



# **Texas Professional Home Childcare Association**

## **2026**

**1st Quarter Self-instructional Training  
“Ethical Business Practices and Management”  
6 training hours**

Donated by: Rhonda Crabbs

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- ✓ Answer the questions attached
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***TPHCCA Education Chair***  
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With 70% of your answers correct you will receive your certificate along with your corrected answers. The date your test is received by the Education Chair is the date that will appear on the certificate. Please allow four weeks to receive your certificate.

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## **Ethical Business Practices and Management**

After this self study class you will be able to:

1. Define what a “Code of Ethics” means and how you are going to incorporate it into your professional life.
2. Explain how your leadership influences others ethics.
3. Explain the importance of ethical leadership to a successful quality early childhood program.
4. Explain why we need to have ethical business practices in our early childhood programs.

### **Reflecting on Ethical Conduct**

Most of us have ideas of how we can be ethical. But have we really thought about what ethics means and how it affects our work? Where do we find informed solutions to the incredibly challenging dilemmas that we all may face at one time or another in the early childhood field? How do we reflect ethical conduct? Good questions to ask ourselves as we think about not only our work with young children but also with families, co-workers and colleagues. By having a set code of ethics, we know that we can have a guide to moral relationships with others.

Thirty years ago people that worked with young children were able to gain a job by just saying “I like to work with young children.” In our society today, the field of early childhood is a professionally recognized field but is still developing. It is expected that staff, and especially administrators, have basic child care skills, training and knowledge along with a commitment to the education of young children. A large part of that commitment to the field of early childhood education comes from the person’s ethical responsibilities.

### **High Quality Programs**

Ethical and moral standards are the key to providing a high quality early childhood program. It is very important that administrators and staff understand the importance of confidentiality, professional development, honesty and reliability. It is these keys to high quality early childhood programs that set the stage for administrators and teachers to maintain an ethical position that is not only fair to staff but also to children, families and the community.

Every day you make choices that affect the children in your program and their families. Some of these decisions might be very easy for you but some might take a little thought, planning and commitment to doing the right thing also. In an ethical program, staff are able to understand and follow the specific guidelines that enable their decisions to support the child and family by providing the best possible outcomes for every issue that is raised.

## **Defining ethics:**

It is hard for many of us to put a definition with the words “ethics” and “moral” since both of these words have personal meaning. Since we are each individuals, our views of what is ethical and moral will be unique.

A common dictionary defines ethics as follows:

- A set of moral principles
- A guiding philosophy
- The discipline dealing with what is good and bad and with moral duty and obligation
- “Ethics is the study of right and wrong, or duty and obligation that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimension of relationships” (NAEYC Code of Ethical Conduct glossary)

The national media have recently begun to lament the loss of ethics in today's business world. According to a recent survey cited in The Wall Street Journal, 79 percent of young Americans believe that there are no absolute standards in ethics. Honesty in business ethics do not seem to be at the forefront of people's minds. Why has such an important topic as business ethics gone unnoticed, even actively ignored? The biggest reason is that ethics is largely misunderstood. Ethical behavior-behavior conducted with honesty and integrity, has recently become muddled up with moral or political questions.

For many people in the workforce, ethical questions are fairly faint on your radar screen. However, because companies, and especially early childhood centers, are so concerned with maintaining proper ethical standards, it is important to reiterate the major principles of professional ethics:

1. Avoiding even the appearance of wrong doing. If you are unsure if something should not be done – do not do it! It is very simple. If the thought even crosses your mind that you are doing something unethical, then you must not do it. When you allow transparency in your business, you are better able to show that you are a respectful and appropriate child care facility. Never allow your staff to break the Texas Minimum Standards Rules but tell them to obey them when the licensing staff member visits. This dishonest way of practicing business will only have your employees looking down on you and they will not be able to ensure they do the right action during an inspection. Remember that you are the model that the staff will follow. If you do not give your best to following the rules and objectives of early childhood education, why should the rest of the school?

2. Keeping sensitive information confidential. The children and families that come to you each day must be able to have security that their confidentiality will be respected. This includes just the late night ‘gossip’ between co-workers. You should only discuss a child or his family when at work and only in a professional manner. If you need to discuss the child and family, only speak about the area that is important to your work. For example, if a three year old is crying for his daddy throughout the day, you might

mention to a co-worker that the mom explained that daddy had moved out and that is why the child is missing his father. This information should only be discussed quickly and in private where no one else can hear. Never speak about the issue in front of the child or other adults. Now, if you want to gossip that you saw the child's father at the local bar last week with some lady in his lap that was not the child's mom, you need to keep that to yourself. That has nothing to do with what is needed to be spoken about in regard to helping the child.

