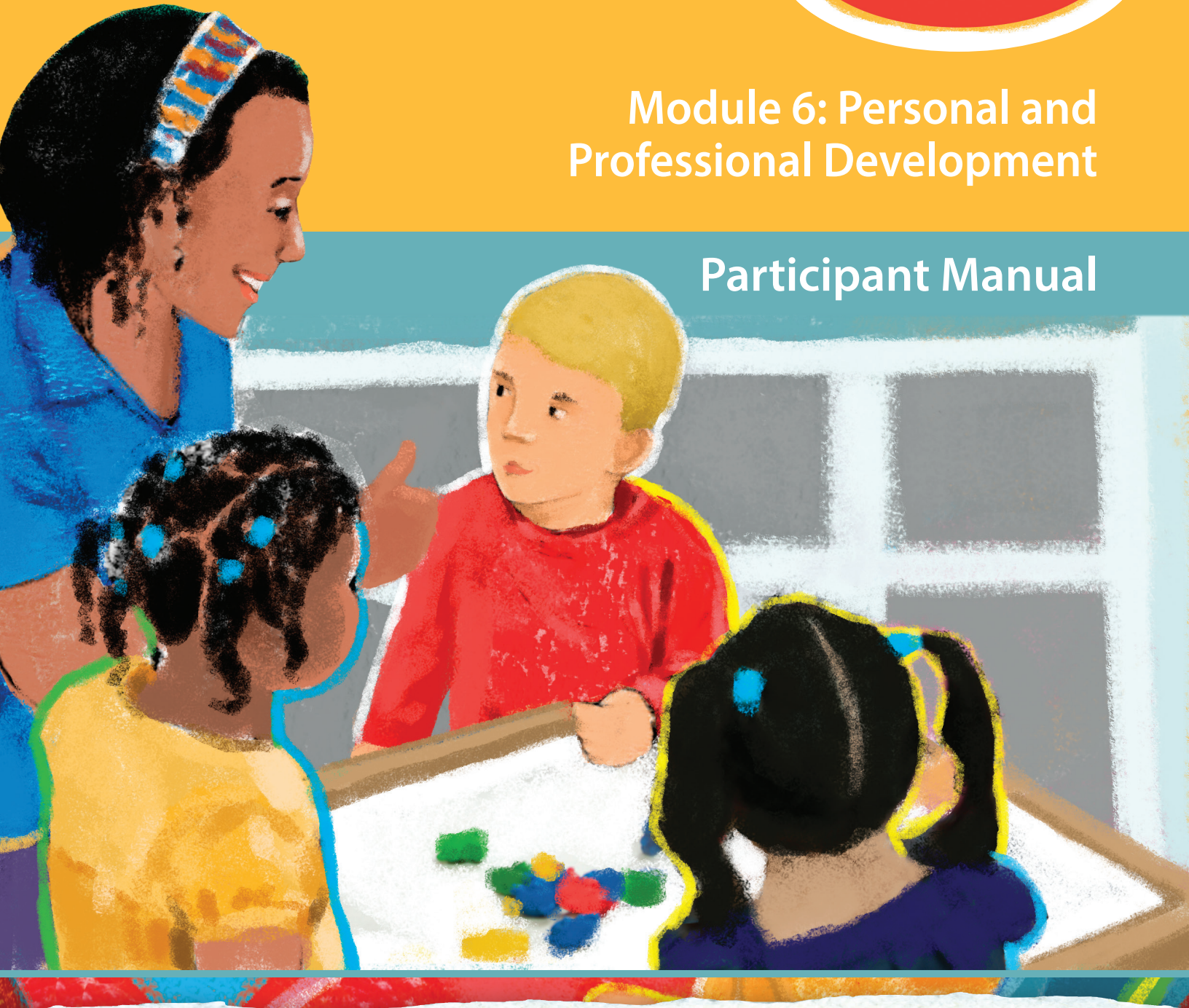


# ECE Credential

Level 1

Module 6: Personal and Professional Development

Participant Manual



Training brought to you by:



**GATEWAYS TO OPPORTUNITY**<sup>®</sup>  
Illinois Professional Development System

# ECE Credential Level 1 Training

## *Module 6: Personal and Professional Development*

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### Participant Manual · Standardized Version

This training is Registry-approved and counts towards DCFS licensed program training hours.

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## **Acknowledgments**

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# ECE Credential Level 1 Training *Module 6: Personal and Professional Development*

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# Learning Objectives

Following this training, participants will be able to:

- Identify professional characteristics
- Identify strategies to reduce stress in relation to the role as a caregiver
- Utilize resources to further one’s own professional development goals

# Self-Reflection

Name or topic of your last module: \_\_\_\_\_

Reflect upon the last module you attended and answer the following. If this is your first module, you are not required to complete this section.

**What new skills have you started practicing or what changes have you made as a result of the training?**

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**What has worked? What hasn’t?**

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**What resources did you use from the training?**

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**What other knowledge did you gain as a result of the training?**

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# **Part 1: The Child Care Professional**





# The Child Care Professional

Each profession has their own standards of professional behavior. The field of early care and education is no exception. Each profession also has skills and knowledge unique to the field. These specific skills sets one apart from other professions and allows one to grow within their profession.

## Skills

Transferable skills:

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Specific skills:

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## Professionalism

My definition of a professional:

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Professions I know of include:

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Qualities of a professional include:

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My strengths:

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Licensing requirements regulate many practices. Accreditation standards are goals that many child care providers and settings work to achieve. In addition to these types of standards, there is the personal side to this profession. As a child care provider, you build relationships with children and families. Some of you may be very close to your “parents”. Can it be difficult balancing time between being a friend and teacher?

## License-Exempt Child Care

License-Exempt Child Care is care that does not require a license from Illinois DCFS to operate.

Facilities or programs exempt from licensing include:

- care provided in the child's own home with three or fewer children present including the child care provider's own children under the age of 13, or one sibling group.
- family child care for up to three children, including the child care provider's own children under the age of 13, or the children of one other family.
- programs serving children over the age of three which are:
  - a) operated by public or private elementary schools, or schools which are registered with the Illinois State Board of Education or accredited by a national organization that regularly recognizes or accredits schools.
  - b) part day programs operated by a religious organization or social service agency in which no child is cared for more than ten hours in a seven day week.
- programs conducted on federal government premises.
- special activities programs operating on a short term basis.
- programs providing care for transient children while the parents are on the premises.

## Early Childhood Standards

All professions have standards or codes that one must adhere to in order to maintain credibility in the field. In the field of early care and education, many of these standards are developed and maintained at the state level. However, the National Association for the Education of Young Children (NAEYC) and the National Association for Family Child Care (NAFCC) are two national organizations that have developed standards, a code of ethics, as well as guidance on best practices in the field.

# NAEYC Early Childhood Knowledge and Skills

Administrators need a strong foundation in the fundamentals of child development and early childhood education in order to guide the instructional practices of teachers and support staff.

## **Historical & Philosophical Foundations**

Knowledge of the historical roots and philosophical foundations of early childhood care and education. Knowledge of different types of early childhood programs, roles, funding, and regulatory structures. Knowledge of current trends and important influences impacting program quality. Knowledge of research methodologies.

## **Child Growth & Development**

Knowledge of different theoretical positions in child development. Knowledge of the biological, environmental, cultural, and social influences impacting children's growth and development from prenatal through early adolescence. Knowledge of developmental milestones in children's physical, cognitive, language, aesthetic, social, and emotional development. Knowledge of current research in neuroscience and its application to the field of early childhood.

