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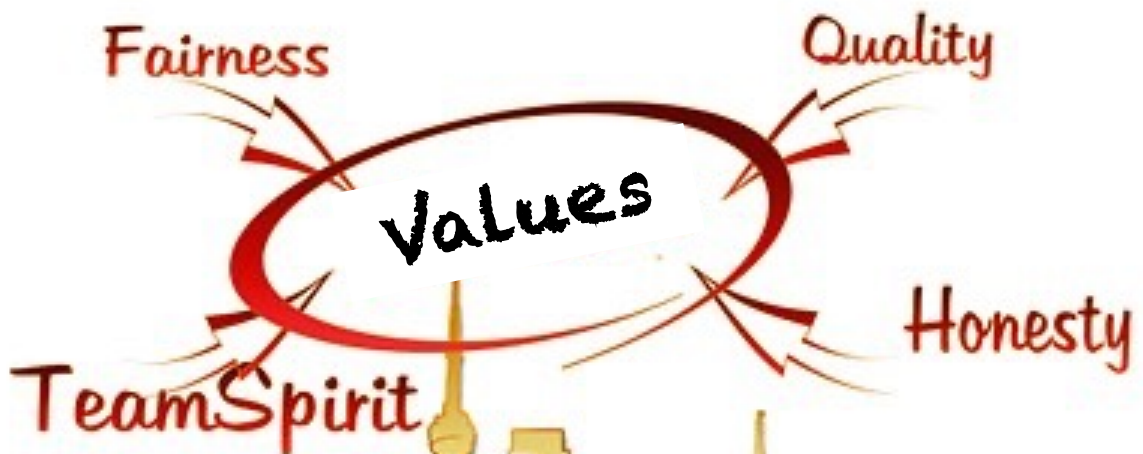Accredited by International Association for Continuing Education and Training (IACET)

Early Childhood Educators:
Ethical Conduct
Self-Study Guide

Dr. Theresa Vadala

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Early Childhood Educators: Ethical Conduct

Theresa Vadala, Ed. D

Child Care Training Consultants, LLC

Las Vegas, Nevada 89139

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PRESCHOOL Module 6	**3 Hours**	**0.3 CEUs**
CDA Subject Area 6: Maintaining a commitment to professionalism Title: CDA PROF 6.E NAEYC Early Childhood Educators: Ethical Conduct		

THE NEVADA REGISTRY TRAINING APPROVED

Dr. Theresa Vadala
(Instructor & Curriculum Designer)

AUTHORIZED IACET PROVIDER

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Learning Assessment

Read the material provided, take the 5-10 quiz questions and

complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?
We are happy to help.

Support Services:

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Child Care Training Consultants LLC., Goal

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

Mission Statement

"Child Care Training Consultants, LLC's is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation's premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

Vision

Child Care Training Consultants, LLC's vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.

About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).

Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.

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Early Childhood Educators: Ethical Conduct Learning Objectives

Learning Objectives:

Learners will be able to…

1. Recognize unethical practices in the learning environment given Principles of NAEYC Code of Ethical Conduct for Early Childhood Adult Educators.

2. Identify negative and positive values and create a Vision Board with the selected words.

3. Analyze and address ethical issues by applying three (3) philosophical approaches in the adult learning environment: Awareness, Confidentiality, and Consistency.

Part 1: The Importance of Ethical Issues

- Review Principles of NAEYC Code of Ethical Conduct for Early Childhood Adult Educators
- Ethical Responsibilities Regarding Colleagues
- Ethical Responsibilities to Children and Families
- Ethical Responsibilities to Community, Society, and the Field of Early Childhood Education

Part 2: Identifying Ethical Issues

- Understanding your Own Values
- Positive and Negative Values
- Vision Board

Part 3: Addressing Ethical Issues

- Awareness: Provide Resources and Education
- Employ a Confidential System
- Be Consistent

References

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Early Childhood Educators: Ethical Conduct Learning Outcomes

Learning Outcomes:

Learners will be able to...

1. Identify unethical practices in the learning environment given Principles of NAEYC Code of Ethical Conduct for Early Childhood Adult Educators.

2. Identify negative and positive values and create a Vision Board with the selected words with staff in the workplace.

3. Analyze and address ethical issues by applying three (3) philosophical approaches in the adult learning environment: Awareness, Confidentiality, and Consistency.

