

## Learning Objectives

Family child care providers will:

- See themselves as Early Care and Education (ECE) professionals
- Appreciate the importance of the work they do with children, families and ECE colleagues
- Value opportunities to learn about and put into practice the specialized body of knowledge that grounds their role as ECE professionals
- Understand that their family child care programs and businesses need to be operated in an ethical and professional manner
- Recognize that children and families benefit from relationships with ECE professionals committed to reflective practice and continuous growth
- Know that professional development is vital for ECE professionals to engage in
- Be able to describe and apply the basic principles of reflective practice and active listening in their relationships with children, families, and co-workers
- Understand the importance of professionalism, confidentiality, respectful communication, and maintaining transparency and accountability, in their work with families and colleagues
- Realize that when they are in a supervisory role, FCC professionals have an opportunity and responsibility to support program assistants and substitutes through reflective practice

## Handouts

1. NAEYC Code of Ethical Conduct and Statement of Commitment
2. Focus on Ethics - Birthday Cake Dilemma
- 3A. Got Ethics? Riddles for ECE Professionals
- 3B. Got Ethics? Images, Riddle Answers, and Core Values
- 3C. Got Ethics? Activity Key
4. Sailboat Model of Integrity
5. Ethics in FCC: Using Social Media and Technology Responsibly
6. ECE Dispositions
7. Celebrating Professionalism: Strengths List
8. Discovering Your Professional Superpowers
9. Rocking Chair Reflections
10. Active Listening
11. Reflective Teaching Self-Assessment and Considering Multiple Perspectives
12. Reflective Supervision and FCC Professionals

## Presentation Tool

PowerPoint: Being, Belonging & Becoming; Professionalism in Family Child Care

## Activities

- Icebreaker: What is Professionalism?
- Got Ethics? Core Values: Riddles for ECE Professionals
- Ethics in FCC: Using Social Media and Technology Responsibly
- Party Hat Time! Celebrating Our Strengths
- Superpowers Discovery
- Rocking Chair Reflections
- Group Storytelling: Active Listening
- Reflective Teaching Self-Assessment and Considering Multiple Perspectives
- Looking at Reflective Supervision
- Letter to Self

## ECE Competency Areas

- Professionalism
- Administration and Supervision

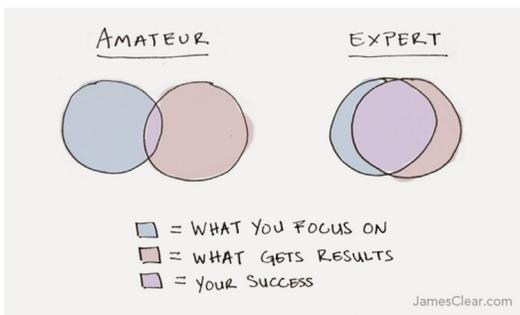
## Key Points

- FCC home providers are caring, knowledgeable, and skilled individuals who are committed ECE professionals.
- Understanding what integrity and high ethical standards are is essential to FCC providers as professionals.
- Effective FCC providers have the dispositions needed to do their jobs well, are reflective about their work, and strive to keep learning by engaging in professional development to improve as ECE practitioners.
- Participating in professional development opportunities is a valuable way to keep learning and growing.
- Working effectively with other providers in the FCC home (partners, assistants, substitutes) and/or larger community (other FCC licensees and ECE practitioners) is an important aspect of being a competent ECE professional.
- FCC professionals need to use the key principles of reflective practice and active listening in their work.
- FCC providers licensed for a large FCC home need to know how to apply basic conflict-resolution strategies during interactions with assistants and substitutes.
- FCC professionals licensed for a large FCC home have a responsibility to model understanding of the principles of reflective practice for everyone that works in the FCC home.
- FCC providers who practice reflective supervision with assistants and/or substitutes demonstrate both support for their staff and a commitment to improve the quality of care provided in the FCC home.

## Adult Learning Tip

Developing Professional Superpowers (or talent, practice, focus; the ingredients for success)

How do we develop our strengths so that we get really, really good at what we do as ECE professionals? The following sheds some light on the subject, and has been adapted from *How to Get Your Brain to Focus on What Matters* by James Clear.



## The Truth About Hacks

It seems that the world is obsessed with quick fixes and performance hacks... We all want to... find a hidden solution to mastering our mental and physical performance. The thing is, when you look at how the top performers in the world operate and examine what is really going on in their minds and bodies, you often see the complete opposite of a hack. You see repetitions and consistency.

- When Serena Williams, the tennis champion, was asked about the secret of her success she said this, “I have spent many, many hours, countless hours, on the court working for my one moment in time, not knowing when it would come.”
- A 20-year-old Syracuse University journalism student made history in 1967 by becoming the first woman to officially enter the Boston Marathon. In 2017, 50 years later, Kathrine Switzer crossed the finish line of the same race.

This was Switzer’s 40th marathon and her ninth time running the Boston Marathon. The 70-year-old walked through water stations, stopped for pictures and interviews and still finished under qualifying time: 4:44:31... Switzer used her influence to campaign to get women into the Boston Marathon by 1972. She went on to run 39 marathons, and achieving her personal best in 1975, 2:51:33, when she finished second in Boston. She won the New York City Marathon in 1974.

Sure, these athletes are blessed with one-in-a-million genetics, but chalking their success up to innate talent ignores a very big piece of the puzzle. I’m willing to bet that their tireless approach to mastering the fundamentals and unwavering commitment to consistency would pay dividends for nearly anyone in any field, regardless of genetic talent.

## The Secret to Selective Attention

The only way to figure out what works and what doesn’t is to measure your results... If you want to get better, then practice consistently and measure constantly. Use that feedback to figure out what is working and what isn’t. Then, spend your time putting in more reps rather than searching for another hack. Experts spend more time focusing on what works. And the only way to know what works, is to put the time in.

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<http://jamesclear.com/selective-attention>

<https://www.brainyquote.com/quotes/quotes/s/serenawill183396.html>

<http://www.cnn.com/2017/04/17/us/boston-marathon-kathrine-switzer-trnd/>

## Critical Thinking Corner

*Focus on Ethics* is a feature of the National Association for the Education of Young Children (NAEYC) monthly magazine *Young Children*. It describes scenarios for ECE professionals to consider when deciding about the right course of action to take in our work. In this situation, you are asked to think about a situation involving a program director's efforts to provide children with a healthy diet in response to growing concerns about childhood obesity. You will have the opportunity to use the NAEYC Code of Ethical Conduct and Statement of Commitment (NAEYC Code) as you decide how to respond. Perhaps you have encountered a similar situation that makes you think about how to welcome and accept all families while maintaining program policies that are designed to promote children's health and well-being.

This scenario provides us with the chance to sharpen our focus on the importance of nurturing two-way communication between caregiver-teachers and families that values cultural consistency between children's homes and ECE programs.

## The Birthday Cake Dilemma

### Directions

1. Refer to Handout 1 (the NAEYC Code of Ethical Conduct) and use Handout 2 to discuss appropriate resolutions to the ethical dilemma outlined in the scenario called, "The Birthday Cake: Balancing Responsibilities to Children and Families."
2. Handout 2 includes reflection and discussion instructions, as well as responses from ECE experts and *Young Children* readers, which may be helpful as you consider what you would do if you found yourself facing a situation like, "The Birthday Cake Dilemma."
3. A 3.5 minute video from CompSAT, the companion to the CA Early Childhood Educator Competencies, called "The Cupcake Crisis" shows two ECE professionals discussing a similar dilemma and how it was resolved. Access the video here: <http://ececompsat.org/competencies/hsn/hsn.html> or <https://www.youtube.com/watch?v=7u4LF81YR-Q>

## What is Professionalism?

### Learning Outcome

Icebreaker during which participants share something they know about professionalism and learn from their peers about this topic.

### Format

Group Activity: Word Cloud

### Instructions

1. As participants enter the room, have sticky notes and writing implements available. The following should be on a board for them to respond to:
  - What do you know about PROFESSIONALISM?
    - \* Think of a word (or two)
    - \* Write it on a (brain-shaped) sticky note
    - \* Place it on the chart paper on the wall
2. After all the participants have had a chance to respond, the trainer should collect the sticky notes.
3. Later, during another workshop activity when the participants are engaged in individual or small group work, the trainer can use a laptop with Internet connection to type up the words from the sticky notes shared by the participants at the beginning of the workshop to create a Word Cloud. (Trainer tip: enter any two-word submissions without a space, like this: SpecializedKnowledge, otherwise the words will not appear together.)
4. At the end of the workshop, display the Word Cloud using the projector, so that the large group can see and discuss their collective thoughts. Ask if there are any new words they might add after they have had a chance to explore the subject of professionalism more thoroughly.

### Materials

- Dry-erase board or chart paper
- Pens or pencils (several)
- Sticky notes (1 per participant) – brain-shaped notes may be ordered from: [https://smile.amazon.com/gp/product/B009YLR0P4/ref=s9\\_acsd\\_hps\\_bw\\_c\\_x-3\\_w](https://smile.amazon.com/gp/product/B009YLR0P4/ref=s9_acsd_hps_bw_c_x-3_w)
- Projector and laptop
- Internet connection
- Word Cloud (<http://www.wordle.net/create>)

### Time Needed

10 mins

## Got Ethics? Core Values: Riddles for ECE Professionals

### Learning Outcome

Participants will become familiar with the NAEYC Code of Ethical Conduct (the Code) by hunting for answers to riddles whose answers contain Core Values, Ethical Responsibilities, Ideals and Principles from the Code.

### Format

- Individual work
- Small groups
- Find your partner riddle game
- Large group sharing

### Instructions

1. INTRODUCTION - Trainer shares the following riddle as an example of how the riddle answer hunt works:
  - Riddle: “I speak of a 1,000 words but have never said a single one. What am I?”
  - Next, show the large group the image of the snail and the praying mantis with the answer: “A picture.” (If the participants are familiar with the English idiom, “A picture is worth a thousand words,” this will make sense, if not, it would be helpful to explain it.)
  - Ask for a volunteer to read the Core Values statement at the bottom of the page: “Unlikely friendships in the animal world remind us how important it is to respect diversity in children, families & colleagues.” Explain that the value, “respect diversity” comes from the NAEYC Code.
2. PART 1 - Distribute highlighters and Handout 1: NAEYC Code of Ethical Conduct and Statement of Commitment. Start by asking everyone to find and highlight “respect diversity” from the example shared in the introduction (direct participants to bullet six under “Core values” in the NAEYC Code). Ask the participants to look over the NAEYC Code and talk in small groups where they are sitting about anything that stands out as they scan it. Participants can use highlighters to mark the Core Values, Ethical Responsibilities, Ideals, and Principles statements found in the document.

