



<http://www.audioconexus.com/our-core-values-audioconexus/>



<http://www.trident.com.au/about-us/our-values/>

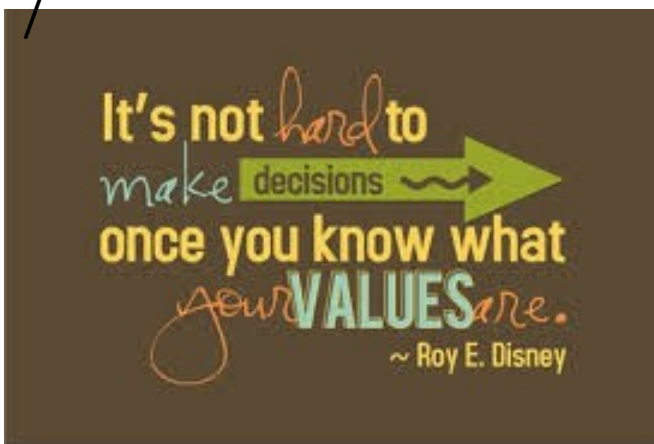


<http://www.twostreamszen.org/core-values/>

Source unknown



<http://eastcoastsocialchange.com/values>



The values of CLD are:

- Self-determination - respecting the individual and valuing the right of people to make their own choices.
- Inclusion - valuing equality of both opportunity and outcome, and challenging discriminatory practice.
- Empowerment - increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action.
- Working collaboratively – maximising collaborative working relationships with the many agencies which contribute to CLD and/or which CLD contributes to, including collaborative work with participants, learners and communities.
- Promotion of learning as a lifelong activity – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life

A CODE OF ETHICS FOR COMMUNITY LEARNING AND DEVELOPMENT

Community Learning and Development (CLD) is a field of professional practice constituted by the adult education, community development and youth work professions. While their practices and the constituencies they serve may differ, they have in common a commitment to their constituents as their primary clients, and to the power of informal education to transform situations, structures, communities and individuals.

Education is a prerequisite for democracy and citizenship. CLD seeks to extend the reach of effective democracy, particularly by actively engaging those who are excluded from participation in key social processes that shape their lives, and to widen the scope of democracy to enable full participation in the common wealth. The following principles are informed by this core position.

1. **Primary client.** Our primary client (our 'constituent') is the community, the young person, or the adult learner with whom we engage.
2. **Social context** Our work is not limited to facilitating change within individuals, but extends to their social context and environment. It recognises the impact of ecological and structural forces on people.
3. **Equity** Our work promotes equality of opportunity and outcome. Our practice is equitable and inclusive.
4. **Empowerment** We seek to enhance constituents' capacity for positive action by:
 - enabling them to clarify and pursue their chosen priorities
 - building skills of decision-making, engagement and co-operation
 - making power relations open and clear
 - supporting constituents in holding those with power accountable
 - facilitating disengagement from the professional relationship.Our starting point is that constituents are capable of assessing and acting on their interests.
5. **Duty of Care** We will avoid exposing our constituents to the likelihood of harm or injury.
6. **Corruption** We will not seek to advance ourselves, our organisations or others, personally, politically or professionally, at the expense of our constituents.
7. **Transparency** Engagement with the young person, adult learner or community, and the resulting relationship, will be open and truthful. Potential conflicts of interest will be openly declared.

8. Confidentiality Information provided by constituents will not be used against them, nor will it be shared with others who may use it against them. Constituents should be made aware of the limits to confidentiality. Until this happens, the presumption of confidentiality should apply. Wherever possible they should be consulted before disclosure.

9. Co-operation We will actively seek to co-operate with others in order to secure the best possible outcomes for our constituents.

10. Professional Development We will work reflectively, identifying and using the information, resources, skills, knowledge and practices needed to improve our capacity to meet our obligations to constituents.

11. Self-awareness We should be conscious of our own values and interests, and approach cultural and other difference respectfully. While the need to challenge may arise, we must try first to understand.

12. Boundaries The CLD relationship is a professional relationship, intentionally limited to protect the constituent and the purpose of our work. These limits should be clarified, established and maintained. The relationship with an individual constituent is based on trust and is not available for sexual engagement.

13. Self-care CLD practice should be consistent with preserving the health of CLD workers

Which aspects of my work undermine...

- self-determination
- inclusion
- empowerment
- collaborative work
- lifelong learning?

A personal favourite..

- creativity – playing in the magic
- humility – no one to defend
- humour there is no self to take seriously
- integrity -aligning body speech and thought
- transparency - nothing to hide



- curiosity – endless enquiry
- honesty – speaking from experience
- simplicity tenderly walking on this moving planet
- respect – honouring every living being

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