NZQA Assessment Support Material

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Unit standard 26714 version 2

Demonstrate knowledge of ethical behaviour in relation to an ECE service

Level 5   **Credits 3**

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NZQA Assessment Support Material
Teacher guidelines

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Demonstrate knowledge of ethical behaviour in relation to an ECE service</td></tr>
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This unit standard has 2 outcomes

Outcome 1
Examine values and beliefs and how they influence ethics in relation to practice in an ECE service.

Outcome 2
Examine an ethical dilemma in an ECE service and discuss strategies for handling the dilemma.

Learning contexts

* Ethical dilemmas involving conflict between ethical requirements of the ECE service and an educator's values, personal experiences, ethnicity, culture, and upbringing, may be assessed against in a simulated or real situation.

* A case study with at least one ethical dilemma is given to the candidate to analyse for Task 2. The candidate must be able to identify and discuss two strategies for handling an ethical dilemma related to a culture/s other than their own.

Recommended skills and knowledge

* It is recommended that Unit 10032, *Demonstrate knowledge of ethics in an ECE service*, is assessed before this unit standard; or demonstrated equivalent knowledge and skills

Definitions

* An *ethical dilemma* refers to a personal conflict between two or more core values such as personal values, beliefs, attitudes, professional values

* *Values and beliefs* may include understandings, patterns of behaviour, practices, and values shared by a group of people

* An early childhood education (ECE) service may include a centre-based service, hospital-based service, or home-based service. The home-based service may be nominated by the child's parent, be the child's own home, or the home of the educator.

* Three 'broad age groups' are defined in Te Whāriki for *children.* These are overlapping age categories and are defined as:
  infant – birth to 18 months
  toddler – one year to three years
  young child – two and a half years to school entry age

* Candidates for this assessment should be familiar with the intent of Te Tiriti o Waitangi, which informs guidelines, procedures, and practices in the ECE sector.

Notes for Assessors

- Assessors should refer to the NZQA website to ensure they are using the latest version of the unit standard - 26714. Reference to level descriptors may be helpful.

- The assessor will need to source a complex case study, or more than one case study, which is specific to the candidate's requirement.

- This assessment will apply ethical reasoning steps to ethical dilemmas. These will be used to analyse how this impacts on an ECE service. The following may be relevant:

Ethical Reasoning Steps

- Clarify the facts

- Identify the moral dilemma. What is the ethical question?

- Identify and interpret the relevant ethical principles: value of life, goodness, justice, truth-telling, individual freedom

- State the moral decision

- Formulate two strategies—action steps: what, how, who,and when.

Case Studies: Ethical Dilemmas

Possible dilemmas

- use of ICT in ECE services

- child autonomy and decision making versus dependence on others

- spirituality in ECE services

- immunization

- food choices

- celebrations in different cultures.

Ethical Principles

The following principles (Thiroux, 1986) are guidelines for regulating ethical behavior.

- Value of Life – Human life has inviolable sanctity. ". . . it is always wrong to act in a way which directly intends to harm or to kill an innocent human person" (Goodwin, 1985, p. 7).

- Goodness or Rightness – Ethical decisions should involve the principle of the greatest good for the greatest number. Doing good, in addition to refraining from doing evil, is required so that the consequences are good for the individual and for society.

- Justice or Fairness – This principle relates to equality of treatment and fair distribution of benefits and burdens among members of society.

- Truth-telling or Honesty – Although ethical action should be based on the truth, this principle is complicated by issues related to who has a right to the truth and whether or not it is appropriate to withhold it. When do you know you have all of the facts and can determine what is true? Confidentiality (contact-keeping), related to honesty and individual freedom, poses its own set of complications: What do you do when human welfare conflicts with confidentiality? When do you break a promise?

– Individual Freedom – Ethical decisions should consider the principle of self-determination. ". . . treat human beings as ends in themselves, never as means only" (Kant in Goodwin, 1985, p.7). Related to this standard are the following complexities: Whose right is uppermost when one person's autonomy impinges on another? Who should speak for those who cannot speak for themselves?