### Materials

- Handout 1 - NAEYC Code of Ethical Conduct and Statement of Commitment; 1 per participant
- Highlighters; 1 per participant for use with Handout 1 – NAEYC Code
- Handout 3a - Got Ethics? Riddles for ECE Professionals – Cut up the 24 riddles individually; half of the participants will need 1 riddle each. If there are fewer than 48 people in the workshop, you will need to remove some riddles (and the answers that go with them).
- Handout 3b - Got Ethics? Images, Riddle Answers, and Core Values - 1 copy (24 images, answers, and core values printed in color on 8.5” x 11” paper and placed in individual sheet protectors); use only the Images, Riddle Answers, and Core Values corresponding to the riddles you will be using.
- Handout 3c - Got Ethics? Activity Key - 1 copy (all riddles, answers, and core values statements to be used in the activity need to be cut up and placed on the back side of each sheet protector. This way, participants can see if they got the correct answers)

### Time Needed

25 mins

## Got Ethics? Core Values: Riddles for ECE Professionals

3. PART 2 - Distribute the riddles so that half of the participants each have one. Distribute the sheet protectors (with images, riddle answers, core values and keys on the back) to the other half of the participants (one each). (If you want to use the extra riddles and answers, they can be distributed so that some participants have two.) The trainer should explain that the answers relate to our ethics as ECE professionals.
4. PART 3 - All participants should move to an open area in the room, in order to be able to search for their riddle partner. Those with the sheet protector answers should hold them up so that the participants with riddles can find them. As participants identify the person that they think is their riddle partner, they can check the back of the images to read the key and see if they've found the correct answer.
5. PART 4 - After all the riddles have been solved, each riddle pair in turn may share their riddles, answers and core values, ethical responsibilities, ideals, or principle statements with the large group. Allow enough time for reflection and conversation, so that the pairs can also share comments about how they found the core values, ethical responsibilities, ideals, or principle statements from their answers, relevant to their professional experience

## Ethics in FCC: Using Social Media and Technology Responsibly

### Learning Outcome

Participants will have the opportunity to reflect on and discuss the ethical issues related to confidentiality and the use of social media and electronic devices in the FCC setting.

### Format

- Pair-share
- Large group discussion

### Instructions

1. Large Group: introduce the activity by asking the following questions (notes in parentheses are for the trainer), and record responses on the board:
  - Can you think of some examples regarding our ethical responsibilities and dilemmas we may face as FCC professionals relating to the use of social media? (Facebook, Instagram, etc.)?
  - How about taking and posting photos of young children? (Generally not recommended; but definitely don't do this without written permission from parents.)
  - What about including photos and or the names of enrolled children or parents on the website a FCC provider has developed? (It's probably best not to do this, but at a minimum, written permission from parents or guardians is necessary.)
2. Pair-share: pass out Handout 5 – Ethics in FCC: Using Social Media and Technology Responsibly, ask participants to review the questions and then choose 1 or 2 of them to discuss together. Each pair should also decide on a note taker.
3. Large group: go through each question, and ask for volunteers to share what they talked about, charting unique responses as they are brought up.

### Materials

- Handout 5 - Ethics in FCC: Using Social Media and Technology Responsibly (1 per pair)
- Pens or pencils (1 per pair)
- Dry erase board or chart paper and markers

### Time Needed

20 mins

## Party Hat Time! Celebrating Our Strengths

### Learning Outcome

Participants will learn about what dispositions are and identify some of the strengths that help them to be competent and effective FCC professionals.

### Format

- Large group
- Individual activity
- Small groups or partner sharing

### Instructions

1. Before beginning the activity, make sure there are enough party hats and markers on each table for participants to have one of each.
2. Distribute Handout 6 – ECE Dispositions, and review it with the large group.
3. Distribute Handout 7 – Celebrating Professionalism: Strengths List
4. Invite participants to consider the list, asking: “Which strengths or dispositions describe you best?”
5. Participants may consider what they consider as strengths and what others who know them well might say about them. Then they should choose between 1 and 5 of the dispositions that apply to them and write them on their party hat with a marker.
6. Now everyone should put on her/his hat! (The trainer should model doing this, encouraging everyone by saying, “Let’s celebrate our strengths”!)
7. Ask participants to find others whose party hat is the same color as their own, and then in small groups or with a partner, each person may share her/his strengths and speak a little about why they feel this strength or disposition applies to them, until everyone has had a chance to both share and listen. It may help to spark the conversation if participants think about when they first realized they had the strengths identified.
8. Once the large group has reconvened, ask “How was that experience? The trainer might want to say something like this: “It is sometimes difficult to acknowledge or talk about the things we are good at. It may feel like bragging. But it is worthwhile to identify our strengths—our talents and dispositions—because it is not only affirming for us personally, it also helps us to see where we can begin to plan for our professional growth.”

### Materials

- Handout 6 – ECE Dispositions (1 per participant)
- Handout 7 – Celebrating Professionalism: Strengths List (1 per participant)
- Colored paper party hats (1 per participant)
- Markers (at least 1 per participant)
  - Black markers (for light party hats)
  - Metallic markers (for dark party hats)

### Time Needed

20 mins

## Superpowers Discovery

### Learning Outcome

Participants will have the chance to reflect on their passions, areas of focus, and strengths while considering the work they do as FCC professionals. This activity will help them to identify their individual professional “superpowers.”

### Format

- Reflection activity

### Instructions

1. Distribute pens or pencils and Handout 8 – Discovering Your Professional Superpowers.
2. The trainer should explain that “superpowers” are built from our 1) passions 2) focus and 3) strengths, with all three needed to build success. That is to say, professional superpowers are actions that come easily to a person, are fun, and that can be done for hours willingly. Also useful to mention, is that the more experience you have, the more likely you are to become familiar with what your superpowers are.
3. Ask the participants to look at the chart on page 2 of the handout. Brainstorm with the large group things they do as FCCH providers and record them on the dry erase board or chart paper.
4. Then, each participant should be directed to think about things they do as a FCCH provider and consider whether or not they have passion, focus, and strength when it comes to these specific actions, and fill out the chart. (E.g. setting up the environment, record-keeping, interviewing prospective parents, developing a portfolio, documenting children’s learning, facilitating conflict resolution with children, etc.) A goal should be for participants to identify at least two professional superpowers each.
5. Volunteers may then share what they discovered about their professional superpowers with the large group, and talk a bit about how this activity made them feel.

### Materials

- Handout 8 - Discovering Your Professional Superpowers (1 per participant)
- Pens or pencils (1 per participant)
- Dry erase board or chart paper and markers

### Time Needed

15 mins

## Rocking Chair Reflections

### Learning Outcome

This exercise will help participants to think about their future as professionals and consider professional development opportunities they may be interested in pursuing.

### Format

- Individual activity
- Pair-share

### Instructions

1. Distribute Handout 9 – Rocking Chair Reflections and pens or pencils (in case participants want to jot some of their thoughts down).
2. Trainer refers to the handout and asks the group to: “Imagine you have just retired as a FCC provider. You are sitting in a rocking chair reflecting on the work you have done over the course of your lifetime. Now reflect on how you might answer the following questions” (on the handout):
  - Did you choose a job(s) and a field(s) that you found fulfilling?
    - If so, how did that happen?
    - If not, why not?
  - What were your professional successes?
  - Which aspects of your work did you enjoy?
  - Which work activities didn’t you engage in that you wish you had?
    - What held you back?
    - Is that something you could have changed?
  - If you had your career to do over again, what would you do differently?
  - What would you have kept the same?
  - What things did you choose to do professionally that made you happy?
    - Could you have done more of them?
    - Why didn’t you?
  - What do you need to do now, and going forward, to realize your professional dreams and aspirations?
  - What specific professional development activities do you need to participate in, so that when you are looking back at your work years, you’ll feel they were worthwhile/interesting/challenging/meaningful?

### Materials

- Handout 9 - Rocking Chair Reflections (1 per participant)
- Pens or pencils (1 per participant)

### Time Needed

15 mins

## Rocking Chair Reflections

3. Give participants some time to think about the questions and then have them pair up to share some of their reflections with each other.
4. Note to trainer: Rocking Chair Reflections can be paired with Activity 10 – Letter to Self; particularly using responses to the last bullet, “What specific professional development activities do you need to participate in, so that when you are looking back at your work years, you’ll feel they were worthwhile/interesting/challenging/meaningful?”



## Active Listening

### Learning Outcome

A good listener should be able to view a discussion as a whole, and not just its most immediate parts. The group storytelling activity is a fun, potentially silly, but also valuable exercise in active listening, which is so important for healthy relationships with children, families, and co-workers.

### Format

- Large group

### Instructions

1. Ask the participants to share what they know about active listening and chart their responses.
2. Distribute Handout 10 – Active Listening, and discuss the elements of active listening, which is vital for FCC professionals to have, in order to build and maintain healthy relationships with children, families, and colleagues.
3. The trainer will serve as the group moderator, who will deliver the story’s first line. It should be simple, and open for many possible continuations, for example: “So, the other day, I opened the front door of my family child care home...”
4. Each participant in the group is responsible for making up their own contribution to the story, a single sentence that **logically** continues from the last one. Meanwhile, the group moderator should be keeping track of the story on a computer, checking each addition for possible continuity errors. (Trainer tip: use highlighting to indicate continuity errors.)
5. Most of the time, there will be a few additions that contradict previous parts of the story. The moderator should hold off on identifying these during the creation of the story. Once the full story has been written, it can be read aloud. Then the group can discuss how these mistakes were made, and what sorts of listening skills are needed to ensure important information is not forgotten.
6. As a variation, if the size of the training group is large, participants could form small groups, ask for a volunteer moderator to take notes, and have several storytelling circles.

### Materials

- Dry erase board or chart paper and markers
- Handout 10 – Active Listening (1 per participant)
- Laptop or other electronic device for the trainer to take notes on

### Time Needed

15 mins

## Reflective Teaching Self-Assessment and Considering Multiple Perspectives

### Learning Outcome

Participants will have the chance to think about their own capacity as reflective teachers and to engage with other ECE professionals in a discussion about the value of having more than one perspective to consider.

### Format

- Individual reflection
- Pair-share
- Small groups

### Instructions

#### • SET UP

Before the activity begins, have Handout 11 – Reflective Teaching Self-Assessment items 1-10 written on chart paper and displayed individually around the room. (Condensing the text in the items is fine.) For example:

*As a family child care provider, I...*

...examine my reactions to children to understand where they come from

#### • PART 1 – Reflective Teaching Self-Assessment

1. Distribute Handout 11 – Reflective Teaching Self-Assessment and Considering Multiple Perspectives, along with pens or pencils
2. Review the Characteristics of a Reflective Teacher on the handout with the large group.
3. Ask the participants to complete the Self-Assessment on the handout using the responses:  
*always, often, sometimes, rarely, or never*
4. First, recognize and appreciate the always and often responses—the trainer can say, “Raise your hand if you responded always or often as I point to each item from the self-assessment on the chart paper around the room.”
5. Next, tell the group that in order to improve our practice as ECE professionals, in addition to affirming our strengths, it is important to notice areas where growth is needed.
6. Each participant should be given 10 dots and asked to walk around the room, placing a dot on every item that they responded sometimes, rarely, or never to.

