



Teacher Education Department Student Professionalism Policy Statement

The Teacher Education Department of the Borough of Manhattan Community College requires that all students conduct themselves in a professional manner during class, site visits, internships, and interactions with members of the Teacher Education Department. The Teacher Education Department defines professional behavior in alignment with the National Association for the Education of Young Children (NAEYC) Code of Ethics and the New York State Education Department Code of Ethics for Teachers (copies attached). Key components of these codes include:

- Base our work with children on knowledge of child development,
- Respect the dignity, worth and value of each individual (child, family member and colleague),
- Help children and adults achieve their full potential in the contexts of relationships that are based on trust, respect and positive regard,

The essence of each of these codes states that educational professionals will not cause physical or emotional harm to others. This also implies that students will not:

- Engage in discriminatory practices
- Use inappropriate language
- Engage in inappropriate behavior

The NAEYC Code of Ethics is also available online at:

<http://www.naeyc.org/about/positions/PSETH05.asp>.

The New York State Education Department Code Ethics is available at:

www.highered.nysed.gov/tcert/resteachers/codeofethics.htm#statement.

Students failing to abide by these codes may be immediately discharged from the program depending on the severity of the non-compliance. Generally, students will be subject to the following actions:

- First occurrence - conference with Teacher Education faculty directly involved in the incident, written documentation of incident and plan for changing behavior to be filed with the department and the dean of students, copy given to student,
- Second occurrence - conference with faculty directly involved and/or Department Chair, student may be advised to change to another major, written documentation as above,
- Third occurrence - conference with faculty and chair, student will be advised to change to another major, written documentation as above,

Any incident may also be referred to the Department of Student Life for a disciplinary review, depending on the nature of the misconduct. Students have the right to attend the conference meetings with an advocate of their choice. This policy statement is presented to ensure that all members of the department work, learn and grow in a positive, supportive atmosphere.



Teacher Education

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Acknowledgement of Receipt of and Contract to Abide by the
Teacher Education Department Professional Standards for Students

I, _____, have been given a copy of the Teacher Education
Please print your name

Student Professionalism Policy. I have read and understand this policy. I have received a copy of the
appropriate Code of Ethics. I agree to abide by these policies.

Signature

date

Editor's note: We need the help of all *Young Children* readers who are familiar with NAEYC's Code of Ethics. Perhaps you have been involved in thinking through one or more of the ethical dilemmas that have been regularly appearing in *Young Children* – in staff meeting, at an Affiliate Group meeting, or with friends. Many of you have used the principles and ideals in NAEYC's Code of Ethics to help solve dilemmas you face in your work. Because of these experiences, you have information that can be valuable to NAEYC as we review the Code for needed revisions or additions.

The Code is published on the following pages to aid your review.

- Are any of the principles or ideals phrased confusingly? How would you change the wording?
- Have you found the Code lacking in guidance for a particular ethical dilemma involving children or their families? Describe the situation for us. Please send your suggestions regarding how we can clarify any point in the Code to:

NAEYC Ethics Panel
Office of the Executive Director
1509 16th Street, NW
Washington, DC 20036-1426

If you have not yet used the "case study" dilemmas we publish, we hope you soon will start discussing each one in your staff meetings.

NAEYC's Code of Ethical Conduct was prepared under the auspices of the Ethics Commission of the National Association for the Education of Young Children. The Commission members were: Stephanie Feeney (Chairperson), Bettye Caldwell, Sally Cartwright, Carrie Cheek, Josue Cruz, Jr., Anne G. Dorsey, Dorothy M. Hill, Lillian G. Katz, Pamm Mattick, Shirley A. Norris, and Sue Spayth Riley. Financial assistance for this project was provided by NAEYC, the Wallace Alexander Gerbode Foundation, and the University of Hawaii.

NAEYC gratefully acknowledges the research and development work done for this project by Stephanie Feeney, Ph.D., Professor and Early Childhood Education Specialist at the University of Hawaii at Manoa, and Kenneth Kipnis, Ph.D., Professor of Philosophy at the University of Hawaii at Manoa.

