

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: PRESCHOOL ADMINISTRATION

Code No.: ED 204-3

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

Semester: FOUR

Date: JANUARY 1992 Previous Outline Date: JANUARY 1991

Author: KATHY NIELSEN/MARILYN ROBB

New: _____ Revision: ___X___

APPROVED: _____

K. DeRosario
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

DATE: _____

Jan. 31/92.

Preschool Administration (ED 204-3)
Instructor: K. Nielsen

This course examines the role of the teacher as administrator and/or supervisor in Early Childhood Education programs in terms of planning, organizing, operating and evaluating such programs.

COURSE GOALS

1. To provide the students with knowledge and understanding of the role of the administrator in a centre for young children through simulation of the role by planning, operating and evaluating procedures.
2. To provide the students with concrete experiences by engaging them in a number of practices which will enable them to become more effective administrators or staff members with an appreciation of the role of the administrator.
3. To develop in the student an ability to work with people in an administrative capacity.

COURSE OBJECTIVES

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 practices.
4. Develop efficient and effective operating procedures for an office and educational program.
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.

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9. Develop a plan to promote effective communication with parents during the school year.
10. Demonstrate a knowledge of the community resources available to children and their families through seminar presentation and file of brochures.

TEXT

Administering Early Childhood Settings, The Canadian Perspective, Yeats, McKenna, Warberg and Chandler

A Day Nurseries Act (Bill 160)

SYLLABUS

Week 1

Introduction to Course Assignments
Reviewing Personal Philosophy of Preschool Education

Week 2-5

Management by Objectives
Job descriptions
The Plan (location)
Equipment List, Costs

Week 6

The Plan (building costs, floor plan and renovation costs)
Equipment Lists
Costs of programme

Week 7

Budgets and Financial Records

Week 8-10

Admissions Procedures, Children's Information
Forms, On-going Records
Assessment Tools

Week 11

Medicals, Timetables and Schedules

Week 12-13

Community Service Seminars (on-going)

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Week 14

PROJECT DUE

Finish Community Service Seminars

METHODOLOGY

Lecture, small-group discussion, guest lecturers, in-service experience in meal preparation, and seminar presentation will be used.

EVALUATION

Assignment 1	50%
Assignment 2	15%
Assignment 3	20%
Assignment 4	15%

ASSIGNMENTS

#1 (Worth 50%):

Submit type written report of plans for your **ideal** school considering administrative details necessary for its establishment and operation. This will include government regulations to be met and procedures to be followed in obtaining a license (**Bill 160**); administrative policies relating to staff and users of the service; proposed budgets, equipment and supply lists; maintenance, operating policies relating to users of the service, records of children, plans for communicating with parents, and a brochure describing the school.

Due dates for each section will be announced in class. Final, finished project due April 3, 1992.

#2 (Worth 15%):

Plan, cook and serve a nutritious noon meal to preschool children in a day care 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 planning, preparing, and serving the meals. (Students can present their own menu or sue C.D.C.'s. Menus need to be posted 1 week in advance)

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

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#3 (Worth 20%):

Each student will investigate one community agency and make a report to the class about the services the agency provides for parents and their children. A summary of your community agency must be handed out to every student at the time of presentation.

#4 (Worth 15%):

Participation, team cooperation

GRADING

A+ = 90-100%

A = 80- 89%

B = 70- 79%

C = 60- 69%

R = Less than 60% (Repeat)

***NOTE:** The instructor reserves the right to make changes in the course outline where necessary.

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 community profile of current child care services available for the area you want your program to serve.
- . # of spaces, types of care, waiting list

5. PROGRAM 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. 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
- . position qualifications for all positions

NOTE:

This would include board of directors if your centre will be a parent operated organization or a reporting structure if you are associated with a community agency, corporation or municipality.

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. Personal Policies

- . job descriptions - all positions
- . staff orientation
- . professional development plan - in house and external

12. Parent Program

- . outline program to encourage parent involvement
- . attach sample newsletter etc.

6. FACILITY DESIGN:

- . present a conceptual design of the 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

COMMUNITY AGENCIES

Alcoholics Anonymous	942-6210
Al-Anon	253-2505
Alcoholism & Drug Addiction Research Foundation	256-2226
Algoma Child and Youth Services	945-5050
Algoma Crisis Pregnancy Centre	759-9100
Algoma District Mental Retardation Service	945-9455
Algoma Health Unit	759-5287
Dental Services	759-5282
Nutrition	759-5282
Big Brothers	254-4433
Big Sisters	942-1139
Birthright	254-7456
Canadian National Institute for the Blind	942-2610
Canadian Cancer Society	253-4781
Cara House	945-9985
Children's Aid Society	949-0162
Crisis Intervention	759-4357
Family Counselling	759-2756
Indian Friendship Centre	256-5634
Infant Development	942-3103
Parents Without Partners	254-6320
Phoenix Rising	759-5864
Plummer Hospital Child & Family Centre (Out Patient Counselling)	759-3444
Poison Control - Plummer Hospital	759-3800
Special Education	
Public School Board	945-7235
Separate School Board	945-5677
Speech Development - AHU	759-5287
Telecare	254-6888
United Way	256-7476
Women in Crisis	759-1230
Women's Outreach	759-3396