

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: ADMINISTRATING CHILD CARE SETTINGS

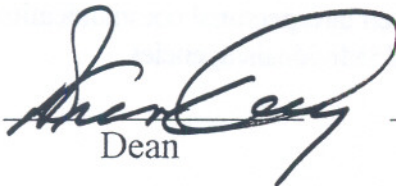
Code No.: ED266 Semester: FOURTH (4)

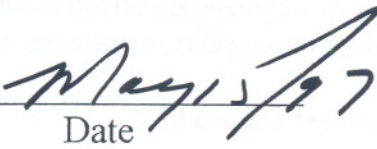
Program: HEALTH SCIENCES AND TEACHER EDUCATION

Author: KATHY NIELSEN

Date: JANUARY 1998 Previous Outline Dated: JANUARY, 1997

APPROVED:


Dean


Date

Total Credits: 4

PREREQUISITE(S): ED 268-3

LENGTH OF COURSE: 15 weeks

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 between the ages of 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
- Goals and Objectives of your programme
- Needs Analysis
- 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
- Parent policies
- Assessment Tools

IV. TEXTS:

- Administering Early Childhood Settings, The Canadian Perspective, Yeast, McKenna, Warberg and Chandler
- Day Nurseries Act (Bill 160)
- Handouts
- 3 1/2" disc formatted
- Reference books (ECE/College Library)

V. EVALUATION PROCESS/GRADING SYSTEM

Preschool Project 60%
(This project will be broken down into smaller sections. As each section is completed you must hand in this portion on the due date as announced in class, these assignments will be marked and graded. It is expected that you will correct these sections of the project before putting them in your final submission. These assignments are worth 5-10 % which is up to 30 marks or 50% of the project.)

Final, Finished project due April 18,1998

Cooking and evaluation 15%
(each group is assigned a date - evaluation due **one week** after cooking experience, form is attached)

DNA quiz 10%

Participation, team cooperation - evaluation to be completed by each class member DUE date April 25, 1998 15%

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 FOUR days

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 Programme

1. INTRODUCTION:

- . State in a single paragraph the intent of your programme proposal

2. PROGRAMME GOALS:

- . State in a few sentences the intent of your programme

3. PROGRAMME OBJECTIVES:

- . In support of programme goal (#2)
- . How you will accomplish your goal

4. CURRENT SITUATION

- . A profile of your child care services using Sault College facilities or your own preferred location
- . # of spaces, types of care, waiting list

5. PROGRAMME DESIGN:

A. Level of Service to be offered include:

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

B. Organization Structure:

- organizational chart
- role and function description for all positions, including volunteers and ECE students
- position qualifications for all positions

NOTE:

This would include board of directors and a reporting structure/ private or non-profit status

C. PROGRAMME COMPONENTS:

- Philosophy of centre
- daily programme schedule including teacher assignment
- curriculum overview - how and what types of activities will you offer
- staff schedule including coffee breaks and lunches, prep-time (if offered)
- You must adhere to the DNA staff/child ratios at all times
- guidelines for food purchasing and menu planning

childrens records- develop necessary forms
office procedures
educational programme procedures and policies (i.e. discipline/behaviour management)

Furnishings and equipment list

- . Indoor (office, kitchen, playrooms etc.)
- . Outdoor equipment
- . The costs for these items will be part of your start up budget

6.

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
 - fund-raising
 - government grants (subsidy w.a.g.e. etc.)
 - registration fees

7. FACILITY DESIGN:

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

. Include a legend noting windows, doors, walls etc.

. Note **NORTH** on the plan for proper bearings

8. **PROGRAMME EVALUATION**

. what criteria or processes will be used to evaluate the programme

. frequency of evaluation

. what kinds of written reports should be available

9. **PROGRAMME BROCHURE:**

. Describing or outlining all aspects of your centre's programme