## **Child Observation & Assessment**

Knowledge and application of developmentally appropriate child observation and assessment methods.

Knowledge of the purposes, characteristics, and limitations of different assessment tools and techniques. Ability to use different observation techniques including formal and informal observation, behavior sampling, and developmental checklists.

Knowledge of ethical practice as it relates to the use of assessment information. The ability to apply child observation and assessment data to planning and structuring developmentally appropriate instructional strategies.

## **Curriculum & Instructional Methods**

Knowledge of different curriculum models, appropriate curriculum goals, and different instructional strategies for infants, toddlers, preschoolers, and kindergarten children. Ability to plan and implement a curriculum based on knowledge of individual children's developmental patterns, family and community goals, instructional and cultural context, and state standards.

Ability to design integrated and meaningful curricular experiences in the content areas of language and literacy, mathematics, science, social studies, art, music, drama, movement, and technology. Ability to implement anti-bias instructional strategies that take into account culturally valued content and children's home experiences. Ability to evaluate outcomes of different curricular approaches.

## **Children with Special Needs**

Knowledge of atypical development including mild and severe disabilities in physical, health, cognitive, social/ emotional, communication, and sensory functioning. Knowledge of licensing standards, state and federal laws (e.g., ADA, IDEA) as they relate to services and accommodations for children with special needs. Knowledge of the characteristics of giftedness and how educational environments can support children with exceptional capabilities. The ability to work collaboratively as part of family-professional team in planning and implementing appropriate services for children with special needs.

# NAEYC Early Childhood Knowledge and Skills

Knowledge of special education resources and services.

## **Family & Community Relationships**

Knowledge of the diversity of family systems, traditional, non-traditional and alternative family structures, family life styles, and the dynamics of family life on the development of young children. Knowledge of socio-cultural factors influencing contemporary families including the impact of language, religion, poverty, race, technology, and the media. Knowledge of different community resources, assistance, and support available to children and families. Knowledge of different strategies to promote reciprocal partnerships between home and center. Ability to communicate effectively with parents through written and oral communication. Ability to demonstrate awareness and appreciation of different cultural and familial practices and customs. Knowledge of child rearing patterns in other countries.

## **Health, Safety, & Nutrition**

Knowledge and application of practices that promote good nutrition, dental health, physical health, mental health, and safety of infants/toddlers, preschool, and kindergarten children. Ability to implement practices indoors and outdoors that help prevent, prepare for, and respond to emergencies. Ability to model healthful lifestyle choices.

## **Individual & Group Guidance**

Knowledge of the rationale for and research supporting different models of child guidance and classroom management. Ability to apply different techniques that promote positive and supportive relationships with children and among children. Ability to reflect on teaching behavior and modify guidance techniques based on the developmental and special needs of children.

## **Learning Environments**

Knowledge of the impact of the physical environment on children's learning and development. The ability to use space, color, sound, texture, light, and other design elements to create indoor and outdoor learning environments that are aesthetically pleasing,

intellectually stimulating, psychologically safe, and nurturing. The ability to select age-appropriate equipment and materials that achieve curricular goals and encourage positive social interaction.

## **Professionalism**

Knowledge of laws, regulations, and policies that impact professional conduct with children and families. Knowledge of different professional organizations, resources, and issues impacting the welfare of early childhood practitioners. Knowledge of center accreditation criteria. Ability to make professional judgments based on the NAEYC "Code of Ethical Conduct and Statement of Commitment."

Ability to reflect on one's professional growth and development and make goals for personal improvement. Ability to work as part of a professional team and supervise support staff or volunteers.

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# NAFCC Program Quality Standards

The National Association for Family Child Care (NAFCC) Program Quality Standards address six areas of quality:

## Relationships

Warm, responsive relationships help children develop to their full potential. Open communications and mutual respect help providers partner with parents for the best interest of the children.

## Environment

The home is welcoming, safe and comfortable, offering materials and equipment that are appropriate for the children in care and support activities across all the domains of development.

## Activities

As the provider observes children's activities and interests, he or she supports and extends their play and offers new activities and materials to build upon their learning.

## Developmental Learning Goals

Children learn to get along well with each other, feel secure in their own identity, and build competency across a wide range of areas. In addition to social and self development, these include physical development, cognition and language, literacy and math development, and creativity. The provider supports children's play, offers planned activities, and builds on spontaneous opportunities to support the learning goals.

## Safety & Health

Children's physical well-being is supported through careful supervision, preparation for emergencies, minimizing the spread of disease, and serving of nutritious food.

## Safety & Health

Children's physical well-being is supported through careful supervision, preparation for emergencies, minimizing the spread of disease, and serving of nutritious food.

## Professional & Business Practices

The provider follows sound, ethical business practices, pursues continuing education and training, and seeks support from others when needed.

For a complete listing of NAFCC Quality Standards and other support materials, visit [www.nafcc.org](http://www.nafcc.org).

Notes on NAEYC and NAFCC Standards:

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## Standardized Care

The Illinois Early Learning Guidelines (IELG) and Illinois Early Learning and Development Standards (IELDS) are discussed in a few other modules of this training. Understanding and utilizing these standards are not only essential in delivering quality care, these standards provide practitioners the tools and professional development necessary to guide curriculum as well resources to communicate with families.

The Illinois Department of Children and Family Services (IDCFS) provides the framework for safe environments for children in licensed care.

ExceleRate Illinois is a quality rating system that recognizes programs that go above and beyond meeting the basic licensing standards established by IDCFS. The circles of quality outlined in ExceleRate Illinois provide the opportunities for additional education and training to further advance one's professional development.

## Boundaries

- \_\_\_\_\_ vs. personal relationships
- Use of \_\_\_\_\_ media

Often in your work with children, you may become close to the parents of the children in your care. It is sometimes difficult to maintain a professional yet personal relationship at the same time.

Parents may ask more of you than you are able to give. Medical advice, providing personal transportation for the child or family are just a few examples of how easy it is to cross the lines.

Another issue of crossing the personal and professional boundaries is the use of social media. As a child care professional, the line is easy to blur. While a provider may have a group page to share information with parents, posting pictures and tagging children on these pages can be risky. Establishing and maintaining firm policies regarding the use of social media should be part of an employee handbook as well as shared with parents.

## Staying Current

As a professional in the field of early child care and education, it is important that you remain current on trends, research and best practices related to your work with children and families. Being part of local, state and national organizations such as NAEYC and NAFCC is one way to stay up-to-date with your field. In addition, you can find information on websites such as:

- National Association for the Education of Young Children
- Center on the Developing Child at Harvard University
- National Institute for Early Education Research
- The White House: Education

## Confidentiality

- Keep yourself informed of all \_\_\_\_\_ and \_\_\_\_\_ regarding the handling of personal information.
- Don't \_\_\_\_\_ information with people who don't need it.
- Keep written information in a \_\_\_\_\_ place.
- Don't \_\_\_\_\_.

## Handbooks, Policies, and Program Philosophies

Parent handbooks that outlines program policies and philosophies establishes the providers role as the child care professional and helps eliminate any miscommunication.

**What items should be included in the Parent Handbook?**

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A program philosophy establishes what type of care/program is provided.