3. Full disclosure with all parents and licensing regarding your business. It is important to never hide a fact from the parents or families. If something happens, own up to it and let everyone know that needs to. If you try to hide inappropriate events from parents and licensing, you will be found out.
4. Devotion to responsibility for every child, parent and employee in your center. If the director and assistant director does not own up to their responsibilities, why should employees?

### **Confidentiality and Child Abuse**

I spoke earlier about how important confidentiality in early childhood is. I do agree with that and there are only a few times that you should break that confidentiality. The most important time is if there is alarm for child abuse. As an Early Childhood Educator, you are mandated to report the suspected child abuse right away for your state agency. It is important that you do not add your own views or desires into the report but you give strictly what is needed to be given. I do believe that all families that enter into a contract to be in your program should be informed during registration that all suspected child abuse will be report to the proper authorities. This disclosure ahead of time allows the families to understand that you hold confidentiality high on your priority list unless it could harm the child.

### **Ethics in Applications**

If your center is governed by a board, it is very important to make sure that your application to operate is ethical not only for legal reasons, but to encourage partnership. When you write an application for money or other needed items for the child care program, make sure that the application is honest, truthful and speaks to the real need. If you lie on the application or do not give all of the information, you will be setting yourself up for a tarnished reputation that will stay with you.

### **Ethical Dilemma**

Have you ever been in a situation where several ethical responses might be appropriate but where they could conflict with others? This is what we consider an ethical dilemma.

When we have a variety of ethical choices to choose from that are all appropriate on their own but when we pull them together there might be a dilemma. Depending on which ethical response we choose will decide on the consequences of making that decision. Moral conflicts that involve determining appropriate conduct when you are faced with conflicting professional values and responsibility is a situation that you might face often. By having a set of ethical responsibilities already set for yourself, you will have an easier time dealing with the dilemma.

### **Should we have a code of ethics for all professionals?**

There are those who argue against the need for a profession to have a code of ethics. Their arguments are based on the premise that ethical behavior is a matter of individual ethical or moral autonomy and therefore codes are irrelevant and unnecessary. The opposite position argues that in professions such as early childhood, groups as well as individuals make ethical choices and a code of ethics can provide the context for that type of decision-making. In addition, those in favor of codes of ethics claim that individuals do not make judgments in an ethical vacuum, as individual ethical decisions affect others because of the nature of our interdependency.

### **What are codes of ethics?**

Codes of ethics can be described by identifying what they are not. They are not, for example, the same as traffic regulations or the rules for a library user. These types of rules or regulations do not allow for the user's interpretation and are generally rigid in the way that they are applied: you were either late returning your books or you were speeding or you were not. A Code of Ethics does not provide specific answers to ethical dilemmas as a book of procedures does. Instead, it sign posts ethical alternatives for discussion.

### **Why have an Early Childhood Code of Ethics?**

Early childhood professionals are expected to work in partnerships with children and families which require considerable professional skills and understandings. Ethics are involved in these partnerships because the relationships are based on value choices. Values such as being respectful in the development of partnerships with families are embedded in the EC Code of Ethics – which confirms their importance to the profession and families. Young children cannot choose the professional who will care for them in the same way that an adult can choose which doctor to visit. This places the early childhood professional in a context of power and the child in a position of vulnerability. The Code of Ethics reminds the profession of these positions and the need for them to be taken into account.

All teachers and directors should be expected to follow the NAEYC GUIDELINES. Directors and staff should research and adhere to the NAEYC code of ethics at all times. Directors and teachers must provide warm, nurturing interactions on the child's level. Such interactions should provide guidance and developmentally appropriate early education. Direct Supervision of every child is expected at all times. Failure to provide supervision should be subject to discipline up to termination. The Director must set this standard by acting ethical in her treatment of all children and families.

## **Ethical and Unethical Business Practices**

When working with young children and families, one can easily make unethical business decisions that might never been found out by anyone. Making unethical decisions can affect not only the administration and staff, but the children, families, community and Early Childhood Professionals throughout the world. We all hear the horror stories on the news about unethical business practices in day cares and because of that, it creates a non-trusting fear in parents, licensing staff and the community.

