

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE



Course Title: ADMINISTRATING CHILD CARE SETTINGS

Code No.: ED 266 -4

Program: EARLY CHILDHOOD EDUCATION (E.C.E.)

Semester: FOUR

Date: JANUARY 1995 Previous Outline Date: JANUARY 1994

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New: _____ Revision: X

APPROVED: _____

K. DeRosario
K. DeRosario, Dean
School of Human Sciences
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DATE: _____

Jan 6 1995

COURSE NAME: ADMINISTRATING CHILD CARE PROGRAMMES

COURSE CODE: (ED 266-4)

Prerequisite: ED 268-3

PHILOSOPHY/GOALS: 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. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES)

Upon successful completion of this course the student will:

- 1) Develop a set of objectives for the particular preschool being planned by the student. The objectives will be derived from the values implicit in the student's philosophy of preschool education.
- 2) Present a plan of the physical plant (building, grounds, equipment) which reflects the objectives in #1 above and includes short-and long-range plans for development and maintenance of the property.
- 3) Develop an operating budget for the school and a plan for effective record-keeping (manual and computer based).
- 4) Develop efficient and effective operating procedures for an office and educational programme.
- 5) Develop guidelines for food purchasing and menu planning.
- 6) Develop personnel policies which include job descriptions, staff orientation and professional development.
- 7) Present a plan for the children's day at school, including teacher assignment.
- 8) Develop effective forms which keep accurate and current records of children in the school (manual and or computer based).
- 9) Develop a plan to promote effective communication with parents during the school year.

- 10) Demonstrate a thorough working knowledge of the licensing procedures under the Day Nurseries Act.
- 11) Develop a mission statements, goals, and objectives using Total Quality Management, and Continuous Quality Improvement.
- 12) Develop operating policies and procedures supporting the centres' mission statements, goals and objectives.

LEARNING ACTIVITIES/REQUIRED RESOURCES

TOPICS/UNIT	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
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The students will submit **type written** report of plans for your redesign of the Sault College Children Development Centre considering administrative details necessary for its operation. This will include government regulations to be met and procedures to be followed: administrative polices relating to staff and users of the services: proposed budgets, equipment and supply lists; maintenance, operating policies relating to users of the service, records for children, plans for communication with parents and a brochure describing the school.

The student will plan, cook and serve a nutritious snacks and noon meal to preschool children in a day car centre. This will be accomplished at Sault College"s Child Development Centre (C.D.C) Two students will work together each time. Areas for assessment will be costing, preparing, and serving the meals.

Following the cooking experience the students will provide the instructor with written evaluation of the experience that includes: menu, recipes, quantities of food required, approximate costing of menu, and a self evaluation that details the planning, preparing and serving of the meal. Please indicate individual student responsibilities.

Each student is required to submit a self-evaluation. However, only one copy of the menu, recipes, food costing and quantities is required. Please present all evaluations in one package. Due within 2 weeks of presentation date.

Participation - team cooperation - evaluation to be completed by each team member.

In-class exercises and projects will be assigned in order to relate theory to practice.

See attached **-Planning a Day Nurseries Programm**

RESOURCES:

Textbook: Administering Early Childhood Settings. The Canadian Perspective, Yeast, Mckenna, Warberg and Chandler

A Day Nurseries Act (Bill 160)

Handouts

3 1/2" disc formatted

Reference books (ECE/College Library)

Guest speakers

Administration Child Care Settings

ED266-4

EVALUATION METHODS: (includes assignments, projects, attendance requirements, team building)

Preschool Project 50%

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

Final, finished project due April 13, 1995

Cooking and evaluation 15%
(each group is assigned a date)

In class assignment and team building exercises 10%

Participation, team cooperation - evaluation 15%
to be completed by each member
DUE date April 20 1995

Tests on DNA application 10%

Attendance and Participation 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

GRADING

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

SPECIAL NOTES

Students with special needs (eg: 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 he/she deems necessary to meet the needs of students.

ADMINISTRATION

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