### Materials

- Chart paper and markers
- Handout 11 – Reflective Teaching Self-Assessment and Considering Multiple Perspectives (1 per participant)
- Pens or pencils (1 per participant)
- Round stickers – any color is fine (each participant will need 10 dots to record responses on the chart paper)

### Time Needed

30 mins

## Reflective Teaching Self-Assessment and Considering Multiple Perspectives

7. Participants should be encouraged to decide on a few items to focus on for improving their practice. Participants may be invited to buddy up with a colleague to check in with on their progress, to ask each other questions, and to provide one another with support as they strive to become more reflective as teachers/caregivers.
  8. The trainer should note aloud which items had the most dots; these are the items to considering working on to support participants with future training, coaching, etc. The trainer may take a photo of the chart paper to use in planning professional development activities for the participants.
  9. About item 5: it would be helpful if the trainer was ready to address ways that participants might get started videotaping themselves at work. (Be sure to get written permission to video enrolled children from parents and get consent from anyone else in the FCC home as they may end up in the frame, even though the intent is to video the FCC provider herself. Also, think about providing tips on how to video record oneself--what devices are available to mount a video camera or smart phone?)
  10. Regarding item 8: If participants would find it useful, talk about professional literature available in the Toy/Resource Lending Library at your R&R, such as *Young Children* published by the National Association for the Education of Young Children (<http://www.naeyc.org/yc/subscribe>), Exchange magazine from Child Care Exchange (<https://www.childcareexchange.com/subscribe/>), or the *ZERO TO THREE Journal* (<https://www.zerotothree.org/resources/series/zero-to-three-journal>). Perhaps the library can point participants to the Community Care Licensing quarterly updates <http://cclld.ca.gov/PG413.htm>, and newsletters from various FCC organizations/groups, etc.
- **PART 2 – Considering Multiple Perspectives**
    1. Form small groups of 3-4.
    2. Ask everyone to look at the four pictures on side 2 of Handout 11 - Reflective Teaching Self-Assessment and Considering Multiple Perspectives
    3. In small groups, participants should discuss what each person sees. If some people see different images in the same picture, work together so that everyone sees all the possibilities.

## Reflective Teaching Self-Assessment and Considering Multiple Perspectives

4. Then discuss the answers to these questions:
  - How does this activity relate to your work together as ECE professionals?
  - Why is it important for FCC providers to be open to different perspectives?
  - How does this activity relate to your work with young children?
  - Why is it important to be open to different perspectives in our work with babies, toddlers, preschoolers, school-aged children, and their families?
5. When the small groups are finished talking, ask for volunteers to share what they discussed in the various small groups. Note any commonalities in what the participants came up with.



## Looking at Reflective Supervision

### Learning Outcome

Participants will understand the basics regarding what it takes to build and maintain effective reflective supervisory relationships.

### Format

- Small groups
- Pair-share

### Instructions

1. Form small groups, choose reporters for each group, and distribute Handout 12 – Reflective Supervision and FCC Professionals
2. Each small group will be assigned to read the content under one of the following headers found on pages 1, 2, or 3; summarize the main points of the section; and then share what they read with the large group:
  - Defining Reflective Practice
  - What is Reflective Supervision?
  - Keys to Reflective Supervision
  - Tips for the FCC Supervisor
  - Reflection (note: this section is especially long)
  - Collaboration (note: this section is especially long)
  - Regularity
3. Each participant will need a partner for the pair-share. Each pair should be directed to look at page 4 of Handout 12 – Reflective Supervision and FCC Professionals.
4. Pairs should follow the directions for Part 1.
5. Pairs should follow the prompts for Part 2.
6. Bring the participants back to the large group and ask for volunteers to share their thoughts about what they discussed.

### Materials

- Handout 12 - Reflective Supervision and FCC Professionals

### Time Needed

25 mins

## Letter to Self

### Learning Outcome

Closing activity during which participants will have the opportunity to set goals for professional development.

### Format

- Individual reflection

### Instructions

1. Participants choose a coloring sheet or postcard and are invited to use colored pencils to enhance the images on them during the workshop. Or, participants may be offered seed embedded paper to use instead.
2. During this activity, participants will be asked to write themselves a letter or postcard answering the question, “What is needed to nurture the seeds of my professional dreams?”
3. The trainer will explain that the letter or postcard will be mailed to the participant at the address they provide 3-6 months later. (If using seed embedded paper, explain that participants may plant their sheet after they receive it in the mail. Here are some sample directions to share: <https://www.botanicalpaperworks.com/blog/read/article/157/seed-paper-planting-instructions#>)
4. The training agency will need to cover the cost of postage or stamps, should you choose to use this activity.

### Materials

- Adult coloring sheets/postcards or plantable seed embedded paper
- Envelopes, if participants use sheets or paper rather than postcards
- Colored pencils
- Pens

### Time Needed

10 mins

## POSITION STATEMENT

# naeyc<sup>®</sup>

## 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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### NAEYC Code of Ethical Conduct 2005 Revisions Workgroup

Mary Ambery, Ruth Ann Ball, James Clay, Julie Olsen Edwards, Harriet Egertson, Anthony Fair, Stephanie Feeney, Jana Fleming, Nancy Freeman, Marla Israel, Allison McKinnon, Evelyn Wright Moore, Eva Moravcik, Christina Lopez Morgan, Sarah Mulligan, Nila Rinehart, Betty Holston Smith, and Peter Pizzolongo, NAEYC Staff

## 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.

## Focus on Ethics

# The Birthday Cake: Balancing Responsibilities to Children and Families

This month's Focus on Ethics asks you to consider a situation involving a program director's efforts to provide children with a healthy diet in response to growing concerns about childhood obesity. It will give you an opportunity to apply the NAEYC Code of Ethical Conduct and the Supplement for Early Childhood Program Administrators. Perhaps you have encountered a situation like the one described that makes you think carefully about welcoming and accepting all families while upholding program policies aimed to promote children's health and well-being. It provides us another opportunity to emphasize the Code's 2011 reaffirmation and update, which sharpens our focus on the importance of nurturing two-way communication between teachers and families and that ensures cultural consistency between children's homes and early care and education programs.

—Stephanie Feeney and  
Nancy K. Freeman, Column Editors

### The dilemma

Olivia, a program director, is committed to serving nutritious foods and providing healthy choices for children. For that reason her center does not regularly serve cookies, cakes, or other foods full of sugar, fats, or preservatives. The program's family handbook describes these policies. It states clearly that birthday cakes are not allowed. Policies strongly encourage families to celebrate special events with healthy foods such as berries, watermelon, sliced fruit, vegetable plates, and veggie pizza.

Another important part of the program's philosophy is developing close relationships with all families. Olivia strives to warmly welcome children and families each day. One morning a mother who is new to the center, who has been shy about participating, and whose mastery of English is limited,

arrives with a large, elaborately decorated cake to celebrate her child's birthday. On one hand Olivia wants to avoid violating the center's policies, but on the other she wants to strengthen her relationship with this mother and make her feel that she and her family are important members of the program community.

What do you think a good early childhood program administrator should do in this situation? How can Olivia use the NAEYC Code and the Supplement for Early Childhood Program Administrators to guide her thinking and decision making? Remember, the Supplement is to be used in conjunction with the Code, never alone. These important documents work together. The Supplement addresses some of the unique responsibilities of program administrators, including directors.

### Resolving the dilemma

You might use this case as the focus of a staff meeting or as an assignment for undergraduate or graduate students. You might mull it over on your own or with a friend or colleague. We recommend following these steps to avoid jumping to an intuitive response instead of arriving at a resolution that systematically applies the Code and Supplement.

1. Identify the problem and discuss why it involves ethics.

**Stephanie Feeney**, PhD, is professor emerita of education at the University of Hawaii at Manoa. She has served on the governing boards of NAEYC and the National Association for Early Childhood Teacher Educators (NAECTE). Since the 1980s she has been involved in developing and teaching the NAEYC Code of Ethical Conduct. [feeney@hawaii.edu](mailto:feeney@hawaii.edu)

**Nancy K. Freeman**, PhD, is an associate professor of early childhood education at the University of South Carolina in Columbia, where she is the director of the Yvonne and Schuyler Moore Child Development Research Center. She chairs the Governor's Advisory Committee on Child Care Regulation and is immediate past-president of the National Association for Early Childhood Teacher Educators (NAECTE). [nfreeman@sc.edu](mailto:nfreeman@sc.edu)

An archive of the Focus on Ethics columns is available at [www.naeyc.org/yc/columns/focusonethics](http://www.naeyc.org/yc/columns/focusonethics).

2. Identify to whom Olivia has conflicting responsibilities. What does she owe to each of the stakeholders? (In doing an ethical analysis it can be helpful to summarize the conflicting responsibilities as a choice between alternatives. "Should Olivia \_\_\_\_\_, or should she \_\_\_\_\_?")
3. Brainstorm possible resolutions.
4. Consider ethical finesse, a way to resolve a problem that is satisfactory to everyone involved and that avoids having to make a difficult decision.
5. Look for guidance in the NAEYC Code and the Supplement for Program Administrators. Carefully review their Core Values, Ideals, and Principles, particularly those that apply to responsibilities to children and families. List the relevant items in the Code and the Supplement and indicate how you prioritized their importance.
6. Based on your review of the Code and Supplement, and using your best professional judgment, describe what you think is the most ethically defensible course of action for Olivia.

### Correction

The September 2012 print version of Focus on Ethics failed to list guest editor Rabbi Meir Muller, PhD. Meir earned rabbinical ordination, and is a clinical assistant professor of early childhood education, at the University of South Carolina. He is the principal of Columbia Jewish Day School. Meir was awarded the Scholastic Early Childhood Educator of the Year award in 2006 and has served on the Council for NAEYC Accreditation. He has lectured across the United States and in Israel for the International Research Group on Jewish Education in the Early Years. [meirmuller@sc.rr.com](mailto:meirmuller@sc.rr.com)

This error was corrected in the online digital version of this column at [www.naeyc.org/yc/columns/focusonethics/response-differing-faiths-in-faith-based-program](http://www.naeyc.org/yc/columns/focusonethics/response-differing-faiths-in-faith-based-program).

### Respond to this dilemma

This column is designed to involve the readers of *Young Children*. Please e-mail your proposed resolution to Olivia's situation to the coeditors. Be sure to use the subject line "NAEYC ethics." Responses should be no more than 500 words and must be received by December 10, 2012.

### ... or send us one from your experience

We hope you will share with us an ethical dilemma you have encountered in your workplace that you would like to be considered for presentation in this column. Send a short (400–500 words) description of the situation to the coeditors. Be sure to use the subject line "NAEYC ethics."

**Contact the coeditors by e-mail:** Stephanie Feeney at [feeney@hawaii.edu](mailto:feeney@hawaii.edu) and Nancy Freeman at [nfreeman@sc.edu](mailto:nfreeman@sc.edu).

When you have completed your analysis and come up with a proposed course of action for Olivia, send an e-mail to the coeditors ([feeney@hawaii.edu](mailto:feeney@hawaii.edu) and [nfreeman@sc.edu](mailto:nfreeman@sc.edu)). Include your recommendation and a brief description of how you combined

the Code and Supplement and your professional judgment to reach this resolution.

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NEW

## A New Member Benefit!

Starting with the October/November 2012 issue, *Tesoros y Colores*—the Spanish version of NAEYC's *Teaching Young Children* for preschool educators—will be a digital-only magazine available to all members.

Access issues of *Tesoros y Colores* in the Members Only area at [www.naeyc.org/login](http://www.naeyc.org/login).



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# The Birthday Cake

## Balancing Responsibilities to Children and Families

### The response

In November, we presented a dilemma faced by the director of a child care center. The situation gave readers the opportunity to apply the NAEYC Code of Ethical Conduct and the Supplement for Early Childhood Program Administrators. It provided another opportunity to emphasize the Code's 2011 reaffirmation and update, which is intended to sharpen our focus on two-way communication between program personnel and families. It also emphasizes the importance of striving to achieve congruency between children's homes and early care and education programs.

Olivia, a program director, is committed to serving nutritious foods and providing healthy choices for children. For that reason her center does not regularly serve cookies, cakes, or other foods full of sugar, fats, or preservatives. The program's family handbook describes these policies. It states clearly that birthday cakes are not allowed. Policies strongly encourage families to celebrate special events with healthy foods such as sliced fruit, vegetable plates, and veggie pizza.

