



# Code of Ethical Conduct

## Supplement for Early Childhood Program Administrators

Adopted July 2006; Reaffirmed and Updated May 2011

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

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

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.

*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

**Stephanie Feeney, Kenneth  
Kipnis, National Association for the  
Education of Young Children**

## **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

*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

**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** 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 **YC Young Children** ,2006

**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/0/1146/PH/2272/cda/00.html](http://vig.prenhall.com/catalog/academic/special_promotion_article/0/1146/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 **Young Children** ,2001

**Planning and Administering Early Childhood Programs** Celia Anita Decker,John R. Decker,2005 This practical and leading book offers a solid overview of what is involved in carefully planning and running quality early childhood programs The authors believe that the lack of real quality in today s early childhood programs should be of paramount concern to future administrators and so have created a book that will aid them in the initial planning of quality programs and serve as a helpful resource once programs are underway Coverage is organized to illustrate step by step the way directors of early childhood programs must approach their role examining in turn planning operationalizing and implementing high quality programs for all young children For administrative personnel at the elementary school level

**Management of Child Development Centers** Patricia F. Hearron,Verna Hildebrand,2003 For courses in administration of preschool and daycare programs In this popular text Hearron and Hildebrand position the child development program among the key components of a child s ecosystem They show high quality children s programs as essential support for a child s family not as islands of education unconnected to the rest of a child s world Coverage is clearly based on developmentally appropriate practices and the indicators of quality established by the NAEYC and organized around thirteen core competencies with a full chapter devoted to each As the narrative is written in friendly easy to understand language and bolstered by learning aids examples and exercises that capture student attention and keep it

**Consumer Sourcebook** Matthew Miskelly,2006 Consumer Sourcebook provides a comprehensive digest of accessible resources and advisory information for the American consumer This new edition identifies and describes some 23 000 programs and services available to the general public at little or no cost These services are provided by federal state county and local governments and their agencies as well as by organizations and associations Consumer affairs and customer services departments for corporations are also listed as well as related publications multimedia products general tips and recommendations for consumers The master index is arranged alphabetically by name and by subject term **Consumer**

**Sourcebook** Gale Group,2002-03 P IConsumer Sourcebook I provides a comprehensive digest of accessible resources and advisory information for the American consumer This new edition identifies and describes some 23 000 programs and services available to the general public at little or no cost These services are provided by federal state county and local governments and their agencies as well as by organizations and associations PConsumer affairs and customer services departments for corporations are also listed as well as related publications multimedia products general tips and recommendations for consumers The master index is arranged alphabetically by name and by subject term

### **Ethics and**

**the Early Childhood Educator** Stephanie Feeney,Nancy K. Freeman,2018 Doing what s right for children families colleagues and the community Do you need support and guidance to help you navigate tough ethical issues in your work The NAEYC Code of Ethical Conduct is every early childhood educator s foundation for moral practice and this third edition of Ethics and the Early Childhood Educator shows you how to use the Code to guide your actions and responses to challenging situations in the workplace Here you ll find real cases from early childhood programs that illustrate the process of identifying and addressing ethical issues by applying the NAEYC Code Reflection questions encourage you to think deeply about how your own experiences relate to the examples Ethical conduct is critical and the Code and this book are resources you can turn to again and again as you seek to make the right decisions for young children and their families

### **Teaching the**

**NAEYC Code of Ethical Conduct** Stephanie Feeney,Nancy K. Freeman,Eva Moravcik,2016-05-15 Discover engaging effective ways to explore real life thorny ethical issues with early childhood professionals

*Ethical Behavior in Early Childhood Education* Lilian G. Katz,Evangeline H. Ward,1991

### **Code of Ethical Conduct & Statement of Commitment**

Stephanie Feeney,Kenneth Kipnis,National Association for the Education of Young Children,1998

### **Code of Ethical**

**Conduct & Statement of Commitment** National Association for the Education of Young Children,2005

### **Exploring**

**Ethics** Jeremy Hayward,Gerald Jones,Marilyn Mason,2000 Starts with a short course designed to introduce the teacher to the key concepts of Ethics This work provides 16 ethical games simulations role plays and decision making exercises that develop thinking about values and moral decision making critical thinking about ethical concepts mental maps of moral philosophy and more

## Decoding **Teaching The Naeyc Code Of Ethical Conduct Activity Sourcebook**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Teaching The Naeyc Code Of Ethical Conduct Activity Sourcebook**," a mesmerizing literary creation penned by a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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