NAEYC's Code of Ethical Conduct: Guidelines for Responsible Behavior in Early Childhood Education

Preamble

NAEYC recognizes that many daily decisions required of those who work with young children are of a moral and ethical nature. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood education. The primary focus is on daily practice with children and their families in programs for children from birth to 8 years of age: preschools, child care centers, family day care homes, kindergartens, and primary classrooms. Many of the provisions also apply to specialists who do not work directly with children including program administrators, parent educators, college professors, and child care licensing specialists.

Standards of ethical behavior in early childhood education are based on commitment to core values that are deeply rooted in the history of our field.

We have committed ourselves to:

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

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

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

The ideals and principles in this Code present a shared conception of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed and in so doing supports ethical behavior in our work. Practitioners who face ethical dilemmas are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Section 1: Ethical responsibilities to children

Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to supporting children's development by cherishing individual differences, by helping them learn to live and work cooperatively, and by promoting their self-esteem.

Ideals:

- I-1.1*—To be familiar with the knowledge base of early childhood education and to keep current through continuing education and in-service training.
- I-1.2*—To base program practices upon current knowledge in the field of child development and related disciplines and upon particular knowledge of each child.
- I-1.3*—To recognize and respect the uniqueness and the potential of each child.
- I-1.4*—To appreciate the special vulnerability of children.
- I-1.5*—To create and maintain safe and healthy settings that foster children's social, emotional, intellectual, and physical development and that respect their dignity and their contributions.
- I-1.6*—To support the right of children with special needs to participate, consistent with their ability, in regular early childhood programs.

Principles:

- P-1.1*—Above all we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children. *This principle has precedence over all others in this Code.*
- P-1.2*—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their race, religion, sex, national origin, or the status, behavior, or beliefs of their parents. (This principle does

not apply to programs that have a lawful mandate to provide services to a particular population of children.)

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

P-1.4—When, after appropriate efforts have been made with a child and the family, the child still does not appear to be benefiting from a program, we shall communicate our concern to the family in a positive way and offer them assistance in finding a more suitable setting.

P-1.5—We shall be familiar with the symptoms of child abuse and neglect and know and follow community procedures and state laws that protect children against abuse and neglect.

P-1.6—When we have evidence of child abuse or neglect, we shall report the evidence to the appropriate community agency and follow up to ensure that appropriate action has been taken. When possible, parents will be informed that the referral has been made.

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

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

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

Section II: Ethical responsibilities to families

Families are of primary importance in children's development.

(The term family may include others, besides parents, who are responsibly involved with the child.) Because the family and the early childhood educator have a common interest in the child's welfare, we acknowledge a primary

responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

Ideals:

- I-2.1*—To develop relationships of mutual trust with families we serve.
- I-2.2*—To acknowledge and build upon strengths and competencies as we support families in their task of nurturing children.
- I-2.3*—To respect the dignity of each family and its culture, customs, and beliefs.
- I-2.4*—To respect families' child rearing values and their right to make decisions for their children.
- I-2.5*—To interpret each child's progress to parents within the framework of a developmental perspective and to help families understand and appreciate the value of developmentally appropriate early childhood programs.
- I-2.6*—To help family members improve their understanding of their children and to enhance their skills as parents.
- I-2.7*—To participate in building support networks for families by providing them with opportunities to interact with program staff and families.

Principles:

- P-2.1*—We shall not deny family members access to their child's classroom or program setting.
- P-2.2*—We shall inform families of program philosophy, policies, and personnel qualifications, and explain why we teach as we do.
- P-2.3*—We shall inform families of and, when appropriate, involve them in policy decisions.
- P-2.4*—We shall inform families of and, when appropriate, involve them in significant decisions affecting their child.
- P-2.5*—We shall inform the family of accidents involving their child, of risks such as exposures to contagious disease that may result in infection, and of events that might result in psychological damage.
- P-2.6*—We shall not permit or participate in research that could in any way hinder the education or development of the children in our programs. Families shall be fully informed of any proposed research projects involving their

children and shall have the opportunity to give or withhold consent.

