educators do not engage in unfair discrimination based on age, gender, marital status, political belief, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status or any other preference or personal characteristic.

Should differences of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status, marital status, political belief or any other preference or personal characteristic significantly effect a developmental educator's work concerning particular individuals or groups; that developmental educator should make a commitment to obtain the training, experience, consultation or supervision to ensure the competence of their services.

In their work-related activities developmental educators should respect the rights of others to hold values, attitudes and opinions that differ from their own.

Developmental educators will respect the cultural background of individuals and families and familiarise themselves with relevant cultural protocols whenever necessary.

*Developmental educators recognise Australia's First Peoples and the nations and cultural groups that constitute First Nations society.*

### **1.9 Respecting Choice**

Developmental educators must respect the rights of people to make informed choices in relation to their life.

### **1.10 Undue Influence**

Developmental educators do not exercise undue influence over people with whom they may provide placement, supervision, evaluation, or an exercise of authority, such as clients, students, research participants or personnel under a developmental educator's direct supervision.

Developmental educators recognise that their professional judgement and action may affect the lives of the client, their families and others and ensure that this influence is not misused to cause detriment or exploitation.

### **1.11 Harassment**

Developmental educators will not knowingly engage in behaviour that is harassing or demeaning to persons with whom they interact in their work, based on factors such as age, gender, marital status, political belief, race, ethnicity, national origin, religion, sexual orientation, disability, socio-economic status or any other preference or personal characteristic.

### **1.12 Personal Issues**

Developmental educators recognise that their personal issues may interfere with their effectiveness. Therefore, they should avoid undertaking an activity when they know or should know that their personal issues are likely to lead to, or have a detrimental impact upon a client, family, student, research participant, peer or other person to whom they owe professional obligation. This obligation includes identifying the need for, and seeking assistance, for their personal issues as early as possible to ensure their professional performance is not significantly affected.

### **1.13 Duty of Care**

A duty of care is owed by a developmental educator to a client, family, or peer because:

- there is a recognised duty of care and,
- the actions (or lack of) of the developmental educator directly affected the person.

If harm is suffered by the person that was "reasonably foreseeable" a breach of duty of care may be deemed to have occurred. What is "reasonably foreseeable" would be determined in the context of the circumstances.

The level of duty of care owed by a developmental educator is related to their education, training, and experience.

When a developmental educator is uncertain regarding a situation; advice or guidance should be sought from appropriate professionals, peers and/or organisations with relevant expertise.

A developmental educator may be deemed negligent under the principles of duty of care only when it can be demonstrated that harm was caused by that developmental educator to another or another's property.

### **1.14 Duty to Inform**

Developmental educators need to:

- Inform clients, their families and workers, colleagues, and other professionals about the parameters of their qualifications, and any ethical considerations.
- Understand the philosophical and service delivery boundaries of the agency which may affect your interaction as a professional.

### **1.15 Duty to Report**

Developmental educators have an obligation under duty of care to report any breaches of the law particularly in respect to abuse, neglect and exploitation of people with disability, their families, and carers.

### **1.16 Conflict of Interest**

Developmental educators will identify where there is a potential conflict of interest based on personal, financial, social, organisational, or political factors which may create a risk of harm or exploitation. If a conflict arises a developmental educator should take all reasonable steps as necessary to resolve the issue with due regard for the best interests of the persons involved and maximum compliance with the Code of Ethics and Practice.

### **1.17 Consultation, Collaboration and Referrals**

Developmental educators recognise the need to collaborate with other professionals.

Developmental Educators arrange for appropriate consultations and referrals based on the best interests of their clients with appropriate consent and subject to other relevant consideration including legal and contractual obligations.

When indicated and professionally appropriate, developmental educators cooperate with other professionals to serve clients effectively and appropriately.

Developmental educators consult with and for people with disability and support needs with mainstream, generic, and specialist service providers to obtain relevant services for their clients.

### **1.18 Professional Delegation and Supervision**

When developmental educators delegate to their employees, students, research assistants, team members, peers and other developmental educators they are deemed to have a supervisory capacity over only those responsibilities that such individuals can reasonably expect to perform competently on the basis of their education, training, or experience either independently or with the level of supervision being provided.

Developmental educators provide proper training and supervision to their employees, students, research assistants, team members, peers, and other developmental educators they are deemed to have a supervisory capacity over and take reasonable steps to see that such individuals perform services responsibly, competently, and ethically.