IN THIS SECTION:

Objective/s:

Learners will be able to…

1)Recognize ethical and unethical behaviors in the learning environment by reading a variety of scenarios and determining an alternative decision given the Principles of NAEYC Code of Ethical Conduct Guidelines for Early Childhood Adult Educators.

Part 1: Code of Ethical Conduct Principles for Early Childhood Adult Educators

Professional Relationships

1.Ethical responsibilities to adult learners

2.Ethical responsibilities to practicum sites

3.Ethical obligations to institutions of higher learning and agencies providing training

Responsibilities for Early Childhood Educators

4. Ethical Responsibilities Regarding Colleagues

5. Ethical Responsibilities to Children and Families

6.Ethical Responsibilities to Community, Society, and the Field of Early Childhood

Education

Exercise 1.1 How to Address Ethical Issues

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Part 1: The Importance of Ethical Issues

A code of ethics is an important, essential feature of every profession. The code of ethics provides guidelines for moral behavior and responsibilities to society and work environments. Professional ethical commitments described in the NAEYC Code of Ethical Conduct help to unify the field of Early Childhood as the Code of Ethics apply to everyone who works with young children. Early childhood educators have a moral commitment to children, their families, a and the community and it is essential to understand that a code of ethics can help educators to know and act on that commitment.

Principles of NAEYC Code of Ethical Conduct for Early Childhood Adult Educators

There are six (6) section that address professional relationships. The first three sections address areas of responsibility specific to educators who work with adults.

1. Ethical responsibilities to adult learners
2. Ethical responsibilities to practicum sites
3. Ethical obligations to institutions of higher learning and agencies providing training

Sections 4-6 address additional responsibilities of early childhood educators in areas addressed in the NAEYC Code.

4. Ethical responsibilities regarding colleagues
5. Ethical responsibilities to children and families
6. Ethical responsibilities to community, society, and the field of early childhood education.

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Part 1: The Importance of Ethical Issues

A code of ethics is an important, essential feature of every profession. The code of ethics provides guidelines for moral behavior and responsibilities to society and work environments. Professional ethical commitments described in the National Association of the Education of Young Children (NAEYC) Code of Ethical Conduct help to unify the field of Early Childhood as the Code of Ethics apply to everyone who works with young children (Freeney & Freeman, 2018). Early childhood educators have a moral commitment to children, their families, and the community and it is essential to understand that a code of ethics can help educators to know and act on that commitment.

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Part 1: The Importance of Ethical Issues

Principles of NAEYC Code of Ethical Conduct for Early Childhood Adult Educators

There are six (6) sections that address professional relationships. The first three sections address areas of responsibility specific to educators who work with adults.

1. Ethical responsibilities to adult learners
2. Ethical responsibilities to practicum sites
3. Ethical obligations to institutions of higher learning and agencies providing training

Sections 4-6 address additional responsibilities of early childhood educators in areas addressed in the NAEYC Code.

4. Ethical responsibilities regarding colleagues
5. Ethical responsibilities to children and families
6. Ethical responsibilities to community, society, and the field of early childhood education.

Ethical Conduct for Early Childhood Adult Educators

The Code of Ethics framework of professional responsibilities consists of four sections. Each section addresses an area of professional relationships:

1. With children
2. With families
3. Among colleagues
4. With the community and society

Section 1

Ethical Responsibilities to Children

it is the early childhood program's responsibility to provide a settings that are safe, healthy, nurturing and responsive to each child. Administrators are committed to support children's development and learning, promote respect for individual differences, help children learn, play, and work cooperatively. In addition administrators are committed to promote children's physical well-being, self-worth, self-awareness and resiliency.

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Ethical Conduct for Early Childhood Adult Educators

Section 2

Ethical Responsibilities to Families

Families and early childhood practitioners' common interests is to enhance the child's development and well-being. The primary responsibility is to bring communication, cooperation and collaboration to families, a bridge between the early childhood program and the home.

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Ethical Conduct for Early Childhood Adult Educators

Section 3

Ethical Responsibilities to Colleagues

The primary responsibility to colleagues is to establish relationships and support productive work and meet professional needs in program setting. Providing a caring, respected, and cooperative workplace is developed and sustained based on our core values.

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Ethical Conduct for Early Childhood Adult Educators

Section 4

Ethical Responsibilities to Community and Society

Our responsibilities to the community are to provide community-based programs by providing resources for agencies to assist and meet families' diverse needs. Early learning programs operate within the context of the community and are concerned with children's welfare.

