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ECE 410

Analysis of NAEYC & DEC Code of Ethics and Professionalism Standard

In many ways, young children are all unique and experience many things throughout life. Some of what one child experiences can be what another child experiences. Children can also have many different experiences. Teaching itself isn't enough for young children. I see teaching as guiding children in their experiences and helping them make sense of the world. When you are a teacher, you have a responsibility to not only the children, but to the children's family, your coworkers, the community, and yourself. There are many factors and expectations in teaching young children and teaching in general. Not every child is the same or learns the same. Many children have disabilities that can affect their learning but doesn't mean they are unable to learn. Children and families need support in tough times, and I would love to help give that to them. Children come culturally, linguistically, and ability diverse. It's very important to be mindful of each child and what they can or cannot do so you can work with them and their families.

In Section 1 of NAEYC code of ethical conduct and statement of commitment, there is a principle that states, (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”. I chose this rule for many reasons. For starters, I feel as if communicating in general is very important. When involved with young children, it is vital that you keep families and staff in the loop about the child and have them do the same. Everyone involved in the child's education and even life should have communication with each other to help the child and themselves in knowing next steps and what they need to do for the child. Without communication back and forth between the families and school, it's very

easy to miss something about the child. Someone could see something you don't or give the support that you can't. This rule impacts me specifically because if there is something that I don't see about the child and someone else does but doesn't share their insight/ observations, I cannot do anything about the situation if I am unaware. I have seen this rule implemented when I used to be an after-school pre-k group leader. When parents came to pick their child up after school, some parents stayed so that they could ask me or the head teacher how their child was today or how they were doing in general. Sometimes the teachers would ask the parents/ guardians to stay. In other cases, sometimes the parents and teacher would communicate on the phone about the child if they couldn't in person. Colleagues also talked to each other about the child. I've seen them gather for a moment to have a quick discussion about their observations on the child.

Communicating with those who are involved and keeping them in the loop on the child and the child's progress, behavior etc. is more effective when we/ they all work together to come up with a solution. Everyone can be aware of a situation with communication and not have to work by themselves. It benefits the child, families, and teachers themselves. In Section 2 of NAEYC code of ethical conduct and statement of commitment, there is another principle that goes hand in hand with the first one. It states, (P-2.4)— “We shall ensure that the family is involved in significant decisions affecting their child”. I chose this rule because like the first one I chose; it is vital in the teaching department to do as such. Many parents can become scared and upset when discussing their child's needs and such. Many do not want to carry on with certain help even though we should. Some could also be in denial and not want to believe their child can be as such or do as such. It's my job to explain to the parents everything they need to know about the support the school and I can give (as well as other programs and such outside of school). Even though in a scenario that this would be a child in my classroom, I would want to do everything I

can for this child, but I did not give birth to them, and I cannot make all the decisions, and neither can others in the department. I can guide and inform the family as best as I can as well as guide the child. If someone decided to do something with the child like put the child in a program or have the child evaluated without the family's awareness or permission, it can get really bad for the school (including professionals who were involved), parents and even child. The professionals involved may have to face consequences as the child's learning or situation may have been disrupted and you have an angry/ upset family on your hands. I have seen this rule implemented in fieldwork videos where the teacher discussed options to furthermore understand why the child does what they do. The parent asked if this was completely necessary but agreed to do more about the situation. Parents want updates on their child, and it should be given for the families and child to feel like they have support.

Another Principle that I chose from NAEYC code of ethical conduct and statement of commitment, is Section 1 (P-1.7) and it states— “We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curriculum 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.)” I chose this rule because I feel as if the only way the child will learn is if the lesson is adapted to their needs, development status and interest as well. Getting to know each child individually is essential and wonderful to see. I want to be able