# Daily Communication Form

## Parents: Please complete this section

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Arrival Time: \_\_\_\_\_

Estimated Pick-up Time: \_\_\_\_\_

What time did your child get up this morning? \_\_\_\_\_

How long did your child sleep? \_\_\_\_\_ (sleep) Awoke (time) \_\_\_\_\_

Did your child sleep well? \_\_\_\_\_ If not, what seemed to be the problem? (Fever, teething, diarrhea, etc.) \_\_\_\_\_

When, what, and how much did your child eat or drink last? \_\_\_\_\_

Estimated next meal time? \_\_\_\_\_ Any type of medication today? \_\_\_\_\_  
(Please complete Medication Permission Form)

Any special requests for your child today? \_\_\_\_\_

## What I Ate Today

Bottles:

Time	Amt	Time	Amt	Time	Amt	Time	Amt

Meals:

Breakfast: \_\_\_\_\_

Lunch: \_\_\_\_\_

Snacks: \_\_\_\_\_

Naps:

AM: From \_\_\_\_\_ awoke at \_\_\_\_\_; from \_\_\_\_\_ awoke at \_\_\_\_\_.

PM: From \_\_\_\_\_ awoke at \_\_\_\_\_; from \_\_\_\_\_ awoke at \_\_\_\_\_.

Notes about toileting/diaper changes/BM:

Child's needs:

Comments on other side: **Today I had fun with / playing with...**

*Used with permission from Parents as Teachers National Center, Inc.*



# Incident Report Form

Child's Name: \_\_\_\_\_ Incident Date: \_\_\_\_\_

Time of Incident: \_\_\_\_\_ Witnesses: \_\_\_\_\_

Parent(s) Notified by: \_\_\_\_\_ Time Notified: \_\_\_\_\_

Description of the Incident: \_\_\_\_\_

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First Aid Given: \_\_\_\_\_

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Signature of Care Provider: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent(s)/Guardian(s): \_\_\_\_\_ Date: \_\_\_\_\_

*Used with permission from Parents as Teachers National Center, Inc.*

# Program Philosophy Statement

## Example 1:

We at, Little Children's Child Care believe that our program and services offer developmentally appropriate curriculum and we strive to enhance social, emotional, physical and intellectual growth in young children. Our program fosters curiosity, creativity and self-esteem by taking into account children's abilities and interests. Child initiated and teacher supported play is an essential component of our program. (Used as an example on the Developing a Program Philosophy document to align with the Early Childhood Indicators of Progress (ECIP)

## Example 2:

At our Center, you step into the wondrous world of young children where imagination and self-expression flourish. Our teachers encourage children to use critical thinking and problem solving skills in their daily experiences. The classroom environment is carefully designed to reflect the children's interests and to cultivate positive self-image, independence, and interdependence. We foster equal opportunity in learning and education for all children regardless of race, creed, sex, religion, national origin, or physical condition.

## Example 3:

Little Children Child Care's education program is grounded in traditional and well-established early childhood educational philosophies. Therefore, our program contributes understanding that support teacher's in maintaining a cohesive purpose: improvement of the life chances of culturally diverse children through formal education.

We strive to foster an ethic of social responsibility among our children and we urge students to acquire and use all the resources of their culture that can be implemented into our program.

## Example 4:

The mission of our program is to prepare teachers who demonstrate the commitment and capacity to reform schooling and education for all young children's educational needs.

As educators, we believe that all children have a right to respect, regardless of their abilities. We provide an environment that is safe yet stimulating, and a curriculum that challenges them through creativity, self-choice, and learning through play. Therefore, our program supports the following philosophy about children and their growth:

- ✓ Each child individually learns in different ways, at a different pace, by different approaches and at different ages of maturation.
- ✓ A positive self-concept develops in children who can fulfill their goals, accomplish tasks on their own, and cooperate with others and receive positive feelings from others.
- ✓ Self-disciplined children can direct their efforts towards fulfillment of their goals. Children learn self-discipline through understanding, commitment, and reinforcement.
- ✓ Self-reliance is achieved by allowing children to do as many things for themselves as they are capable of, but keeping in mind new skills.

## Example 5:

Reggio Emilio philosophy is based on the recognition that young children have many ways in which they can express themselves, and that we, as educators, must tap into those ways and engage the children in their learning.

**Example 6:**

We believe that children experience the greatest growth when they feel secure and wanted. Therefore, We at Little Children Child Care will provide a warm, caring, comfortable and safe environment for our children. Together, we will establish routines that are predictable and consistent. All children will be treated with gentleness, honesty and respect. We will encourage them to treat others in this manner. Our classrooms cultivate an unbiased atmosphere where children and parents are encouraged to challenge their individual paradigms and subsequently see society through a lens that celebrates diversity of thought and culture.

We are committed to children learning and believe that educators are important role models. Therefore, we use modeling as a vital tool in our classrooms. To maintain an atmosphere where children feel comfortable and confident, we use constructive guidance and positive reinforcement. We feel it is also necessary to establish and clearly define reasonable limits with logical consequences. The children are encouraged to take ownership in shaping our classroom dynamics through openly sharing their work, ideas and personalities which will enrich their peers and foster their intellectual development.

Little Children Child Care advocates open communication with parents, for they ultimately play the most vital role in their child's intellectual development. As much as we love to care for and guide children, we believe that parents should also be encouraged to be active participants in their children's education. Parents and teacher share a common priority: providing the best that they possibly can for the child. Working together, we believe that optimum development will be obtained.

**Example 7:**

The American Montessori Society is committed to promoting quality Montessori education for all children from birth to 18 years based on these key concepts:

- The aim of Montessori education is to foster competent, responsible, adaptive citizens who are lifelong learners and problem solvers.
- Learning occurs in an inquiring, cooperative, nurturing atmosphere. Students increase their own knowledge through self- and teacher-initiated experiences.
- Learning takes place through the senses. Students learn by manipulating materials and interacting with others. These meaningful experiences are precursors to the abstract understanding of ideas.
- The individual is considered as a whole. The physical, emotional, social, aesthetic, spiritual, and cognitive needs and interests are inseparable and equally important.
- Respect and caring attitudes for oneself, others, the environment, and all life are necessary.

**Example 8:**

**Marie Montessori School of the Golden Gate Philosophy:** Dr. Montessori believed that each individual human being has an innate unique talent which, when fulfilled, is the individual's essential contribution to life and the human community on this planet. It is their purpose in life. To discover his or her unique talent, each child needs to be exposed to experiences pertaining to all facets of life. To this end, Dr. Montessori designed manipulative materials for all subject areas, activities which children experience sensorially and interactively in a multi-age and multi-ethnic classroom setting. Freedom within limits leads children to responsible choices, self-discipline, and self-respect. Self-respect leads to respect for others. We are dedicated to fulfilling the ideals of Maria Montessori, who in 1948 and 1950, earned Nobel Peace Prize nominations for "Education for Peace."

*Source: New York Early Childhood Professional Development Institute,*

*<http://www.earlychildhoodnyc.org/resourceguide/resources/Program%20Philosophy%20Statement.pdf>*

## Appearance

One way to establish oneself as a professional is appearance. Hygiene, cleanliness, and personal appearance are also part of one's professional demeanor.

Whether it is a uniform, scrubs, or street clothes, clothing should be clean, neat, free from rips/tears, and allows the provider to move comfortably in order to care for the children. Caring for children can be messy. Smocks, aprons, and even a change of clothing may be necessary. If the home is the work setting, being dressed and ready for the day when children arrives communicates to parents that the provider is ready to care for my child.



## Welcoming Environment

In regards to professionalism, a welcoming environment demonstrates your care and commitment to delivering quality care. It also illustrates the provider's "behind the scenes" work that is necessary to provide quality care.

