SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON

COURSE OUTLINE

Course Title: **ADMINISTERING CHILD CARE PROGRAMMES**

Code No.: **ED266**   **Semester: FOUR**

Program: EARLY CHILDHOOD EDUCATION

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Date: JANUARY 99   **Previous Outline Date: JAN. 98**

Approved: _D. Tremblay_

D. Tremblay, Dean

Health, Human Sciences and Teacher Ed.

Date: _May 26/98_

Total Credits: FOUR   **Prerequisite(s): ED268**

Length of Course: 15 WKS.   Total Credit Hours: 60

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:

The Emerging Educator, Working in Early Childhood Settings, Rudick, Nyisztor, Vanier
College, ITP Nelson
(suggested) 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 16,1999

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 23, 1999   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 <u>FOUR days</u> (four coupons only from each group member)

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 severed
               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
children's 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

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

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 EVALUTION

. 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

10. DNA

outlining DNA requirements for administering licensed programmes