to understand each child as an individual and see how I can help them and their family. Many families are not aware that there is opportunity for both them and their child to be supported in many situations. It's my job to make them aware and help them in any way I can. There will be times where I have done all I can and help from other teams may be necessary. This impacts me because I need to be able to recognize when I need to do more or do less. ECE teachers do the same. ECE teachers have to be able to recognize when they should do more for a situation or get someone else involved. Going back to getting to know each child in your class, I wonder how you can really teach the child if you don't know who they are as a person and their habits. It's essential to build a bond to see how this child's learning may be different from other children. They are not all the same and learn/ adapt differently. It may be a challenge to get to know the whole class individually, but it takes time and patience. I see in my fieldwork now how the teacher knows each child's interest and abilities and uses that to create lesson plans and interact with the children for the better. Another principle I chose from NAEYC code of ethical conduct and statement of commitment, is Section 2 (P-2.1). It states - "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". I chose this rule because I wish my mom saw my childhood classroom and got involved more than she did. My mom was involved in my education of course but she never visited my classroom or got to see what goes on. Giving parents or guardians a chance to enter their child's classroom can be beneficial for many reasons. For starters, the family gets to see their child's school environment, and can help make a connection between the child's home life and school life. We want the family to be involved and see what their child does at school. It also gets the child excited to see their parents involved in another setting which is their own classroom and not home. They feel special and they want their parents to see and be

proud of their classroom. I remember my mom used to come to the classroom for my birthday parties and I used to get so excited for her to come. I would just wait for her to walk in the door and see my friends and the classroom. I enjoyed giving her a tour of the classroom as I'm sure other children do as well. This impacts ECE teachers because each year for each class, their classroom changes. The classroom is something that should be shown off to others and family. The classroom should be presentable in a way that it shows who the teacher and children are. The classroom should somehow involve all the children's interests and show how they learn. The classroom should be adapted to all the children and may even change as the year goes on. The classroom is where the child spends a lot of their time. I remember when I was in elementary school, teachers would call school "our second home". We should give families access to the classroom for this reason. This rule impacts me because I want to be able to have the families feel excited and proud that their child is placed in this environment. I have not really seen family members ask to see the classroom other than when they are invited to the classroom for a ceremony or celebration but even during those times families explore the classroom and can ask anything they want. One last principle that caught my attention from NAEYC code of ethical conduct and statement of commitment, is section 3 (P-3A.4). It states- "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". I chose this rule because I hate how it even must be a rule. We should not be discriminating no matter who the person is but because people in this world do, it needs to be a rule. We are teaching children how to be their best self. What would it say if we told children that discriminating isn't okay, while we went ahead and did it ourselves? We tell children not to do this, so we shouldn't either. We want to make all children feel included and we want them to be

themselves. This should be the same for the adults that we work around. If children somehow see this behavior in adults, they would think it's okay and would do the same to their classmates. If a parent were to see this happening in their child's school, they would feel worried and not want their child to be affected by discrimination. How can we teach children what we don't believe in? ECE professionals should always stick to being professionals in a respective manner. I should, have, and will always do the same and I know it won't be hard for me. I really haven't seen discrimination between coworkers, and I am happy I haven't but on the other hand, I know it exists. I have seen it outside of a school setting, but I can just imagine someone having a problem with someone else just for who they are even in a school setting.

In DEC professional Standards (Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) (Initial birth through age 8), Standard 3 is “Collaboration and Teaming”. In standard 3, component 3.2 states- “Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach”. I chose this rule because I believe it is very important to collaborate with other adults using your evidence-based observations and using that to create a culturally and linguistic solution. The environment in which you see the child can say a lot. Not all children act the same or learn the same in different environments. Like each child, each environment is unique and can bring out many different things in many children. Collaboration and teaming is very important because someone may know something you don't and can help the child and family in ways that you can't. In no way is that a bad thing. In fact, it is the best thing to get different opinions and knowledge from your team and others. This impacts me because I need to be okay with hearing others' opinions as well as be okay when I

need help myself. How you deliver things is also important. Not every child understands the same way and sometimes needs to hear it a different way. This could be the same for the families as well. If you are dealing with a parent who is uneducated or does not speak English, you need to change the delivery on what you want to get across. Maybe you need someone else to say what you want to say or change the way it's said for their understanding. In the ECE profession, it's only a matter of time before all teachers work together. Knowledge builds off of knowledge. This affects family and children in a way that you are doing anything and everything you can to support them. I have seen this rule implemented in teacher meetings, examples in books where two or more teachers work together for the benefit of the child and even I have collaborated with co-workers. Standard 5 of DEC professional Standards (Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) (Initial birth through age 8) is "Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences" Standard 5 Component 5.2 states :

"Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments". I chose this rule because this is currently what I am learning how to do. All children learn in all different ways and have different needs. The lesson I create has to be developmentally and culturally appropriate for all students. This affects me because this is not only for one child. It is for a whole class. I really need to put in the work as well as always be prepared with everything I do. I need to be prepared and open minded. ECE teachers need to have knowledge of what to do in certain situations and knowledge about each child. The lesson has to come together to be for all but also each child as individuals while using pedagogy

and other frameworks we have studied. This impacts young children and families because the lesson is for the child and will hopefully help them. The family will see the progress as this happens. This rule is implemented in every lesson that ECE teachers make. They take their own knowledge and experiences, take in mind the curriculum at hand, where each child is developmentally and add challenging experiences to each environment the child is placed in. I have seen this in my fieldwork site now and in my own lesson plans which I created for an “imaginary class”. I used my own knowledge about the ECE profession and what I knew about the imaginary children to create a lesson plan.

In standard 6, component 6.5 of DEC professional Standards (Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) (Initial birth through age 8) states - “Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across context”. I chose this rule because play is huge in a child's life experiences. Children learn through play. Children pick up on social cues, characteristics of other children and toys, situations on the outside mimicked in the classroom, roles of people in the world and so much more. Play also gives children a sense of who they are. When given a choice on what they want to do or where they want to play, children become involved in decision making and get the chance to explore in a safe environment. I believe all play is meaningful. Everything a child does when playing continues to develop across all the domains such as social and emotional, physical, and cognitive. Giving children meaningful play experiences just means guiding them in a way where what they do in play benefits them. This rule impacts me because I really have to take note of each child and their interest as well create these play environments to have as much impact on the child as possible. All ECE teachers must

do the same and as we all know each class and child is very different. It can be challenging for me and other ECE teachers. The challenge may be getting to all the children's domains at once, but like I mentioned before it takes time and patience. All children need different environments. Children also play at home. Families can design meaningful play experiences at home as well. In an ideal situation, home is the safest place for the child so they can really get a lot of experience from playing there as well. Play goals can be identified based on their child's strengths, interests and preferences. I've seen this rule implemented during choice time in the classroom. Children choose where they want to play and play with others or independently. They can play with babies, therefore exploring another aspect of life, can play in the kitchen where children pretend to make food and set the table just as we do in the real world, play with blocks expanding their fine and gross motor skills, and so much more. This is good for the children's experiences and helps keep the family at ease, knowing their child is learning through experiencing. The last component I chose is from standard 7 of DEC professional Standards (Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) (Initial birth through age 8) is Professionalism and Ethical Practice. Component 7.2 of standard 7 states "Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices". I chose this rule because I feel as if we can always reflect on our work as teachers and in general. Taking a step back to observe yourself can be very effective in improving your own practice. You can see what your strengths and weaknesses are, what is working for you and the class and what is not, etc. This is evident for me and ECE teachers all around. This rule impacts me because I need to know when I need to take a step back and improve my work. It takes courage to do as such. I often need to take a step back and I can recognize when I need to do so. This is a good skill for me to have as a teacher. ECE teachers

need to be able to see this, as well as hear opinions from other professionals. They shouldn't take things too personally when they are doing this for the benefit of the children. This is good for the children and families because as you improve yourself and your teaching, it is shown in how the children learn and you and the families will see that. I haven't really seen this implemented but I'm imagining that it does happen. I may not see teachers taking a step back to observe themselves, but I see the result as they become better teachers. ECE teachers who care will take the time to work on themselves for the children and themselves.

In conclusion, these 9 rules that I have selected reflect my values for serving young children and their families in early childhood education as well as young children who are culturally, linguistically, and ability diverse and their families in many ways. Each rule that I have spoken about reflects how I want to teach and how I see the ECE profession. I feel as if each rule has a role in helping not only the child and families, but ourselves. These rules give structure to how each child can developmentally grow in all domains in the best way that works for them and their family. Through the struggle, we will see that changes need to happen to our teaching and ourselves to adapt to the child's needs. So many things go into being an ECE teacher, but I feel as if the most important one is passion. If you do not have a passion for teaching and children, you will find it very hard to implement all these rules and skills. It will also make it harder for the children. The children need someone who can see them in a different light and someone to continue spreading that light. As the children learn, you learn as well, and it will always be like that.