



Code of Ethical Conduct & Guiding Principles

Guidelines for responsible behaviour in Early Childhood Educator practice.		
<p><i>A code of ethics is our group beliefs about... "what is right rather than expedient... what is good rather than practical... and what acts a member must never engage in or condone" (Katz, 1987)</i></p>	<p>A code of ethics provides us with a statement of our field's ..." responsibility to society and provides guidelines for decision making... When we are faced with a dilemma, based on the values and principles in this field, what is the right decision?" <i>(Griffin, 1993)</i></p>	
	Children	Parents
<p>Building Relationships</p>	<ul style="list-style-type: none"> • To provide individualized and sensitive child care and accept professional responsibility for the children in our care • To help each individual child learn: <ul style="list-style-type: none"> - To trust themselves and others - To trust in their abilities, and in those of others - To have respect for themselves and for others - To be honest with themselves and with others - To have self confidence 	<ul style="list-style-type: none"> • To maintain open communication with children's families. • To respect different family values and beliefs • To recognize the importance of the family and the professional working together as a team, in the best interests of the child. • To recognize the practitioner's role as one which is supportive of the family and the child.

<p>Stimulation</p>	<ul style="list-style-type: none"> • To set up and maintain learning environments appropriate to the children's interests, needs, and abilities. • To accept the right of children to ask questions about unknowns that exist and to also accept the responsibility to encourage and provide different views and opinions, free from bias. 	<ul style="list-style-type: none"> • To cooperate with other persons, professionals, and organizations to promote programs that will enhance the quality of family life • To share with parents, our knowledge and understanding of their children's learning and developmental progress
<p>Protection</p>	<ul style="list-style-type: none"> • To regard as our primary obligation the welfare of young children and the quality of services to them. • To protect and extend each child's sensory, physical, emotional, intellectual and social well being • To familiarize oneself with laws and regulations regarding children, their care and child abuse, and to work to abide by them. • To refrain from physical punishment, verbal abuse (ex. sarcasm, ridicule) and psychological abuse (ex. Threats, encouraging fear) of children in interactions with them • To act responsibly when reporting abuse to the appropriate authorities • To act promptly and decisively in situations where the wellbeing of children is compromised, ensuring that the best interests of children supersede all other considerations. 	<ul style="list-style-type: none"> • To provide quality child care services to all families using the program. • To recognize that a privileged relationship exists between oneself, the children placed in one's care, and their parents. • To respect the rights of parents. • To respect the confidential nature of information obtained about children and their families and to treat it in a responsible manner. • To cooperate with professionals and organizations involved in a professional manner with the family.

	Colleagues	Community
Building Relationships	<ul style="list-style-type: none"> • To support a climate of trust and forthrightness in the work place that will ensure that colleagues are able to speak and act in the best interests of children without fear of recrimination • To communicate with integrity, support one another and adopt professional attitudes and behaviours in their work with children. • To receive suggestions or criticisms that will improve job performance • To exercise care in expressing views on the disposition and professional conduct of colleagues 	<ul style="list-style-type: none"> • To make information about services of the program openly and accurately available while maintaining essential safeguards for the privacy of individuals • To advocate on a personal, professional, and organizational level for appropriate early childhood services, resources and recognition.
Stimulation	<ul style="list-style-type: none"> • To share our knowledge and to support the development of our colleagues • To increase one's own professional competence and to be willing to review and assess one's own practices. • To improve professionally by actively pursuing knowledge about developments in early childhood education 	<ul style="list-style-type: none"> • To contribute to the extension of public information • To model performance and attitudes • To promote quality child care in our programs and practices

<p>Protection</p>	<ul style="list-style-type: none"> • To respect confidentiality of views expressed in private by colleagues. • To exercise utmost discretion • To support a climate of trust and forthrightness in the work place that will ensure that colleagues are able to speak and act in the best interests of children without fear of recrimination. 	<ul style="list-style-type: none"> • To participate with colleagues and others in action to effect change consistent with the values, goals and objectives of our profession. • To be knowledgeable about and practice licensing standards as outlined in the Nova Scotia Child Care Act and Regulations • To be prepared to accept and abide by this code of ethics
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How to use this Code of Conduct	
<p>Ask Yourself:</p> <p>1. Is this decision that has to be made related to building relationships, stimulation or protection?</p>	<p>Refer to:</p> <p>2. Depending on the answer, refer to the section of the code of ethics that relates to- <i>Building relationships -</i> With trusting, caring and cooperative relationships that respect the worth and uniqueness of the individual <i>Or Stimulation -</i> With stimulation that encourages growth in the whole person <i>Or Protection –</i> With healthy and safe environments</p>
<p>Ask Yourself:</p> <p>3. Who are the persons to consider in this decision?</p>	<p>Refer to:</p> <p>4. The statement under the related heading- Children, parents, colleagues, community</p>
<p style="text-align: center;">5. Proceed with the Ethical Decision-Making Process</p> <p>Ethical Decision-Making Process</p> <p><i>Should a situation arise that would compromise our ethical code, we are committed to the following decision-making process.</i></p> <ol style="list-style-type: none"> 1. Identify the actual issue or practice that is causing a problem. 2. Indicate which individuals and/or groups are to be considered in the solution of the dilemma. (Consider the code of ethics, legislation, personalities etc.) 3. Explain what considerations each person/group is owed and why, particularly in terms of rights and considerations. Indicate the values that relate to the issue/practice and persons/group. 4. Develop alternative courses of action. Choose reasonable alternatives that seem to meet the considerations in 1-3. Evaluate the consequences of taking each alternative- short/long term effects, psychological, social and economical. 5. Apply values and principles conscientiously. 6. Choose a course of action and act with a commitment to that action. Assume responsibility for the course of action. 7. After a period of time, evaluate the action and assume responsibility for the consequences of the action. 	

AECENS Guiding Principles

ECEs cares for and about children, parents, and colleagues:

- With trusting, caring and cooperative relationships that respect the worth and uniqueness of the individual;
- With stimulation that encourages growth in the whole person; and
 - With healthy and safe environments.

ECE considerations for and about our community regarding the education of our most precious resource -
Our children!

*Appreciation is expressed to
Child Care Connections for developing
this Code of Ethics.*