

Given the nature of their responsibilities, however, administrators face some additional ethical challenges. Conflicts often surface in the areas of enrollment policies; dealings with personnel; and relationships with families, licensors, governing boards, sponsoring agencies, and others in the community. The existing Code is a valuable resource that addresses many of the ethical issues encountered by administrators. However, it does not provide all of the guidance that they need to address the unique ethical issues that arise in their work. This Supplement offers additional core values, ideals, and principles related to the frequently recurring ethical issues encountered by administrators.

## Core values

In addition to the core values spelled out in the NAEYC Code of Ethical Conduct, early childhood program administrators commit themselves to the following additional core values.

We make a commitment to

- Recognize that we have many responsibilities—to children, families, personnel, governing boards, sponsoring agencies, funders, regulatory agencies, the community, and the profession—and that the well-being of the children in our care is our primary responsibility, above our obligations to other constituencies.
- Recognize the importance of and maintain a humane and fulfilling work environment for personnel and volunteers.
- Be committed to the professional development of staff.

## Conceptual framework

This document sets forth a conception of early childhood program administrators' professional responsibilities in five areas, some of which differ from those identified in the NAEYC Code. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) with personnel, (4) with sponsoring agencies and governing boards, and (5) with the community and society. The items in each section address the unique ethical responsibilities of administrators in early care and education settings.

## Ideals and principles

This Supplement identifies additional **ideals** that reflect exemplary practice (our aspirations) and **principles** describing practices that are required, prohibited, or permitted. The principles guide conduct and assist prac-

## Definitions

### *Administrator*

The individual responsible for planning, implementing, and evaluating a child care, preschool, kindergarten, or primary grade program. The administrator's title may vary, depending on the program type or sponsorship of the program. Common titles include director, site manager, administrator, program manager, early childhood coordinator, and principal. (*Note:* The definition of *administrator* and other relevant text in this Supplement are consistent with the Leadership and Management standard of the NAEYC Early Childhood Program Standards and Accreditation Criteria.)

### *Personnel*

Staff members employed, directed, or supervised by an administrator. Here, unless otherwise noted, *personnel* includes all program staff and volunteers providing services to children and/or families. (*Note:* Because program administrators may be supervisors and not employers, we have adopted the terms *personnel* and *staff* in lieu of *employees* for this Supplement to the Code.)

tioners in resolving ethical dilemmas. Together, the ideals and principles are intended to direct practitioners to questions that, when responsibly answered, provide the basis for conscientious decision making. While the Code and this Supplement provide specific direction for addressing some ethical dilemmas, many others will require early childhood program administrators to combine the guidance of the Code and/or this Supplement with their best professional judgment.

The ideals and principles in the Code and this Supplement present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code and the Supplement publicly acknowledge the responsibilities that early childhood professionals assume and, in so doing, support ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of the Code/Supplement and in the spirit that informs the whole.

The ideals and principles in this Supplement are based on early childhood program administrators' descriptions of ethical dilemmas they have encountered in their work. They are designed to inspire and guide administrators toward actions that reflect the field's current understanding of ethical responsibility.