Developmental educators should try to negotiate and modify their role or correct the situation of organisational policies, procedures or practices that prevent fulfilment of this obligation.

### **1.19 Documentation of Professional Work**

Developmental educators should appropriately document their professional work to facilitate provision of services later by them or by other professionals to ensure accountability and meet legal or organisational requirements.

Developmental educators should recognise and acknowledge the clients' rights to access documented information about themselves. In this context developmental educators should ensure that information is documented in a manner that is sensitive and comprehensible given the person's abilities.

## **1.20 Records and Information**

Developmental educators create, maintain, disseminate, store, retain and dispose of records and data relating to their research, practice, and other work in accordance with legal requirements, organisational policy, and this Code of Ethics and Practice.

## **1.21 Financial Negotiations**

As early as is practicable in a professional relationship the developmental educator and client of the services must reach an agreement specifying the fee for service and payment arrangements if applicable. When negotiating fees, developmental educators should consider the client's ability to pay, and any financial negotiations should be documented and consistent with legal requirements.

# **2. Assessment and Evaluation**

## **2.1 Assessments and Evaluation in Professional Context**

Developmental educators who undertake evaluations, assessments and interventions do so only within the context of a defined professional relationship. Any assessment recommendations, reports or evaluative statements are based on information and collated from a consultative model. This consultative model involves using appropriate techniques or processes which include the involvement of the person with disability and relevant others.

*Assessments should only be conducted by developmental educators who hold appropriate training, and registration with the relevant licensing body.*

## **2.2 Effective Use of Assessments**

Developmental educators who implement interventions and/or other outcomes, recommendations or planning goals based on assessment, do so in line with current disability service standards and legislation. Developmental educators are committed to ensuring no misuse or overt misunderstanding of assessment information or processes.

## **2.3 Consumer Friendly Material**

Developmental educators are committed to fully inclusive consultative practices, which includes ensuring outcomes and processes are accessible to clients, families, advocates, and relevant others.

Developmental educators have a responsibility to have and develop a sensitivity to the communication skills of clients, families, advocates, and relevant others.

Consumer friendly and accessible material relates to the responsibility of developmental educators to have a sensitivity to the educational and cultural experiences of clients, families, advocates, and relevant others they professionally interact with.

### **3. Advertising and Presentations**

#### **3.1 Public Statements**

Public statements include but are not limited to paid and unpaid advertising pamphlets, printed matter, personal resumes, curriculum vitae, interviews, or comments for use in the media, statements in legal proceedings, lectures, seminars, public oral presentations, websites, social media and published materials.

#### **3.2 Ensuring Accurate Statements**

Developmental educators will endeavour to ensure statements made by others about developmental educators and services they provide are correct. Developmental educators will maintain this by providing correct information, taking responsibility for public statements made by themselves, and to make honest efforts to correct deceptive or incorrect statements.

Developmental educators will not make deceptive, misleading, or false public statements related to their qualifications, training, experience, credentials, membership and current or past roles.

#### **3.3 Public Presentations**

When presenting information by means of lectures, seminars, articles, materials or other; developmental educators will be required to ensure this information is correctly based on practical experience, theoretical experience, documented evidence, or sound research, consistent with this Code of Ethics and Practice.

### **4. Professional Relationships**

#### **4.1 Relationships and Service Provision**

Developmental educators will not develop a relationship with current clients, families or their peers that may be detrimental to their provision of services or professional judgement.

Developmental educators will not exploit persons whom they have supervision, authority or to whom they owe a duty of care. This includes clients, students, peers, employees, families, advocates, or others to whom they owe a professional obligation.

Developmental educators will provide information to service users about the basis of their relationship, their role, and the role of the service user in a manner that suits the person's

abilities.

## **4.2 Relationship Framework**

Developmental educators will provide their clients, families, and peers with informed choices about the service they will provide, particular approaches to be used, programs, time frames, goals and anticipated outcomes. Developmental educators will ensure this is provided using a multi or trans-disciplinary approach and presented in a manner that suits individual abilities and ensures understanding about the basis of the relationship.

## **4.3 Consent for Services**

Developmental educators will ensure informed consent for services or information is obtained from the appropriate person or persons. This should be achieved by:

- considering the person's capacity to consent
- using sensitive and appropriate communication methods
- informing the person or persons of service choices
- ensuring that consent is recorded and documented correctly.

It is the responsibility of a developmental educator to be aware of issues relating to consent. Considering legislation, the person's abilities, and the possible involvement of State or Commonwealth authorities or administrators such as a 'Guardianship Board'.

