


**Mentoring Pairs for Child Care**  
Module 2 Ethical and Reflective Practice  
Theory to Practice Study Group



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**Welcome Back**

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*"Live one day at a time emphasizing ethics rather than rules" (Dyer, n.d.).*

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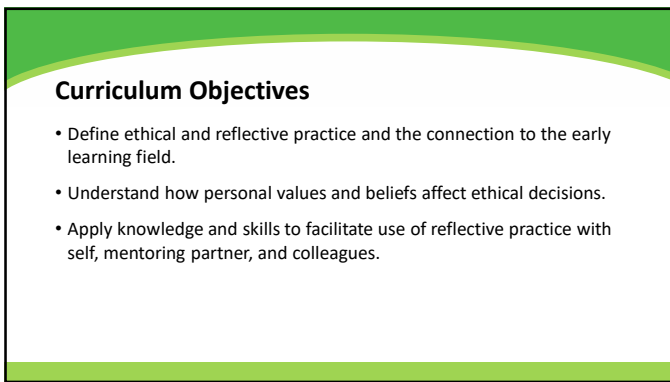
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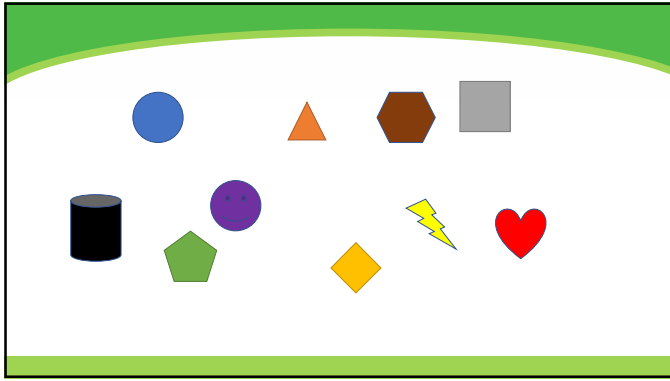
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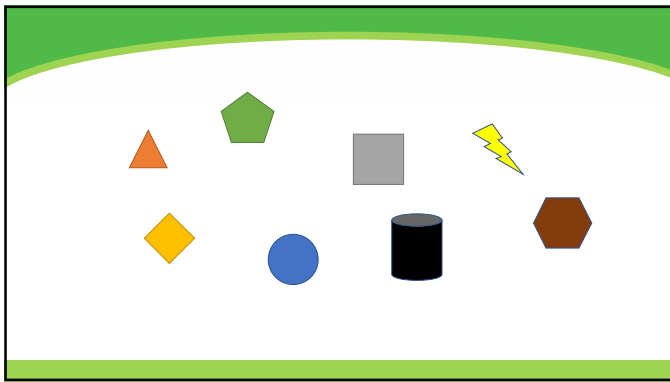
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**What is a Code of Ethics?**

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“... a set of statements that helps us to deal with the temptations inherent in our occupations” (Katz, 1991).

**A code of ethics expresses a group's beliefs about:**

- What is right rather than expedient
- What is good rather than practical
- What acts members must never engage in or condone

(Katz & War, 1991)

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## Why is a Code of Ethics important?

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**Working with children often involves issues with:**

- Power and status of practitioners
- Multiplicity and diversity of clients
- Ambiguity of what we know to be true
- Role ambiguity

**A Code of Ethics can assist with practice in all these areas.**

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**How to identify an ethical decision**

**Consider the following:**

- Is anyone's welfare at stake?
- Will anyone be affected by this decision?
- Is this decision likely to be made on the basis of ideas about how people ought to behave?
- Is there an obligation to choose one alternative rather than others?

**"Yes" answers to any of the above indicate ethical decisions.**

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Any tool can be used for good or bad. It's really the ethics of the artist using it.

John Knoll

BrainyQuote

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**Steps for Making Ethical Decisions**

1. Identify and focus on the facts of your situation.
2. Examine your values, beliefs, perceptions, and biases.
3. Consult the *Code of Ethics and Standards of Practice*, relevant legislation, and your workplace policies.
4. Generate a list of options for a course of action and identify the potential consequences of each.
5. Seek guidance and additional information from your employer, colleagues, or mentor.
6. Make your decision and act in the best interest of children and families.
7. Document your decision and the outcomes of the action.
8. Reflect and discuss.

(College of Early Childhood Educators, 2019)

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**Reflection**

Consider issues and decisions with ethical components and how you apply an ethical decision-making process.

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**Critical Reflection in Process - video**



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**CPL Resource**  
Reflective Practice and Self-Directed Learning



The Code of Ethics and Standards of Practice asks that early childhood educators "understand the value of reflective practice and leadership development and how continuous professional learning supports their professional growth and contributes to improving the quality of early childhood education for children, families and communities" (Standard IV.B.2).

The College of Early Childhood Educators has developed this resource to support registered early childhood educators. It offers a variety of resources to enhance practice, reflective practice and self-directed learning. Reflective practice and self-directed learning are fundamental to the CPL program. Complete using this resource to gain complete use of CPL. Further explore and engage in professional learning activities throughout your career.