How do you create a welcoming environment?

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## Problem Solving/Resolving Conflicts

When working with families, conflicts are bound to happen. As a child care provider, having strategies in place to cope with miscommunication is helpful to avoid situations in which things can get out of control. Resolving conflicts and problem solving skills are often cited by employers as skills employees are lacking.

### Steps to problem solving:

1. State the \_\_\_\_\_ to be solved
2. List all of the possible \_\_\_\_\_
3. Consider all of the pros/cons of each solutions
4. \_\_\_\_\_
5. Act on the choice
6. \_\_\_\_\_

# Problem Solving Tip Sheet

Practicing these steps will help when resolving problems or conflicts as they arise in the care setting. Keep in mind, the conflict/problem may not involve direct communication with a parent/co-worker.

**STEP ONE:** State the problem.

**STEP TWO:** Listen to the parent's explanation.

- As you listen to the parent, try to hear the meaning behind the words.
- Listen for understanding.
- Listen for feeling.

Many times, the problem stated isn't the real problem. Parents bring many underlying feelings of guilt, stress, jealousy and many times a sense of loss to the caregiving relationship.

**STEP THREE:** Check your understanding of the problem.

As you listen, be open-minded. How you handle any blame or criticism will establish the tone of the conversation. Restate what you hear the parent state as the problem.

**STEP FOUR:** Share your thoughts and feelings about the problem. Say what you mean clearly and respectfully. Express your needs in an objective, unemotional way.

**STEP FIVE:** Brainstorm some solutions together.

**STEP SIX:** Try to reach an agreement together.

*Used with permission from Parents as Teachers National Center, Inc.*

# Code of Ethics

What are values?

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What is morality?

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What does ethics mean?

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As child care providers, you encounter ethical situations every day and work to balance the needs of the children you care for and their families to build strong relationships that strengthen quality care.

A Code of Ethical Conduct can help when a tough decision needs to be made. The code will always guide to a decision which promotes positive and healthy outcomes for children, families, colleagues, communities, and society.







# Code of Ethical Conduct and Statement of Commitment

Revised April 2005,  
Reaffirmed and Updated May 2011

A position statement of the National Association for the Education of Young Children

*Endorsed by the Association for Childhood Education International and  
Southern Early Childhood Association  
Adopted by the National Association for Family Child Care*

## Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. 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 **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 prekindergarten 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.naeyc.org/about/positions/pdf/ethics04.pdf](http://www.naeyc.org/about/positions/pdf/ethics04.pdf), and the "Code of Ethical Conduct: Supplement for Early Childhood Program Administrators," online at [http://www.naeyc.org/files/naeyc/file/positions/PSETH05\\_supp.pdf](http://www.naeyc.org/files/naeyc/file/positions/PSETH05_supp.pdf))

## Core values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply 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.

## 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, healthy, nurturing, and responsive for each child. We are commit-

ted 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

- I-1.1**—To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.
- I-1.2**—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-1.3**—To recognize and respect the unique qualities, abilities, and potential of each child.
- I-1.4**—To appreciate the vulnerability of children and their dependence on adults.
- I-1.5**—To create and maintain safe and healthy settings that foster children’s social, emotional, cognitive, and physical development and that respect their dignity and their contributions.
- I-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 children.
- I-1.7**—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.
- I-1.8**—To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.
- I-1.9**—To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.
- I-1.10**—To ensure that each child’s culture, language, ethnicity, and family structure are recognized and valued in the program.
- I-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.
- I-1.12**—To work with families to provide a safe and smooth transition as children and families move from one program to the next.

\* There is not necessarily a corresponding principle for each ideal.

## 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-1.3—**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 sex, race, national origin, immigration status, preferred home language, 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-1.4—**We shall use two-way communications to involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information. (See also P-2.4.)

**P-1.5—**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 with 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 lawful mandate to provide services to a particular population of children.)

**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-1.9—**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-1.11—**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 development. 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 development.

### Ideals

**I-2.1—**To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

**I-2.2—**To develop relationships of mutual trust and create partnerships with the families we serve.

**I-2.3—**To welcome all family members and encourage them to participate in the program, including involvement in shared decision making.

\* The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

- I-2.4**—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 children.
- I-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 to ensure a culturally consistent environment for all children and families.
- I-2.6**—To acknowledge families' childrearing values and their right to make decisions for their children.
- I-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.
- I-2.8**—To help family members enhance their understanding of their children, as staff are enhancing their understanding of each child through communications with families, and support family members in the continuing development of their skills as parents.
- I-2.9**—To foster families' efforts to build support networks and, when needed, participate in building 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 unless access is denied by court order or other legal restriction.
- P-2.2**—We shall inform families of program philosophy, policies, curriculum, assessment system, cultural practices, 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. (See also I-2.3.)
- P-2.4**—We shall ensure that the family is involved in significant decisions affecting their child. (See also P-1.4.)
- 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 interpretation when we do not have sufficient resources in our own programs.
- P-2.6**—As families share information with us about their children and families, we shall ensure that families' input is an important contribution to the planning and implementation of 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.
- P-2.8**—We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.
- P-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-2.10**—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-2.11**—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-2.13**—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 becoming 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.

## 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. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace. (Note: Section III includes responsibilities to co-workers and to employers. See the “Code of Ethical Conduct: Supplement for Early Childhood Program Administrators” for responsibilities to personnel (employees in the original 2005 Code revision), online at [http://www.naeyc.org/files/naeyc/file/positions/PSETH05\\_supp.pdf](http://www.naeyc.org/files/naeyc/file/positions/PSETH05_supp.pdf).)

### A—Responsibilities to co-workers

#### Ideals

- I-3A.1**—To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.
- I-3A.2**—To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.
- I-3A.3**—To support co-workers in meeting their professional needs and in their professional development.
- I-3A.4**—To accord co-workers due recognition of professional achievement.

#### Principles

- P-3A.1**—We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.
- P-3A.2**—When we have concerns 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 and in a confidential manner.

**P-3A.3**—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

**P-3A.4**—We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

### 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 is violating the provisions of this Code.

#### Principles

- P-3B.1**—We shall follow all program policies. When we do not agree with program policies, we shall 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.
- P-3B.4**—If we have concerns about a colleague’s behavior, and children’s well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague’s attention, we shall report the colleague’s unethical or incompetent behavior to an appropriate authority.
- P-3B.5**—When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program’s administration or, when necessary, other appropriate authorities.

## Section IV

### Ethical Responsibilities to Community and Society

Early childhood programs operate within the context of their 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 the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children—with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as “collective.”

#### Ideal (Individual)

**I-4.1**—To provide the community with high-quality early childhood care and education programs and services.

#### Ideals (Collective)

**I-4.2**—To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

**I-4.3**—To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

**I-4.4**—To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

**I-4.5**—To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

**I-4.6**—To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

**I-4.7**—To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with families and other individuals and groups in these efforts.

**I-4.8**—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 (Individual)

**P-4.1**—We shall communicate openly and truthfully about the nature and extent of services that we provide.

**P-4.2**—We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

**P-4.3**—We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

**P-4.4**—We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

**P-4.5**—We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

**P-4.6**—We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

**P-4.7**—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.

**P-4.8**—We shall not participate in practices that 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 the violation to appropriate authorities who can be expected to remedy the situation.