Another important part of the program's philosophy is developing close relationships with all the families. Olivia strives to warmly welcome children and families each day. One morning a mother who is new to the center, who has been shy about participating, and whose mastery of English is limited, arrives with a large, elaborately decorated cake to celebrate her child's birthday. On one hand Olivia wants to avoid violating the center's policies, but on the other she wants to strengthen her relationship with this mother and make her feel that she and her family are important members of the program community.

What do you think a good early childhood program administrator should do in this situation? How can Olivia use the NAEYC Code and the Supplement for Program Administrators to guide her thinking and decision making?

### Resolving this dilemma

We were fortunate to have the opportunity to work through this case with several groups of early childhood educators. Teachers and directors in ethics workshops led by Stephanie in Nashville, Tennessee, and Columbia, South Carolina, provided feedback to a version of this case, as did Nancy's students in a graduate course on advocacy and leadership. We also appreciated the thoughtful responses submitted by Sally Mowers, academic specialist/head teacher at the Michigan State University Child Development Lab, and Karen VanderVen, professor emerita at the University of Pittsburgh. We have incorporated their feedback into this discussion.

### The process for resolving this dilemma

We followed the steps below to arrive at a well-thought-out resolution that systematically applies the Code and Supplement for Program Administrators.

#### 1 Identify the problem and determine if it involves ethics.

Those who responded to this case agreed that the issue is very clear. Olivia needs to decide if she will follow the center policy designed to promote healthy food choices and refuse to serve the birthday cake, or disregard the policy and serve the cake. If she refuses, the mother

Starting this volume year, the Focus on Ethics column has a revised schedule. You can look for a new ethical dilemma in each March issue and for its analysis the following September. The new schedule will give you more time to respond to published dilemmas and to share new ones. We welcome your contributions and hope this will make it easier for you to become involved. To establish this new schedule, this column includes both the analysis of the November 2012 dilemma and a new ethical issue, standardized testing in preschools, for you to consider.

We have been hearing concerns about growing demands for testing from early childhood educators we meet in our classes and workshops. At this time we are not clear about how widespread the practice of testing in preschool is or what issues it may be generating. For this reason we decided that, instead of addressing a specific ethical dilemma related to testing, we would ask our readers what their experiences are with testing in preschools and what kinds of dilemmas they are facing.

—Stephanie Feeney and Nancy K. Freeman, Column Editors

is likely to be offended at having her well-intentioned offering rebuked. If she serves the cake, the children will consume an undesirable amount of sugar, but it might strengthen her relationship with a mother whom staff have had difficulty engaging with. Additionally, serving the cake might upset family members who agree with and follow the program policy. Everyone who reviewed this case agrees that it presents an ethical dilemma because it involves choosing a right and fair course of action and has two possible defensible resolutions.

## 2 Identify the stakeholders affected by the situation.

Those with an interest in an ethical situation are referred to as *stakeholders*, to suggest that they have a stake in the outcome. Olivia realizes she needs to balance her responsibilities to this mother, Mrs. Chang; to Mrs. Chang's daughter, Mei-Zhen; and to the children in the center whose health she is concerned about. She also has responsibilities to uphold center policies and to apply program policies consistently so as not to offend families who agree with and follow the policy.

The early childhood educators who responded to this case had widely divergent views about what Olivia should do. Some of them strongly embraced the position that, while Olivia might be tempted to accommodate Mrs. Chang by serving the birthday cake, she had a clear responsibility to uphold the center's healthy food policy and to respectfully decline. Other respondents held an equally strong conviction that Olivia should make an exception and serve the cake in the service of building a good relationship with the mother.

## 3 Brainstorm possible resolutions.

Those who believed that Olivia's responsibilities to children's health and center policies should take precedence suggested that Olivia

- Acknowledge and thank Mrs. Chang for her contribution, respectfully say "no thank you," and explain that the cake could not be served because of program policy regarding healthy food.
- Invite Mrs. Chang to join the class to celebrate Mei-Zhen's birthday and share the center's healthy snack (perhaps with a fancy celebratory presentation).

Those who believed nurturing a good relationship with Mrs. Chang should take precedence thought that Olivia should warmly thank the mother and serve the cake. They did some creative thinking about how Olivia could approach this decision.

- Advise Mei-Zhen's teacher to serve the cake, but limit the size of the pieces.
- Take responsibility for explaining to Mei-Zhen's classmates' families that their children had a serving of

birthday cake today; that she now realizes she had not communicated policies clearly enough to all families; that she felt confident all families now understand the center's emphasis on healthy food; and that the existing policies would continue to be followed.

- Make the policy clear to Mrs. Chang and explain that she will need to follow the policy in the future. This might mean Olivia would need to have an interpreter when she meets with Mrs. Chang, or to translate the family handbook for the family.

## 4 Consider ethical finesse.

As we have pointed out in previous columns, *ethical finesse* (finding a way to meet the needs of everyone involved without having to make a difficult decision) can be considered in addressing many ethical dilemmas. Some of our respondents suggested ways to finesse this dilemma, including serving very small portions of the cake or sending pieces home with the children for families to choose whether to serve it. If Mrs. Chang and the staff could agree on one of these alternatives, the dilemma could be resolved without Olivia having to make a difficult decision.

## 5 Look for guidance in the NAEYC Code and the Supplement for Program Administrators.

The respondents carefully reviewed the Core Values, Ideals, and Principles. They listed the relevant items in the Code and Supplement and indicated how they prioritized their importance.

This scenario led respondents to focus on a number of Core Values from the Code related to their responsibilities to children and the importance of nurturing positive relationships with all families:

- Base our work on knowledge of how children develop and learn.
- Appreciate and support the bond between the child and family.
- 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.

This Core Value from the Supplement for Program Administrators also applies:

- Recognize that we have many responsibilities—to children, families ... and that the well-being of the children in our care is our primary responsibility, above our obligations to other constituencies.

Some respondents focused on Mei-Zhen's reaction and thought she would be disappointed, and perhaps embarrassed, by having her birthday cake sent home. They relied on P-1.1 from the Code to explain their position:

**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.

Others who believed that Olivia should serve the cake focused on items from the Code and Supplement that had to do with relationships with children and families. They include:

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

**I-2.3**—them to participate in the program ...

These items from the Supplement for Program Administrators were also helpful:

**I-2.5**—To create and maintain a climate of trust and candor that fosters two-way communication ...

**P-2.1**—We shall work to create a respectful environment for and a working relationship with all families ...

Those who believed they could not in good conscience serve the cake also found items in the Code and Supplement to support their thinking. In the Code they most often referred to:

**I-1.5**—To create and maintain safe and healthy settings that foster children’s ... physical development and that respect their dignity and their contributions.

And they mentioned these items from the Supplement:

**P-2.4**—We shall establish clear operating policies and make them available to families in advance of their child entering the program.

**P-2.8**—We shall apply all policies regarding obligations to families consistently and fairly.

**P-2.10**—We shall respond to families’ requests to the extent that the requests are congruent with program philosophy, standards of good practice, and the resources of the program ...

## 6 Identify the most ethically defensible course of action.

Those who analyzed this dilemma were divided in their recommendations. While either serving or not serving the birthday cake can be justified using the NAEYC Code and Supplement for Program Administrators, we (the editors of this column) believe that honoring the relationship with the mother and serving the cake would have greater long-term benefits than strictly adhering to the program policy.

Karen VanderVen’s thoughtful and common-sense analysis puts this dilemma in a different perspective. She challenges the “no birthday cake” policy and observes

“the rationale for ‘no birthday cake’ is not a sound one ... [and fails to take into account] ethical principles such as respect for family and culture.” She also questions the assumption that “to have birthday cake or an ‘unhealthy’ food *on a special occasion* is somehow going to set the children on a pathway to obesity and poor health.” These are important reminders about the importance of implementing policies only after serious study and consideration. We agree with her advice to not “make a ‘bigger deal’ out of this than it needs to be” and to consider modifying the strict policy.

Of course if you were to face this kind of dilemma in your workplace, the decision would be influenced by specifics of the situation, such as your relationship with the mother and your sense of whether the mother had been informed of the policy and whether she had understood it.

There was, however, strong consensus among the respondents to the case that, in spite of Olivia’s good intentions and regardless of whether she decided to serve the cake, she had not successfully communicated with all families as the Supplement for Program Administrators calls on her to do:

**P-2.3**—We shall make every attempt to use two-way communication to convey information in ways that are accessible by every family served.

**P-2.4**—We shall establish clear operating policies and make them available to families in advance of their child entering the program.

This difficult situation could have been avoided if all policies in the handbook had been very carefully considered and had been fully explained, and translated if necessary, prior to Mei-Zhen’s enrollment.

This dilemma points out how clear adherence to the Code, and in this instance the Supplement for Program Administrators, could have avoided a difficult situation. It also suggests that sometimes the best decision is to put a higher priority on relationships than program policies.

### New Ethical Issue—Testing in Preschools

We have been aware for some time of the proliferation of standardized tests in kindergarten and primary grade classrooms and their potentially negative impact on children, teachers, and programs. More recently we have been hearing from readers of *Young Children* and other preschool teachers, administrators, and adult educators who are concerned that standardized tests are increasingly being required in preschool classrooms by a variety of agencies and funding sources. They report that programs use the results of standardized tests as required measures of accountability.

## Respond to this dilemma

This column is designed to involve the readers of *Young Children*. Please e-mail your input on the topic of testing in preschools to the coeditors. Be sure to use the subject line "NAEYC ethics." Responses should be no more than 500 words and must be received by April 29, 2013.

### ... or send us one from your experience

We hope you will share with us an ethical dilemma you have encountered in your workplace that you would like to be considered for presentation in this column. Send a short (400–500 words) description of the situation to the coeditors. Be sure to use the subject line "NAEYC ethics."

Contact the coeditors by e-mail: Stephanie Feeney at [feeney@hawaii.edu](mailto:feeney@hawaii.edu) and Nancy K. Freeman at [nfreeman@sc.edu](mailto:nfreeman@sc.edu).

This month, instead of presenting a case we are asking for your input on the issue of testing.

- Is your program required to administer standardized tests to young children? What age group do you serve?
- Who is requiring the tests? How are they being used?
- What are the effects on children, teachers, and your program?
- Do the assessments raise ethical issues for teachers and administrators in your program?
- How have you addressed the implementation of required testing? (Specific examples would be helpful.)
- What do you think teachers and directors in preschool

programs, teacher educators, policy specialists, and professional organizations (such as NAEYC) should do in response to the current demand for tests to evaluate children and the programs that serve them?

We think that it is a good time to learn more about the nature of assessment requirements that programs are facing. We would like to hear from the readers of *Young Children* who can help us better understand these issues, with a focus on ethical issues that they present. Increased understanding may help us consider desirable ethical responses to assessment policies and help us identify things that we, as individuals and as a field, can do.

**Stephanie Feeney**, PhD, is professor emerita of education at the University of Hawaii at Manoa. She has served on the governing boards of NAEYC and the National Association for Early Childhood Teacher Educators (NAECTE). Since the 1980s she has been involved in developing and teaching the NAEYC Code of Ethical Conduct. [feeney@hawaii.edu](mailto:feeney@hawaii.edu)

**Nancy K. Freeman**, PhD, is an associate professor of early childhood education at the University of South Carolina in Columbia and director of its Yvonne and Schuyler Moore Child Development Research Center. For many years she chaired the Governor's Committee on the Regulation of Child Care Facilities, has served as president of NAECTE, and was recognized as the 2012 Outstanding Early Childhood Teacher Educator by NAECTE. [nfreeman@sc.edu](mailto:nfreeman@sc.edu)

Focus on Ethics is available at [www.naeyc.org/yc/columns](http://www.naeyc.org/yc/columns).

