



## Code of Ethical Conduct

### Supplement for Early Childhood Program Administrators

*Adopted July 2006, Reaffirmed and Updated May 2011*

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**A Position Statement Supplement of the National Association for the Education of Young Children**

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*Adopted by the National Association for Family Child Care*

Administrators of programs for young children are responsible for overseeing all program operations, serving as leaders in their programs, and representing the field to the community. Early childhood program administrators are called upon to sustain relationships with a wide variety of clients. They interact with and have responsibilities to children, families, program personnel, governing boards and sponsoring agencies, funders, regulatory agencies, their community, and the profession.

Program administrators deal with unique responsibilities and ethical challenges in the course of managing and guiding their programs and assume leadership roles within and beyond their programs. As managers and leaders, they are called upon to share their professional knowledge and expertise with families, personnel, governing boards, and others; demonstrate empathy for the families and children they serve; and communicate respect for the skills, knowledge, and expertise of teaching staff, other personnel, and families. Administrators accept primary responsibility for executing the program's mission as well as developing and carrying out program policies and procedures that support that mission. They also make a commitment to continue their own professional development and the continuing education of the personnel in the program they lead. Administrators also may be advocates for all children being able to gain access to quality programming. Some of the challenges faced by administrators involve balancing their obligations to support and nurture children with their respon-

sibility to address the needs and safeguard the rights of families and personnel and respond to the requirements of their boards and sponsoring agencies.

#### **Purpose of the Supplement**

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Like those in the field who work directly with young children, program administrators are regularly called upon to make decisions of a moral and ethical nature. The NAEYC Code of Ethical Conduct (revised 2006, **reaffirmed and updated 2011**) is a foundational document that maps the ethical dimensions of early childhood educators' work in early care and education programs. Program administrators share the ethical obligations assumed by all early childhood educators—obligations that are reflected in the core values, ideals, and principles set forth in the Code. Administrators embrace the central commitment of the early care and education field—and the Code—to ensure the well-being and support the healthy development of young children.

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*Note:* This Supplement was reaffirmed by the NAEYC Governing Board in May 2011 and changes were made to Ideals and Principles that regard responsibilities to families to ensure alignment with current family engagement best practices in the field. In addition, references to the Code of Ethical Conduct, Section III, Part C: Responsibilities to Employees were deleted, as Section III, Part C was deleted in the May 2011 update of the Code.

# Teaching The Naeyc Code Of Ethical Conduct Activity Sourcebook

**H Kauffman**



## **Teaching The Naeyc Code Of Ethical Conduct Activity Sourcebook:**

*Teaching the NAEYC Code of Ethical Conduct* Stephanie Feeney, 2008 Here s a book full of engaging effective ways to introduce the 2005 NAEYC code of ethical conduct and explore thorny ethical issues that face early childhood educators book cover Teaching the NAEYC Code of Ethical Conduct Stephanie Feeney, Nancy K. Freeman, Eva Moravcik, National

Association for the Education of Young Children, 2008 Here s a book full of engaging effective ways to introduce the 2005 NAEYC code of ethical conduct and explore thorny ethical issues that face early childhood educators book cover

*Handbook of Early Childhood Teacher Education* Leslie J. Couse, Susan L. Recchia, 2015-07-24 This handbook synthesizes both contemporary research and best practices in early childhood teacher education a unique segment of teacher education defined by its focus on child development the role of the family and support for all learners The first volume of its kind the Handbook of Early Childhood Teacher Education provides comprehensive coverage on key topics in the field including the history of early childhood teacher education programs models for preparing early childhood educators pedagogical approaches to supporting diverse learners and contemporary influences on this quickly expanding area of study Appropriate for early childhood teacher educators as well as both pre and in service teachers working with children from birth through 8 this handbook articulates the unique features of early childhood teacher education highlighting the strengths and limitations of current practice as based in empirical research It concludes by charting future directions for research with an aim to improve the preparation of early childhood educators Early Childhood Education Moncrieff Cochran, Rebecca S.