### *Some Unethical Business Practices*

1. Resorting to dishonesty, trickery or deception.
2. Distortion of facts to mislead or confuse.
3. Manipulating people emotionally by exploiting their vulnerabilities.
4. Greed to amass excessive profit.
5. Creation of false documents to show increased profits.
6. Avoiding penalty or compensation for unlawful act.
7. Lack of transparency and resistance to investigation.
8. Harming the environment by exceeding the government prescribed norms for pollution.
9. Invasion of privacy used as leverage, for obtaining personal or professional gains.
10. Sexual discrimination

### *Some Unethical Teacher Practices*

1. Neglect or physical abuse of a child.
2. Withholding of food, nap or other comfort from a child.
3. Yelling or the use of harsh tones of voice
4. Failure to report to work three consecutive workdays without proper notification.
5. Falsification of center records (i.e. employment application, time clock, and your records).
6. Conviction of a felony for any offense committed while employed by the center.
7. Receiving a DUI if you transport children
8. Leaving a child unattended (inside or outside).
9. Allowing a child to leave the center with an unauthorized person.
10. Sleeping while supervising children.
11. Excessive or habitual absenteeism or tardiness from work.

12. Insubordination that shows gross disrespect such as threatening, cussing, or yelling at administrators.

## **Ethical Conduct Policies**

Every early childhood program must make sure to have a set of ethical conduct policies in their employee handbook. The director, board of directors or administrators needs to understand their own school philosophy and mission so they can set their standards. No two schools will be identically but they should have met the same directives. Some of the following might seem like common sense to you, but let me assure you that I have seen some early childhood programs that had not thought of these ethical policies. You want to remember to cover as much as possible. Some of the following examples might seem extreme to you but remember we are speaking about a variety of individuals and you must help to remind them often of their ethical responsibilities to the children and families.

### ***ALCOHOL, TOBACCO AND ILLEGAL/UNAUTHORIZED DRUGS:***

Teachers and other educators shall not:

    Possess or use tobacco while on facility property or at a school-related activity whether on or off campus.

    Possess, use or be under the influence of alcohol while on school property or at a school- -related activity whether on or off campus.

    Use or possess illegal drugs under any circumstances. (

    Offer alcohol, tobacco or illegal drugs to students, arrange to purchase such products for students or encourage use of such products by students.

    Discuss with student the educator's personal habits pertaining to the use of alcohol, tobacco or illegal drugs.

    Administer medications, including over-the-counter medications, to students without written permission from parents/guardians

### ***CONTACT WITH STUDENTS:***

Teachers and other educators shall not:

    Be alone behind locked door with a student except when necessary for an educational purpose or emergency situation.

    Transport a student to an off-campus destination without written permission from the student's parent/guardian except in a medical emergency. If the emergency situation arises, the employee will arrange to have another adult accompany the two of you and understand that in the event of an accident, your personal insurance will be the primary coverage for you and the sole coverage for passengers-see.

    Have any inappropriate physical contact with a student.

## **COMMUNICATING WITH STUDENTS:**

Teachers and other educators shall not:

    Use crude, vulgar, lewd, discriminatory, offensive or profane language on District Property or at District sponsored events.

    Call students obscene or demeaning names such as stupid, jerk, moron, retarded, nerd, etc.

    Use obscene gestures

    Tell crude, vulgar, lewd, discriminatory, offensive or profane jokes on District property or at District sponsored events.

    Display or share crude, vulgar, lewd, discriminatory, offensive or profane objects, printed materials or pictures with students or other staff while during school hours.

    Make degrading, lewd, discriminatory, offensive, profane or suggestive comments to students about their or other students' physical appearance or development.

    Call, text, e-mail or share on Websites or blogs with students for anything other than school business. (Administrative Rule IJNDB [Use of Technology Resources in Instruction])

## **DATING AND SEX:**

Teachers and other educators shall not:

    Discuss their sexual orientation, preference or habits with staff members while on school property.

    Discuss their dating or intimate marital activities with students.

    Engage in any sexual conduct or have any sexual contact with students.

## **DRESS:**

Teachers and other educators, while on school property or at a school-sponsored activity whether on or off campus, shall not:

    Dress in revealing, tight-fitting, low-cut clothing or garments.

    Wear clothing with slogans or product advertisements that promote the use of alcohol, tobacco, drugs, sex or that advertise establishments that are age-inappropriate for students.

    Display tattoos or brands anywhere on the body that are obscene, advocate sexual, racial, disability or religious discrimination or that are of a nature that tends to bring discredit to the school

    Attach, affix or display objects, articles, jewelry or ornamentation to or through the nose, tongue or any exposed body part except for earrings worn only on the ear(s).