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### Got Ethics? Riddles for ECE Professionals

A great token of love built for an Empress by her beloved after her death, it is also the jewel of Muslim art in India.

I am a king but wear no crown

Iconic Aretha Franklin song

We swim in the sea and travel in pods

I am found in both remote forests and on city streets. Creatures of all kinds rely on me to provide shelter and people count on me to provide cheer throughout the year. I am easy to recognize because I always retain my foliage.

I'm the agitator found by the dozen in a laundromat. What am I?

I can wave all day without tiring. What I am?

What's shaped like a ball, floats, and has all colors of the spectrum?

What follows you whenever there is light but can't always be seen?

My friends are fine-feathered, radiant and bold; in winter, to them my seeds are black gold. What am I?

I speak of a 1,000 words but have never said a single one. What am I?

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Equally at home on land and water, these highly social rodents can run as fast as horses, so they take many of these. It may seem ironic, but the more of these you take, the more you leave behind.

I'm a bear with no teeth

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When you don't have me, you want me. But when you have me you want to give me away. What am I?

What is contained in a bottle of moo?

In English my name is koi. Here you can see me doing something astounding; I appear to be swimming over stairs! What is my name in English?

You can have me but not hold me. Gain me and quickly lose me. If treated with care, I can be great and if betrayed, I will break. What am I?

Just sit on this and you'll go high. Kick your legs to help you fly.

If you see one of these you might stop and stare, to watch all the water being shot in the air

I create the bond of confidence

Generally not allowed in a china shop

## Got Ethics Images, Riddle Answers + Core Values



**Taj Mahal**

The Taj Mahal is a symbol of love and deep devotion. ECE professionals who are both **passionate** about and **committed** to their work are able to provide the highest quality services to children and families.

## Got Ethics Images, Riddle Answers + Core Values



**Lion**

ECE professionals understand their obligation to **protect** children from emotional and physical harm.

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### Respect

ECE professionals **respect** the dignity, worth, and uniqueness of each individual (child, family member, and colleague)

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**Dolphins**

As an ECE professional, it's extremely important to build **positive** and **supportive relationships**

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**Evergreen Tree**

Just as evergreen trees are dependably green, ECE practitioners of merit can be relied upon to take their professional **responsibilities** very seriously.

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**Washing machines**

ECE practitioners have a collective obligation to act in the best interests of individual children and to “agitate” (aka **advocate**) for changes that address concerns about the health, education and well-being of young children on a larger scale, as well.

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ECE professionals shall not participate in practices that discriminate against a child, family or colleague because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

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**Bubble**

Children are best understood and supported in the context of family, culture & community

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**Your shadow**

**“Integrity** is doing the right thing, even when no one is watching.” C.S. Lewis

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**Sunflower**

A **nurturing** disposition is extremely valuable for ECE practitioners; children need care, warmth, and encouragement in order to grow and develop in healthy ways..

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Picture

Unlikely friendships in the animal world remind us to **respect diversity** among the children, family & colleagues we work with.

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### Footsteps

**Dignity** is about self-respect. Dignity is also every human’s birthright and does not involve measuring our lifetime “footsteps” or accomplishments; it is simply a part of being a person. ECE professionals should always treat others with respect and dignity.

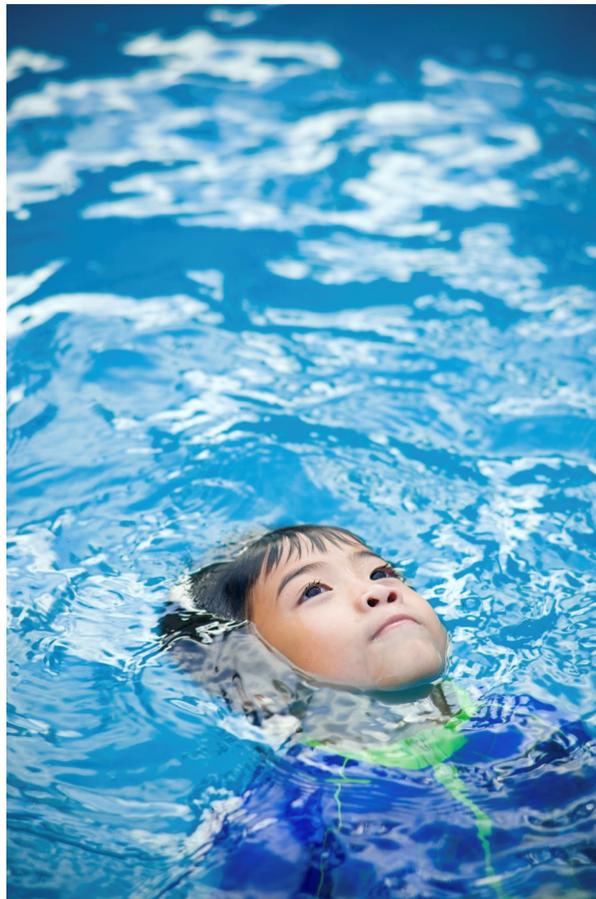
## Got Ethics Images, Riddle Answers + Core Values



**Gummy bears**

Oh dear, the gummy bear doesn't have a spine! Not **conscientious** at all then, in the way ECE professionals should be.

## Got Ethics Images, Riddle Answers + Core Values



**Clear pool of water**

Clear water evokes transparency and **honesty**; essential qualities for ECE professionals

### Got Ethics Images, Riddle Answers + Core Values



**Tree**

Be like this "yarn bomb;" grow into your professional strengths

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**Secret**

Professionals understand the importance of maintaining **confidentiality**.

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Milk

Childhood is a unique and valuable stage of human development

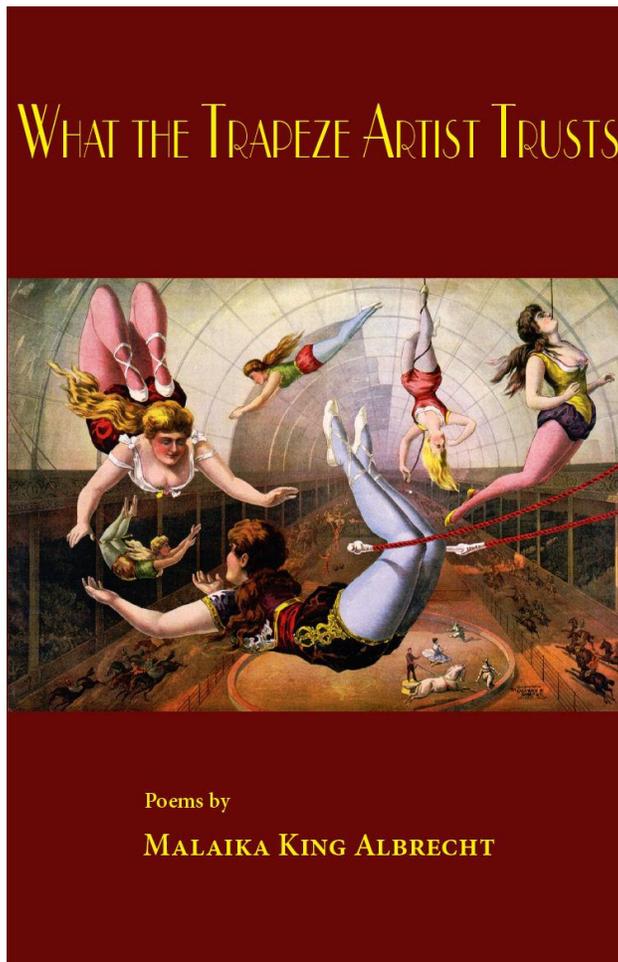
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Carp

In Japanese, the name of these fish is a homophone for love or affection; koi is therefore a symbol of love and friendship. In this photo of an amazing painted staircase in Seoul, South Korea, the carp seem to be attentively **listening** and **communicating** with one another. Isn't that just what effective ECE professionals do?

## Got Ethics Images, Riddle Answers + Core Values



### Trust

Children & adults achieve their full potential in the context of relationships based on **trust** & respect

## Got Ethics Images, Riddle Answers + Core Values



Swing

**Cultural and language competence** are extremely valuable for ECE professionals.

## Got Ethics Images, Riddle Answers + Core Values



Fountain

Our work as ECE professionals is based on our **knowledge of child development**

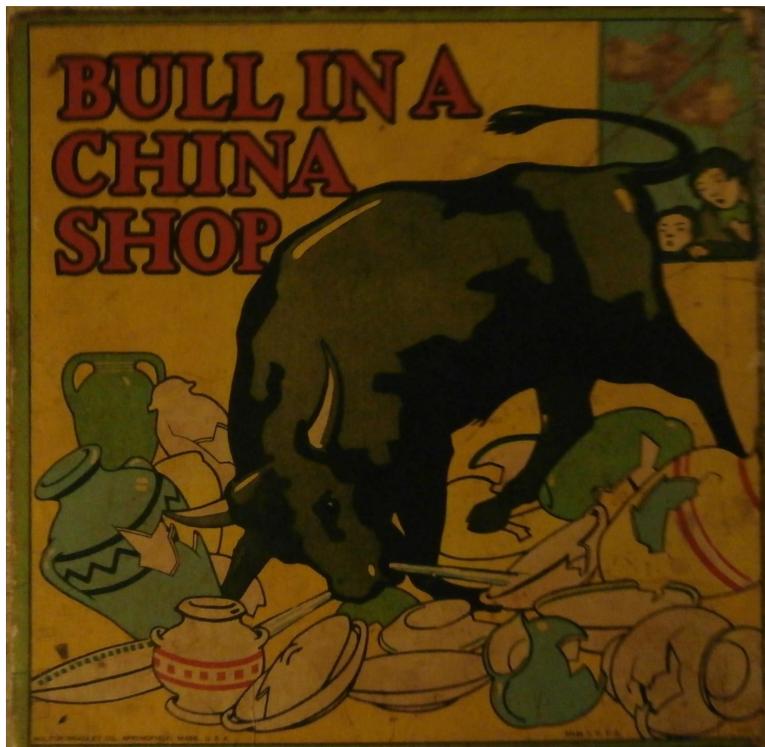
## Got Ethics Images, Riddle Answers + Core Values



### Glue

ECE professionals understand how central **relationships** are to all that we do. They also appreciate and support the **special bond between children and families**.

## Got Ethics Images, Riddle Answers + Core Values



### Bull

A bull in a china shop is a ludicrous thought!

ECE professionals need to be **authentic** and **genuine**.  
These qualities are the foundation of strong relationship building.



## Got Ethics? Riddles for ECE Professionals Answer Key

Riddles adapted from <http://riddlesandanswers.treasurehuntriddles.org/>

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Token of love built by a king when his beloved died.

