

## NAEYC Code of Ethical Conduct 2024 Updates Notes

November 1, 2024

### OVERALL STRUCTURE:

- Old Title: Code of Ethical Conduct. New Title: Code of Ethics (CE)
- In the old versions, Admin and Trainer ethics were separate docs with many redundancies
  1. In the update, Admin and Adult Educator ethics are part of the single CE.
  2. Admin and Trainer ethics include all the Educator ethics with specifics added
- In the old versions, to read all 3 docs totaled 7+6+9=22 pages
  1. Current total is 13 pages not including any appendices.
  2. Glossary is now a longer appendix and see below, additional appendices are planned.
- CE Section 1 positions the CE within 5 “NAEYC Foundational Documents”
  1. The 5 Foundational Documents are: 1)Developmentally Appropriate Practice; 2)Professional Standards and Competencies for Early Childhood Educators; 3)Code of Ethics; 4)Advancing Equity in Early Childhood Education; 5)NAEYC Early Childhood Program Standards.
  2. Other foundational documents are referenced within the CE, and they were not referenced in the original document
- CE Section 2 Structure of the Code of Ethics; Purpose and Audience
  1. Virtually the same categories-children, families, colleagues **and employers (added)** and community and society are used in the CE as in the old doc
  2. The old document says the statement of commitment (SOC) is “not part” of the code of ethical conduct. The SOC is on the last page, all the way after the glossary and acknowledgements.
  3. The CE says the SOC is “integrated” in it, and the statement of commitment is moved up to right after the third section.
  4. The Purpose and Audience section usefully gives more precision to who is behaving ethically towards whom.
    - i. For example, while educators can expect to be treated ethically, the CE defines that as outside its scope.
- CE Section 3 The Position; Core Values
  1. Gives the Position itself, which the original did not have
  2. THE POSITION Early childhood educators must uphold essential professional, ethical responsibilities to ensure that each and every child, from birth through age 8, has equitable learning opportunities regardless of whether the setting is in a center, home, or school. The Code of Ethics for Early Childhood Educators, together with the Professional Standards and Competencies for Early Childhood Educators, articulates these ethical responsibilities, and in so doing supports ethical behavior in early childhood educators’ daily work.
  3. The Core Values are expanded and now expressed in the children, families, colleagues/employers, and community/society categories. Previously they only addressed children.
- The old “Ideals and Principles” language has been jettisoned in the CE
- CE Section 4 is the SOC

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- The old document tried to have a positive statement of responsibilities—a lot of “we shall.” The new document has several clear, direct, not statements, “—Not participate in practices that are emotionally damaging, physically harmful, . . . “
- The rest of the document is structured largely like the old one except for the additions of the Admin and Adult Educator sections, see above.

### TABLE OF CONTENTS CHANGES:

- Old order of document parts:
  1. Preamble and Core values (p.1)
  2. A conceptual framework (p. 2)
  3. Sections on ethical responsibilities to:
    - i. Children (pp. 2-3)
    - ii. Families (pp. 3-4)
    - iii. Colleagues (p. 5)
    - iv. The community and society (pp. 6-7)
  4. A glossary (p. 8)
  5. Statement of Commitment (p. 9)
- New order of document parts:
  1. Relationship of 5 Foundational Position Statements (p.1)
  2. Structure of the Code of Ethics; Purpose and Audience (pp.2-3)
  3. The Position; Core Values (p.4)
  4. Statement of Commitment (p.5)
  5. Educators working with young children, fams, colleagues (pp.6-9)
    - i. Children (p. 6-part of page 7)
    - ii. Families (p. 7-part of page 8)
    - iii. Colleagues/employers (p. 8)
    - iv. Community/society (p. 8-9)
  6. Ethical responsibilities specific to program administrators (pp. 10-11)
    - i. Personnel (p. 10-11)
    - ii. Sponsoring Agencies and Governing Bodies (p. 11)
  7. Ethical responsibilities specific to adult educators in professional preparation programs (pp. 12-13)
    - i. adult learners (p. 12-13)
    - ii. sites providing practicum experiences (p.13)
    - iii. institutions of higher learning, and agencies that provide professional learning opportunities. (p.13)
  8. Appendices:
    - i. Glossary of Terms (pp. 14-15)
    - ii. Current draft shows these planned appendices on p. 16:
      1. Appendix B: Theoretical and Philosophical Grounding and Considerations
      2. Appendix C: History and Context
      3. Appendix D: Sources
      4. Appendix E: Acknowledgements and Workgroup

### CONTENT CHANGES:

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- **Relationship language shifts:**

Old language example, “To appreciate the vulnerability of children and their dependence on adults.”

New language example, “encouraging the development of strong bonds and trusting relationships between and among children, families, educators, and communities.”

- **Equity language shifts:**

Old language used the protected classes from civil rights legislation, “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 sex, race, national origin, immigration status, preferred home language, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families.”

New language example, “Not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities based on their abilities and identities.”

- **Language about decision-making**
- **Language about assessments and data**
- **Language about confidentiality**
- **Language about**