



## EDUCATION

**PATHWAY:** Early Childhood Education

**COURSE:** Introduction to Early Childhood Education

**UNIT:** Unit 4 - Professional Work Ethics



## INTRODUCTION

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**Annotation:**

This unit will focus on analyzing the meaning of values and how this is the basis for establishing a code of ethics for early childhood education. Research and interpret the prominent work ethics in distinguished Codes.

**Grade(s):**

x	9 <sup>th</sup>
x	10 <sup>th</sup>
x	11 <sup>th</sup>
x	12 <sup>th</sup>

**Time:** (7) 50 minute periods

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**Academic Review:** Ben Tanner

**Special Education Review:** Lindsey Welborn

**Additional Review:** Rhonda Colwell

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



# FOCUS STANDARDS

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## **GPS Focus Standards:**

### **IECE4:**

Students will identify and practice professional work ethics.

- a. Identify and use job-related child care terminology.
- b. Demonstrate effective verbal, nonverbal, written, and electronic communication skills to use with children, personnel, and parents/guardians of children.
- c. Demonstrate appropriate business and personal etiquette in the workplace.
- d. Assess one's attitude and performance.
- e. Identify and demonstrate the behavior and social skills needed as a role model for children.
- f. Demonstrate knowledge of legal issues and liability as they relate to a child care worker.
- g. Review the NAEYC Code of Ethics.
- h. Develop a professional resource file.
- i. Organize and develop community resource information.

### **EDU-FS-3 Communications:**

Learners use various communication skills in expressing and interpreting information.

### **EDU-FS-8 Leadership and Teamwork:**

Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

## **GPS Academic Standards:**

- ELA9-12LSV1
- ELA9-12LSV2
- ELA9-12C2
- ELA9-12C1
- ELA RL 5



# UNDERSTANDINGS & GOALS

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## **Enduring Understandings:**

- The meaning of values
- How values determine codes
- Legal issues and liabilities related to child care
- Individual standards in the codes

## **Essential Questions:**

- What are values?
- How do values determine codes?

- What organizations establish codes?
- What are the codes of ethics for early childhood and Georgia educators?
- What is expected of ECE professionals?
- What is NAEYC?
- What is the difference between values and ethics?

#### **Knowledge from this Unit:**

- Vocabulary Terms
- Georgia Code of Ethics for educators
- NAEYC code of Ethics for Early Childhood care and education providers
- Appropriate business and personal etiquette
- Proper communication techniques

#### **Skills from this Unit:**

- Compare and contrast prominent codes
- Demonstrate proper communication techniques, etiquette, and social skills in the workplace
- Assess own values
- Illustrate and demonstrate each standard in the codes of ethics



# ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☒ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

**Assessment(s) Description/Directions:**

**Attachments for Assessment(s):**





## LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

### Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary: Professionalism, values, ethics, codes, confidentiality, communication, character...
4. Students (individually or small groups) create professional dress collage project using drawings, magazines, etc... (small version on notebook size paper or life-size drawing on bulletin board paper). Present final project to class. (4 – c. d. e.)
5. Using professional journals, students conduct an article search and evaluation on topics related to the codes. Use a pair/share or jigsaw technique for sharing the articles. Present findings. (4 – c. d. e. g.)
6. Ask several students to dress in different clothing styles, such as a suit, a frilly dress, sports clothes, etc. Have them stand in front of the class. Tell class members that these students are applicants for a child care job. What would their clothing say to a potential employer? Which outfit makes the best impression? Why? The worst? Why? What conclusions can students draw? (4 – a. c. d. e.)
7. Participate in a professionalism fashion show with marketing class. (4 – c. d. e.)
8. View “NAEYC: For Our Future” video. Answer video questions and discuss. NAEYC will be the organization that sets the standard for much of how we operate in this program. (4 – f. g.)
9. Students complete a graphic organizer comparing/contrasting NAEYC code of ethics and Georgia Code for Educators with or without the assistance of instructor. (4 – f. g.)
10. Suggested guest speakers: from Human Resources or Personnel Department, Day care, Director, Principal... Topics: From “How to get a job...” to “The quickest way to lose your job...” (4 – a. b. c. d. h.)
11. Facilitate a communication simulation:  
Ex: Pair students. One student has a copy of a dominos configuration. Describe to other student how to build the configuration with actual dominos. (4 – b. c.)