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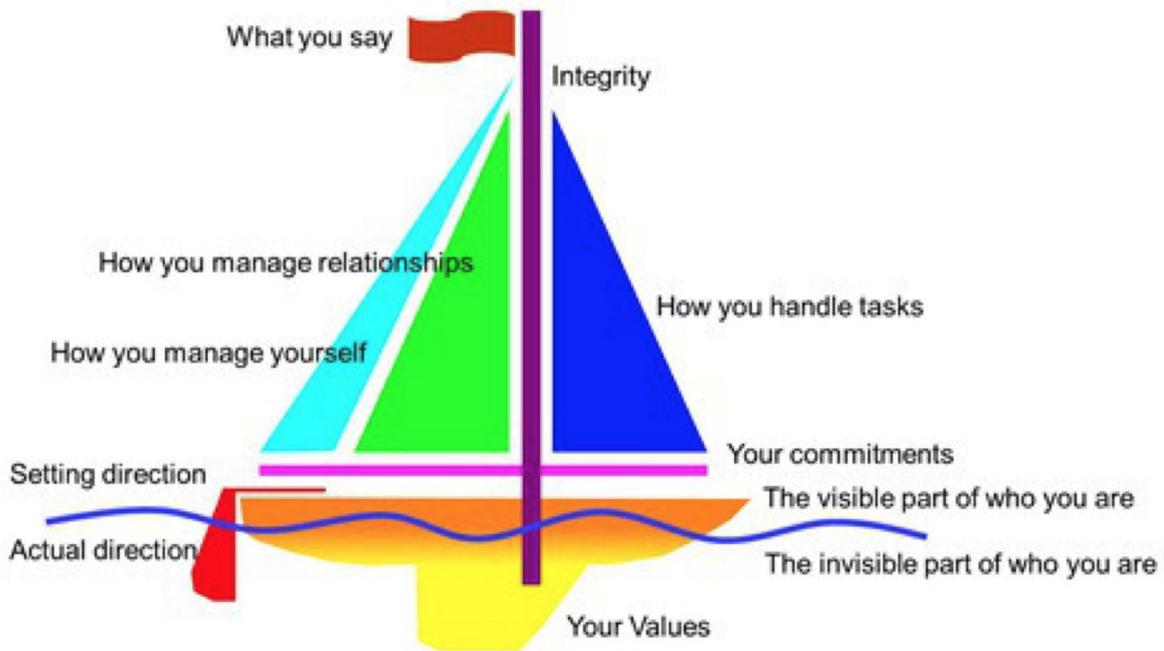
I am a king but wear no crown

#### **Lion**

ECE practitioners understand their obligation to protect children from emotional and physical harm.

### The Sailboat Model – Integrity

*Integrity is when your beliefs, your words, and your actions are all in alignment.*



- **Mast (purple)**—integrity, the heart of your character
- **Sails (Blues and green)**—your orientation, attitudes, natural tendencies, usual frame of mind or temperament—aka your “dispositions,” make up the “how” of your behavior. For example, if you have a patient disposition, that’s helpful in ECE work, because caring for young children means lots of routines which isn’t always stimulating for adults, and it frequently includes dealing with difficult behaviors. If you have the disposition to be strong-willed, that can be an asset because you have the determination to see through what you set your mind to—e.g. working on an ECE degree, or striving to improve your program’s quality rating.
- **Rudder (bright red)**—you set a direction and then things in life that you don’t control happen, which changes the actual direction your life takes. Integrity determines the way you respond to the various sea changes (challenges) that come your way.

Adapted from <https://managementpocketbooks.wordpress.com/2012/07/10/a-model-of-integrity/>



## Ethics in Family Child Care: Using Social Media and Technology Responsibly

**Social media** websites such as Facebook, Instagram, Twitter, and Pinterest—as well as the use of smartphones and tablets—**have become a significant part of our lives.** It is not surprising that they have found their way into early childhood programs, where they are widely used by educators and caregivers. As with any new technology, they bring both rewards and challenges.

There are **three areas of program policy regarding the use of technology** that are helpful to consider.

The **first type of policy is designed to protect children’s safety and preserve privacy.** This involves addressing the risks of posting recognizable photos and using the names of children or family members online. For example, ECE program handbooks for parents often include statements asking parents to refrain from posting any child’s picture on a social media site without explicit written permission from that child’s family. It is also a good practice for ECE professionals to use a child’s photograph (e.g. on the program’s website), only if parents have signed off on that request.

The **second type of policy concerns social media.** Some programs have policies advising staff members how to politely decline if family members ask to friend them or if family members begin following them on social media sites. **These policies are designed to emphasize the professional nature of teacher–family relationships, which are different from personal friendships.** Programs committed to partnering with families might find that this approach gets in the way of establishing and maintaining reciprocal relationships. For example, some programs take advantage of the popularity and familiarity of social media by creating a Facebook page. This approach makes it easy for program personnel and families to share information and could help to build community. However, unless express written permission has been given in advance, it is important to avoid posting recognizable pictures of children on these sites or writing the names of the children or families of those enrolled.

The **third policy arena addresses the use of cameras.** Some ECE programs prohibit all cell phone use and prohibit taking children’s pictures using a personal device. **But smartphones and tablets can be used appropriately in the ECE setting.** ECE professionals can work with children to find useful information, such as the name of the unusual bird they saw outdoors, and they are a valuable tool for documenting children’s activities and accomplishments to share with family members.

**Most of the concerns regarding the use of social media and technology are not dilemmas** (situations with more than one defensible resolution) **but ethical responsibilities** (situations involving issues of right and wrong, duties and obligations that require early childhood educators to behave in ways that are prescribed in the NAEYC Code of Ethical Conduct).

Adapted from: [http://www.naeyc.org/yc/columns/focusonethics/smartphones\\_and\\_social\\_media](http://www.naeyc.org/yc/columns/focusonethics/smartphones_and_social_media)



## Ethics in Family Child Care: Using Social Media and Technology Responsibly

Social media websites such as Facebook, Instagram, Twitter, and Pinterest—as well as the use of smartphones and tablets—have become a significant part of our lives. It is not surprising that they have found their way into early childhood programs, where they are widely used by educators and caregivers. As with any new technology, they bring both rewards and challenges.

### Discussion Questions

1. It can be very tempting to answer calls and read/write emails or text messages when children need us to be focused on their learning, safety, and well-being.

What are your thoughts about smartphones and electronic devices as distractions in the family child care environment?

2. Do you have a policy on the use of cameras in your FCC program?

What might happen if parents or FCC providers take pictures of children during their time in FCC and post them on social media, without written permission?

What are possible risks if children's names are included in social media posts?

3. Can you see issues developing if parents ask to “friend” or “follow” their children's FCC provider on social media?

How could this blur the line between professional and personal relationships in ways that cause problems?

4. What consequences might result from FCC providers or parents/family members posting inappropriate or critical comments about FCC providers, enrolled children or their family members on social media sites?

5. How can FCC providers decide on appropriate boundaries regarding the use of electronic devices and social media in the FCC home?



## ECE Dispositions

- Qualities that characterize a person as an individual: the controlling perceptual (mental and emotional) qualities that determine the person's natural or usual ways of thinking and acting.
- *Synonyms: temperament, nature, character, constitution, makeup, mentality*
- The National Council for Accreditation in Teacher Education (NCATE) Online Glossary has the following definition for dispositions:

The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.



## **ECE Dispositions**

### Five Dispositions of Effective ECE Teachers

1. **EMPATHY** - Seeing and accepting the other person's point of view. Believes that a true grasp of the learner's point of view, and an accurate communication of that understanding, is a most important key to establishing a significant teaching/learning relationship. Commits to sensitivity and to establishing a relationship with each learner. Sees that the beginning point of learning is dependent upon a clear acceptance of the learner's private world of awareness at the time. Respects and accepts as real each person's own unique perceptions.
  
2. **POSITIVE VIEW OF OTHERS** - Believing in the worth, ability and potential of others. Believes that trust and confidence in the learner's worth, ability and capacity for change is a key to learning. Sees other people in essentially positive ways. Honors the internal dignity and integrity of each learner and holds positive expectations for her or his behavior. Typically approaches others feeling that they "can" and "will" rather than that they "can't" or "won't".
  
3. **POSITIVE VIEW OF SELF** - Believing in the worth, ability and potential of one's self. Having an established self concept that is fundamentally positive and provides an overall sense of self-adequacy. Sees one's self as essentially dependable and capable and thus is accepting of inadequacies. Sees one's self generally but not exclusively in positive ways—with a positive, abiding and trustworthy sense of actual and potential worth, ability and capacity for growth. Honors the internal dignity and integrity of self and holds positive expectations for one's own actions.
  
4. **AUTHENTICITY** - Feeling a sense of freedom and openness that enables her or him to be a unique person in honesty and genuineness. Seeks ways of teaching (procedures, methods, techniques, curricular approaches) that are honest, self-revealing and allow personal-professional congruence. Sees the importance of openness, appropriate self disclosure and being "real" as a person and teacher. Develops a personal "idiom" as a teacher and melds personality uniqueness with curricular expectations. Does not feel that one must "play a role" to be effective.
  
5. **MEANINGFUL PURPOSE AND VISION** - Committing to purposes that are primarily person-centered, broad, deep, freeing and long range in nature. Feels a compelling and abiding sense of allegiance to democratic values, the dignity of being human, and the sacredness of freedom. Sees the importance of being visionary and reflective as a teacher. Commits to growth for all learners in mental, physical and social-emotional realms through a sense of "mission" in education. Seeks to identify, clarify and intensify knowledge and personal beliefs about what is really most important.

Adapted from [http://www.dartep.org/handouts/Dispositionsproceedingsession\\_P.pdf](http://www.dartep.org/handouts/Dispositionsproceedingsession_P.pdf)



### Celebrating Professionalism - Strengths List

The Clifton StrengthsFinder™ measures the presence of 34 talent themes. Talents are people's naturally recurring patterns of thought, feeling, or behavior that can be productively applied. The more dominant a theme is in a person, the greater the theme's impact on that person's behavior and performance.

<b>Achiever</b> ®	People strong in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.
<b>Activator</b> ®	People strong in the Activator theme can make things happen by turning thoughts into action. They are often impatient.
<b>Adaptability</b> ®	People strong in the Adaptability theme prefer to "go with the flow." They tend to be "now" people who take things as they come and discover the future one day at a time.
<b>Analytical</b> ®	People strong in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.
<b>Arranger</b> ™	People strong in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity.
<b>Belief</b> ®	People strong in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.
<b>Command</b> ®	People strong in the Command theme have presence. They can take control of a situation and make decisions.
<b>Communication</b> ®	People strong in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
<b>Competition</b> ®	People strong in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
<b>Connectedness</b> ®	People strong in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.
<b>Consistency</b> ® / <b>Fairness</b> ™	People strong in the Consistency theme (also called Fairness in the first StrengthsFinder assessment) are keenly aware of the need to treat people the same. They try to treat everyone in the world fairly by setting up clear rules and adhering to them.
<b>Context</b> ®	People strong in the Context theme enjoy thinking about the past. They understand the present by researching its history.
<b>Deliberative</b> ®	People strong in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.
<b>Developer</b> ®	People strong in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from these improvements.
<b>Discipline</b> ™	People strong in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
<b>Empathy</b> ™	People strong in the Empathy theme can sense the feelings of other people by imagining themselves in others' lives or others' situations.



