SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: **Administrating Child Care Settings**
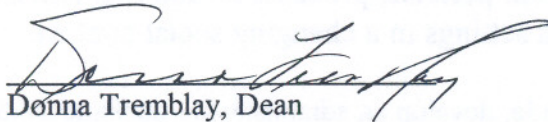
CODE NO: **ED 266**   **SEMESTER:** Four
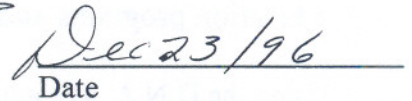
PROGRAM: **Early Childhood Education**

AUTHOR: **Kathy Nielsen**

DATE: **January 1997**   **PREVIOUS OUTLINE DATED:** Jan. 1996

APPROVED: _Dec 23/96_

Donna Tremblay, Dean   Date
Health and Human Sciences and
 Teacher Education

TOTAL CREDITS: 4

PREREQUISITE(S): ED 268-3

LENGTH OF COURSE: 15 weeks

TOTAL CREDIT HOURS: 45

ADMINISTERING CHILD CARE PROGRAMMES   ED266

Total Credits: FOUR (4)

Prerequisite: ED268-3

I.   COURSE DESCRIPTION:

This course examines the role of the teacher as administrator/or supervisor in early Childhood education programmes in terms of planning, organizing, operating and evaluating such programmes.

II   LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

A.   Learning Outcomes:

1.   Apply relevant legislation, policies, procedures, and regulations to early childhood education programs and settings in a changing social context.

2.   Using the D.N.A. as a guide, develop an administrative package for the operation of an early childhood center, which includes programming for children ages birth to 12 years

3.   Develop and maintain effective written interpersonal communication with children, families, co-workers, employers, and individuals/agencies.

4.   Implement a menu plan.

B.   Learning Outcomes with Elements of Performance

Upon successful completion of this course the student will demonstrate the ability to:

1.   **Apply relevant legislation, policies, procedures, and regulations to early childhood education programs and settings in a changing social context**

Potential Elements of Performance
▸   Understand roles and responsibilities of government (i.e. social policy, funding, legislation)
▸   Identify the impact of legislative and regulatory bodies, social policy, funding, and administrative practices on the quality of programs
▸   Advocate for children, families, and the early childhood educator's profession
▸   Describe the tasks and responsibilities of early childhood educators in relation to legislation, regulations., policies, and procedures

2.   **Using the DNA. as a guide, develop an administrative package for the operation of an early childhood center, which includes programming for children ages birth to 12 years**

Potential Elements of Performance:
- ensure a healthy and safe environment in accordance with agency policy and governmental guidelines
- identify the impact of personal health practices on the early childhood educator
- plan and monitor safe environments for children
- develop policies outlining positive guidance techniques
- ensure congruency between one's personal philosophy of early childhood education and curriculum design and implementation
- advocate for services to children and families and for the early childhood education profession utilize developmentally appropriate and inclusive practices
- develop a learning environment which enhances growth and development
- describe the tasks and responsibilities of early childhood educators in relation to legislation, regulations, policies, and procedures

3.   **Develop and maintain effective written interpersonal communication with children, families, co-workers, employers, and individuals/agencies.**

Potential Elements of Performance:
- ensure that information is comprehensive, concise, factual and objective
- demonstrate respect for diversity by monitoring and modifying interactions
- demonstrate effective teamwork and team membership through effective collaboration and consultation
- develop comprehensive policies and procedures that build a co-operative working team

4.   **Implement a menu plan**

Potential Elements of Performance
- demonstrate the ability to cook and serve snacks and meals to preschool children
- assist the cook in her/his everyday routine
- work co-operatively with a classmate in order to facilitate the smooth operation of the meal preparation
- demonstrate to ability to evaluate the experience that includes: menu, recipes, quantities of food required, approximate cost.
- conduct yourself professionally

III.   **TOPICS:**

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units nor in the order below.

