

CCEI059T: Principles from the NAEYC Code of Ethical Conduct Handout

Welcome to CCEI059T:

In this course, participants explore the principles behind NAEYC's Code of Ethical Conduct and Statement of Commitment and the need for such a document in the early childhood profession. As a result of participating in this course, students should be able to demonstrate a working knowledge of the NAEYC Code of Ethical Conduct, ways to apply the Code of Ethical Conduct to problem-solve ethical early childhood-related issues or dilemmas, and ways to employ the Code of Ethical Conduct to validate professional standards for children, families, staff, community, and themselves.

Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Demonstrate a working knowledge of the Code by successfully responding to assessment questions
- Demonstrate ways to apply the Code to problem-solve ethical early childhood-related issues or dilemmas by successfully responding to assessment questions
- Demonstrate ways to employ the Code to validate professional standards for children, families, staff, community, and themselves by successfully responding to assessment questions

References:

1. Bredekamp, S. (2019). *Effective Practices in Early Childhood Education, 4th edition*. Pearson Education, Inc.
2. Feeney, S., Freeman N.K., & Moravcik E. (2016). *Teaching the NAEYC Code of Ethical Conduct: A Resource Guide, Revised Edition*. National Association for the Education of Young Children. Washington, DC.
3. Feeney, S. and Freeman, N. (2016). "Focus on Ethics: Ethical Issues - Responsibilities and Dilemmas." Retrieved from <https://www.naeyc.org/resources/pubs/yc/mar2016/ethical-responsibilities-dilemmas>
4. Herr, J. (2020). *Working with Young Children, 9th edition*. Goodheart-Willcox.
5. Hoffman, A. (2017). "Using the NAEYC Code of Ethical Conduct." Retrieved from <https://letstalkqualitypa.com/using-the-naeyc-code-of-ethical-conduct>
6. Morrison, G., Woika, M.J., and Breffni, L. (2020). *Fundamentals of Early Childhood Education, 9th edition*. Pearson Education, Inc.
7. National Association for the Education of Young Children (NAEYC). (2011). "Code of Ethical Conduct and Statement of Commitment." Retrieved from <https://www.naeyc.org/position-statements-ethical-conduct>
8. National Association for the Education of Young Children (NAEYC). (2022). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, 4th edition*. Washington, DC: NAEYC.

Course Notes:

Use the space below to record important information from the course.

Key Concepts

What is the most important part of the code?

Code of Ethics

Ethics is defined as:

- 1.
- 2.
- 3.

Core Values

Organization of the Code of Ethical Conduct

The NAEYC Code of Ethical Conduct has four sections:

- 1.
- 2.
- 3.
- 4.

Each section is sub-divided into:

- 1.
- 2.

Section I: Ethical Responsibilities to Children

Section I *Ideals*

Section I *Principles*

Section II: Ethical Responsibilities to Families

Section II *Ideals*

Section II *Principles*

Section III: Ethical Responsibilities to Colleagues

Section III *Ideals*

Section III *Principles*

Section IV: Ethical Responsibilities to Community and Society

Section IV *Ideals*

Section IV *Principles*

When do ethical dilemmas surface?

Steps for Solving a Dilemma

Strategies for using the Code with staff and families as a regular part of programs

Summary

The goal of this workshop was to create a heightened level of professionalism and reflective response by providing the Code of Ethical Conduct and Statement of Commitment as developed by the National Association for the Education of Young Children for all parties involved in the early care and education field, and techniques for its use.

It is important to remember:

- Above all, we shall not harm children.
- Early Childhood professionals have ethical responsibilities to many people and must behave in a manner that reflects best practice for all.
- All decisions must be made within the scope of what is safe (physically, mentally, or otherwise) for children.
- Decisions are not isolated. When a teacher makes a decision, it can impact the other children in the classroom, the school, the families, the other staff members, licensing, accreditation, and funders.
- Decisions deserve deliberate thinking. Using the Code allows teachers to slow down and consider all the options.

Steps for Solving an Ethical Dilemma

When an ethical dilemma occurs, consider taking the following steps to resolve the issue:

1. Identify all the stakeholders.
2. Identify the issue(s) for each stakeholder.
3. Brainstorm possible solutions: Think of many, varied solutions; defer judgment; be creative.
4. Turn to the Code and review: Find and list points that apply.
5. Make a unified decision: This may include a compromise.
6. Remember that P-1.1 is always the bottom line:

"Above all, we shall not harm children."