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Part 2: Identifying Ethical Issues

As educators, we must be aware of what we bring into the classroom, our feelings,

emotions, problems, prejudices, etc..

a. Understanding your own values

b. Positive and Negative Values

c. Wordle/Vision Board

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Part 2: Identifying Ethical Issues

IN THIS SECTION:

Objective/s:

Learners will be able to…

2) Create a Word Cloud given the tools to identify positive and negative personal attributes.

This section provides an overview of...

a. Understanding your Own Values

b. Positive and Negative Values

c. Exercise 2.1 Positive Attributes: Word Cloud

https://www.wordclouds.com

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Identifying Ethical Issues

The first step in making an ethical decision is to gather the facts. Be as neutral as possible in describing those facts and be mindful not distort the truth or stretch the facts to suit ourselves. Once facts are gathered, make a prediction based on facts that are relevant to the situation at hand. This will increase your chances of reaching the desired results. The next step is to identify your feelings. It is important to identify and understand your own feelings and values, both positive and negative. Understanding your feelings is one way to check to see whether you are addressing the issue with compassion, what our rational and conscience mind has overlooked.

What are Feelings?

Feelings refer to an emotion or state of being. For example, a feeling of happiness, sadness, angry, or excited.

What is an Emotion?

Emotion is a mental state associated with thoughts, feelings and behavioral responses. For example, sadness is a feeling of disappointment, grief, or hopelessness and is expressed as a emotion.

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Identifying Ethical Issues

What are Values?

Values refer to the importance, worth, or usefulness of something. In ethics, value denotes the degree of importance of some thing or action, with the aim of determining what actions are best to do or what way is best to live, or to describe the significance of different actions.

What are Traits?

A trait refers to a character, attribute, or quality of an individual. For example, a person who is creative, generous, loyal of devoted has strong character traits.

What are Attributes?

An attribute is a quality or characteristic that someone has. For example, a person's attributes may be charming, funny or intelligent.

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Understanding your Own Values

As educators, we must be aware of what we bring into the adult learning environment. We bring in our feelings, emotions, traits, and prejudices that may be both positive and negative. These feelings and values are then projected onto individuals and an individual may subconsciously treat others differently. Values are the things that you believe are important in the way you live and work. When defining personal values, one discovers what is truly important.

Brainstorm:

Start by identifying the times that made you most happy, proud, and most fulfilled in your career and personal life. The next step is to determine your top values and think about what each experience was truly important and memorable.

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Part 2: Identifying Ethical Issues

Positive Values

We all have things that make us joyful, that are important and memorable. We also have things that we fear, dislike and try to avoid. Values shape our relationships, behaviors, choices, and the sense of who we are. Positive values such as caring, integrity, honesty, and responsibility inspire you and help you make good decisions in life situations. When in an adult learning environment, you are most likely to discern between good and bad choices individuals make and search for appropriate approaches, such as ethical finesse, to resolve any issues.

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Part 2: Identifying Ethical Issues

Negative Values

Research shows that individuals who engage in negative states of mind have a tendency to gravitate towards negativity. Types of negative personalities include moodiness, anger, and hopelessness. One of the most common types of individuals with negative values include a "Drama Queen." A person with this type of personality internalized emotions to self pity and likes to be the center of attention. They crave constant attention, reassurance and strive for attention and approval.

Once an individual learns to recognize and identify negative behaviors or values, it is then they can step back from them. Stepping back from negative behaviors is a process called "cognitive diffusion." Negative behaviors may hinder the way we view or handle ethical dilemmas or dilemmas and must be addressed by administration in a timely manner.

The following activities on negative and positive traits help build an awareness of our personal feelings and workplace values. Throw out the negative feelings and build on positive traits!

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List of Negative Traits

Circle the top 10 negative traits you have experiences. Then, of the ten, select and write five negative traits on the lines provided.

