

I-2.3 To advocate for the needs and rights of families in the program and the larger community.

I-2.4 To support families in their role as advocate for their children and themselves.

I-2.5 To create and maintain a climate of trust and candor that fosters two-way communication and enables parents/guardians to speak and act in the best interest of their children.

Principles

P-2.1 We shall work to create a respectful environment for and a working relationship with all families, regardless of family members' sex, race, national origin, immigration status, preferred home language, religious belief or affiliation, age, marital status/family structure, disability, or sexual orientation.

P-2.2 We shall provide families with complete and honest information concerning program philosophy, educational practices, and the services provided.

P-2.3 We shall make every attempt to use two-way communication to convey information in ways that are accessible by every family served.

P-2.4 We shall establish clear operating policies and make them available to families in advance of their child entering the program.

P-2.5 We shall develop enrollment policies that clearly describe admission policies and priorities.

P-2.6 We shall develop policies that clearly state the circumstances under which a child or family may be asked to leave the program. We shall refuse to provide services for children only if the program will not benefit them or if their presence jeopardizes the ability of other children to benefit from the program or prevents personnel from doing their jobs.

P-2.7 We shall assist families in finding appropriate alternatives when we believe their children cannot benefit from the program or when their presence jeopardizes the ability of other children to benefit from the program or prevents personnel from doing their jobs.

P-2.8 We shall apply all policies regarding obligations to families consistently and fairly.

P-2.9 In decisions concerning children and programs, we shall draw upon our relationships with families as well as each family's knowledge of their child. (See also P-3.7 in this Supplement.)

P-2.10 We shall respond to families' requests to the extent that the requests are congruent with program philosophy, standards of good practice, and the resources of the program. We shall not honor any request that puts a child in a situation that would create physical or emotional harm. In such instances, we shall communicate with the family the reason(s) why the request was not honored and work toward an alternative solution.

P-2.11 We shall work to achieve shared understanding between families and staff members. In disagreements, we shall help all parties express their particular needs and perspectives. (*Note: This is repeated in Section 3 [P-3.16] to emphasize the responsibility to both staff and family members.*)

3. Ethical responsibilities to personnel

Early childhood program administrators are managers with the responsibility for providing oversight for all program operations, as well as serving as leaders in early care and education programs. They are responsible for creating and maintaining a caring, cooperative workplace that respects human dignity, promotes professional satisfaction, and models positive relationships. Administrators must exemplify the highest possible standards of professional practice both within and beyond the program. Ethical responsibilities to personnel include those that are related to working with staff they supervise and/or employ as well as the unions or groups that represent these staff. (*Note: Administrators' ethical responsibilities to coworkers and employers are included in the Code of Ethical Conduct, Section III, Part A and Part B.*)

Ideals

I-3.1 To create and promote policies and working conditions that are physically and emotionally safe and foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem.

I-3.2 To create and maintain a climate of trust and candor that enables staff to speak and act in the best interest of children, families, and the field of early care and education.

I-3.3 To coach and mentor staff, helping them realize their potential within the field of early care and education.

I-3.4 To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.