### Celebrating Professionalism - Strengths List

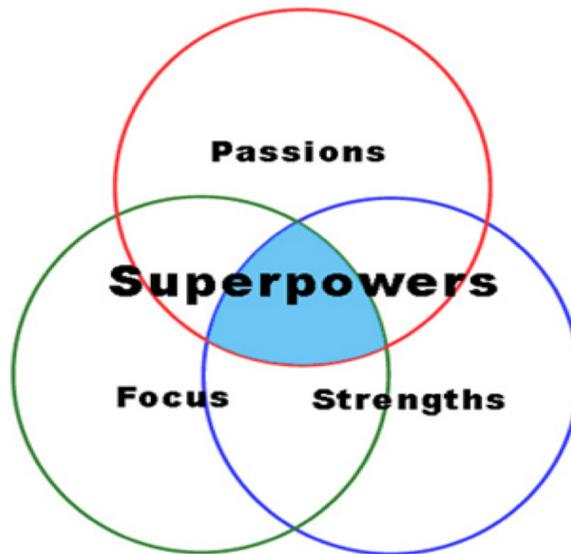
<b>Futuristic<sup>®</sup></b>	People strong in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.
<b>Harmony<sup>®</sup></b>	People strong in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
<b>Ideation<sup>®</sup></b>	People strong in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
<b>Inclusiveness<sup>®</sup> / Includer<sup>®</sup></b>	People strong in the Inclusiveness theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.
<b>Individualization<sup>®</sup></b>	People strong in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.
<b>Input<sup>®</sup></b>	People strong in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.
<b>Intellection<sup>®</sup></b>	People strong in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
<b>Learner<sup>®</sup></b>	People strong in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.
<b>Maximizer<sup>®</sup></b>	People strong in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.
<b>Positivity<sup>®</sup></b>	People strong in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.
<b>Relator<sup>®</sup></b>	People who are strong in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
<b>Responsibility<sup>®</sup></b>	People strong in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
<b>Restorative<sup>®</sup></b>	People strong in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
<b>Self-Assurance<sup>®</sup></b>	People strong in the Self-assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.
<b>Significance<sup>®</sup></b>	People strong in the Significance theme want to be very important in the eyes of others. They are independent and want to be recognized.
<b>Strategic<sup>™</sup></b>	People strong in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
<b>Woo<sup>®</sup></b>	People strong in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.

<http://www.strengthstest.com/strengthsfinderthemes/strengths-themes.html>

## Discovering Your Professional Superpowers

Professional superpowers are actions that come easily to you, are fun and that you can do for hours on end. As you build your career, you probably will become more in tune with what your superpowers are.

Your superpowers depend on three things:



You need passions, focus, and strengths to power, leverage and build your success.

### Passion

The intrinsic motivation behind your actions is passion. If you find yourself constantly forcing yourself to take action, then this isn't passion. You've probably noticed how certain work won't motivate you for very long. You may be enthusiastic about it for a few hours or days, but eventually the energy wanes and you're back to doing things that bring you happiness.

### Focus

The amount of time you can spend focusing on a project will determine the amount you accomplished. If you can't stay focused for very long, you won't develop the skill necessary to be successful.

### Strengths

Each skill that you have must produce quality results, otherwise it's not a strength.



### Discovering Your Professional Superpowers

**Review**

So how do you find your superpowers? You have to figure out if the action in question meets all three criteria: passion, focus, and strength.

	<i>Example</i>	<i>Example</i>	Your action	Your action
	<b>Editing</b>	<b>Writing</b>		
Passion	No	Yes		
Focused	Yes	Yes		
Strength	No	Yes		
	<b>Not a Superpower</b>	<b>Superpower</b>	<b>or Not a Superpower</b>	<b>or Not a Superpower</b>

Your passions come from your subconscious, your focus is all about your ability to stay in the present moment, and your strengths are determined by the results you produce and the way others perceive those results.

If you don't have all three when performing an action...

- Passion
- Focus
- Strength

...then you aren't creating great results and feeling happy while doing it. You're just passing the time doing work that you aren't really connected with.



## Rocking Chair Reflections

This exercise is meant to get you thinking about your professional future and about professional development opportunities that you may want to pursue.

Imagine you have just retired. You are sitting in a rocking chair reflecting on the work you have done over a lifetime. Now reflect on the answers to the following questions:

- Did you choose a job(s) and a field(s) that you found fulfilling?
  - If so, how did that happen?
  - If not, why not?
- What were your professional successes?
- Which aspects of your work did you enjoy?
- Which work activities didn't you engage in that you wish you had?
  - What held you back?
- If you had your career to do over again what would you do differently?
- What would you have kept the same?
- What things did you choose to do professionally that made you happy?
- Could you have done more of them?
  - Why didn't you?
- What do you need to do now and going forward, to realize your professional dreams and aspirations?
- What specific professional development activities do you need to participate in, that when you are looking back at your work years, you'll feel they were worthwhile/interesting/challenging/meaningful?

Thinking through your answers while in this rocking chair can be a powerful experience. Looking ahead to what you think your work life will be like can help you to take more control of your professional life today.

## TECHNIQUES FOR ACTIVE LISTENING

Active listening is an important skill that takes both time and practice to acquire. It is an essential component of productive discussions because it allows for the respectful exchange of ideas. This handout will help you to understand and practice the skill.

- » **Listen** in order to fully understand what is being said to you.
- » **Rephrase** what you heard the person say so you can be sure you heard correctly.
- » **Ask questions** that help you get more information. For example, “What did you mean when you said...?”
- » **Offer encouragement and support.**
- » **Ask how the person feels.** Be careful not to assume that you know how the person feels.

COMMUNICATION BLOCKERS	COMMUNICATION ENHANCERS
Blaming and attacking.	Asking for more information and problem solving together.
Being distracted or using other body language that is non-attentive.	Making eye contact, leaning toward the other person, giving full attention.
Dismissing or making light of someone’s problem.	Showing empathy, validating the other person’s feelings.
Interrupting.	Staying silent until the person is finished speaking.
Lecturing/moralizing.	Withholding judgment.
“Yes...but” statements.	“Yes...and” statements.

Explanation and Diagram adopted from *Tutu and Franklin: A Journey Towards Peace* Teachers Guide, a production of Wisdom Works, Inc. ([www.wisdomworks.net](http://www.wisdomworks.net))



## Characteristics of a Reflective Teacher

### Reflective teachers...

- Ask themselves questions
- Examine their own practice to plan for improvement
- Collaborate with other professionals to improve
- Consider children's perspectives
- Are eager to gain more perspectives
- Look for details
- Examine the environment
- Are fully engaged in their work

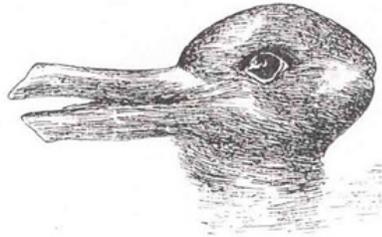
### Self-Assessment: Are You a Reflective Teacher?

Think about yourself regarding the following elements of reflective teaching. Respond to each statement by writing *always, often, sometimes, rarely, or never*.

- \_\_\_\_\_ 1. I examine my own reactions to children and their actions to understand where they come from.
- \_\_\_\_\_ 2. I pause after an activity or at the end of the day to examine whether my practice had a positive impact on children's learning and development.
- \_\_\_\_\_ 3. I ask co-workers and children's families for their insights.
- \_\_\_\_\_ 4. I eagerly share stories about children's learning with families and coworkers.
- \_\_\_\_\_ 5. I have captured my practice on video, viewed it and analyzed my practice to notice strengths and plan for improvement.
- \_\_\_\_\_ 6. I am curious about children's play and watch it closely.
- \_\_\_\_\_ 7. I document details of children's conversations and activities and take time to study the notes and photos to puzzle out what's significant about them.
- \_\_\_\_\_ 8. I read professional literature to learn more.
- \_\_\_\_\_ 9. I show children photos and stories of themselves to hear their views.
- \_\_\_\_\_ 10. I use my observations and reflections to change the environment and materials to encourage new play and learning possibilities.

## Considering Multiple Perspectives

Look at each of these pictures for a few minutes. What do you see?



In small groups, discuss what each person saw. If some members of your group see different images in the same picture, work together to help everyone see all the possibilities.

1. How does this activity relate to your work together?

Why is it important to be open to different perspectives?

2. How does this activity relate to your work with young children?

Why is it important to be open to different perspectives?

Adapted from:

Reflecting in Communities of Practice: A Workbook for Early Childhood Educators Paperback – July 9, 2013, pg. 5, by Deb Curtis, Debbie Lebo, Wendy C.M. Cividanes, and Margie Carter



## **Reflective Supervision and Family Child Care Professionals**

### Defining Reflective Practice

Engaging in reflective practice means thoughtfully examining our work to keep on learning.

In 1983, Donald Schön (philosopher, educator and jazz musician) described the three crucial elements of reflective practice this way:

1. Reflection for action (planning ahead)
2. Reflection on action (thinking back about what happened)
3. Reflection in action (thinking in the moment, often the most challenging)

Reflective practice helps us to grow and improve as ECE professionals. The more charged a situation is, the more likely we are to be reactive (acting before thinking) which can lead to unintended negative consequences for children, families and co-workers. Using a reflective approach is especially important for family child care providers because of the intensely emotional and important nature of our work—promoting healthy development for young children.

### What is Reflective Supervision?

Reflective supervision is a powerful tool for a family child care licensee to use with her/his employee(s) in the FCC home (e.g. assistants, regular substitutes). It differs from the traditional supervisory model as it involves talking together intentionally and regularly to explore the complex feelings, thoughts, and issues that arise when working with young children, families, and co-workers in a FCC program.

The FCC licensee helps the assistant or substitute find answers to questions the staff person raises during these conversations. The FCC licensee adapts the manner in which s/he works with the employee being supervised based on a variety of factors. The supervisor's approach will depend on the experience staff bring to the program, the style the staff person uses when interacting with others, and the particular situation in which services are provided to enrolled children and their families. (For example, the role of an assistant and a substitute are quite different.)

One important goal of reflective supervision is to model healthy ways for managing conflict. By creating a safe and professional space where FCC assistants and substitutes can talk about conflict, you help the employee and yourself to understand the roots of problems better and to strategize about how to address them as they arise.

### Building and Maintaining Effective Reflective Supervisory Relationships:

Keys to Reflective Supervision:

- “Go slow to go fast;” it takes time to develop a trusting relationship—both parties need to work together for this to happen, but it is the supervisor's role to take the lead
- Respect each other
- Maintain confidentiality about the content and process
- Both the FCC licensee and assistant/substitute have the responsibility to tell others when they feel uncomfortable, if this happens



## Reflective Supervision and Family Child Care Professionals

Tips for the FCC supervisor:

- Take time to identify and understand each staff member's personal investment in the work. Ask about the challenges and rewards of the work.
- Observe staff in action; it provides first hand information to discuss in a supervisory session.
- Encourage the sharing of experiences and reactions to the work.
- Celebrate professional development involvement and accomplishment.

### Reflection

Reflection means stepping back from the immediate, intense experience of hands-on work and taking the time to wonder what the experience really means. What does it tell us about those we work with? About ourselves? Through reflection, we can examine our thoughts and feelings about the experience and identify the interventions that best meet the goals for growth and development.

Reflection in a supervisory relationship requires a foundation of honesty and trust. The goal is to create an environment in which people do their best thinking in an atmosphere of safety, calmness and support. Generally, supervisees meet with supervisors on a regular basis, providing material (like notes, photos or videos) that will help stimulate dialogue about the work. As a team, supervisor and supervisee explore the range of emotions (positive and negative) related to the children, families and issues the supervisee is managing. As a team, they work to understand and identify appropriate next steps.

Reflective supervision is not therapy. It is focused on experiences, thoughts and feelings directly connected with the work. Reflective supervision is characterized by active listening and thoughtful questioning by both parties. The role of the supervisor is to help the supervisee to answer her/his own questions, and to provide the support and knowledge necessary to guide decision-making. In addition, the supervisor provides an empathetic, nonjudgmental ear to the supervisee. Working through complex emotions in a "safe place" allows the supervisee to manage the stress s/he experiences on the job. It also allows the staff person to experience the very sort of relationship that she is expected to develop with children and families.

