

CHLD 101: Introduction to Early Childhood Education

Ethical Dilemmas Journal

Learning Outcomes	<ol style="list-style-type: none">1. Analyze critical, current trends and issues in the early childhood field as they reflect the historical roots of early childhood education, emphasizing the impact of the dominant culture, and the influence of other diverse cultural groups.2. Demonstrate professional capabilities through identifying and applying laws, rules and ethical responsibilities, reflecting on the impact of personal culture and biases on teaching, and identifying paths for professional growth and improvement
DEC Recommended Practices	<ol style="list-style-type: none">14. Team members support an optimum climate for all caregiving adults to ensure trust, collaboration and open communication.
NAEYC Standards	<ol style="list-style-type: none">6b. Knowing about and upholding ethical standards and other professional guidelines.6d. Integrating knowledgeable, reflective and critical perspectives on early education.

Study the issue presented in each ethical dilemma. Be sure that your answers are not just your opinion but are based on your reading assignments and the actual Ethical Standard Documents. These documents are in the Appendix of your textbook. Include some direct quotations to show that you have studied the issue.

Journal Entry 1: Social Equity

Think about what you have learned in this chapter about the term social equity within early childhood education. What does the term social equity mean to you? In what ways do you see the field of early childhood education as a potential tool of social equity? What factors within early childhood education do you see as most important for social equity to be attained?

NAEYC Ethical Standards Ideals

1-1.1: To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.

DEC Ethical Standards

4: Demonstrate, in our behavior and language, that we respect and appreciate the unique value and human potential of each child.

Journal Entry 2: Kindergarten Readiness

You are attending a meeting where a decision is being made regarding whether a kindergartner in your class should be retained for the coming school year. You feel that the child would be successful in first grade with some additional supports and retention would be harmful to the

child's self-concept and social relationships. The child's father, however, is advocating for retention. What might you do in this situation?

NAEYC Ideals

I-2.4-To respect families' childrearing values and their right to make decisions for their children.

I-1.2-To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

DEC: Professional and Interpersonal Behavior

We shall serve as advocates for children with disabilities and their families and for the professionals who serve them by supporting both policy and programmatic decisions that enhance the quality of their lives.

DEC: Responsive Family-Centered Practices

1. We shall demonstrate our respect and appreciation for all families' beliefs, values, customs, languages, and culture relative to their nurturance and support of their children toward achieving meaningful and relevant priorities and outcomes families' desire for themselves and their children

Journal Entry 3: English Language Learners

Hector's family has recently emigrated from Mexico, and he has enrolled in your 3-year-old preschool class. On his first day of class, his mother and father requested that he be spoken to exclusively in English. You explained that you were bilingual and felt Hector's development and learning would best be supported if you spoke to him in both English and Spanish. The parents insisted Hector would learn English faster if that was all he heard and remained adamant in their request. Presently, there are no other English Language Learners in the classroom.

NAEYC Ideals

I-1.11—To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.

I-2.5—To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

DEC: Evidence Based Practices

1. We shall rely upon evidence based research and interventions to inform our practice with children and families in our care.

DEC: Responsive Family Centered Practices

1. We shall demonstrate our respect and appreciation for all families' beliefs, values, customs, languages, and culture relative to their nurturance and support of their children toward achieving meaningful and relevant priorities and outcomes families' desire for themselves and their children.

Journal Entry 4: Curriculum Decisions

You have started a job teaching four-year-olds in a preschool classroom and are greatly looking forward to applying all that you have learned in your college coursework. During your first week in the classroom you carefully observe the children, working to get to know them and their interests. You also talk extensively with your new coworker. When you ask her what the children's interests are in the classroom so you can begin brainstorming possible ideas for a class project, she responds "Oh, we just use themes in here. Our curriculum is planned for the whole year and we really don't have the time to add other material in." What would you do in this situation?

NAEYC Ideals

I-1.2—To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

I-3A.2—To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

DEC: Professional and Interpersonal Behavior

3. We shall strive for the highest level of personal and professional competence by seeking and using new evidence based information to improve our practices while also responding openly to the suggestions of others.

Journal Entry 5: Discipline Choices

Several members of a community funding organization drop by your center for an observation. After they leave, one of the members calls you and comments on how the children seem to have too many choices and that there needed to be more direct consequences for children's behavior. He asked you if you were familiar with time-out and how he saw that as an effective punishment for young children. Briefly (two to three paragraphs) respond to the concerns this observer raised.

NAEYC: Building Family and Community Relationships

2a: Knowing about and understanding family and community characteristics. 2c: Involving families and communities

Journal Entry 6: Developmentally Appropriate Practices

You are a new teacher in a toddler classroom. Your co-teacher has been working to make sure all of the children follow the same daily schedule. You have noticed that two of the toddlers become very tired mid-morning and that they each nod off as soon as lunch is served. When you suggest to her that perhaps they can be served lunch a bit earlier than the other children and go down for an early nap, she responds "Routine is important at this age, and they are old enough to all be on the same schedule. Besides, we don't have the staff to support serving lunch at different times

and have the children awake at all different points in the day." What would you do in this situation?

NAEYC Ideals: Ethical Responsibilities to Children

I-1.2 To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

NAEYC Ideals: Ethical Responsibilities to Colleagues

I-3A.2 To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

Journal Entry 7: Advocacy for Children and the Profession

You are working in the field of early childhood education. Perhaps you are a teacher in a preschool classroom, a director of a center-based program, an owner of a family child care home, a first grade teacher, or a developmental therapist. On a daily basis, you are confronted with reminders that the field, the profession, your work and the people you work with, the lives of young children and families, are perhaps not viewed with the same value you have for the field, the professionals, and the children and families it serves. Perhaps a casual comment is made about “babysitting” services, or a disparaging comment about “families who don’t know anything about kids,” or a comment about “babies needing little more than a bottle and a clean diaper.” Maybe someone makes a comment about “disabled kids” or claims “we’d all be better off if we made everyone speak English exclusively.” Think about what you have learned in this course, your own values, your hopes for the field, yourself as a professional, for those you work with, for families, and for children. How would you respond to these comments?

NAEYC Ideals: Ethical Responsibilities to Community and Society

I-4.7—To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

DEC: Professional and Interpersonal Behavior

1: We shall demonstrate in our behavior and language respect and appreciation for the unique value and human potential of each child.