New, 2007-01-30 Early childhood education has reached a level of unprecedented national and international focus Parents policy makers and politicians have opinions as well as new questions about what how when and where young children should learn Teachers and program administrators now find curriculum discussions linked to dramatic new understandings about children s early learning and brain development Early childhood education is also a major topic of concern internationally as social policy analysts point to its role in a nation s future economic outlook As a groundbreaking contribution to its field this four volume handbook discusses key historical and contemporary issues research theoretical perspectives national policies and practices

**Understanding Ethics in Early Care and Education** Nancy E. Baptiste, Luis-Vicente Reyes, 2008 This book interprets for pre service and in service teachers alike the Code of Ethics of the NAEYC Coverage encourages readers to examine the beliefs that will guide their own ethics and in so doing expand their knowledge skills and attitudes regarding ethical practice The authors make excellent use of adult learning principles that engage readers in reflective practices to create an accessible engaging and highly interactive text For future teachers preparing for their first and subsequent classrooms Professional Ethics in Athletic Training - E-Book Gretchen A. Schlabach, Kimberly S. Peer, 2007-10-25 An

invaluable resource for any athletic training curriculum this text introduces athletic training as a profession by presenting an ethical framework of values principles and theory Chapters explore important issues related to cultural competence

foundational behaviors of professional practice professional and moral behavior and ethical decision making skills that both inform and transcend the athletic training profession Learning activities at the end of each section help you see connections between the material and clinical practice revealing new insights about yourself your profession and the organizations with which you will interact Content draws connections between ethical values principles and theory as relating to the Foundational Behaviors of Professional Practice Over 100 case studies promote critical thinking with clinical examples of ethical situations and conflicts that correspond to the domains identified by the Board of Certification BOC Role Delineation Study Learning Activities chapters at the end of each section provide over 60 activities designed to link content and theory to clinical practice Organized into three levels Level One consists of an introduction to professional ethics in athletic training Level Two focuses on professional enculturation and Level Three explores the application of ethical concepts in professional life Good to Know boxes highlight information throughout the chapters to enrich content and identify applications in the field Professional Pearl boxes contain quotes from NATA Hall of Fame Inductees offering advice about the challenges often faced in the profession Chapter outlines learning objectives and ethical concepts at the beginning of each chapter lay out the information in an easy to follow framework Appendices include self assessment and evaluation tools that encourage you to assess where your own responses fall within ethical boundaries Sections on cultural competence and ethical dilemmas increase awareness of diversity by exploring scenarios in which the practitioner s and patient s morals may conflict YC Young Children ,2007 **Young Children** ,2001 **Professional Ethics in Athletic Training** Gretchen A.

Schlabach, Kimberly S. Peer, 2008-01-01 An invaluable resource for any athletic training curriculum this text introduces athletic training as a profession by presenting an ethical framework of values principles and theory Chapters explore important issues related to cultural competence foundational behaviors of professional practice professional and moral behavior and ethical decision making skills that both inform and transcend the athletic training profession Learning activities at the end of each section help you see connections between the material and clinical practice revealing new insights about yourself your profession and the organizations with which you will interact Content draws connections between ethical values principles and theory as relating to the Foundational Behaviors of Professional Practice Over 100 case studies promote critical thinking with clinical examples of ethical situations and conflicts that correspond to the domains identified by the Board of Certification BOC Role Delineation Study Learning Activities chapters at the end of each section provide over 60 activities designed to link content and theory to clinical practice Organized into three levels Level One consists of an introduction to professional ethics in athletic training Level Two focuses on professional enculturation and Level Three explores the application of ethical concepts in professional life Good to Know boxes highlight information throughout the chapters to enrich content and identify applications in the field Professional Pearl boxes contain quotes from NATA Hall of Fame Inductees offering advice about the challenges often faced in the profession Chapter outlines learning objectives and

ethical concepts at the beginning of each chapter lay out the information in an easy to follow framework Appendices include self assessment and evaluation tools that encourage you to assess where your own responses fall within ethical boundaries Sections on cultural competence and ethical dilemmas increase awareness of diversity by exploring scenarios in which the practitioner s and patient s morals may conflict     *Ethics in Early Care and Education* Nancy Baptiste,Luis-Vicente Reyes,2001-11 This practical guide written in a conversational manner explains the NAEYC Code of Ethics It demonstrates how early childhood educators can use the Code to make appropriate decisions when working with children and their families As a part of the Student Enrichment Series this guide can be packaged for free with a core Merrill Education text or it can be purchased in a package of 3 or more Student Enrichment guides at a net price of 4 each This guide can also be purchased individually To see a full listing of our Student Enrichment Guides visit [http://vig.prenhall.com/catalog/academic/special\\_promotion\\_article\\_01146\\_PH\\_2272\\_cda\\_00.html](http://vig.prenhall.com/catalog/academic/special_promotion_article_01146_PH_2272_cda_00.html) Please contact your local Merrill Education Prentice Hall Representative for a special package ISBN before placing your order with your bookstore

## **Teaching The Naeyc Code Of Ethical Conduct Activity Sourcebook** Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Teaching The Naeyc Code Of Ethical Conduct Activity Sourcebook**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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