## **PERSONAL/PRIVATE GAIN:**

Teachers and other educators shall not:

Solicit sales or services, advertise products, or endorse one product over another in their relations with students, parents or employees.

Use classroom instruction to influence students, or through them, their parents, regarding any one political or partisan side of an issue.

Coerce students to adopt a particular religious belief or set of beliefs or to disavow a particular religious belief or set of beliefs.

Interject their personal faith-based beliefs or lack thereof, into classroom discussions.

## **Ethical Conduct**

When we speak of having ethical conduct in the Early Childhood Field we are speaking about exercising responsible behavior with the children, families, co-workers, community, and other professionals. The profession of early childhood has grown a lot in the last five years. NAEYC developed a Code of Ethical Conduct and Statement of Commitment for early childhood professionals to use as a guide as they work in the field. The following is taken from the NAEYC website with their permission. You may read more about the NAEYC Code of Ethics by visiting their website at [www.naeyc.org/about/positions/PSETHOS.asp](http://www.naeyc.org/about/positions/PSETHOS.asp)

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the NAEYC Code of Ethical Conduct.

Never harm children.

Ensure that programs for young children are based on current knowledge of child development and early childhood education.

Respects and support families in their task of nurturing children.

Respect colleagues in early childhood education and support them in maintaining the NAEYC Cod of Ethical Conduct.

Serve as an advocate for children, their families, and their teachers in the community and in society.

Stay informed of and maintains high standards of professional conduct.

Engage in an ongoing process of self-reflection, realizing that person characteristics, biases, and beliefs have an impact on children.

Be open to new ideas and be willing to learn from the suggestions of others.

Continue to learn, grow, and contribute as a professional.

## **Director's Ethical Responsibilities to Families**

Form trusting relationships with families we serve.

Supporting families in their task of nurturing children by building upon strengths and competencies and not on weaknesses

Respecting the uniqueness and diversity of each family and showing each of them worth and value.

Respecting families' choices of how they raise their children.

To interpret and explain each child's developmental progress to parents and help families understand early childhood practices.

Enhancing parental skills by helping parents understand their children.

Provide families the opportunities to interact with staff, other families, community resources, and professional services.

## **Trust**

Legendary entrepreneur Warren Buffet put it this way: "Trust is like the air we breathe. When it's present, nobody really notices. But when it's absent, everybody notices."

It is very important to make sure that licensing, families, community members, colleagues, and other professionals know that you are trustworthy. Ethical considerations pop up almost everywhere you look. Take technology. You could commit to buying software for every workstation instead of downloading the same piece of software onto multiple machines without paying for the right to do so. It's a common practice. It's also theft. Or you could create a policy banning the use of bootlegged software, photos and other images, sound clips and other material from the Internet, and refuse to engage in unethical spamming. It is easier to build quality relationships and have a good reputation than it is to try to rebuild it.

## **Cultural Diversity**

Culture is a different set of characteristics in people which include their race, economic ability, language and all the aspects of their life that makes them who they are. The definition of culture is very broad and includes everything that we do because culture is a very personal aspect of our life. Culture can be a simple way we hold our body or if we should make eye contact with others in public. In Texas, people you meet on the street say hello, customers in line at a store will have full length conversations and males hold the doors open for females. When I visited another state up North, I was shocked that no one talked to me while we were in line at the grocery store and I did not see males holding the doors open for all females, regardless of size or age. The culture of the two states was completely different and I am able to understand that better now.

Cultural diversity is not about skin color or race but rather all the little differences that make each of us unique. An ethical early childhood program will respect each child and family and value their individuality. When we make little jokes or comments that are not appropriate about a family or child, we are not being professional nor are we being ethical in our care of the child.

The dominate culture is the one that holds the power in a society. At this time, the dominate culture is typically white males that live in the upper middle class to upper class of our society. They are the people that make rules, laws and regulations for many aspects of our society. In our society today, the dominate culture is the one that sets the standards for traditional areas of acceptance. I found it interesting that Louise Derman-Sparks spoke about how within a culture group, some will be able to easily assimilate into the dominate culture while others will not. I have cousins in Oklahoma that up hold many of the American Indian Traditions and Heritage in their daily life. I, on the other hand, do not and assimilate more within the dominate culture of our society.