> Personal philosophy of Preschool Education
> Total Quality Management (TQM)
> Continuous Quality Management (CQI)
> Application of DNA (ongoing)
> Preschool Floor Plan
> Equipment Lists and Costs
> Renovations
> Job Descriptions
> Budgets and Financial Records
> Costs of Programme
> Admissions Procedures. Children's Information
> Forms, On-going Records
> Medical., Timetables and Schedules

IV.   **TEXTS:**

Administering Early Childhood Settings, The Canadian Perspective, Yeast, McKenna, Warberg and Chandler
Day Nurseries Act (Bill 160)
Handouts
31/2" disc formatted
Reference books (ECE/College Library)

V.   **EVALUATION PROCESS/GRADING SYSTEM**

Preschool Project   **60%**

Due dates for each section will be announced in class. Each section worth 5-10%

Final, Finished project due April 17, 1997

Cooking and evaluation   **10%**
(each group is assigned a date - evaluation due **one week** after cooking experience)

In class assignments and team building exercises   **10%**

Participation, team cooperation - evaluation to be completed by
each member DUE date April 24, 1997   **10%**

Attendance   **10%**

Sault College Policies regarding plagiarism and honesty are in effect. See Sault College Student Handbook for details.

N.Q.A Policy adhered to by instructor to a maximum of <u>five days</u>

Grading

A+   90-100
A   80-89
B   70-79
C   60-69
R   Repeat Course

SPECIAL NOTES

Students with special needs (e.g. Physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

The instructor reserves the right to modify the course as h/she deems necessary to meet the needs of students.

Planning a Day Nurseries Program

1. **INTRODUCTION**:

    .   state in one or two sentences the intent of your proposal (plan)

2. **PROGRAM GOAL**:

    .   state in one sentence the intent of your program

3. **PROGRAM OBJECTIVES**:

    .   in support of program goal (#2)

    .   how you will accomplish your goal

4. **CURRENT SITUATION**:

    .   a profile of current child care services at the College

    .   # of spaces, types of care, waiting list

5. **PROGRAM DESIGN**:

    A. Level of Service to be offered include:

        .   number of spaces proposed (if changes proposed)
        .   age groups to be served (if changes proposed)
        .   hours and days of operation
        .   types of services to be offered i.e. resource centre, toy library, day care, nursery school, school-age etc.

    B. Organizational Structure:

        .   organizational chart
        .   role and function descriptions for all positions, including volunteers and ECE students
        .   position qualifications for all positions

    NOTE:

    This would include board of directors and a reporting structure.

C. Program Components:
1. philosophy of centre
2. daily program schedule including teacher assignment
3. curriculum overview – how and what types of activities will you offer
4. staff schedule including coffee breaks and lunches, prep-time (if offered). You must adhere to the D.N.A. staff/child ratios at all times.
5. guidelines for food purchasing and menu planning
6. childrens records – develop necessary forms
7. office procedures
8. educational program procedures and policies (i.e. discipline/behaviour management)
9. Furnishings and Equipment List
   . indoor (office, kitchen, playrooms etc.)
   . outdoor equipment
   . the costs for these items will be part of your start up budget
10. Budget
   a. Start up Costs including:
      . furnishings and equipment
      . salaries prior to opening and until revenue commences
      . advertising (describe amount and type and associated costs)
      . other as identified

   b. Operating Budget (annual):
      . salaries (identify position and rate)
      . benefits
      . travel and training
      . supplies (paper, paint, kitchen, janitorial, office)
      . food
      . rent/mortgage
      . utilities (gas, electricity, water, sewer)
      . taxes
      . insurance (identify amount and type of coverage you obtain)
      . repairs and maintenance – cleaning
      . phone (business rates)
      . new furnishings and equipment
      . advertising
      . vehicle operation and maintenance – if applicable
      . other (identify costs)
      . expenditure recoveries (revenue)
         parent fees
         fundraising
         government grants (subsidy, D.O.G. etc.)

11. Personnel Policies
    - job descriptions – all positions & volunteers, students
    - staff orientation program
    - professional development plan – in house and external
12. Parent Program
    - outline program to encourage parent involvement
    - attach sample newsletter and parent information brochure

6. FACILITY DESIGN:

- present a conceptual design of the revised physical plant (floor plan)
- include buildings, playground, landscaping, parking
- drawn to scale (i.e. $1/2" = 5$ feet or $1/4" = 1$ foot)
- include a list of all features the design includes i.e. # of playrooms, staff room, laundry, kitchen, storage etc.

7. PROGRAM EVALUATION:

- what criteria or processes will be used to evaluate the program
- frequency of evaluation
- what kinds of written reports should be available

8. PROGRAM BROCHURE:

- describing or outlining all aspects of your centre's program