**P-4.10**—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.

### **Principles (Collective)**

**P-4.11**—When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these policies.

**P-4.12**—When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

**P-4.13**—When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

## Glossary of Terms Related to Ethics

**Code of Ethics.** Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.

**Values.** Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.

**Core Values.** Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession.

**Morality.** Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave.

**Ethics.** The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.

**Professional Ethics.** The moral commitments of a profession that involve moral reflection that extends

and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work.

**Ethical Responsibilities.** Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).

**Ethical Dilemma.** A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

### Sources for glossary terms and definitions

- Feeney, S., & N. Freeman. 2005. Ethics and the early childhood educator: Using the NAEYC code. Washington, DC: NAEYC.
- Kidder, R.M. 1995. How good people make tough choices: Resolving the dilemmas of ethical living. New York: Fireside.
- Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26–30.

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An individual's or program's use, reference to, or review of the Code does not guarantee compliance with NAEYC Early Childhood Program Standards and Accreditation Performance Criteria and program accreditation procedures. It is recommended that the Code be used as guidance in connection with implementation of the NAEYC Program Standards, but such use is not a substitute for diligent review and application of the NAEYC Program Standards.

NAEYC has taken reasonable measures to develop the Code in a fair, reasonable, open, unbiased, and objective manner, based on currently available data. However, further

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### NAEYC Code of Ethical Conduct 2005 Revisions Workgroup

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## 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 ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and 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.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- 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.

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\* This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

# Code of Ethics Scenarios

## Scenario A

You've been teaching in a multi-cultural, multi-lingual program for many years. You speak English and Spanish and you've used both languages in your classroom—for conversing with children and other adults, for labeling the bookshelves, etc. You also have several Vietnamese children who do not speak English in your group. You've asked their parents to teach you some words in Vietnamese so you can help children with routines and in their play—words such as “bathroom,” “outside,” “inside,” and “lunch.” Several parents whose home language is Spanish are concerned their children will not learn English if you keep speaking Spanish in the classroom. And, the Vietnamese families do not want their children speaking Vietnamese in the classroom. They want you to have “English lessons” for the toddlers and preschoolers.

## Scenario B

A parent calls to express concern that her three-year-old daughter is permitted to walk the short distance to the bathroom without an adult accompanying and waiting for her. You reassure her the security in your setting is good, but she insists her child must be individually escorted to the bathroom.

## Scenario C

Families who previously had children enrolled in a nearby child care setting have told you stories of what happened to their children in that center. They describe dirty sheets on the cots, harsh punishments including withholding food, and ratios of twenty children to one adult. One day you drive by and see a lot covered with asphalt and dry grass. There are a few rusting pieces of playground equipment. Several children are standing along the chain link fence looking at the cars going by. There are no adults in sight.

## Scenario D

The mother of a child in your school is a single parent. She has fallen behind on her tuition payments and is currently 2 months in arrears. She was arrested on drug charges about a month ago. Right now she is in jail trying to make bail. The child is staying with the maternal grandmother who works and brings him to the center. Several families are waiting for a space in the center. They are financially qualified and anxious for their children to be enrolled. Should the center's policy for prompt payment of tuition be disregarded, upheld, or revised?

## Scenario E

A parent in our program has deep Biblical values and believes in “sparing the rod, spoiling the child.” Her child, who is almost two years old, has been consistently hitting other children in your group. When you shared with her other alternatives to disciplining at home, she responded by saying, “I only listen to my pastor.”

## Scenario F

A parent asks if he can bring a young sibling to a parent workshop even though there is a policy that younger siblings should not be brought to school. You have had problems with parents violating the no sibling rule but you also think this parent could benefit greatly from the content of the workshop.

# Professional Ethics: Applying The NAEYC Code

Scenario: \_\_\_\_\_

What core value(s) apply in this situation?

To whom do you have responsibilities?

What guidance can you find in the Code? List the relevant items from the Code and their letters (be sure to look in all 4 parts and at Ideals and Principles).

Based on your analysis of the guidance from the Code, what do you think “the good early childhood educator” should do in this situation?

## The Process of Resolving an Ethical Dilemma

- Identify the problem
- Decide if it involves ethics
  - Is it a dilemma or responsibility?
  - Can it be finessed?
- Look for guidance in the NAEYC Code
  - What are the conflicting values?
  - How should they be prioritized?
- What is the most ethically defensible course of action?

# **Part 2: Caring for the Caregiver**



## Caring for the Caregiver

“Be a friend to yourself and others will.”

Call an old friend with whom you’ve lost touch.

Before going to sleep, lie in bed and pick out one thing that you did well that day and congratulate yourself. You can build on that tomorrow.

Stand up straight.

Sing in the shower.

### **SMILE.**

Nurture your friendship with yourself. Take a weekend trip by yourself. Stretch and take a deep breath.

Guard your private time as your most treasured asset. Think “up.”

Plant some herbs or potted flowers and watch them grow.

### **HUG.**

Have a sense of humor. Be a good listener. Listen to your feelings.

*Used with permission from Parents as Teachers National Center, Inc.*

## What Roles Do You Play?

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## Support Systems

Support systems are important for humans. We are social beings. Those in care-giving professions give of themselves every day. The working hours are long. Physical demands are put on the body every day. Child care providers need to have a network of people to turn to who have similar experiences or who can help them recharge from the daily demands of caring for children.

What network systems do you have in place?

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Do you have a friend you call and vent with?

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Do you belong to any professional organizations?

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## Personal Wellness

### Needs Statement

Put their needs before your wants,  
Put *your* needs before *their* wants.

Put their needs before your wants,  
Put *your* needs before *their* wants.