## **4.4 Continuity of Services**

Developmental educators will use appropriate data and information recording methods and maintain these throughout their service provision. This will safeguard that in their absence, transfer of services, unavailability, or other unforeseen circumstances that services to that client continue with minimal disruption.

## **4.5 Closure of Professional Relationship**

Developmental educators will provide suitable notice and information when a service or professional relationship will be ceased. Developmental educators will cease a professional relationship when the current service is not required, or no longer benefiting the client. Developmental educators will investigate and suggest alternative services where appropriate, to the client prior to cessation of services. This will be provided in a manner that ensures that the client understands and where appropriate, is able to contribute to, and choose, alternative services.

## 5. Privacy and Confidentiality

These standards can apply to the professional and academic activities of all developmental educators.

### 5.1 Limits and Maintenance of Confidentiality

Developmental Educators should hold discussions with persons or organisations that they have a professional or academic relationship with, about any potential infringements of confidentiality as well as potential uses of information and records created.

Except where not possible, developmental educators should discuss confidentiality and related issues at the commencement of the relationship or as altered circumstances require.

Developmental Educators should be familiar with the legal rights afforded to persons they have a professional or academic relationship to and anticipate requirements for the maintenance of these rights to confidentiality.

### 5.2 Privacy

When preparing or keeping, records, reports, assessments, or other information (be they: oral, written or any other communication) developmental educators should only use or keep information pertinent to the matter at hand. Any confidential information acquired via professional or academic relationships must only be revealed to people for whom the information is imperative or to confer with an appropriate professional.

To maximise privacy developmental educators should only include in written, oral reports, consultations and any other communications, information relevant to the purpose for which the communication is required.

### 5.3 Records Storage

Developmental educators should ensure that systems of record storage do not allow for breaches of confidentiality as set out in this Code of Ethics and Practice. Regardless of methods used for storage, (written, electronic or other) records should be kept and disposed of using legally permitted methods and in line with this Code of Ethics and Practice.

### 5.4 Disclosure of Confidential Information

Disclosure of confidential information by a developmental educator cannot be made unless:

- the client consents to this; or
- the law permits or requires it.



## **5.5 Consulting with Appropriate Professionals**

Developmental educators can confer with an appropriate professional where:

- the information presented could not lead to the person from whom the information originated being identified.
- the person has agreed to specific information being discussed.
- disclosing information is necessary.

In each instance the extent of disclosure is to be no more than necessary to accomplish the purpose.

## **5.6 Shared Databases**

Where a developmental educator shares database(s) with others, strategies need to be in place to ensure that those with access to the database(s) are not able to identify the person from whom the information originated. This is not required where the person from whom the information was originated, or an authorised other has granted permission for all uses of the database(s) to access information that might identify them.

## **5.7 Public use of Confidential Information**

Information provided by a developmental educator that is publicly presented, such as via lectures, seminars or circulated articles should not contain material that may lead to the identification of a person, unless that person or an authorised other has agreed to the specific information being discussed.

## **5.8 Continuity in Case of Change of Circumstances**

To ensure the continuance of confidentiality of records, a contingency plan should be made by the developmental educator to cover the possibility that they may:

- die
- become impaired and unable to continue professional practice.
- leave or change their workplace.
- encounter a conflict of interest.
- take extended leave.

## **5.9 Holding of Records**

Developmental educators should take honest and lawful steps to ensure that records and data remain available to the extent needed to serve the best interest of clients, research participants and relevant others.

## **6. Programing, Intervention and Support**

### **6.1 Design of Programs**

Developmental educators involved in educative/training/support programs must ensure programs are competently designed and genuinely focused on the support needs of the person or group, provide positive and enhancing experiences, and meet professional requirements for accountability as well as service provider standards and policies.

Developmental educators responsible for programs need to ensure an accurate description of program content, the educative/ training/ support goals, objectives, and criteria is documented to ensure effective implementation. This information must be accessible to all relevant parties.

When engaged in implementing programs, developmental educators need to present information accurately and with objectivity.

### **6.2 Closure of Programs**

Developmental educators are responsible to ensure closure of programs and/or support is planned and documented appropriately considering the needs and obligations of all relevant parties.

## **7. Support and Supervision of Students**

### **7.1 Support and Supervision of Students Undertaking Tertiary Studies**

Developmental educators assigned to support and supervise students ensure they present as a professional and appropriate role model. This includes demonstrating the ethical principles of this code in daily work practices and procedures.