This information is important for all educators to understand because families that come through your program will not have the same family form or values that you have. My current family form is very different than my childhood family form and I am sure yours might be different in many ways also. We also need to remember that the families that are in our program right now will have a different family form the families next year. All children are individuals, with their own unique characteristic and so are all families. All educators must start to understand better the different family forms that are enrolled in their program. Respecting each of the different manners in which a family can be created, helps educators to be able to represent each one of their family cultures in their program. This representation helps the children and families to feel welcomed, respected and wanted in our program. Each family should be respected for who they are not and valued for their individual characteristics.

### **How educators unethically disempower parents**

When children are in a dominate culture that does not empower their family culture, the children can feel lost in two different worlds. Children can start to feel separate from the family and even view the family culture as wrong or not as important as the dominate culture. This explanation really made a connection with me and my program. Last Spring I had a four year old child constantly tell his mother that she was “doing it wrong, because that is not how Ms. Rhonda does it” to a variety of aspects of their home. I did not realize it at the time, but now I see how the child was viewing certain aspects of our early childhood program as more important than his family culture. This is something I need to watch more closely in the future. Early childhood educations can use words and actions to disempower the parents or families, even when the educator did not mean to cause this situation. Working with young teenage parents, I am often in a situation where I have to help them learn basic parenting skills. I believe these skills are important, so part of my program’s parent policies is that the teenage parents must participate in parenting classes with us. I never want to disempower the parents or grandparents with what I am saying or trying to teach. I need to be very careful in how I word my instructors to the parents in my program and make sure I gave them power as I try to guide their young minds. I have to make sure that I am not viewing or judging the parents in any fashion. I have to ensure that I am not making assumptions about the

family unit, especially due to the aspect of if the parents agree with me or not (Christian, 2006).

All teachers must understand that culture is individualized and is the unconscious rules that make up our behavior (Laureate Education, Inc., 2010). Each child or adult that we come into contact with will have their own specific set of rules that create their behavior guild. Without a respectful environment parents and co-workers are not going to be able to create a partnership that will benefit the child's development. When we respect each other's culture, and do not partake in narrow minded thinking of culture, we are able to better relate to each other (Beebe, Beebe, & Redmond, 2011). When teachers, parents, colleagues, community members and other professionals are able to relate, understand and accept the difference in their thinking, a relationship can be formed. If each party is too busy trying to prove that they are right and the other people are wrong, then communication will break down. Ramsey (2004) states "Multicultural and environmental issues are wide-ranging and complex and can be adequately addressed only if families and schools work together" (p. 12). If teachers, or parents, believe that their way is the only correct way, then the partnership that needs to be formed will not occur.

## **Professional Dispositions**

To make a well-rounded and highly qualified professional, we need to make sure we not only have professional goals but professional dispositions. "Professional dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities that affect student learning, motivation and development as well as the educator's own professional growth" (Morrison, 2009, p. 17). Some professional dispositions might include ethical practices, collaborating with colleagues and families, reflective practice, continuing education, caring for others, respecting others, and being an advocate for children's rights. It is important that you remember to bring all of your intelligence, enthusiasm, patience, and caring for others to the classroom, administration office or the kitchen. It does not matter where you are working at the center but that you have a professional attitude in anything that you do. Working with the rest of the staff in your center to create the best possible program for the children in your community is what you must strive for.

## **Ten Components of Quality Child Care**

As more and more child care centers are opened, and more children are placed in child care facilities there are many issues that must be addressed. Child care providers and programs can use these ten components to grade the ongoing development of their services to children and families. These ten components of quality programing were developed by the Center for Prevention and Early Intervention Policy.

1. Licensing ensures that a child care setting meets basic health and safety requirements.
2. The strongest indicators for long-term education and care are related to the caregivers' education and level of participation in ongoing training in the field of early childhood development and care.
3. Learning is an interactive process that involves opportunities for exploration and interactions.
4. Group size and ratios determine the amount of time and attention that each caregiver can devote to each child.
5. Positive relationships between caregivers and children are crucial to quality child care.
6. The active and responsive caregiver takes cues from each child to know when to expand on the child's initiative when to guide, when to teach, and when to intervene.
7. The path to literacy begins with interactions between caregivers and young children.
8. High-quality programs incorporate practices reflecting the values and beliefs of the families and the cultures of their communities.
9. Learning involves activities, materials and opportunities for exploration and interactions.
10. High-quality child care serves as a protective environment for a child and a source of support for the child's family.