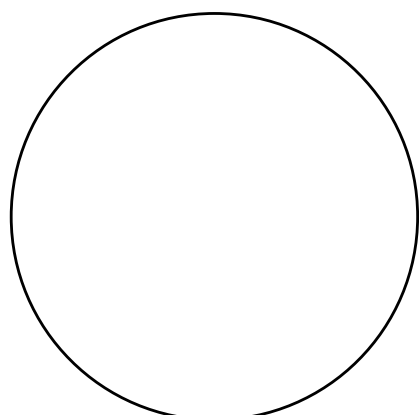
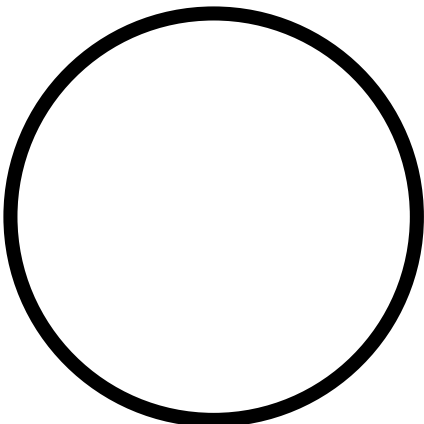
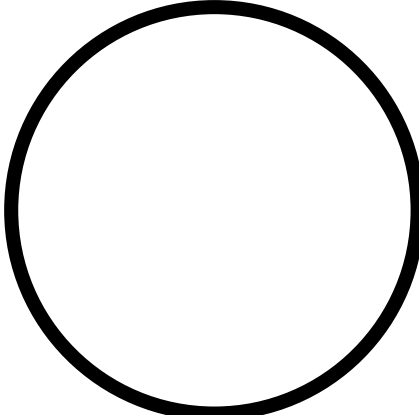
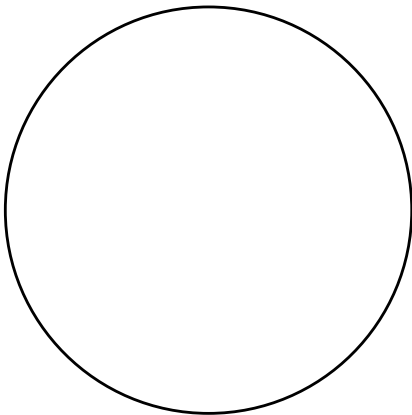
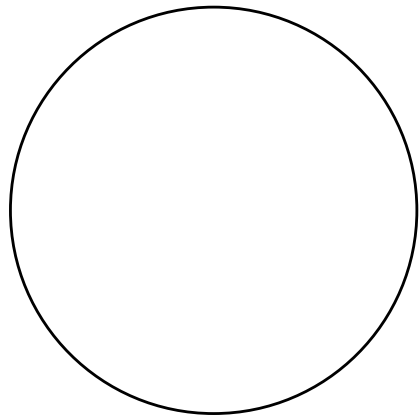
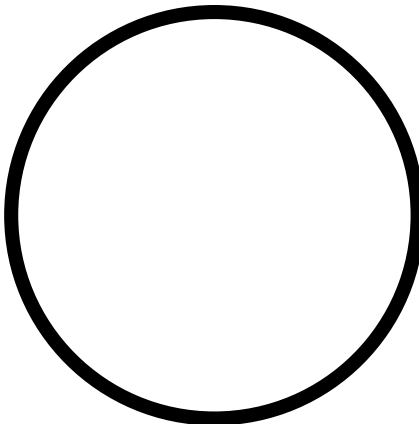
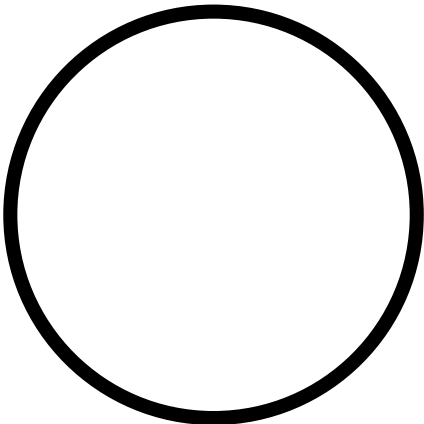
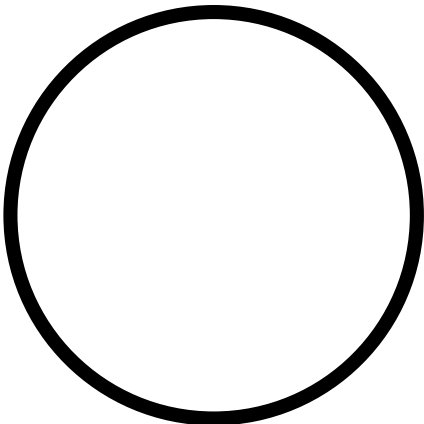
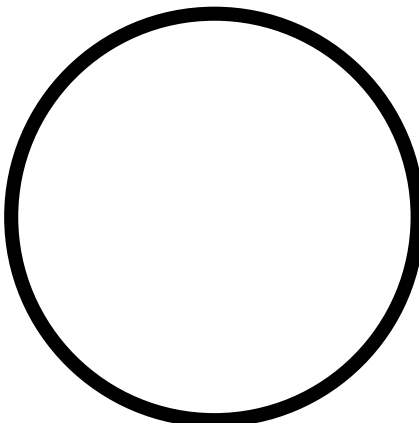
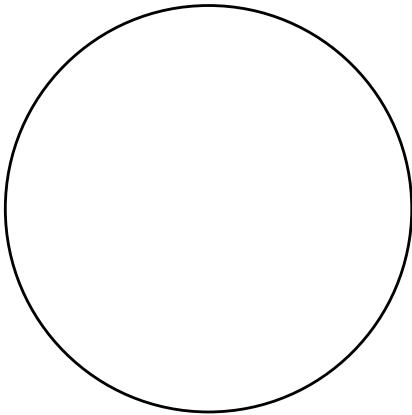
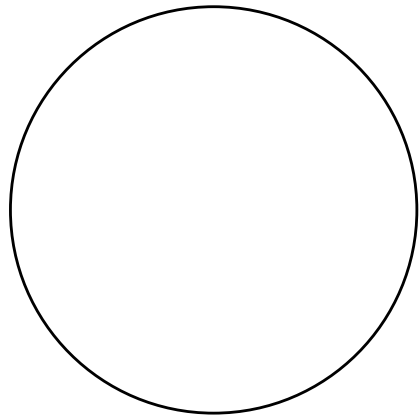
Put their needs before your wants,  
Put *your* needs before *their* wants.

Put their needs before your wants,  
Put *your* needs before *their* wants.

Put their needs before your wants,  
Put *your* needs before *their* wants.

Put their needs before your wants,  
Put *your* needs before *their* wants.

**Crystal and Rubber Balls**





You are important to your families, the children you care for, and your communities. What you will do to take care of yourself in the next few weeks?

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## Professional Development Goals

SMART goals:

- **S** \_\_\_\_\_
- **M** \_\_\_\_\_
- **A**greed upon/achievable
- **R** \_\_\_\_\_
- **T**ime- \_\_\_\_\_

Example: Within 6 months, I will read 3 articles on current issues in early childhood education and discuss them with my co-teacher.

It has been shown that an indicator of quality is the knowledge of the child care provider. What the child care provider knows about child development and what are best practices is important for quality in a child care setting.

Child care providers need professional development. How can you access it? Continue taking part in trainings such as this one. Join a networking group. Take a class for credit at a local college. But, it all starts with having a goal in mind.

**Two strengths you have to achieve your goals:**

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### My SMART Goals

Goal 1:

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Goal 2:

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## ECE Credential Level 2

When you complete this training you will earn an ECE Credential Level 1 which is the first level on the framework.

The ECE Credential Level 1 and School-age and Youth Development Credential Level 1 are the only Credentials you may earn at this time by trainings alone. In order to earn an ECE Credential Level 2, you must also have formal college course work completed.

In general, the ECE Credential Level 2 requires 12 semester hours in ECE coursework from an accredited college or university, participants should review the ECE Credential framework for more information. Remember: you may qualify for a Gateways Scholarship which can help you pay for additional schooling.

A Gateways Registry Membership offers a quick and easy way to track your training and education online, and meets Illinois Department of Children and Family Services (IDCFS) licensing requirements. This is your first step in professional development. You can join by visiting <http://www.ilgateways.com>.

