

Code of ethical conduct assignment



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The Statement of Commitment is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education.

The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and preponderating programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. Note: See also the " Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at [www. N. N. '. Nancy. Org/about/positions/PDF/ethicist. PDF. \)](http://www.nancy.org/about/positions/PDF/ethicist.PDF) Core values Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are belly rooted in the history of the field of early childhood care and education.

We have made a commitment to ; Appreciate childhood as a unique and valuable stage of the human life cycle ; Base our work on knowledge of how children develop and learn ; Appreciate and support the bond between the child and family ; Recognize that children are best understood and supported in the context of family, culture,* community, and society ; Respect the dignity, worth, and uniqueness Of each individual (child, family member, and colleague) ; Respect diversity in children, families, and colleagues Recognize

that children and adults achieve their full potential in the context of relationships that are based on trust and respect * The term culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

Copyright © 2005 by the National Association for the Education Of Young Children NANCY code of Ethical conduct Conceptual framework The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and by a set of principles (P) describing practices that are required, prohibited, or permitted.

The ideals reflect the aspirations of practitioners. The principles guide conduct and assist practitioners in resolving ethical dilemmas. * Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment. The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field.

The Code publicly acknowledges the responsibilities that we in the field have assumed, and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole. Often “the right answer”-? the best ethical course of action to take-? is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution. Section I Ethical Responsibilities to Children Childhood is a unique and valuable stage in the human life cycle.

Our paramount responsibility is to provide care and education in settings that are safe, * There is not necessarily a corresponding principle for each ideal. 2 healthy, nurturing, and responsive for each child. We are committed to supporting children’s development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children’s self-awareness, competence, self-worth, resiliency, and physical well-being. Ideals 1-1. 1 -? To be familiar with the knowledge base of early holding care and education and to stay informed through continuing education and training. I-I . -? To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child. I-I . 3-? To recognize and respect the unique qualities, abilities, and potential of each child. -1. 4-? To appreciate the vulnerability of children and their dependence on adults. I-I . 5-? To

create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and hysterical development and that respect their dignity and their contributions. -1. 6-? To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit chi lilled. I-I . -? To use assessment information to understand and support children's development and learning, to support instruction, and to identify children who may need additional services. 1-1. 8-? To support the right of each child to play and learn in an inclusive environment that meets the deeds of children with and without disabilities. I- I . 9-? To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful. 1-1. 1 0-? To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program. 1-1. 11-? To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English. 1-1. 2-? To work with families to provide a safe and smooth transition as children and families move from en program to the next.

Copyright C 2005 by the National Association for the Education of Young Principles P-1 . 1 -? Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code. P-1. 2-? We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure. P-1. 7j? We shall not participate in <https://assignbuster.com/code-of-ethical-conduct-assignment/>

practices that discriminate against children by denying benefits, giving special advantages, Or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.) P-1 A-? We shall involve all those with relevant knowledge (including families ND staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information. P-1. -? We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children’s learning and development. P-1. 6-? We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation. P-1. 7-? We shall strive to build individual relationships tit each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program.

If after such efforts have been exhausted, the current placement does not meet a child’s needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child’s family and appropriate specialists to determine the additional services needed and/ or the placement option(s) most likely to ensure the child’s success. (Aspects of this principle may not apply in programs that have a awful mandate to provide services to a particular population of children.) 3

P-1. 8-? We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect. P-1. -? When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made. P-1 . 10-? When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child. P-1 . 1 1 -? When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

Section II Ethical Responsibilities to Families Families* are of primary importance in children's placement. Because the family and the early childhood practitioner have a common interest in the child's well-being we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's 1-2. 1 -? To be familiar with the knowledge base related to working effectively with families and to stay informed 1-2. 2-? To develop relationships of mutual trust and create partnerships with the families we serve. 1-2. 3-? To welcome all family members and encourage them to participate in the program.

The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child. Copyright © 2005 by the National Association for the Education of Young Children. 4-? To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing 1-2. 5-? To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs. 1-2. 6-? To acknowledge families' childrearing values and their right to make decisions for their children. 1-2. 7-? To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession. 1-2. 8-? To help family members enhance their understanding of their children and support the continuing development of their skills as parents. 1-2. 9-? To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services. P-2. 1-? We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction. We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do-? which should be in accordance with our ethical responsibilities to children (see Section I). P-2. 3-? We shall inform families of and, when appropriate, involve them in policy decisions. P-2. 4-? We shall involve the family in significant decisions affecting their child. P-2. 5-? We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and

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interpretation when we do not have sufficient resources in our own programs. P-2. -? As families share information with us about their children and families, we shall consider this information to plan and implement the program. P-2-7-? We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used. 4 P-2. 8-? We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it. -2. 9-? We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress. P-2. 0-? Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children. P-2. 1 1 -? We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children. P-2. 12-? We shall develop written policies for the protection Of confidentiality and the disclosure Of children's records. These policy documents shall be made available to all program personnel and families.

Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect). P-2. 3-? We shall maintain confidentiality and shall respect the family's right to privacy, refraining

from disclosure of confidential information and intrusion into family life.

However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest. P-2. 14-? In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions.

We shall refrain from coming an advocate for one party. P-2. 15-? We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided. 5 age, marital status/family structure, disability, or sexual orientation. Section III Ethical Responsibilities to Colleagues In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained.