



the **CDEA**™

**THE CHILD DEVELOPMENT
EDUCATION ALLIANCE**

CODE OF ETHICS

A Voice for Quality in Christian Settings

Developed by the National Board of the
Child Development Education Alliance

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CDEA

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CODE OF ETHICS

Mission

It is the mission of the CDEA to pursue the highest standards of early care and education in Christian settings. The CDEA encourages child development education, quality accreditation, legislative involvement, networking of Christian early care educators, support for parents, community involvement, ministry to families in need and quality, comprehensive curricula inclusive of Christian materials and values.

Preamble

A hallmark of any organization is the incorporation of a self-moderated code of ethics by which its members commit and abide. This Code of Ethics reflects a core set of beliefs and values which are fundamental to the care and education of young children and to the mission of the CDEA. It provides a framework of principles to guide early care educators as they interact and network with children, families and communities within the context of early childhood care and education.

Members of the CDEA, through the adherence to this Code of Ethics, publicly acknowledge their commitment to these beliefs and values and recognize their responsibility to use the Code of Ethics on a daily basis to guide their behavior and decisions.

Values

Biblical values teach children to care about themselves and others and lay foundations for working and living in their families and communities. The core values of accountability, compassion, courage, courtesy, fairness, honesty, kindness, loyalty, perseverance, respect and responsibility are taught in the Bible. God's instruction is that we teach the knowledge and values of our faith to our children. For this reason, we tell Bible stories, teach age-appropriate Bible thoughts and verses, sing Bible songs and teach Biblical truths and values.

"What we have heard and known, what our fathers have told us, we will not hide them from our children; we will tell the next generation the praiseworthy deeds of the LORD, his power, and the wonders he has done." Psalms 78:4

Key Principles

1. Every child is a unique creation of God with individual abilities, potential and needs.
2. Children reach their full potential within the context of secure relationships that are based on reciprocal trust and respect.
3. Young children learn best through direct sensory experiences utilizing developmentally appropriate practices, materials and resources addressing the physical, cognitive, social/emotional and moral/spiritual domains.
4. The family is a child's primary caregiver and teacher.
5. Early Care Educators must pursue on an ongoing basis, the knowledge, skills and self-awareness needed to be professionally competent.
6. Children, families, colleagues, communities and the nation are best served when Biblical values are presented to children through consistent role modeling and integration into daily learning activities.

In relation to children, I will:

1. Respect every child as a unique creation of God with individual abilities, potential and needs.
2. Create and maintain safe, healthy environments which enhance children's learning, development, engagement, self-esteem and show respect for their contributions.
3. Honor every child's right to play, as both a process and context.
4. Value and respect each child within the diversity of their family, culture, language and ethnicity.
5. Support the right for all children to play and learn in an inclusive early childhood environment.
6. Create and implement learning activities that reflect the diversity of learning styles, abilities, developmental stages and growth rates among the children in my care.
7. Care for and educate children in secure emotional and social environments that promote Biblical values such as sharing, serving, respect and cooperation.
8. Promote the learning of Biblical values through the integration into daily learning activities and role modeling.

In relation to families, I will:

1. Develop positive relationships with all families based on mutual trust and consistent open communication.
2. Work in partnership with families, recognizing that families have primary responsibility for the care and education of their children.
3. Support families with knowledge, skills and resources that will enhance their ability to nurture and guide their children.
4. Encourage and provide opportunities for active family involvement in the program.
5. Respect the uniqueness of each family and strive to learn about their culture, language and beliefs.
6. Maintain confidentiality respecting the right families have to privacy.

In relation to colleagues, I will:

1. Develop relationships based on mutual trust, respect, collaboration and confidentiality with all colleagues.
2. Work in partnership with colleagues and other service providers in the community to support the well being of children and families.
3. Share knowledge, experience and resources with colleagues to ensure the highest quality early care and education program.
4. Recognize and support the strengths, contributions, experience and diversity of my colleagues.
5. Encourage colleagues to adopt and act in accordance with this Code of Ethics and take prompt action utilizing the Biblical model of conflict resolution in the presence of unethical behavior.

In relation to the community, I will:

1. Advocate for and support laws and policies that promote the health and well-being of children and families.
2. Actively support, participate and network with others in the community to promote unity and a voice for quality in Christian early care and education.
3. Support and advocate for a community in which all children have access to high-quality early care and education in a variety of settings respecting parental choice.
4. Work with local, state and federal governing bodies in an informative and cooperative way to ensure their understanding of early childhood care and education issues in Christian settings.
5. Work to promote community understanding of how children learn, ensuring that appropriate systems of assessment and standards are used to benefit children.