# Gateways to Opportunity® ECE Credential Framework

ECE Levels	Education Requirements	Education and Training in Early Care & Education	Work and Practical Experience in Early Care & Education	Professional Contributions in Early Care & Education
Level 6	Graduate Degree	30 points in the ECE Content Areas (of level 5 benchmarks) – of which a maximum of 6 points may be from credential approved training, and 3 of those 6 points may come from assessment of prior learning  Mastery in at least 3 of the 7 ECE Level 6 Skill Areas	6,000 hours of documented ECE related experience	Six professional contributions in three different areas within the last five years
Level 5	Bachelor's Degree  A Professional Educator License with endorsement in Early Childhood Education meets these requirements	30 points in the ECE Content Areas (of level 5 benchmarks) – of which a maximum of 6 points may be from credential approved training, and 3 of those 6 points may come from assessment of prior learning	Minimum of 200 hours of ECE supervised experience <b>or</b> 1200 total hours of documented ECE work experience	Required at Renewal
Level 4	Associate's Degree <b>or</b> 60+ semester hours (including the 9 semester hours listed at level 3)	24 points in the ECE Content Areas (of level 2-4 benchmarks) – of which a maximum of 3 points may be from credential approved training, and 1 of those 3 points may come from assessment of prior learning (must include 20 clock hours of ECE observation)	100 total hours of ECE supervised experience <b>or</b> 600 total hours of documented ECE work experience	Required at Renewal
Level 3	Three semester hours: Any Math, English, and General Education electives (Psychology, Sociology, Science, etc.) (These 9 hours must be credit bearing and nondevelopmental 100 level +)	18 points in the ECE Content Areas (of level 2-4 benchmarks) – of which a maximum of 3 points may be from credential approved training, and 1 of those 3 points may come from assessment of prior learning (must include 20 clock hours of ECE observation)	10 hours of ECE supervised experience <b>or</b> 400 total hours of documented ECE work experience	Required at Renewal
Level 2	High School Diploma or GED  Effective July, 2016, 4 additional points required from general or ECE specific education	12 points in the ECE Content Areas (of level 2-4 benchmarks) – 3 points in Human Growth and Development, 3 points in Health Safety and Well-Being, and 6 points from ECE electives <b>or</b> 6 points in ECE electives and a CDA, CCP, or Montessori Credential through AMS* 3 points may be from credential approved training or the ECE Credential Level 1 1 of those 3 points may come from assessment of prior learning	10 hours of ECE observation <b>or</b> 200 hours of documented ECE work experience	Required at Renewal

**Level 1** ECE Credential is awarded through completion of a 48 clock hour training available through local Child Care Resource & Referral Agencies statewide or 16 modules online.

Guide: A point is equivalent to one semester hour of college credit.  
 \*American Montessori Society (AMS) Early Childhood and Infant Toddler Credentials count for a maximum of 6 points of credential approved training for the ECE, Infant Toddler Credential, or Illinois Director Credential.

 **Gateways to Opportunity®**  
 Illinois Professional Development System

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# ECE Credential Requirements

This guideline sheet provides additional information regarding Gateways Credential requirements. Information is also available on the Gateways to Opportunity website at [www.ilgateways.com](http://www.ilgateways.com).

## ECE Level 2:

- A minimum of three points is required in the ECE Content Areas of:
  - *Human Growth and Development*
  - *Health, Safety, and Well-Being*
- One of the three allowed Credential approved training points may come from Assessment of Prior Learning.
- ECE Credential Level 1 may be used in place of the three points of credential approved training toward the ECE Level 2 only.
- Level 2–4 benchmarks

## ECE Level 3 and ECE Level 4:

- A minimum of one point is required in each of the seven ECE Content Areas.
- One of the three allowed Credential approved training points may come from Assessment of Prior Learning.
- Level 2–4 benchmarks

## ECE Level 5:

- A minimum of one point is required in each of the seven ECE Content Areas.
- Three of the six allowed Credential approved training points may come from Assessment of Prior Learning.
- Level 5 benchmarks

## ECE Level 6:

- Three of the six allowed Credential approved training points may come from Assessment of Prior Learning.

## General Credential Information:

- One point is equivalent to 1 semester hour of college coursework, 1.5 quarter hours of college coursework, and/or 15 consecutive contact hours of Credential approved training.
- A Credential approved training must be at least 7.5 consecutive contact hours in length, cover one Content Area, and contain an assessment component. Each 7.5 consecutive contact hour training may be worth ½ of a point.
- Points for a Gateways ECE or IDC Credential may be earned through Assessment of Prior Learning (APL). This process includes submitting documentation directly to Credential program staff, including an artifact collection and a seven-point reflection on each collection. An additional fee may be assessed for this process. It is recommended to contact your local community college to inquire about receiving Assessment of Prior Learning.
- American Montessori Society (AMS) Early Childhood and Infant Toddler Credentials count for a maximum of 6 points of Credential approved training for the ECE Credential, Infant Toddler Credential, or Illinois Director Credential.
- Gateways Credentials are valid for five years. For more information on what is needed to renew a Gateways Credential, please see the renewal section of the Gateways website at [www.ilgateways.com](http://www.ilgateways.com).



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# Gateways to Opportunity® Programs for the Child Care Field

**Gateways to Opportunity Credential**—Gateways to Opportunity Credentials were signed into law, effective July 1, 2009. Gateways Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development. Gateways Credentials are symbols of professional achievement that can be earned by completing an approved program at an entitled college or university, by completing a portfolio that documents education and experience, or by completing the Gateways Credential Level 1 training series

**Gateways to Opportunity Registry**—Gateways to Opportunity is a statewide professional development support system designed to provide guidance, encouragement, and recognition to individuals and programs serving children, youth, and families. All licensed child care providers must be Gateways to Opportunity Registry Member. You can apply online at [www.ilgateways.com](http://www.ilgateways.com)

**Registry Website**—Here you can find resources and services provided by Gateways to Opportunity including information on Credentials, Professional Development Advisors, Great START, Gateways to Opportunity Registry, the Illinois Trainers Network, and Gateways to Opportunity Scholarship Program.

**Gateways to Opportunity Scholarship Program**—An individual-based scholarship opportunity for eligible practitioners working in Early Care and Education (ECE) or school-age care programs. The Gateways Scholarship Program will pay a percentage of tuition and fees dependent upon availability of funding.

**Great START (Strategy to Attract and Retain Teachers)**—A wage supplement program that rewards eligible early care and education and school-age care practitioners for receiving higher education and for remaining at their current place of employment.

**The Professional Development Advisor (PDA) Program**—Designed to assist early care and education (ECE) and school-age (SA) care practitioners plan and achieve career goals through one on one coaching. ECE and SA practitioners or child care centers may request this free service through Gateways to Opportunity.

**Professional Development Funds**—Applications for professional development funds are available through each local CCR&R and funds are distributed on a first-come, first-serve basis each fiscal year. PDF details are reviewed on an annual basis so are subject to change, but some examples of typical funding usage are workshops, conferences and credentials.

**Professional Development Trainings**—Professional development trainings can be found either through your local CCR&R or by visiting the Statewide Online Training Website which can be accessed at [www.ilgateways.com](http://www.ilgateways.com) click on Gateways Registry and then click on Find Trainings.

**The Quality Counts Quality Rating System (QRS)**—Assists Illinois licensed-exempt family child care providers in providing quality care for children and their families. A provider's participation in QRS means they have gone the extra mile to help make sure children are receiving an enhanced learning and care experience. Quality care can help children succeed in school and in life. QRS Certification recognizes a provider for meeting specific indicators of quality.

**ExceleRate® Illinois**—is a statewide quality recognition and improvement system designed to make continuous quality improvement an everyday priority among early learning providers. It provides a framework for early learning professionals to identify opportunities for improvement, increase their skills and take steps to make positive changes.

If you are interested in any of these programs, please call 866-697-8278.

## Knowledge to Practice

What is something you learned in this training that you would like to share with colleagues? Why?

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List 2 things that you will do in the next weeks or months to improve your own professional development? Include what resources and support you will need.

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## Competency Checklist

Reflect on your understanding of the following competencies:

- List examples of professional dispositions and program standards related to professional personal appearance, personal hygiene, and professional work habits.
- Identify examples of information about themselves and their beliefs that influence their interactions with children and families who have backgrounds different from their own.
- Define the term “professional standard.”
- Describe the term “professional boundaries.”
- Name examples of inappropriate maintenance of professional boundaries.
- Describe current issues in early care and education and describe why they are important.
- Identify program practices that stem from law or regulation.
- Identify ways in which early childhood professionals can participate in furthering standards of their profession.
- Identify process for contacting resources to assist in career guidance, including Professional Development Advisors.
- Identify procedures that programs use to maintain confidentiality.