abrasive	destructive	inconsiderate	opinionated	shameless
aggressive	detached	indecisive	outrageous	slovenly
aimless	difficult	indiscreet	over-critical	sly
aloof	dishonest	inflexible	over-emotional	sneaky
angry	disloyal	inhibited	paranoid	sordid
anxious	disobedient	insecure	passive	stingy
arrogant	disruptive	insensitive	pathetic	stubborn
artificial	dogmatic	insulting	patronising	stupid
base	dull	intolerant	perverse	superficial
belligerent	enervated	irrational	petty	surly
bitchy	envious	irresponsible	pessimistic	tactless
blunt	erratic	jealous	petulant	tasteless
boastful	extravagant	judgemental	picky	temperamental
boorish	extreme	killjoy	plodding	tense
boring	facetious	lazy	pompous	thoughtless
callous	fanatical	malicious	predatory	touchy
calculating	finicky	materialistic	prejudiced	truculent
careless	fixed	mean	pretentious	uncaring
caustic	flippant	mechanical	prim	uncharitable
changeable	foolish	melodramatic	procrastinating	unfriendly
charmless	forgetful	miserable	puritanical	unkind
cold	fussy	moody	quick-tempered	unrealistic
coarse	gloomy	nagging	quixotic	unreliable
compulsive	greedy	narcissistic	rash	unruly
conceited	grim	narrow-minded	resentful	unstable
condemnatory	grumpy	nasty	ridiculous	untidy
cowardly	gullible	naughty	rigid	untrustworthy
crafty	harsh	neglectful	rude	vague
crazy	hateful	nervous	ruthless	vain
cruel	hesitant	neurotic	sadistic	vengeful
cunning	hostile	nosy	sanctimonious	vindictive
deceitful	ignorant	obnoxious	scornful	weak
demanding	impatient	obsessive	secretive	weak-willed
dependent	impractical	obstinate	self-indulgent	wilful
desperate	impulsive	offhand	selfish	withdrawn

Five negative traits.

_____

_____

_____

_____

_____

Think about the negative traits you have selected. How can they be resolved? Write these negative traits on a sheet of paper and tear the paper into pieces and throw in the waste basket. Focus on how you thought about resolving those negative traits and turn those thoughts and feeling into positive traits.

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List of Positive Traits

Circle the top 10 positive traits. Then select and write five positive traits on the lines provided.

accessible	dependable	honest	passionate	sensible
adaptable	determined	humble	patient	sensitive
adventurous	dignified	humorous	peaceful	shy
affable	diligent	idealistic	perceptive	sincere
affectionate	diplomatic	imaginative	persistent	skilful
agreeable	disciplined	impartial	personable	sociable
ambitious	discreet	incisive	persuasive	solid
amicable	dynamic	independent	pioneering	spontaneous
amusing	easy-going	innovative	placid	sporting
articulate	educated	insightful	plucky	stable
balanced	efficient	intelligent	polished	steadfast
benevolent	eloquent	intuitive	polite	stoic
brave	empathetic	inventive	powerful	straightforward
bright	encouraging	invulnerable	practical	strong
brilliant	energetic	keen	precise	suave
broad-minded	enthusiastic	kind	principled	subtle
capable	exuberant	liberal	profound	sympathetic
captivating	fair	logical	protective	tasteful
careful	faithful	lovable	prudent	thorough
caring	fearless	loving	punctual	thoughtful
charming	firm	loyal	quick-witted	tidy
clear-headed	flexible	magnanimous	quiet	tolerant
clever	focused	mature	rational	tough
compassionate	forgiving	meticulous	relaxed	unassuming
confident	frank	moderate	reliable	uncomplaining
conscientious	friendly	modest	reserved	understanding
considerate	funny	neat	resourceful	upright
courageous	generous	non-authoritarian	responsible	versatile
courteous	gentle	obedient	responsive	vivacious
creative	genuine	objective	romantic	warm
curious	gracious	open	scrupulous	well-read
daring	gregarious	optimistic	secure	well-rounded
decent	hard-working	orderly	self-confident	willing
decisive	helpful	organised	self-disciplined	wise
educated	heroic	original	selfless	witty

Five positive traits.

_____

_____

_____

_____

_____

> Think about the positive traits you have selected. Exercise 2.1 Positive Attributes Word Cloud will provide steps to the next activity.

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Exercise 2.1 Positive Attributes Word Cloud

Look in a mirror, visualize your future, think about, and identify your positive attributes. Write the positive attributes on a sheet of paper. Use different color markers to write the positive words identified on the paper and create a word cloud. Place the completed word cloud in a place where you can see it daily to constantly remind you of your life and career goals.

Materials:
Small Mirror
Sheet of paper
Cardboard (optional)
Wooden frame (optional)
Markers
Press out letters (optional)

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Exercise 2.2 Knowing your Purpose

Write the following four words across chart paper.

Activities	People	Dreams	Possessions

Response to the following questions or statements and write your responses using a separate post-it note for each answer. After you write your responses, place the post-it notes under the appropriate category.

- List your three favorite activities.
- List the three most important people in your lives or three things you would like to own someday.
- What are three goals for your future?
- List three things you dream about possessing.