Legislation

Legislation includes but is not limited to:

- Education Act 1989

- Education (Early Childhood Services) Regulations 2008

- Health and Safety in Employment Act 1992

- Care of Children Act 2004

- Human Rights Act 1993.

References

Bell D (2005) *New to New Zealand: A guide to ethnic groups in NZ* Reed

Goodwin, L. (1985, Fall) *Ethical theory in the practical context*. SCAN, 6-8.

Ministry of Education, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media, 1996); available at http://www.educate.ece.govt.nz/learning/curriculumAndLearning/TeWhariki.aspx.

NZQA Authenticity for resources

NZQA Generic resources and guidelines
Generic resources and guidelines on designing assessment activities and assessment tools and approaches is available on the NZQA website, at http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/

New Zealand Teachers Council, *Code of Ethics for Registered Teachers* (New Zealand Teachers Council, 2004); available at http://www.teacherscouncil.govt.nz/required/ethics/codeofethics.stm.

Rest, J. R. (1982). *A psychologist looks at the teaching of ethics.*
The Hastings Center Report, 12(1), 29-36.

Thiroux, J. (1986). *Ethics: Theory and practice.* London: Collier McMillan.

NZQA Assessment Support Material
Candidate instructions

Unit standard 26714 version 2

Demonstrate knowledge of ethical behaviour in relation to an ECE service

Level 5   **Credits 3**

You will be assessed on
- the Code of Ethics for Registered Teachers
- how values and beliefs influence ethics in relation to an ECE service
- an ethical dilemma in an ECE service and strategies for handing the dilemma

Task 1

Outcome 1

Examine values and beliefs and how they influence ethics in relation to practice in an ECE service.

In this task you will be researching and describing the *Registered Teachers Code of Ethics* in terms of implementation in an ECE service; and examining values and beliefs in relation to how these impact on ethical behaviour in an ECE service. You are required to provide evidence of four values and beliefs.

The research of values and beliefs may include understandings, patterns of behaviour, practices and values shared by a group of people. You may choose to research the values and beliefs of someone you think will have different values and beliefs to you.

Task 1

Write a report, or prepare and deliver a presentation

- Discuss the Code of Ethics for Registered Teachers guides and how these influence or inform what happens in an ECE service. The fundamental principles should all be discussed in detail.

- Choose four values and beliefs, and discuss these in relation to how these values and beliefs may impact and guide ethical behaviour in an ECE service. Each value and belief discussed must link to an ethical behaviour in an ECE service.

Research could include websites, textbooks, journals, personal communications, community groups, and networks.

Task 2

Outcome 2

Examine an ethical dilemma in an ECE service and discuss strategies for handling the dilemma.

Task 2

An *ethical dilemma* refers to a personal conflict between two or more core values such as personal values, beliefs, attitudes, professional values.

In this task you will be examining an ethical dilemma and describing potential conflict between ethical requirements of an ECE service and your own values and beliefs. This may include personal experiences, ethnicity, culture or upbringing.

You will also be describing two strategies for handling an ethical dilemma arising from the learning and development of children.

Your assessor will provide you with one complex case study or more than one case study.

Read and examine the case study before writing your report, or preparing and delivering a presentation.

Your analysis of the case study and your own values and beliefs will include identifying and examining an ethical dilemma which may potentially conflict with your own values and beliefs, and required practices in an ECE service; and two strategies for handling the dilemma are required.

- A discussion of potential conflict between ethical requirements of an ECE service and your own values and beliefs. This may include personal experiences, ethnicity, culture, and upbringing.

- A description and justification of two strategies for handling an ethical dilemma arising from the learning and development of one age category of children in an ECE service.

