

The Supplement also includes items from the NAEYC Code that directly relate to the work of administrators—some are duplicates of Code ideals or principles, and some are adaptations. Items from the Code that are repeated or adapted for this Supplement are cross-referenced with their corresponding ideals and principles, with the Code references indicated in parentheses. Other items that expand and extend the NAEYC Code were written specifically for this Supplement. (*Note:* There is **not** necessarily a corresponding principle for each ideal.)

1. Ethical responsibilities to children

The early childhood program administrator's paramount responsibility is to ensure that programs for children provide settings that are safe, healthy, nurturing, and responsive for each child. Administrators are committed to establishing and maintaining programs that support children's development and learning; promote respect for individual differences; and help children learn to live, play, and work cooperatively. Administrators are also committed to ensuring that the program promotes children's self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

- I-1.1 To ensure that children's needs are the first priority in administrative decision making, recognizing that a child's well-being cannot be separated from that of his/her family.
- I-1.2 To provide a high-quality program based on current knowledge of child development and best practices in early care and education.

Principles

- P-1.1 We shall place the welfare and safety of children above other obligations (for example, to families, program personnel, employing agency, community). **This item takes precedence over all others in this Supplement.**
- P-1.2 We shall ensure that the programs we administer are safe and developmentally appropriate in accordance with standards of the field, including those developed and endorsed by NAEYC and other professional associations.
- P-1.3 We shall have clearly stated policies for the respectful treatment of children and adults in all contacts made by staff, parents, volunteers, student teachers, and other adults. We shall appropriately address incidents that are not consistent with our policies.

P-1.4 We shall support children's well-being by encouraging the development of strong bonds between children and their families and between children and their teachers.

P-1.5 We shall support children's well-being by promoting connections with their culture and collaborating with communities to ensure cultural consistency between the program and families' childrearing practices.

P-1.6 We shall make every effort to provide the necessary resources (staff, consultation, other human resources, equipment, and so on) to ensure that all children, including those with special needs, can benefit from the program.

P-1.7 We shall ensure that there is a plan for appropriate transitions for children when they enter our program, move from one classroom to another within our program, and when they leave.

P-1.8 We shall apply all policies regarding our obligations to children consistently and fairly.

P-1.9 We shall review all program policies set forth by sponsoring agencies and governing bodies to ensure that they are in the best interest of the children.

P-1.10 We shall express our professional concerns about directives from the sponsoring agency or governing body when we believe that a mandated practice is not in the best interest of children.

P-1.11 If we determine that a policy does not benefit children, we shall work to change it. If we determine that a program policy is harmful to children, we shall suspend its implementation while working to honor the intent of the policy in ways that are not harmful to children.

2. Ethical responsibilities to families

The administrator sets the tone for the program in establishing and supporting an understanding of the family's role in their children's development. Administrators strive to promote communication, cooperation, and collaboration between the home and the program in ways that enhance each child's development. Because administrators provide the link between the family and direct services for children, they often encounter ethical issues in this area of responsibility.

Ideals

- I-2.1 To design programs and policies inclusive of and responsive to diverse families.
- I-2.2 To serve as a resource for families by providing information and referrals to services in the larger community.