Which column hade the most post-it notes? _____

What things brought you joy? _____

What did you admire? _____

What gave you a sense of satisfaction? _____

What gave you a sense of purpose? _____

The goal of this activity is to bring an awareness of what you spend most time on. This helps identify what your purpose is.

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Exercise 2.2

Identify negative values – Write on balloon – POP!

Look in mirror and identify positive values. Use for Wordle or Vision Board

Exercise 2.2

Wordle/Vision Board Activity – Positive Words

Use positive words identified

Visualize your future

Constantly reminder of your life goals

Specific messages that matter to you

Place it in a spot that you see everyday

Think about your values

Career goals

Family life

Health & wellness

What you want to learn or do

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Part 3: Addressing Ethical Issues

a. Awareness: Provide resources and education

b. Employ a confidential system

c. Be consistent

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Part 3: Addressing Ethical Issues

IN THIS SECTION:

Objective/s:

Learners will be able to…

3)Analyze and address ethical dilemmas and dilemmas by applying philosophical approaches in the adult learning environment.

This section provides an overview of philosophical approaches to addressing ethical issues.

- Determine the Nature of the Problem
- What are the Conflicting Responsibilities?
- Brainstorm Possible Resolutions
- List Possible Strategies to Resolve Dilemmas
- Use the NAEYC Code of Ethical Guidance for Possible Resolutions
- Decide on a Course of Action
- Exercise 3.1 Scenarios: Right or Wrong?

Addressing Ethical Issues

Employee misconduct is common within the workplace. Whether employees are misusing company time, harassing other colleagues or coming in late to work – these example among many other examples. – pose ethical issues in the workplace. Employee misconduct often goes unreported as coworkers may consider misbehavior as "tattling" as others choose to avoid conflict. While there is no simple answer to addressing ethical issues, employers can mitigate misconduct and help alleviate fear of possible retaliation.

Every organization must have a policy in place that enforce code of ethics. These documents consist of the company's vision and mission statement, philosophy, and standards that define employees' policies and procedures on confidential system and ethical violations. The confidential system is set up to report ethical violations, while protecting the privacy of individuals that need confrontation. Every employee must adhere to the policy and indicate their understanding and pledging their compliance to the policy.

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Addressing Ethical Issues

As Early Childhood Educators, The NAEYC Code of Ethics is used to help identify and guide decision making when ethical issues or dilemmas occur. The code of ethics is clearly spelled out and provide examples of *ethical dilemmas and dilemmas*. An ethical dilemma is when a decision must be made about which course of action to take, there must be different courses of action to choose from, and some ethical principle is compromised. A dilemma has more than one possible resolution and there may be no clear choice or answer.

Example of Ethical Dilemmas:
"Taking credit for someone else's work."
"Your co-worker asks you to cover for him/her so he/she can sneak out early to run an error non work related."

Example of Dilemmas:
"A teacher constantly borrows supplies from your class and does not replace them."
"You have two tickets to an event and three individuals who want to attend."

What is the difference between an ethical dilemma and a dilemma?

_____

_____

_____

_____

_____

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Addressing Ethical Issues

Determine the Nature of the Problem

The first step is to ask yourself when you encounter a problem in the workplace is;

- Is it an ethical issue?
- Does it involve an issue of right or wrong?
- Does it involve human welfare?
- Does it involve an individual's best interests?
- Is it a legal responsibility? (Suspected Child Abuse Case)
- Is it an ethical dilemma or ethical responsibility/dilemma?

If you answer "yes" then you are facing an issue that involves ethics, an ethical dilemma.
If you answer "no" then it is not an ethical issue, it is a dilemma.

Provide an example of an ethical dilemma?

_____

_____

_____

_____

_____

Provide an example of a dilemma?

_____

_____

_____

_____

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Conflicting Responsibilities

Conflicting Responsibilities

The role of a parent might conflict with the role of a professional. As a working parent, you may find yourself torn between meeting a work deadline and attending your child's school event. These opposing expectations from different roles can create stress and lead to role conflict.

Have you ever faced a situation where you had to identify conflicting responsibilities? How did you respond? How did you come to that conclusion?