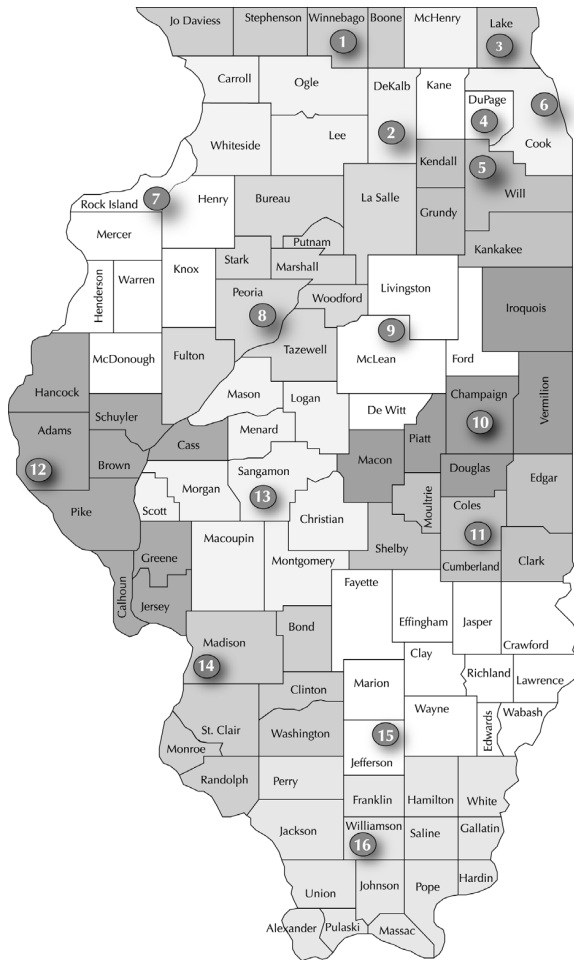


# Resources





# Illinois Child Care Resource and Referral (CCR&R) Agencies Service Delivery Area (SDA)



## SDA 1

YWCA  
Child Care Solutions  
(Rockford)  
888-225-7072  
[www.ywca.org/Rockford](http://www.ywca.org/Rockford)

## SDA 2

4-C: Community Coordinated  
Child Care  
(DeKalb)  
800-848-8727  
&  
(McHenry)  
866-347-2277  
[www.four-c.org](http://www.four-c.org)

## SDA 3

YWCA Lake County CCR&R  
(Gurnee)  
877-675-7992  
[www.ywcalakecounty.org](http://www.ywcalakecounty.org)

## SDA 4

YWCA CCR&R  
(Addison)  
630-790-6600  
[www.ywcachicago.org](http://www.ywcachicago.org)

## SDA 5

Joliet CCR&R  
(Joliet)  
800-552-5526  
[www.childcarehelp.com](http://www.childcarehelp.com)

## SDA 6

Illinois Action for Children  
(Chicago)  
312-823-1100  
[www.actforchildren.org](http://www.actforchildren.org)

## SDA 7

Child Care Resource & Referral  
of Midwestern Illinois  
(Moline)  
866-370-4556  
[www.childcareillinois.org](http://www.childcareillinois.org)

## SDA 8

SAL Child Care Connection  
(Peoria)  
800-421-4371  
[www.salchildcareconnection.org](http://www.salchildcareconnection.org)

## SDA 9

CCR&R  
(Bloomington)  
800-437-8256  
[www.ccrn.com](http://www.ccrn.com)

## SDA 10

Child Care Resource Service  
University of Illinois  
(Urbana)  
800-325-5516  
[ccrs.illinois.edu](http://ccrs.illinois.edu)

## SDA 11

CCR&R  
Eastern Illinois University  
(Charleston)  
800-545-7439  
[www.eiu.edu/~ccrr/home/index.php](http://www.eiu.edu/~ccrr/home/index.php)

## SDA 12

West Central Child  
Care Connection  
(Quincy)  
800-782-7318  
[www.wccc.com](http://www.wccc.com)

## SDA 13

Community Connection Point  
(Springfield)  
800-676-2805  
[www.CCPoint.org](http://www.CCPoint.org)

## SDA 14

Children's Home + Aid  
(Granite City)  
800-467-9200  
[www.childrenshomeandaid.org](http://www.childrenshomeandaid.org)

## SDA 15

Project CHILD  
(Mt. Vernon)  
800-362-7257  
[www.rlc.edu/projectchild](http://www.rlc.edu/projectchild)

## SDA 16

CCR&R  
John Logan College  
(Carterville)  
800-548-5563  
[www.jalc.edu/ccrr](http://www.jalc.edu/ccrr)

Find your local CCR&R by identifying what county you reside in.

### Services your local CCR&R provides:

- Free and low cost trainings and professional development
- Grant opportunities for quality enhancements
- Professional development funds to cover expenses related to trainings and conferences
- Mental health consultants, infant toddler specialists and quality specialists to answer your questions
- National Accreditation support
- Free referrals of child care programs to families searching for child care.
- Financial assistance for families to help pay for child care.

*And more...*

## Helpful Websites: Module 6

Center on the Developing Child at Harvard University  
[developingchild.harvard.edu](http://developingchild.harvard.edu)

Child Care Aware  
<http://childcareaware.org/providers/training-essentials/>

Illinois Action for Children  
<http://www.actforchildren.org/site/PageServer?pagename=Advocacy>

Illinois Association for the Education of Young Children  
<http://illinoisaeyc.org/>

McCormick Center for Early Childhood Leadership  
[http://cecl.nl.edu/?utm\\_source=streamsend&utm\\_medium=email&utm\\_content=18775](http://cecl.nl.edu/?utm_source=streamsend&utm_medium=email&utm_content=18775)

National Association for the Education of Young Children  
[www.naeyc.org](http://www.naeyc.org)

National Institute for Early Education Research  
[nieer.org](http://nieer.org)

The White House: Education  
[www.whitehouse.gov/issues/education/early-childhood](http://www.whitehouse.gov/issues/education/early-childhood)

(\*Spanish version available on link)

## General Links

Early Childhood News

[www.earlychildhoodnews.com](http://www.earlychildhoodnews.com)

ExceleRate Illinois homepage

[www.excelerateillinois.com](http://www.excelerateillinois.com)

Gateways i-Learning System - for online trainings

<http://courses.inccrra.org>

Gateways to Opportunity: Illinois Professional Development System

[www.ilgateways.com](http://www.ilgateways.com)

Head Start Early Childhood Learning & Knowledge Center (ECLKC)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc>

Illinois Department of Children and Family Services Child Care Licensing Standards

[www.illinois.gov/dcf/aboutus/notices/Documents/Rules\\_407.pdf](http://www.illinois.gov/dcf/aboutus/notices/Documents/Rules_407.pdf)

Illinois Early Learning Project

[www.illinoisearlylearning.org](http://www.illinoisearlylearning.org)

National Association for the Education of Young Children (NAEYC)

[www.naeyc.org](http://www.naeyc.org)

National Association for Family Child Care (NAFCC)

[www.nafcc.org](http://www.nafcc.org)

Statewide Training Calendar

[www.ilgateways.com/en/statewide-online-training-calendar](http://www.ilgateways.com/en/statewide-online-training-calendar)

# Notes