NZQA Assessment Support Material

Assessment Schedule

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<tr>
<td>Level 5</td>
<td></td>
<td style="text-align:right">Credits 3</td>
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<tr>
<td colspan="3">Outcome 1

Examine values and beliefs and how they influence ethics in relation to practice in an ECE service.</td>
</tr>
<tr>
<td style="text-align:center">Evidence requirements</td>
<td style="text-align:center">Evidence</td>
<td style="text-align:center">Judgment</td>
</tr>
<tr>
<td>1.1
Description examines the *Registered Teachers Code of Ethics* in terms of its implementation in an ECE service.</td>
<td>Report includes discussion of the Code of Ethics for Registered Teachers. Fundamental principles governing the professional interactions of teachers are fully discussed
1. Autonomy
2. Justice
3. Responsible care
4. Truth
And the application of code in an ECE service
1. commitment to learners
2. commitment to parents/guardians & family/whānau
3. commitment to society
4. commitment to the profession.
Report includes how these influence or inform what happens in an ECE service.</td>
<td>4 principles (in print as at 1/03/2011) of the guide are discussed, with clear understanding of the code and what this means for an ECE service demonstrated.

Code of Ethics for Registered Teachers is discussed and linked to practices in an ECE service.

Evidence should be consistent with the level descriptor (see last page)</td>
</tr>
<tr>
<td>1.2
The values and beliefs are examined in relation to how these impact on ethical behaviour in an ECE service. evidence of four values and beliefs.

Range   Evidence of four values and beliefs</td>
<td>• 4 values and beliefs are examined and discussed. *Values and beliefs* may include understandings, patterns of behaviour, practices, and values shared by a group of people.
• discusses how these guide ethical behaviour in an ECE service.</td>
<td>• Evidence of four values and beliefs
• Each value/belief discussed linked to an ethical behaviour in an ECE service.

Evidence should be consistent with the level descriptor (see last page)</td>
</tr>
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Outcome 2

Examine an ethical dilemma in an ECE service and discuss strategies for handling the dilemma.

2.1 Potential conflict between ethical requirements of an ECE service and own values and beliefs are described. Range may include – personal experiences, ethnicity, culture, upbringing	*The assessor will need to source a complex case study, or more than one case study, which is specific to the candidates requirement and the learner will need to show the evidence relevant to their case.* An ethical dilemma is a predicament that involves conflicting responsibilities and requires a choice between two alternatives, each of which can be justified. Personal conflict may be between two or more core values such as personal values, beliefs, attitudes, professional values. The conflict between ethical requirements of the ECE service and candidates own values and beliefs is discussed. e.g. may be an ECE with some compliance issues, and an awareness that some incomplete or misleading information has been supplied. Choices may be to (1) report the licensing infractions to the licensing agency or (2) assume the violations are not serious and ignore the problem. Core values and stakeholders are identified, guidance sought from code of ethics, ethical choices identified and justified.	Description includes personal experiences and upbringing. Description may include an appraisal of whether the terms 'right and wrong' or 'fair and unfair' apply; and whether there is ethical responsibility or ethical dilemma (requiring at least two possible justifiable resolutions). May include an analysis of consequences, action and decisions in an area of potential conflict. Evidence should be consistent with the level descriptor (see last page)
2.2 Strategies are described for handling an ethical dilemma arising from the learning and development of children. Range evidence of two strategies and one age category is required	Analysis of case study/ies includes two strategies for handling an ethical dilemma relating to L&D of children which are clearly described and justified. Strategies should respond with respect for all concerned. Description may include the application of a process for reasoning when handling the ethical dilemma, such as: • A comparison is made and dilemma identified. • Clarify the facts. • Identify the moral dilemma. What is the ethical question? • Identify and interpret the relevant ethical principles: value of life, goodness, justice, truth-telling, individual freedom. • State the moral decision. Formulate and describe two strategies – action steps: what, how, who, and when	• 2 strategies are discussed for one age group. e.g. ethical finesse • Discussion should include description and justification for the choice/s made, and identify consequences (who may be helped or hurt, kind of benefits, long-run/short run considerations). • How actions measure up against moral principles (honesty, fairness, respect, decency, moral aspects etc) • Evidence should be consistent with the level descriptor (see below)

NZQF Level Descriptor: Level 5

Knowledge	• Broad operational or technical and theoretical knowledge within a specific field of work or study
Skills	• Select and apply a range of solutions to familiar and sometimes unfamiliar problems • Select and apply a range of standard and non-standard processes relevant to the field of work or study
Application of knowledge & skills	• Complete self-management of learning and performance within defined contexts • Some responsibility for the management of learning and performance of others