_____

_____

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Brainstorm Possible Resolutions

Brainstorm Possible Resolutions

Once you have identified the conflicting responsibilities, generate ideas and make a list of all possible responses and resolutions to the situation. At this time, do not analyze or reject any responses. The next step is to review the list and consider feasibility and fairness of each response. List any possible strategies to resolve the dilemma. Consider each approach and eliminate responses you consider unacceptable. Once the list is narrowed down, identify a course of action and use the NAEYC Code of Ethical Guidance for possible resolutions that you and involved stakeholders feel could be justified.
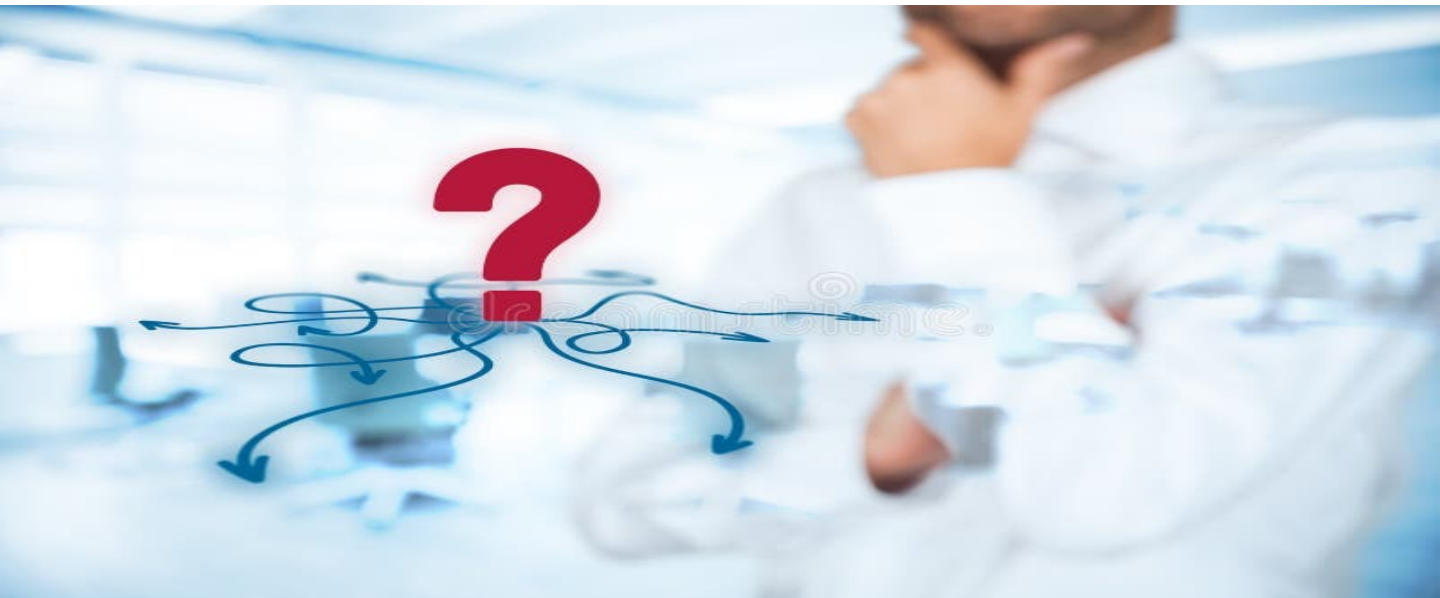
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Consider Ethical Finesse

Consider Ethical Finesse

Ethical dilemmas can force one to make difficult decisions, sometimes they can be resolved by using *ethical finesse*. This strategy is appealing because it enables an individual to resolve an issue in a way that is acceptable to all the parties involved. It lets you avoid having to pick a winner and a loser.
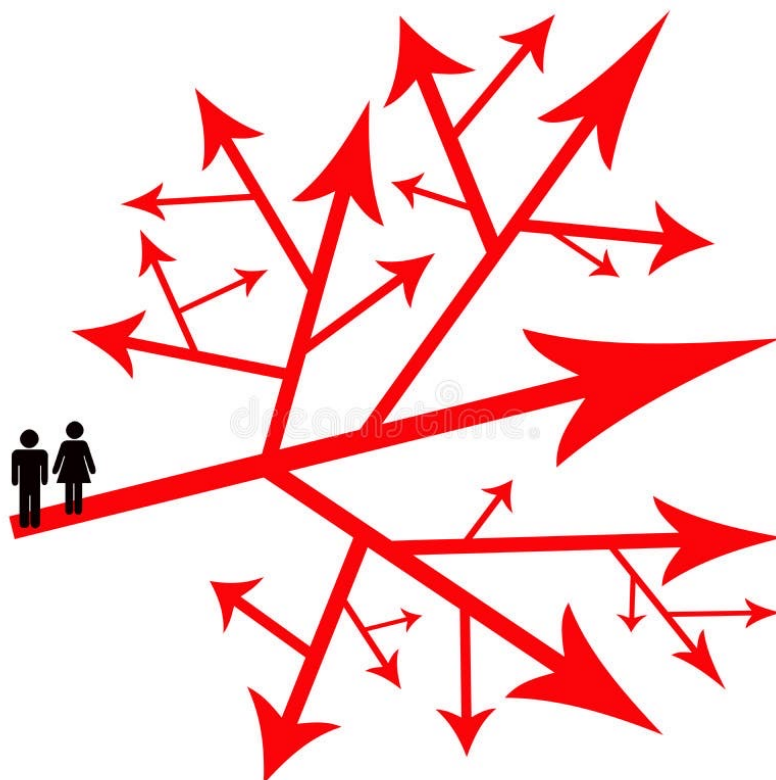
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Look for Guidance in the NAEYC Code

