

Code of Ethical Conduct

Preamble

NAEYC recognizes that many daily decisions required of those who work with young children are of a moral and ethical nature. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The primary focus 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, preschools, child care centers, family child care homes, kindergartens, and primary classrooms. Many of the provisions also apply to specialists who do not work directly with children, including program administrators, parent and vocational educators, college professors, and child care licensing specialists.

Core Values

Standards of ethical behavior in early childhood care and education are based on commitment to core values that are deeply rooted in the history of our field. We have committed ourselves to

- Appreciating childhood as a unique and valuable stage of the human life cycle
- Basing our work with children on knowledge of child development
- Appreciating and supporting the close ties between the child and family
- Recognizing that children are best understood and supported in the context of family, culture, community, and society
- Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard

Conceptual Framework

The Code sets forth a conception of our professional responsibilities in four sections, each addressing an arena of professional relationships: (1) children, (2) families, (3) colleagues, and (4) community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that arena, a set of ideals pointing in the direction of exemplary professional practice, and a set of principles defining practices that are required, prohibited, and permitted.

The ideals reflect the aspirations of practitioners. **The principles** are intended to guide conduct and assist practitioners in resolving ethical dilemmas encountered in the field. There is not necessarily a corresponding principle for each ideal. Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, will provide the basis for conscientious decision making. While the Code provides specific direction and suggestions for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with sound professional judgment.

The ideals and principles in this Code present a shared conception 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 ethical dilemmas are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Ethical dilemmas always exist

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. One important value may contradict another. When we are caught "on the horns of a dilemma," it is our professional responsibility to consult with all relevant parties in seeking the most ethical course of action to take.

Section I: Ethical responsibilities to children

Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to support children's development, respect individual differences, help children learn to live and work cooperatively, and promote health, self-awareness, competence, self-worth, and resiliency.

Ideals

I-1.1. To be familiar with the knowledge base of early childhood care and education and to keep current through continuing education and in-service training.

I-1.2. To base program practices upon current knowledge in the field of child development and related disciplines and upon particular knowledge of each child.

I-1.3. To recognize and respect the uniqueness and the potential of each child.

I-1.4. To appreciate the special vulnerability of children.

I-1.5. To create and maintain safe and healthy settings that foster children's social, emotional, intellectual, and physical development and that respect their dignity and their contributions.

I-1.6. To support the right of each child to play and learn in inclusive early childhood programs to the fullest extent consistent with the best interests of all involved. As with adults who are disabled in the larger community, children with disabilities are ideally served in the same settings in which they would participate if they did not have a disability.

I-1.7. To ensure that children with disabilities have access to appropriate and convenient support services and to advocate for the resources necessary to provide the most appropriate settings for all children.

Principles

P-1.1. Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, emotionally damaging, or physically harmful to children. This principle has precedence over all others in this Code.

P-1.2. We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their race, ethnicity, religion, sex, national origin, language, ability, or the status, behavior, or beliefs of their parents. (This principle does not apply to programs that have a lawful mandate to provide services to a particular population of children.)

P-1.3. We shall involve all of those with relevant knowledge (including staff and parents) in decisions concerning a child.

P-1.4. For every child we shall implement adaptations in teaching strategies, learning environment, and curricula, consult with the family, and seek recommendations from appropriate specialists to maximize the potential of the child to benefit from the program. If, after these efforts have been made to work with a child and family, the child does not appear to be benefiting from a program, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall communicate with the family and appropriate specialists to determine the child's current needs; identify the setting and services most suited to meeting these needs; and assist the family in placing the child in an appropriate setting.

P-1.5. We shall be familiar with the symptoms of child abuse, including physical, sexual, verbal, and emotional abuse, and neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.6. 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 has been made.

P-1.7. When another person tells us of a suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action to protect the child.

P-1.8. When a child protective agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward improvement of these services.

P-1.9. When we become aware of a practice or situation that endangers the health or safety of children, but has not been previously known to do so, we have an ethical responsibility to inform those who can remedy the situation and who can protect children from similar danger.

Section II: Ethical responsibilities to families

Families are of primary importance in children's development. (The term family may include others, besides parents, who are responsibly involved with the child.) Because the family and the early childhood practitioner have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

Ideals

I-2.1. To develop relationships of mutual trust with families we serve.

I-2.2. To acknowledge and build upon strengths and competencies as we support families in their task of nurturing children.

I-2.3. To respect the dignity of each family and its culture, language, customs, and beliefs.

I-2.4. To respect families' childrearing values and their right to make decisions for their children.

I-2.5. To interpret each child's progress to parents within the framework of a developmental perspective and to help families understand and appreciate the value of developmentally appropriate early childhood practices.

I-2.6. To help family members improve their understanding of their children and to enhance their skills as parents.

I-2.7. 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.

Principles

P-2.1. We shall not deny family members access to their child's classroom or program setting.

P-2.2. We shall inform families of program philosophy, policies, 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 families in significant decisions affecting their child.

P-2.5. We shall inform the family of accidents involving their child, of risks such as exposures to contagious disease that may result in infection, and of occurrences that might result in emotional stress.

P-2.6. To improve the quality of early childhood care and education, we shall cooperate with qualified child development researchers. 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-2.7. 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 in working with children.

P-2.8. 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-2.9. We shall maintain confidentiality and shall respect the families 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 and individuals who may be able to intervene in the child's interest.

