

幼教專業倫理守則

幼改會「幼教專業倫理守則」【89 年草案公佈、90 年草案通過】

前言

幼教工作者經常都面臨很多的難題，會需要基於道德和倫理的本質來做決策，茲將本守則公開陳述我們在幼教領域的責任及應有的道德行為，以提供幼教工作者遭遇倫理困境時，可以有一個依循的準則。

本守則之建立係基於下列共同認知：

1. 幼兒期是人類生命週期中獨特且重要的階段。
2. 幼兒教育工作乃是以幼兒發展的知識為基礎。
3. 尊重及支持幼兒與家庭之間的親密關係。
4. 了解幼兒的最佳方法是由其家庭、文化和社會脈絡著手。
5. 尊重每個個體的尊嚴、價值和獨特性。
6. 在信任、尊重和關心的關係之中，最能幫助幼兒和成人發揮其最大的潛能。

本倫理守則共分為四部分：1. 對幼兒 2. 對家庭 3. 對同事 4. 對社會。每一部分都包括理念及實際執行上的指引原則。

一、對幼兒的倫理

理念：尊重幼兒之權利與獨特性，善盡照顧與保護之責，提供適性發展之教保方案。

原則 1-1：在任何情況下，我們絕不能傷害幼兒，不應有不尊重、脅迫利誘或其他對幼兒身心造成傷害的行為。

原則 1-2：應公平對待幼兒，不因其性別、宗教、族群、家庭社經地位等不同，而有差別待遇。

原則 1-3：我們應了解幼兒的需要和能力，創造並維持安全、健康的環境，提供適性發展的方案。

原則 1-4：我們應熟悉幼兒被虐待和被忽略的徵兆，採取合宜的行動保護幼兒，當握有確切的證據時，應向主管機構通報。

原則 1-5：我們應知道早期療育系統之運作過程，能及早發現、通報、轉介及給予相關的協助。

二、對家庭的倫理

理念：尊重及信任所服務的家庭，了解家長的需求，協助或增進家長的幼教理念及為人父母的技巧。

原則 2-1：應尊重每個家庭之習俗、宗教及其文化，並尊重其教養的價值觀和為幼兒做決定的權利。

原則 2-2：我們應該讓家庭知道我們的辦學理念、政策和運作方式。

原則 2-3：如涉及影響幼兒權益的重要決定，我們要让家長參與。

原則 2-4：如有意外或特殊狀況發生時，我們應即時讓家長知道。

原則 2-5：如涉及與幼兒有關的研究計劃，我們事前應該讓家長知道，並尊重其同意與否的決定。

原則 2-6：我們應尊重幼兒與家庭的隱私權，謹慎使用與幼兒相關的記錄與資料。

原則 2-7：當家庭成員對幼兒教養有衝突時，我們應坦誠地提出我們對幼兒的觀察，幫助所有關係人做成適當的決定。

三、對同事的道德責任

理念：基於專業知識，與工作夥伴、雇主或部屬建立及維持信任與合作的關係，共同營造有益於專業成長的工作環境。

（一）對工作夥伴間的倫理

原則 3-1：我們應與工作夥伴共享資源和訊息，並支持工作夥伴，滿足專業的需求與發展。

原則 3-2：當我們對工作夥伴的行為或觀點覺得擔心時，應讓對方知道我們的擔憂，並和他一起以專業的知識和判斷解決問題。

原則 3-3：我們應與工作夥伴共同討論、分工，並接納工作夥伴給予的建議，並適當地調整自己。

（二）對雇主的倫理

原則 3-4：當我們不贊同任職機構的政策時，應先在組織內透過建設性的管道或行動表達意見。

原則 3-5：當我們代表組織發言時，應以維護組織權益的角度來發言與行動。

原則 3-6：我們應積極參與機構舉辦之活動，並給予適當的建議。

（三）對部屬的倫理

原則 3-7：我們應創造一個良好的工作環境，使工作人員得以維持其生計與自尊。

原則 3-8：我們應配合法令制訂合宜的人事政策，並以書面明示所有工作人員。

原則 3-9：對於無法達到任職機構標準的部屬，應先給予關切，並儘可能協助他們改善，如必須解僱時，一定要讓部屬知道被解僱的原因。

原則 3-10：應發展合理明確的考核制度，對部屬的考核與升遷，應根據部屬的成就紀錄以及他在工作上的能力來考量。

四、對社會的倫理

理念：讓社會了解幼兒的權利與幼教的專業，提供高品質的教保方案與服務，重視與社區的互動，並關懷幼兒與家庭福祉的政策與法令。

原則 4-1：我們應為社區提供高品質、符合社區需求和特色的教保方案與服務。

原則 4-2：我們有義務讓社區了解幼兒及其權益，提升社區家長的親職知能。

原則 4-3：當我們有證據顯示機構或同事違反保護幼兒的法令規時，應先循內部管道解決；若在合理的時間內沒有改善，應向有關當局舉報。

家庭生活教育人員倫理守則



Family Life Educators Code of Ethics*

Preamble

Family life education (FLE) is the educational effort to strengthen individual and family life through a family perspective. The objective of family life education is to enrich and improve the quality of individual and family life by providing knowledge and skills needed for effective living.

