

Analysis of NAEYC and DEC Code of Ethics and Professionalism Standard

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Introduction

Handling and educating children is a sensitive matter since children are usually curious and learn from what they observe and their environment at a young age. The children must be and learn in environments that promote proper values since it would shape their character and future. It is crucial in early childhood education that the children attain their education in secure, all-inclusive, and cooperative environments; thus, children that have a difference that requires particular attention like the disabled children would be supported effectively to ensure they derive the most from their education like their counterparts. It will enable the children to grow appreciating their diversity and respecting each other irrespective of their difference hence the children can attain proper development. Organizations dealing with early childhood education should incorporate the children's families in their strategies (Calo, 2021). Thus there should be practical cooperation and collaboration between the organizations and the families through

continuous communication since families play a crucial role in shaping and influencing the development of children, as children are usually guided by their family values.

Analysis of the Ethics and Standards

NAEYC: Standards

'The National Association for the Education of Young Children (NAEYC) has developed standards observed while teaching and handling young children.' The standards are contained in the organization's position statements; some of the standards are;

The relationships standard (I-1.8) enables NAEYC to promote constructive relations between the children and the elders handling the children. The standard enhances the children's self-worth, encouraging them to be involved in the activities around them. Positive relationships with the children improve their development, learning, and interaction with their peers.

Teaching standards (I-1.7); NAEYC employs practical teaching strategies in culture, language, and development. The standard ensures that the children learn and develop about the goals of the curriculum. The standards result from recognizing the diversity of the needs and interests of children, thus the development of teaching approaches that meet the needs of children to ensure that all benefit.

Ethics

NAEYC's code of ethics is contained in 'its Code of Ethical Conduct and Statement of Commitment.' The code helps in solving ethical issues that might arise; some of its moral principles are;

Respect for others (P-1.7); NAEYC postulates that all the involved parties should respect each other, the children and their teachers alike. It ensures that each child contributes to their learning process since they do not fear being undermined or disrespected due to their commitment or difference. Therefore, promoting child development and their appreciation of the diversity of people and respecting the different opinions of their peers.

Fairness (P-1.3); the organization strives to attain equality while handling all the children to avoid discrimination against students based on their various qualities. The code is not applicable in situations where there is a legal requirement to provide tailored services to a particular group of learners (NAEYC, 2011).

DEC: Standards

The ethics and professional standards adopted by the organization are well stipulated in its code of ethics. The following are some of its standards;

Staff competence and support; DEC ensures that the staff teaching young children disabilities are qualified and committed to supporting the children's unique needs. The standards aim to support the development of children to better the quality of life of disabled children and their families.

Community and family relations; DEC establishes concrete relationships with the children's family and community through tailoring and providing services that meet the needs of these families and their communities. The children's families would be consulted while formulating policies impacting the children; as such, there would be effective communication between personnel of the organizations with the parents (DEC, 2020).

Ethics

Professionalism in practice; DEC's professionals are expected by this ethical code to handle the children professionally, according to standards of unique education professions. Thus the code of conduct of the professionals should be guided by this code. It helps transform the children's lives and their families positively by encouraging their development.

Practices based on ethical research; DEC's professionals' practices are usually guided by the ethical research on various issues relating to children with disabilities which are continuously done. The code ensures continuous development on the teaching of disabled children and that the action is ethical and beneficial to the children.

Conclusion

The organizations' discussed standards and code of ethics are crucial in early childhood since they promote fairness, inclusivity, and participation of the children and their families in their education, which influences the development and academic performance of the children. The principles are implemented in early childhood classes where the students are encouraged to participate in classroom activities and involve their families in supporting them in accomplishing the class activities. The standards and code of ethics evaluated are compatible with my value of inclusivity and cooperation in early childhood education. It allows the parents and the learners to be a part of the learning process, leading to the development of both parties, hence transforming their lives positively. Since professionalism would be upheld, the principles would also be practical in serving disabled children and their families during early childhood. Cooperation and collaboration with the parents would lead to better services to the children and their families.

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