P-2.10. In cases where family members are in conflict, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.11. We shall be familiar with and appropriately use community resources and professional services that support families. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

Section III. Ethical responsibilities to colleagues

In a caring, cooperative work place, human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Based upon our core values, our primary responsibility in this arena is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children are inherent in our responsibilities to adults.

A. Responsibilities to co-workers

Ideals

I-3A.1. To establish and maintain relationships of respect, trust, and cooperation with co-workers.

I-3A.2. To share resources and information with co-workers.

I-3A.3. To support co-workers in meeting their professional needs and in their professional developments.

P-3A.4. To accord co-workers due recognition of professional achievement.

Principles

P-3A.1. When we have concern about the professional behavior of a co-worker, we shall first let that person know of our concern, in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially.

P-3A.2. We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge and relevant to the interests of children and programs.

B. Responsibilities to employers

Ideals

I-3B.1. To assist the program in providing the highest quality of service.

I-3B.2. To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or the provisions of this Code.

Principles

P-3B.1. When we do not agree with program policies, we shall first attempt to effect change through constructive action within the organization.

P-3B.2. We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3. We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

C. Responsibilities to employees

Ideals

I-3C.1. To promote policies and working conditions that foster mutual respect, competence, well being, and positive self-esteem in staff members.

I-3C.2. To create a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3. To strive to secure equitable compensation (salary and benefits) for those who work with or on behalf of young children.

Principles

P-3C.1. In decisions concerning children and programs, we shall appropriately utilize the education, training, experience, and expertise of staff members.

P-3C.2. We shall provide staff members with safe and supportive working conditions that permit them to carry out their responsibilities, timely and nonthreatening evaluation procedures, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3. We shall develop and maintain comprehensive written personnel policies that define program standards and, when applicable, that specify the extent to which employees are accountable for their conduct outside the work place. These policies shall be given to new staff members and shall be available for review by all staff members.

P-3C.4. Employees who do not meet program standards shall be informed of areas of concern and, when possible, assisted in improving their performance.

P-3C.5. Employees who are dismissed shall be informed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6. In making evaluations and recommendations, judgments shall be based on fact and relevant to the interests of children and programs.

P-3C.7. Hiring and promotion shall be based solely on a person's record of accomplishment and ability to carry out the responsibilities of the position.

P-3C.8. In hiring, promotion, and provision of training, we shall not participate in any form of discrimination based on race, ethnicity, religion, gender, national origin, culture, disability, age, or sexual preference. We shall be familiar with and observe laws and regulations that pertain to employment discrimination.

Section IV: Ethical responsibilities to community and society

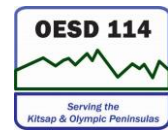
Early childhood programs operate within a context of an immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet its needs, to cooperate with agencies and professions that share responsibility for children, and to develop needed programs that are not currently available. Because the larger society has a measure of responsibility for the welfare and protection of children, and because of our specialized expertise in child development, we acknowledge an obligation to serve as a voice for children everywhere.

Ideals

- I-4.1. To provide the community with high quality (age and individually appropriate, and culturally and socially sensitive) education/care programs and services.
- I-4.2. To promote cooperation among agencies and interdisciplinary collaboration among professions concerned with the welfare of young children, their families, and their teachers.
- I-4.3. To work, through education, research, and advocacy, toward an environmentally safe world in which all children receive adequate health care, food, and shelter, are nurtured, and live free from violence.
- I-4.4. To work, through education, research, and advocacy, toward a society in which all young children have access to high-quality education/care programs.
- I-4.5. To promote knowledge and understanding of young children and their needs. To work toward greater social acknowledgment of children's rights and greater social acceptance of responsibility for their well being.
- I-4.6. To support policies and laws that promotes the well being of children and families, and to oppose those that impairs their well being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.
- I-4.7. To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles

- P-4.1. We shall communicate openly and truthfully about the nature and extent of services that we provide.
- P-4.2. We shall not accept or continue to work in positions for which we are personally unsuited or professionally unqualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.
- P-4.3. We shall be objective and accurate in reporting the knowledge upon which we base our program practices.
- P-4.4. We shall cooperate with other professionals who work with children and their families.
- P-4.5. We shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.
- P-4.6. We shall report the unethical or incompetent behavior of a colleague to a supervisor when informal resolution is not effective.
- P-4.7. We shall be familiar with laws and regulations that serve to protect the children in our programs.
- P-4.8. We shall not participate in practices, which are in violation of laws and regulations that protect the children in our programs.
- P-4.9. When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report it to persons responsible for the program. If compliance is not



accomplished within a reasonable time, we will report the violation to appropriate authorities that can be expected to remedy the situation.

P-4.10. When we have evidence that an agency or a professional charged with providing services to children, families, or teachers is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public.

P-4.11. When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

Statement of commitment

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the NAEYC Code of Ethical Conduct.

To the best of my ability I will

- * Ensure that programs for young children are based on current knowledge of child development and early childhood education.
- * Respect and support families in their task of nurturing children.
- * Respect colleagues in early childhood education and support them in maintaining the NAEYC Code of Ethical Conduct.
- * Serve as an advocate for children, their families, and their teachers in community and society.
- * Maintain high standards of professional conduct.
- * Recognize how personal values, opinions, and biases can affect professional judgment.
- * Be open to new ideas and be willing to learn from the suggestions of others.
- * Continue to learn, grow, and contribute as a professional.
- * Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

This document is an official position statement of the National Association for the Education of Young Children.

This statement may be purchased as a brochure, and the Statement of Commitment is available as a poster suitable for framing. See our catalog for ordering information.

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