FLE emphasizes processes to enable people to develop into healthy adults and to realize their potential. Family life education helps people to work together in close relationships and facilitates the ability of people to function effectively in their personal lives and as members of society. While various professionals assist families, it is the family life educator who incorporates a family-systems, preventive, and educational approach to individual and family issues.

Family life education includes knowledge about how families work; the inter-relationship of the family and society; human growth and development throughout the life span; both the physiological and psychological aspects of human sexuality; the impact of money and time management on daily life; the importance and value of education for parenting; the effects of policy and legislation on families; ethical considerations in professional conduct; and a solid understanding and knowledge of how to teach and/or develop curriculum for what are often sensitive and personal issues.

A professional code of ethics provides guidelines when confronted with challenging and difficult ethical dilemmas. They serve notice to the public, and profession, as to the principles and values that will guide decision making under such circumstances. The ethical principles put forth in this Code of Ethics are standards of conduct in which Family Life Educators consider in ethical and professional decision making.

Ethical Principles for Parent and Family Life Educators

I. Relationships with Parents and Families

1. I will be aware of the impact/power we have on parents and family relations.
2. I will strive to understand families as complex, interactive systems where parents have the primary responsibility as educators, nurturers and limit-setters for their children.
3. I will respect cultural beliefs, backgrounds and differences and engage in practice that is sensitive to the diversity of child-rearing values and goals.
4. I will help parents and other family members recognize their strengths and work with them to set goals for themselves, their children, and others.
5. I will respect and accept parents and other family members for who they are, recognizing their developmental level and circumstances.
6. I will support and challenge parents to continue to grow and learn about parenting and their child's development.
7. I will communicate respectfully and clearly with all family members.

8. I will communicate openly and truthfully about the nature and extent of services provided.
9. I will support diverse family values by acknowledging and examining parenting practices that support healthy family relationships.
10. I will include parents/other family members as partners in problem solving and decision-making related to program design and implementation.
11. I will be proactive in stating child guidance principles and discipline guidelines and encourage non-violent child rearing.
12. I will create data privacy and confidentiality guidelines respectful of family members and protective of their legal rights.
13. I will provide a program environment that is safe and nurturing to all family members.
14. I will ensure that all family members have access to and are encouraged to participate in family education.
15. I will support family members as they make decisions about the use of resources to best meet family needs.
16. I will support healthy interpersonal relationships among all family members.
17. I will encourage family members to explore their values and promote healthy sexuality in their family.

II. Relationships with Children and Youth

1. I will treat children and youth with respect and sensitivity to their needs and rights as developing persons.
2. I will strive to understand children and youth in the context of their families.
3. I will do no harm to children and youth and insist on the same from others.
4. I will advocate for children and youth and their best interests at the same time that we work with the parents and other family members.
5. I will provide environments that are respectful of children and youth and sensitive to their developmental and individual needs.
6. I will support the right of all children and youth to have access to quality education, health and community resources.

III. Relationships with Colleagues and the Profession

1. I will value and promote diversity in staff.
2. I will provide staff with policies and support systems for addressing difficult situations with family members, colleagues and others.
3. I will follow data privacy policies that meet legal standards and are based on respect for family members.

4. I will follow the mandatory reporting of abusive family behavior in a respectful and prudent manner.
5. I will define our role as parent and family life educators and practice within our level of competence.
6. I will recognize the difference between personal and professional values in our professional interactions.
7. I will support the ongoing development of a knowledge base that guides us towards ethical and effective practice.
8. I will be committed to ongoing professional development to enhance our knowledge and skills.

IV. Relationships with Community/Society

1. I will be knowledgeable about community resources and make and accept informed, appropriate referrals.
2. I will be aware of the boundaries of our practice and know when and how to use other community resources for the benefit of family members.
3. I will communicate clearly and cooperate with other programs/agencies in order to best meet family needs.
4. I will advocate for laws and policies that reflect our changing knowledge base and the best interests of parents, families and communities.
5. I will respect and uphold laws and regulations that pertain to our practice as parent and family life educators and offer expertise to legal authorities based on professional knowledge.

By my signature below, I verify that I have read these ethical principles and that they will guide my professional practice as a Certified Family Life Educator

Print Name

Signature

Date

This signed document should be submitted along with the CFLE Abbreviated Application, the CFLE Exam Application, or as part of the Recertification and Upgrade processes.

* Drawn from the Minnesota Council on Family Relations (MCFR). (2009). Ethical Thinking and Practice for Parent and Family Life Educators. Minneapolis: Minnesota Council on Family Relations.