Decide on a Justifiable Course of Action

Look for guidance in the NAEYC Code. Carefully review its Core Values,

Ideals, and Principles—particularly those that apply to responsibilities to

children and families.

Resolution Implementation and Reflection
Take time to reflect on the situation and implement and resolve your
situation using guidance in the NAEYC Code.

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Exercise 3.1 Scenarios: Right or Wrong?

Read the following scenario. Determine if the scenario is ethical or unethical and respond to the following questions or statements.

SCENARIO 1

"The center requires all preschool classrooms to have books on same sex parents available for students. A handful of parents are upset about the books and want the teacher to remove the books immediately or she/he will take her/his child out of school. Should you take the books out of the library?

Is the scenario an ethical dilemma or dilemma? _____
Determine the Nature of the Problem: (Identify the problem.)

_____
_____

1.What are the conflicting responsibilities? (Think about the responsibilities of everyone involved.)

_____
_____

2.   Brainstorm possible resolutions. (Consider feasibility and fairness)

_____
_____

3.   List possible strategies to resolve dilemmas. (Ethical Finesse; Creative response that meets the needs of all involved. Can the dilemma be resolved with ethical finesse? If not, look for guidance in the NAEYC Code of Ethics.)

_____
_____

4.   Use the NAEYC Code of ethical guidance for possible resolutions. (Which of NAEYC's Code of Ethics apply to the situation?)

_____
_____

5.   Decide on a course of action. (Implement, revisit, and reflect)

_____
_____

Did you use ethical finesse and resolve the problem or did you refer to the NAEYC Code of ethical guidance for possible resolutions? _____

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Exercise 3.1 Scenarios: Right or Wrong?

Read the following scenario. Determine if the scenario is ethical or unethical and respond to the following questions or statements.

SCENARIO 2 The Last Straw

"Joan is an administrative assistant in the Human Resource office. She gets a call from a parent and complains that her child's teacher is often on the phone and is not fully attentive of what the students are doing. The teacher is a good friend of Joan and often gets special privileges. Joan is afraid to confront the teacher because the teacher is on probation and will be fired if this incident occurs again. What should Joan do in this case?"

Is the scenario an ethical dilemma or dilemma? _____
Determine the Nature of the Problem: (Identify the problem.)

_____
_____

1.What are the conflicting responsibilities? (Think about the responsibilities of everyone involved.)

_____
_____

2.   Brainstorm possible resolutions. (Consider feasibility and fairness)

_____
_____

3.   List possible strategies to resolve dilemmas. (Ethical Finesse; Creative response that meets the needs of all involved. Can the dilemma be resolved with ethical finesse? If not, look for guidance in the NAEYC Code of Ethics.)

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4.   Use the NAEYC Code of ethical guidance for possible resolutions. (Which of NAEYC's Code of Ethics apply to the situation?)

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5.   Decide on a course of action. (Implement, revisit, and reflect)

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Did you use ethical finesse and resolve the problem, or did you refer to the NAEYC Code of ethical guidance for possible resolutions? _____

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Exercise 3.1 Scenarios: Right or Wrong?

Read the following scenario. Determine if the scenario is ethical or unethical and respond to the following questions or statements.

SCENARIO 3 The Long Nap

"A parent is up upset because her child does not sleep well at night. She blames it on the long naps provided at the center. The parent tells the teacher not to let her/his nap at school. The school policy is that all children must have a one hour duration rest period. What do you do? "

Is the scenario an ethical dilemma or dilemma? _____
Determine the Nature of the Problem: (Identify the problem.)