Developmental educators provide suitable opportunities for the student to achieve course and personal learning objectives.

In academic and supervisory relations developmental educators establish an appropriate process for providing feedback to students.

Developmental educators evaluate students based on the actual performance on relevant and established program requirements.

Developmental educators are encouraged to provide opportunities for placement and supervision of students of recognised tertiary qualifications studying disability courses.

Where developmental educators provide placement and supervision to students from other disciplines the developmental educator has a responsibility to familiarize themselves with the necessary protocols, ethics, and standards of practice for the relevant profession.

## **8. Research and Publication**

### **8.1 Obtaining Approval**

Prior to conducting research, developmental educators consult with and obtain approval from relevant committees, boards, or organisations.

Developmental educators design, implement and report research adhering to the professional standards and research protocols of the approving committee, board, or organisation.

### **8.2 Conduct of Research**

Developmental educators design, implement and report research that is viewed as ethical under this Code of Ethics and Practice.

Developmental educators seek to resolve any ethical issue that is unclear via consultation with appropriate committees, boards, or organisational management.

Developmental educators plan and conduct research in a manner consistent with Federal and State laws and regulations as well as professional standards governing the conduct of research.

## **9. Resolving Ethical Issues**

### **9.1 Awareness of the Code of Ethics and Practice**

Developmental educators have an obligation to be familiar with this Code of Ethics and Practice, other applicable codes of ethics (i.e., Code of Conduct for Unregistered Health Practitioners; NDIS Code of Conduct) and their application to developmental educator's work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

#### *Management of Ethical Issues*

Developmental educators have the requisite knowledge and skills to identify ethical issues and respond to them appropriately.

When a developmental educator is uncertain whether a particular situation or course of action would violate this Code of Ethics, the developmental educator should consult with their appropriate management or DEAI.

#### *Ethics and Professional/Organisational Demands*

If the demands of an organisation with which developmental educators are affiliated or employed, conflict with this Code of Ethics, developmental educators should clarify the nature of the conflict, make known their commitment to the Code of Ethics and Practice, and to the extent feasible, seek to resolve the conflict in a manner that permits the fullest adherence to the Code of Ethics and Practice.

### **9.2 Resolution of Serious Breaches of Ethics, Conduct and/or Practice.**

When developmental educators believe that there may have been a serious ethical, conduct or practice violation by another developmental educator, they should attempt to resolve the issue by bringing it to the attention of that person if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

If there is no capacity to informally resolve a serious breach of ethics, conduct or practice, there is an onus on the developmental educator to seek out the appropriate complaints organisation and/or submit a written professional complaint to inform the DEAI in writing, in accordance with the ***DEAI Complaints Process for Serious Breaches of Ethical Practice by a Developmental Educator and the DEAI By Laws on Ethics and Practice (2015), if permitted by Law.***

DEAI members will cooperate with the DEAI and any investigations about themselves or other members.

The DEAI reserves the right to release membership status information upon request for the purpose of assisting in the resolution of a potential complaint against a member of the DEAI.

When there is no appropriate complaints mechanism it is in the interests of all involved parties for the developmental educator who has determined there may be a breach to complete a written report on the incident to be kept in their personal files for future reference.

## APPENDICES

### **Appendix A - Commonwealth Legislation - Guidelines**

Disability Discrimination Act (1992)  
Commonwealth Disability Services Act (1986)  
National Disability Insurance Scheme Act (2013)  
Home and Community Care Act (1985)  
Work Health and Safety Act (2011)  
Privacy Act (1988)  
Social Security Act (1991)  
Freedom of Information Act (1982)

### **Appendix B National Code of Conduct for Health Care Workers**

Information on the Code can be found through the states and territories:

- [Australian Capital Territory](#)
- [New South Wales](#)
- [Northern Territory](#)
- [Queensland](#)
- [South Australia](#)
- [Tasmania](#)
- [Victoria](#)
- [Western Australia](#)

### **Appendix C – NDIS Code of Conduct**

<https://www.ndiscommission.gov.au/about/ndis-code-conduct>

### **Appendix D- International Statements, Treaties & Alliances - Guidelines**

United Nations Declaration of Human Rights (1946)  
United Nations Convention on the Rights of Persons with Disabilities (2006)  
United Nations Declaration on the Rights of Indigenous Peoples (2007)  
United Nations Convention on the Rights of the Child (1989)