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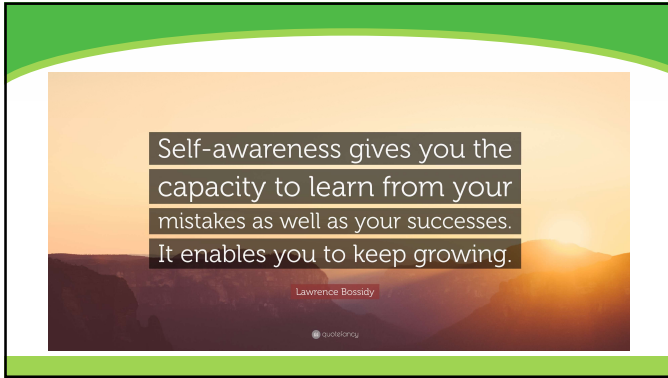
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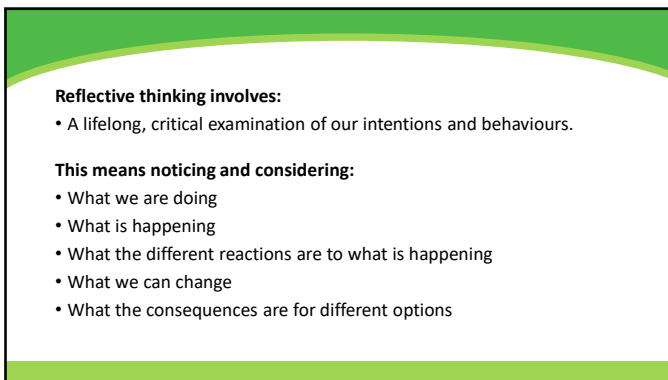
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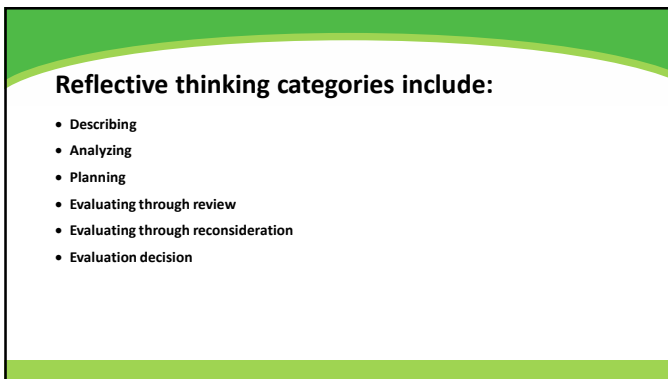
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**Ask different types of questions**

- **Descriptive:** Can you describe more about \_\_\_?
- **Predictive:** What would happen if \_\_\_?
- **Analytical:** What are the positive aspects of this approach? How else could this situation be approached?
- **Synthesis:** How can these options be arranged? How can these suggestions be organized?
- **Evaluate:** What appears to be the most appropriate option? What criteria were used for choosing that option?

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**Feelings of safety result from:**

- Acceptance and understanding
- Reservation of judgement
- Immediate and continuous feedback aimed at growth
- Activity that produces success
- Time

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**Dialogue Questions**

- What are the benefits of reflective practice?
- What supervisory demands inhibit reflective practice and how can these be managed?
- How can we support each other in MPCC in developing as reflective practitioners?

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**Ethical Decision Making and Values Exercise**

*The Story...*  
 Once upon a time there lived a woman called Abigail who was in love with a man called Gregory. Abigail lived on one side of a river and Gregory lived on the other side of the river. The river was infested with alligators! Abigail wanted to visit Gregory and could not because the bridge had been washed away in the spring thaw. Abigail went to Sinbad, who had a boat, to ask him to take her across to the other side of the river so she could see Gregory. Sinbad said that he would take her across the river but for a price. Abigail refused and went to her friend, Ivan to help her. Ivan didn't want to get involved. Abigail decided to pay Sinbad's price and he took her across the river to Gregory. Abigail told Gregory what she had to do to see him, and Gregory cast her aside with disdain. Abigail went to Slug with her tale of woe. Slug found Gregory and got her money back. Abigail was overjoyed at Slug's action. As the sun sets, we hear the sound of Abigail's laughter in delight over Gregory's losing the money.

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**Ethical Decision Making and Values Exercise**

*The Story...*

- Who was most offensive to you? Why?
- Who did you find least offensive? Why?

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**Ethical Decision Making and Values Exercise**

*The Story...*

- Discuss how personal values, beliefs, knowledge, and truths influence the ethical decisions of child care supervisors.
- Develop and record a group statement which summarizes your discussion.

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**Pair Action Planning**

- Share your goals for the module with your pair partner
- Action plan for your time and connections together - in-person, via email, by telephone, virtual gathering, etc.
- Consider any resources you would like to share with others

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**Session Wrap-up & Next Steps**

**The Virtual Classroom**

- Check out the discussion board
- Review supporting resources
- Explore the supplementary reading list
- Post resources for sharing
- Track time
- Complete evaluations

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