Supervisors can also support staff's professional development by using supervisory meetings as an opportunity to scaffold, or support the acquisition of, new knowledge. One way of doing this is to encourage supervisees to analyze their own work and its implications. Reflection is important because it empowers staff to assess their own performance. Awareness of one's strengths, as well as one's limits and vulnerabilities, allows individuals to make mid-course corrections in work performance that feel natural, unforced, and generated from within.



## Reflective Supervision and Family Child Care Professionals

### Collaboration

The concept of collaboration (or teamwork) emphasizes sharing the responsibility and control of power. Power is derived from many sources, among them position in the program, the ability to lead and inspire, the sphere of influence and network of colleagues. But most of all, power is derived from knowledge—about children and families, the field, and oneself in the work. While sharing power is the goal of collaboration, it does not exempt supervisors from setting limits or exercising authority. These responsibilities remain firmly within the supervisor’s domain. Collaboration does, however, allow for a dialogue to occur on issues affecting the staff person and the program.

Collaboration allows staff to express interest in taking on new tasks and challenges, as well as to exercise some control over the terms and conditions of their work. It offers supervisors a chance to learn from, as well as teach, staff. Collaboration also allows supervisors to recognize opportunities to share responsibility and decision-making and, in so doing, cultivate leadership talent from within.

Collaborative supervisory relationships are characterized by a clear understanding of the reciprocal expectations of each partner. An understanding is jointly developed and agreed upon by the supervisor and supervisee, and will vary in frequency, intensity and focus depending on each situation. Key issues that should always be addressed, however, include logistical issues, such as when and where supervisory meetings will take place, and what will be discussed.

Finally, true collaboration requires open communication, flowing freely in both directions, and protected from “outsiders.” Both partners assume the best about each other. The supervisory relationship is one characterized by a feeling of trust and safety, where difficult issues can be discussed without fear of judgment, disclosure, or ridicule. Open communication implies curiosity and active listening. Either partner can ask, “What were you thinking when you did that?” as a means of learning more about the motivations and thoughts of the other person.

### Regularity

Neither reflection nor collaboration will occur without regular interactions. Reflective supervision takes place according to a reliable schedule, and enough time must be provided for it to be effective. This time, while precious and hard to come by, should be protected from cancellation, rescheduling, or procrastination. It takes time to build a trusting relationship, to collaborate, and to share ideas, thoughts, and emotions. Supervisory meetings are an investment in the professional development of staff and in the quality of the FCC program. Staff will take their cues from leaders: does the family child care licensee make time for engaging in reflective supervision? In order to “walk the talk,” the answer needs to be “yes!”

Adapted from Parlakian, R. (2001). Look, listen, and learn: Reflective supervision and relationship-based work. Washington, D.C: ZERO TO THREE.

## Pair-Share Activity: Looking at Reflective Supervision

*[Reflective supervision] is the process of examining, with someone else, the thoughts, feelings, actions, and reactions evoked in the course of working closely with young children and their families. (Eggbeer, Mann, and Seibel 2008)*

### Part 1 – Positive employee-supervisor relationships

- Have you ever had a job with a supervisor that you worked well with?
- Share a couple of the positive qualities of a good supervisor and ask your partner to do the same.
- Thinking back on the positive aspects of your relationship with that supervisor, how does this relate to reflective practice?

### Part 2 – Reflection prompts

Supervisors set the tone for reflection by the kinds of questions they ask employees. In addition to engaging a staff member in reflection, the questions provide models that can also be used with families. Instead of questions that have “right or wrong” answers, the supervisor invites the staff member to “wonder” about the events or interactions being described. Invitations to share information are open-ended. Some examples:

- Tell me what happened
- How did you feel when ...?
- What was the baby doing while this happened ...?
- What did you say? What would you like to say, if he/she were here right now?
- If you could wave a magic wand and change things, what would be different?
- What could you do differently, if anything, to change how this relationship is going?
- It sounds like you were ...?
- I wonder ...?
- What do you think was successful?

Consider a challenging experience you had recently in your family child care program that you wish you had handled differently. Talk with your partner about which question or questions above could be helpful as you think about how to respond to that difficult experience.



**Gibbs' model of reflection**

## Resources

**California Early Childhood Educator Competencies.** California Department of Education, 2012. Pages 99-105, 107, 110-114.

All of the California early childhood educator competencies involve professionalism in some way; they describe knowledge, skills, dispositions, and an overall vision that allow early childhood educators to work effectively with children, families, colleagues, and communities and to provide high-quality early care and education services. To ensure that principles of professional and ethical practice are given equal and intentional consideration to constructs in other competency areas, they are addressed separately here. This competency area is intended to describe in greater detail ethical standards and professional guidelines, professional development and reflective practice, advocacy, and collaborative partnerships.

<http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>

**CompSAT** provides ECE professionals with practical self-reflection and assessment tools to help providers assess their knowledge, skills, and dispositions in the 12 California Early Childhood Educator Competencies.

<http://eecompsat.org/competencies/cdl/cdl.html>

**California Early Care and Education Child Development Professional Resource Guide** is a compilation of information on the various state initiatives and programs that focus on early education. It is a living document and is revised as California's Early Learning System grows and expands its standards and professionalism.

<https://www.childdevelopment.org/cs/cdtc/view/rs/614>

**NAEYC Position Statements on Ethical Conduct** [http://www.naeyc.org/positionstatements/ethical\\_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)

**Reflective Practice**, an essay by Claire Lerner L.C.S.W., Child Development Specialist, Zero to Three from Concepts for care: 20 essays on infant/toddler development and learning, edited by J. Ronald Lally, Peter L. Mangione, and Deborah Greenwald. San Francisco, CA: WestEd, 2006

Schön, D. (1983) *The Reflective Practitioner. How professionals think in action*, London: Temple Smith.

**Putting Reflective Supervision Into Practice.** ZERO TO THREE. Vol 31, No 2.

**How to Get Your Brain to Focus on What Matters** by James Clear

<http://jamesclear.com/selective-attention>

Used in CCIP Module 4.1, Adult Learning Tip, with permission in an email dated Tuesday, March 7, 2017 from [james@jamesclear.com](mailto:james@jamesclear.com) to [dlindgren@rrnetwork.org](mailto:dlindgren@rrnetwork.org)

Group Storytelling: Active Listening activity adapted from **6 Listening Skills Exercises To Promote Stronger Communication** posted March 11, 2014 by C. Paris on the [udemy.com](http://udemy.com) blog:

<https://blog.udemy.com/listening-skills-exercises/>

## Resources

Mini-lecture notes in Module 4.1 PowerPoint “Being, Belonging & Becoming; Professionalism in Family Child Care” adapted from *Professionalism: Developing This Vital Characteristic* by the Mind Tools Editorial Team  
<https://www.mindtools.com/pages/article/professionalism.htm>

Handout 1 - *NAEYC Code of Ethical Conduct and Statement of Commitment*

[http://www.naeyc.org/files/naeyc/image/public\\_policy/Ethics%20Position%20Statement2011\\_09202013update.pdf](http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement2011_09202013update.pdf)

Handout 1 (en español) - *El Código de Conducta Ética y Declaración de Compromiso (NAEYC)*

[http://www.naeyc.org/files/naeyc/image/public\\_policy/Ethics\\_Spanish%20Position%20Statement2011\\_09202013update\\_0.pdf](http://www.naeyc.org/files/naeyc/image/public_policy/Ethics_Spanish%20Position%20Statement2011_09202013update_0.pdf)

Handout 2 – *Dilemma—The Birthday Cake: Balancing Responsibilities to Children and Families* by Stephanie Feeney and Nancy K. Freeman, Young Children, November 2012

<http://www.naeyc.org/yc/columns/focusonethics/dilemma-the-birthday-cake-balancing-responsibilities>

Handout 2 – *Response—The Birthday Cake: Balancing Responsibilities to Children and Families* by Stephanie Feeney and Nancy K. Freeman,

<http://www.naeyc.org/yc/columns/focusonethics/response-the-birthday-cake-balancing-responsibilities>

Handout 3 - Got Ethics? Core Values: Riddles for ECE Professionals

Riddles adapted from <http://riddlesandanswers.treasurehuntriddles.org/>

Handout 4 – Sailboat Model of Integrity adapted from *A Model of Integrity* by Mike Clayton.

<https://managementpocketbooks.wordpress.com/2012/07/10/a-model-of-integrity/>

Handout 5 – Ethics in FCC: Using Social Media and Technology Responsibly adapted from:

Young Children, March 2015, *Smartphones and Social Media: Ethical Implications for Educators* by Stephanie Feeney and Nancy K. Freeman

[http://www.naeyc.org/yc/columns/focusonethics/smartphones\\_and\\_social\\_media](http://www.naeyc.org/yc/columns/focusonethics/smartphones_and_social_media)

Handout 6 – ECE Dispositions adapted from proceedings of the *Nurturing Five Dispositions of Effective Teachers* at the 2nd National Symposium on Educator Dispositions, Eastern Kentucky University, Richmond, KY Friday, November 21, Presenter Dick Usher

[http://www.dartep.org/handouts/Dispositionsproceedingsession\\_P.pdf](http://www.dartep.org/handouts/Dispositionsproceedingsession_P.pdf)

Notes in Module 4.1 PowerPoint, “Being, Belonging & Becoming: Professionalism in Family Child Care” adapted from the Tom Rath book, *StrengthsFinder 2.0*, 175 pages, Gallup Press, February 1, 2007, pp. 17, 20

## Resources

Handout 7 – Celebrating Professionalism: Strengths List is from:

<http://www.strengthstest.com/strengths-finder-themes>

Handout 8 – Discovering Your Professional Superpowers adapted from the article, “*How to Discover Your Superpowers*,” by Karl Staib, June 20, 2010

<http://www.workhappynow.com/2010/06/how-to-discover-your-superpowers/>

Handout 9 – Rocking Chair Reflections adapted from Activity 30. *Self-Reflection: Professional Problem Solving at Its Best*

<https://www.dol.gov/odep/topics/youth/softskills/Professionalism.pdf>

Handout 10 – Active Listening is from the Media Education Foundation, “*Techniques for Active Listening*” handout, which may be reproduced for educational, non-profit uses only. ©2005

[www.mediaed.org/handouts/ActiveListening.pdf](http://www.mediaed.org/handouts/ActiveListening.pdf)

Handout 11 – Reflective Teaching Self-Assessment and Considering Multiple Perspective

Adapted from: *Reflecting in Communities of Practice: A Workbook for Early Childhood Educators*, July 9, 2013, pg. 5 by Deb Curtis, Debbie Lebo, Wendy C.M. Cividanes, and Margie Carter

Handout 12 – Reflective Supervision and Family Child Care Professionals

Adapted from Parlakian, R. (2001). *Look, listen, and learn: Reflective supervision and relationship-based work*. Washington, D.C: ZERO TO THREE.

and

Technical Assistance Paper No. 13

*Reflective Supervision: A Tool for Relationship-Based EHS Services*

Developed by the staff of the Early Head Start National Resource Center in collaboration with the Office of Head Start. Washington, DC. 2010.

[https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/reflective\\_super\\_TAPaper\\_13.pdf](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/reflective_super_TAPaper_13.pdf)

and

Gibbs, G. (1988) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit, Oxford Brookes University, Oxford.