_____
_____

1.What are the conflicting responsibilities? (Think about the responsibilities of everyone involved.)

_____
_____

2.   Brainstorm possible resolutions. (Consider feasibility and fairness)

_____
_____

3.   List possible strategies to resolve dilemmas. (Ethical Finesse; Creative response that meets the needs of all involved. Can the dilemma be resolved with ethical finesse? If not, look for guidance in the NAEYC Code of Ethics.)

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4.   Use the NAEYC Code of ethical guidance for possible resolutions. (Which of NAEYC's Code of Ethics apply to the situation?)

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_____

5.   Decide on a course of action. (Implement, revisit, and reflect)

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Did you use ethical finesse and resolve the problem or did you refer to the NAEYC Code of ethical guidance for possible resolutions? _____

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Exercise 3.1 Scenarios: Right or Wrong?

Read the following scenario. Determine if the scenario is ethical or unethical and respond to the following questions or statements.

SCENARIO 4 Over Payment

"You work at a private school in accounting and a parent pays in cash and over pays the tuition rate. No one in Human Resources is aware of the over payment so you consider keeping the over payment amount. You think "No one knows so what does it matter?""

Is the scenario an ethical dilemma or dilemma? _____

Determine the Nature of the Problem: (Identify the problem.)

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1. What are the conflicting responsibilities? (Think about the responsibilities of everyone involved.)

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2. Brainstorm possible resolutions. (Consider feasibility and fairness)

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3. List possible strategies to resolve dilemmas. (**Ethical Finesse;** Creative response that meets the needs of all involved. Can the dilemma be resolved with ethical finesse? If not, look for guidance in the NAEYC Code of Ethics.)

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4. Use the NAEYC Code of ethical guidance for possible resolutions. (Which of NAEYC's Code of Ethics apply to the situation?)

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5. Decide on a course of action. (Implement, revisit, and reflect)

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Did you use ethical finesse and resolve the problem or did you refer to the NAEYC Code of ethical guidance for possible resolutions? _____

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Exercise 3.1 Scenarios: Right or Wrong?

Read the following scenario. Determine if the scenario is ethical or unethical and respond to the following questions or statements.

SCENARIO 5 The Inclusive Classroom

"A child is bullied at the preschool center because of cultural differences. The child brings exotic sea food for lunch everyday and other children make fun of the fishy smell. The teacher considers having the child sit at the end of the table by herself to keep distance from other classmates. Is there an alternative resolution to ensure the classroom is inclusive of all children?"

Is the scenario an ethical dilemma or dilemma? _____

Determine the Nature of the Problem: (Identify the problem.)

_____
_____

1.What are the conflicting responsibilities? (Think about the responsibilities of everyone involved.)

_____
_____

2.   Brainstorm possible resolutions. (Consider feasibility and fairness)

_____
_____

3.   List possible strategies to resolve dilemmas. (Ethical Finesse; Creative response that meets the needs of all involved. Can the dilemma be resolved with ethical finesse? If not, look for guidance in the NAEYC Code of Ethics.)

_____
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4.   Use the NAEYC Code of ethical guidance for possible resolutions. (Which of NAEYC's Code of Ethics apply to the situation?)

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5.   Decide on a course of action. (Implement, revisit, and reflect)

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Did you use ethical finesse and resolve the problem, or did you refer to the NAEYC Code of ethical guidance for possible resolutions? _____

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Early Childhood Educators: Ethical Conduct Learning Outcomes

Review

Learners will be able to…

1. Recognize unethical practices in the learning environment given Principles of NAEYC Code of Ethical Conduct for Early Childhood Adult Educators.
2. Identify negative and positive values and create a Vision Board/Wordle with the selected words.
3. Analyze and address ethical issues by applying three (3) philosophical approaches in the adult learning environment: Awareness, Confidentiality, and Consistency.

Part 1: The Importance of Ethical Issues

- Review Principles of NAEYC Code of Ethical Conduct for Early Childhood Adult Educators
- Ethical Responsibilities Regarding Colleagues
- Ethical Responsibilities to Children and Families
- Ethical Responsibilities to Community, Society, and the Field of Early Childhood Education

Part 2: Identifying Ethical Issues

- Understanding your Own Values
- Positive and Negative Values

Part 3: Addressing Ethical Issues

- Awareness: Provide Resources and Education
- Employ a Confidential System
- Be Consistent

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Learning Assessment

Read the material provided, take the 5-10 quiz questions and

complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?
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