

TRAINING TEMPLATE

CLASS INFORMATION

Training Session Title: Exploring the Code of Ethics

Description of Training Session: Explore the National Association for the Education of Young Children's (NAEYC's) Code of Ethics. Examine ethical dilemmas and learn how the Code of Ethics can help you navigate through challenging situations.

Training type: Annual or Initial

Session Length: 2 hours

Session Level: 2

Training Delivery Method: Classroom/In person Correspondence Online Hybrid

Target Audience: Administrators Child Care Center (ECEAP) Family Home
 FFN Head Start Military Parents/Relatives School-Age Trainers Tribal Nations

Core Competencies Early Care & Education Professionals

Hours

- Child Growth & Development
- Curriculum & Learning Environment
- Families & Community Partnerships
- Health, Safety & Nutrition
- Interactions
- Ongoing Measurement of Child Progress
- Professional Development & Leadership
- Program Planning & Development

Core Competencies School-Age Professionals

Hours

- Child/Adolescent Growth and Development
- Child/Adolescent Observation & Assessment
- Cultural Competency & Responsiveness
- Families, Communities & Schools
- Interactions with Children/Youth
- Learning Environment & Curriculum
- Professional Development & Leadership
- Program Planning & Development
- Safety & Wellness
- Youth Empowerment

Training Language: English Spanish Other:

Content Focus Group: Prenatal Infants Toddlers Preschool Age Pre-Kindergarten
 School-Age Special Needs Parents Staff Administrators Other

Training Methods:

- Audio-video with facilitation Case studies Demonstration & practice
- Handouts, printed materials Hands-On activities Independent study with supervision
- Lecture Materials display Observation of children Panel discussion
- Role-playing, simulation Self or program assessment Small group discussion
- Technical assistance Visual aids Other

LEARNING OBJECTIVES

Topic 1	
Key conditions	During a large group discussion about characteristics of professions
Desired performance or behavior	Participants will brainstorm the NAEYC Code of Ethics as a framework for professionalism
Criterion or evidence of learning	Come to a realization that there are certain characteristics of a profession and a Code of Ethics is an important part of it
Learning Objectives: Topic 2	
Key conditions	After examining the Code of Ethics and discussing the 4 sections
Desired performance or behavior	Participants will choose one ideal from each of the 4 sections that has value for them
Criterion or evidence of learning	And copy all 4 ideals on a piece of paper and discuss it for 20 minutes
Learning Objectives: Topic 3	
Key conditions	Given 4 scenarios on ethical dilemmas
Desired performance or behavior	Participants will be able to select a principle from the Code of Ethics that gives guidance to support ethical behavior
Criterion or evidence of learning	And read the principle they chose and give the reasons why they selected it to a small group of 3 people
Add additional Learning Objectives as needed	
School Readiness Consideration: When children receive respectful caregiving they learn to offer respect to others. This supports positive social skills which are critical for school success.	
CLASS OUTLINE/ DETAILED AGENDA	
Agenda Timeline	Content and methods
5:30 - 6:30	<p>Before Class Preparation: Obtain copies of the NAEYC Code of Ethics brochures for each participant and a Code of Ethics poster. Purchase from the NAEYC website. http://www.naeyc.org/ Items #531 and # 450</p> <p>Use the NAEYC Activity Sourcebook (NAEYC Item # 118, ISBN: 0935989951) to make copies of scenarios. Bring flip chart paper or prepare a white board for recording class discussions. Arrange tables for small group discussions.</p>
6:30- 6:40	<p>Class Overview and Instructions: Participants sign in as they arrive. Introduce yourself and the topic. Hand out an agenda and state the class description with learning goals, practical implications of the topic, and housekeeping details.</p> <p>Schedule a 5 minute break at 7:40.</p>

6:40-6:50	Introductions/ Icebreaker: Share your name, the age group you work with and one reason why you chose to attend this class about ethics.
6:50-7:05	<p>Topic 1: Large group brainstorm about characteristics of obvious professions, such as law or medicine. Record key ideas on flip chart or white board. Cite the NAEYC publication that lists at least 6 characteristics of professions:</p> <ol style="list-style-type: none"> 1. Entry requirements 2. Governing Body 3. Ongoing professional development 4. Code of Ethics 5. Agreed upon standards or rules 6. For the 'good' of society <p>Tie in the Core Competencies, Guidelines and other standards in our profession. Describe NAEYC and DEL as Governing Bodies for our profession in Washington.</p>
7:05-7:40	<p>Topic 2: Hand out NAEYC Code of Ethics. Allow participants time to examine the document. Point out the 4 sections of the document. Ask students to select 1 ideal or principle from each section that has personal value and share it with a partner. Demonstrate 2 examples of this activity.</p> <p>7:40-7:45 break</p>
7:45-8:15	<p>Topic 3: Hand out 4 ethical dilemma scenarios to each participant. Ask them to find an ideal or principle that will address this dilemma, share with a small group of 3 people. Demonstrate 2 examples of this activity. Recommend that students continue to explore this document out of class.</p>
8:15-8:20	<p>Topic 4: Class discussion about how respectful, ethical behavior from caregivers contributes to school readiness for children by modeling respect and stable environments. Children learn positive social skills from respectful caregiving.</p>
8:20-8:30	<p>Class Review/ Wrap-Up: Review the 4 topics covered. Ask participants to share an 'ah-ha' moment from the class session. If class is large, share in pairs. If class is smaller this can be done as a large group activity as time allows.</p> <p>Distribute class evaluations and STARS certificates</p>
	<p>Additional Extended Learning or Follow-Up: Share the NAEYC Code of Ethics web link for further reading and video presentations. http://www.naeyc.org/ Participants may keep their copy of the Code of Ethics brochure.</p>
EFFECTIVE INSTRUCTIONAL METHODS	
<p>How content reflects cultural awareness and learner diversity: Encourage the sharing of values as participants select relevant ideals or principles. Discuss how ethical dilemmas can be connected to cultural differences. In one cultural a behavior may not be considered a dilemma because it is culturally acceptable.</p>	
<p>Varied Learning Styles Offered: (Provide examples for those that apply) Auditory- mini lecture and class discussions</p>	

Visual- Code of Ethics poster, brochure, written scenarios and selected ideals/principles
Kinesthetic- Participants write chosen ideals or principles; handle scenarios on handouts or laminated cards. Talk with others about scenarios. Can role play if time allows.

Varied Student Grouping and Interaction : Independent brainstorming and examination of Code of Ethics. Pair Share of selected ideals and principles, and small group sharing about ethical dilemma scenarios. Large group sharing on characteristics of a profession, and how to support children and families with ethical decisions, which further supports school readiness.

Research Supported: (Please list sources): Content must reflect current research and best practice. At least one reference within the last 5-7 years. However, some material tied to older research is still valid, and should not be overturned as an idea.

NAEYC Code of Ethical Conduct brochure revised in 2005 (It was reaffirmed and updated in 2011), published by National Association for the Education of Young Children

Also : “Teaching the NAEYC Code of Ethical Conduct Activity Sourcebook” by S. Feeney, N. Freeman, and E. Moravik published in 2008 by NAEYC; ISBN: 0935989951. This provides scenarios for ethical dilemmas and informs instructor of appropriate ideals and principles for each the scenarios.

ADDITIONAL NOTES OR INSTRUCTIONAL TIPS

This class only introduces students to the Code of Ethics. It may be lengthened into a day- long session or into a series of 2 sessions to allow students more time to review the document and dilemmas. It may be used in a college course on professionalism.