P-2.7—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness in working with children.

P-2.8—We shall develop written policies for the protection of confidentiality and the disclosure of children's records. The policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.9—We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we are concerned about a child's welfare, it is permissible to reveal confidential information to agencies and individuals who may be able to act in the child's interest.

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

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

Section III: Ethical responsibilities to colleagues

In a caring, cooperative work place, human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Our primary responsibility in this arena is to establish and maintain settings and relationships that support productive work and meet professional needs.

A— Responsibilities to co-workers

Ideals:

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

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

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

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

Principles:

P-3A.1—When we have concern about the professional behavior of a co-worker, we shall first let that person know of our concern and attempt to resolve the matter collegially.

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

B— Responsibilities to employers

Ideals:

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

I-3B.2—To maintain loyalty to the program and uphold its reputation.

Principles:

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

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

C— Responsibilities to employees

Ideals:

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

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

I-3C.3—To strive to secure an adequate livelihood for those who work with or on behalf of young children.

Principles:

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

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

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

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

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

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

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

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

Section IV: Ethical responsibilities to community and society

Early childhood programs operate within a context of an immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet its needs and to cooperate with agencies and professions that share responsibility for children. Because the larger society has a measure of responsibility for the welfare and protection of children and because of our specialized expertise in child development, we acknowledge an obligation to serve as a voice for children everywhere.

Ideals:

I-4.1—To provide the community with high-quality, culturally sensitive programs and services.

I-4.2—To promote cooperation among agencies and professions concerned with the welfare of young children, their families, and their teachers.

I-4.3—To work, through education, research, and advocacy, toward an environmentally safe world in which all children are adequately fed, sheltered, and nurtured.

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

I-4.5—To promote knowledge and understanding of young children and their needs. To work toward greater social acknowledgment of children's rights and greater social acceptance of responsibility for their well-being.

I-4.6—To support policies and laws that promote the well-being of children and families. To oppose those that impair their well-being. To cooperate with other individuals and groups in these efforts.

I-4.7—To further the professional development of the field of early childhood education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles:

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

P-4.2—We shall not accept or continue to work in positions for which we are personally unsuited or professionally unqualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3—We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.4—We shall cooperate with other professionals who work with children and their families.

P-4.5—We shall not hire or recommend for employment any person who is unsuited for a position with respect to competence, qualifications, or character.

P-4.6—We shall report the unethical or incompetent behavior of a colleague to a supervisor when informal resolution is not effective.

P-4.7—We shall be familiar with laws and regulations that serve to protect the children in our programs.

P-4.8—We shall not participate in practices which are in violation of laws, and regulations that protect the children in our programs.

P-4.9—When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report it to persons responsible for the program. If compliance is not accomplished within a reasonable time, we will report the violation to appropriate authorities who can be expected to remedy the situation.

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

the problem to appropriate authorities or to the public.

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

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NAEYC brochure...**

Code of Ethical Conduct and Statement of Commitment

**by Stephanie Feeney and
Kenneth Kipnis**

A code of ethics for early childhood educators which offers guidelines for responsible behavior and set forth a common basis for resolving ethical dilemmas encountered in early childhood education.

**NAEYC order #503
50 cents each; 100 for \$10**

New York State Code of Ethics for Educators

Statement of Purpose The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1 Educators nurture the intellectual, physical, emotional, social, and civic potential of each student. Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2 Educators create, support, and maintain challenging learning environments for all. Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advo-

cate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3 Educators commit to their own learning in order to develop their practice. Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4 Educators collaborate with colleagues and other professionals in the interest of student learning. Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5 Educators collaborate with parents and community, building trust and respecting confidentiality. Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6 Educators advance the intellectual and ethical foundation of the learning community. Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.

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