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## **Ethical Responsibilities**

Every profession has specific ethical responsibilities that they must follow. In the Early Childhood Field, those responsibilities are even more important because they affect the lives of children and families. Every human being has the right to be loved, respected and valued as an individual. It is important that we do not compare or stereotype children and families because everyone has their own unique characteristics that make them who they are. Each child and family has the right to feel wanted, safe, secure, protected, needed, comfortable and worthy. Child care centers that are unable to help ensure this type of environment, but go back to the drawing board and try again. It is imperative that early childhood classrooms are able to provide the child and family with the best environment possible.

The most important decision that parents will ever make is who will take care of their child while they are not there. Children and parents deserve to have a child care facility that has well trained and competent staff members, safe equipment and facilities, sanitation and healthy practices being put into action and a nurturing environment where everyone feels welcomed.

Some examples that all staff members should strive for are listed below:

- Love and Care for all children
- Respect the children your classroom
- Provide a safe and pleasant place to play, eat, nap and learn.
- Help children feel loved, comfortable and happy
- Help children learn conflict resolution and self-control
- Strengthen the child's self confidence
- Provide experience that help children grow, learn and develop
- Give children opportunities to be creative
- Provide nutritious means
- Be prepared for emergencies
- Respect cultural differences

Some examples that all administrations should strive for are listed below:

- Responsible for meeting licensing rules
- Responsible for registration and intake of each child
- Attend professional workshops
- Select, care and maintain equipment
- Recruited, train and evaluate high quality staff
- Keep appropriate records and files
- Set and collect fees
- Respect cultural differences
- Maintain close touch with community
- Foster understanding of early childhood education

## **Conclusion**

It is very important for all directors, educators and staff members working with young children and families to remember that ethical practices are the only way to ensure quality programs. By making sure that we are able to be respectful, value and work with each family in a partnership we are able to ensure that we will be able to help the child and the family.

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## Ethical Business Practices and Management

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

1. By having a set code of \_\_\_\_\_, we know that we can have a guide to moral relationships with others.

- a. silence
- b. professionalism
- c. ethics

2. Ethical and moral standards are the key to providing a high \_\_\_\_\_ early childhood program.

- a. quality
- b. cost
- c. numbers of

3. It is very important that administrators and staff understand the importance of \_\_\_\_\_, professional development, honesty and reliability.

- a. confidentiality
- b. tuition
- c. gossip

4. The children and families that come to you each day must be able to have security that their confidentiality will be respected. This includes just the late night 'gossip' between co-workers.

- a. True
- b. False

5. None of your daily choices affect the children's families.

a. True

b. False

6. "Ethics is the study of right and wrong, or duty and \_\_\_\_\_ that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimension of relationships" (NAEYC Code of Ethical Conduct glossary)

a. obligation

b. desire

c. need

7. When you allow \_\_\_\_\_ in your business, you are better able to show that you are a respectful and appropriate child care facility.

a. money

b. love

c. transparency

8. Never have full disclosure with all parents and licensing regarding your business.

a. True

b. False

9. As an Early Childhood Educator, you are not required to report the suspected child abuse right away for your state agency.

a. True

b. False

10. Individuals do not make judgments in an ethical vacuum, as individual ethical decisions affect others because of the nature of our interdependency.

a. True

b. False

11. A Code of Ethics provides specific answers to ethical dilemmas.

- a. True
- b. False

12. \_\_\_\_\_ conflicts that involve determining appropriate conduct when you are faced with conflicting professional values and responsibility is a situation that you might face often.

- a. Moral
- b. Important
- c. Cultural

13. \_\_\_\_\_ are involved in family partnerships because the relationships are based on value choices.

- a. Culture
- b. Inclusion
- c. Ethics

14. Every early childhood program must make sure to have a set of ethical conduct \_\_\_\_\_ in their employee handbook.

- a. choices
- b. wants
- c. policies

15. When we speak of having ethical conduct in the Early Childhood Field we are speaking about exercising \_\_\_\_\_ behavior with the children, families, co-workers, community, and other professionals.

- a. responsible
- b. good
- c. solid

16. Direct Supervision of every child is expected at all times.

- a. True
- b. False

17. \_\_\_\_\_ diversity is not about skin color or race but rather all the little differences that make each of us unique.

- a. Cultural
- b. Inclusion
- c. Core

18. Children can start to feel separate from the family and even view the \_\_\_\_\_ culture as wrong or not as important as the dominate culture.

- a. inclusive
- b. family
- c. guided

19. All teachers must understand that culture is individualized and is the \_\_\_\_\_ rules that make up our behavior.

- a. true
- b. unconscious
- c. most

20. To make a well-rounded and highly qualified professional, we need to make sure we not only have professional goals but professional dispositions.

- a. True
- b. False