Tom Jackson's Activities that Teach... books has many ideas on communication. (435) 586-7058 for ordering information

**12. Values Wall – Human Continuum**

Students move across the room from one end of the spectrum to the other based on their values as instructor reads a list of statements (usually controversial based on values). Discussion on differences in values and the way people think. Should pose reflection on why people think the way they do and why it is different for others. A code gives everyone the same standard to live and behave by. Activity from Teaching the NAEYC Code of Ethical Conduct Activity Sourcebook (4 – e. f. g.)

**13.** Students work in small groups to illustrate and present each standard of the code on a poster board to display around the classroom. If the classroom has removable ceiling tiles, this is a unique way to display illustrations. (4 – h. i.)

**14.** Small groups participate in the NAEYC code of ethics "Is It Ethical?" card game. Teaching the NAEYC Code of Ethical Conduct, Freeman & Moravcik, pg. 44. Groups create a power point or handout/flyer to list the do's/don'ts of ethical communication with children, parents, colleagues, and community. (4 – g.)

**15.** Class participates in "Ethical Pursuits" game. Teaching the NAEYC Code of Ethical Conduct, Freeman & Moravcik, p 41 & 44-45. Read one of the case studies (p.101). Students move to the side of the room that represents how they feel they should respond to the situation "ethical", "non-ethical", and "it depends". Students may defend their position. Other students may challenge. Debrief by revealing which cases were ethical responsibilities and which were dilemmas. (4 – a.-i.)

**16.** After discussing the importance of each of the standards, students sign a Statement of Commitment. (4 – a.-i.)

**17.** Instruct students to read Do We Have as Much Sense as a Goose? Review questions may be answered individually or as a group/class. Discuss the role of a leader and working as a team in the ECE department. (4 – b. c. d.)

**18.** Give students various topics or a weekly theme. Each student will write a hypothetical model correspondence with parents such as a weekly or monthly newsletter. Emphasize the importance of grammar and mechanics. (4 – b.)

**19.** Direct students to role play appropriate and inappropriate verbal communication with children or parents. Teaching the NAEYC Code of Ethical Conduct provides valuable scenarios. (4 – b.)

**Attachments for Learning Experiences:**

Statement of Commitment

NAEYC: for our future video notes

Goose Story

Do we Have as much Sense as a Goose article review questions

GADOE code of ethics power point

Contrast/Comparison sheet

**Notes & Reflections:**

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.



## UNIT RESOURCES

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### Web Resources:

- NAEYC code of ethics ([www.naeyc.org](http://www.naeyc.org))

### Materials & Equipment:

- Teaching the NAEYC Code of Ethical Conduct Activity Sourcebook
- Ethics and the Early Childhood Educator: Using the NAEYC Code, Feeney, Freeman, & Moravick
- Georgia's Guide to Early Care and Learning, GACCRRA & Bright From the Start
- "National Association for the Education of Young Children" video, 800-424-2460
- "Code of Ethics for Educators" video and Power Point, GADOE
- "NAEYC: For our Future" video

### Textbooks:

- Beginnings and Beyond 5, 15
- Working With Young Children 1
- The Child Care Professional 2, 30, 14
- The Developing Child 23, Internet Resources
- Foundations of Early Childhood Education 1, 7

### Professional Readings for Instructor:

- Teaching the NAEYC Code of Ethical Conduct Activity Sourcebook
- Ethics and the Early Childhood Educator: Using the NAEYC Code, Feeney, Freeman, & Moravick

### What 21st Century Technology was used in this unit?

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		