

Las Positas College
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Course Outline for ECE 68

ADMINISTRATION II: PERSONNEL AND LEADERSHIP IN EARLY CHILDHOOD EDUCATION

Effective: Fall 2019

I. CATALOG DESCRIPTION:

ECE 68 — ADMINISTRATION II: PERSONNEL AND LEADERSHIP IN EARLY CHILDHOOD EDUCATION — 3.00 units

Effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

3.00 Units Lecture

Prerequisite

ECE 62 - Child, Family and Community
with a minimum grade of C

ECE 63 - Early Childhood Curriculum
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

- Child Development/Early Childhood Education

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ECE62

1. Identify how the child develops within a system and is influenced by multiple factors of socialization, including culture, language, ability, economic class and ethnicity
2. Compare historical and current frameworks of socialization that address the interrelationship of child, family and community
3. Compare and contrast diverse family characteristics and parenting styles
4. Describe contemporary social issues and their effects on families and children
5. Identify the impact of political, financial, religious and other powerful influences on family access to community resources, including schools;
6. Identify and compare local, state, and federal community services available to families
7. Describe the role of families within educational institutions and the importance of family-teacher partnerships
8. Evaluate the impact of one's own early socialization process and its impact on one's relationships with children, families, colleagues and the community
9. Describe legal requirements, and ethical responsibilities, of professionals working with children and families, including child abuse reporting

B. ECE63

1. plan curriculum for an early childhood program utilizing the theories and principles of child growth and development.
2. demonstrate and discuss the learning process in early childhood as it relates to play;
3. observe, plan, assess, and evaluate the curriculum in ECE environments, including the role of the teacher as related to providing developmentally appropriate curriculum;
4. plan and evaluate curriculum and environment to meet the needs of groups, typical and atypical children;
5. plan and facilitate the following curriculum for all young children from an anti-bias perspective using developmentally appropriate practices: language arts/literacy, dramatic play, creative arts, sensori-motor exploration, outdoor, nutrition and health, music/movement, math and science, blocks, and manipulatives;
6. evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. evaluate the factors needed to create a diverse and inclusive environment;
- B. identify components of hiring practices, observation and evaluation practices of staff;

- C. demonstrate improved interpersonal skills in working with staff, groups, community agencies and families;
- D. examine and compare management styles in Early Care and Education settings;
- E. define the role of a supervisor in directing staff in Early Care and Education settings;
- F. formulate strategies for compensation and professional growth opportunities in programs;
- G. enumerate legal and ethical aspects of administering an Early Care and Education program;
- H. connect staff needs to professional development and opportunities;
- I. formulate and review operational procedures, personnel and family policies;
- J. evaluate methods and compare principles of group dynamics from a leadership perspective;
- K. articulate the importance of professional integrity and confidentiality.

V. CONTENT:

- A. Personnel
 - 1. Changing needs of work force
 - 2. Recruitment, selection and hiring
 - a. Applications
 - b. Resumes
 - c. Interviewing
 - d. Legal and ethical considerations: Affirmative action, diversity, inclusion
 - e. compensation and benefits
 - f. Steps for termination
 - 1. Observations, performance evaluations
 - 2. Oral and written requirements
 - 3. Job descriptions and staff handbook
 - 4. Professional development and continuing education
 - 5. Staff meetings
- B. Families, colleagues and other stakeholders
 - 1. Assessing and meeting needs
 - 2. Communicating with diverse populations
 - 3. Enrollment process
 - 4. Transitional plans
 - 5. Handbook
 - 6. Community agencies and others who support the field of ECE
 - 7. Advisory boards
 - 8. Seeking input and new ideas
- C. Program management and operations
 - 1. Legal requirements and responsibilities
 - a. Private, public, non-profit
 - b. College programs
 - 2. Financial management
 - a. Budgets
 - b. Record keeping, payroll procedures and taxes
 - 3. Curriculum oversight
- D. Health, safety and nutrition policies
- E. Leadership and professional development
 - 1. Approaches, leadership styles, and models - developing the administrator
 - 2. Time management, accountability and organization
 - 3. Supervising versus modeling and coaching
 - 4. Ethical and professional behavior
 - 5. Confidentiality
 - 6. Balancing work, personal life and other commitments
 - 7. Advocacy and professional memberships
 - 8. Reflective practices
- F. Tools for staff and program evaluation
- G. Relationship Building
 - 1. Communication
 - 2. Group dynamics, team building and employee morale
 - 3. Problem solving and conflict resolution
 - 4. Establishing professional relationships and boundaries
 - 5. Decision Making
- H. Consultants and referrals

VI. METHODS OF INSTRUCTION:

- A. **Research** -
- B. **Classroom Activity** -
- C. **Student Presentations** -
- D. Media presentations
- E. **Discussion** -
- F. **Projects** - Class projects and assignments
- G. **Guest Lecturers** -
- H. **Lecture** -

VII. TYPICAL ASSIGNMENTS:

- A. Reading and writing:
 - 1. Read a management book from the instructor's list of selected books. Prepare a 3-5 page typed report covering the content of the book.
 - 2. Prepare a one-page paper, indicating what skills or techniques of management might be appropriate to use to enhance work place performance.
 - 3. The article by Paula Jorde-Bloom has chosen to describe People, Process, and Structure as overlapping (see the Center as a Social System). From the reading describe how these three interact with each other. Does your experience in the Early Care and Education setting support this finding? Prepare a one page typed concise response.
- B. Project: After reading the handout, "A Great Place to Work", make three copies of the survey in Appendix B and Appendix C. Give one copy to a director, one to a teacher (who has worked at the site for at least two years) and one to an aide. After collecting the surveys, review the responses and prepare to make a short report to the class as to the findings. (The name of the site and the respondents will be confidential.)

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests

- midterm
- B. Quizzes
3 quizzes
- C. Research Projects
1 per semester
- D. Papers
bi-weekly journals
- E. Oral Presentation
1 per semester
- F. Group Projects
1 per semester
- G. Class Participation
weekly
- H. Class Work
weekly

IX. TYPICAL TEXTS:

1. Hearron, P.F. and Hildebrand, V. *Management of Child Development Centers*. 7th ed., Pearson, 2011.
2. Sciarra, Dorothy J. and Dorsey, Anne G. *Developing and Administering a Child Care Center*. 8th ed., Thomson/Delmar Learning, 2013.
3. Sciarra, Ed.D, Dorothy, Ellen Lynch, Shauna Adams, and Anne Dorsey. *Developing and Administering a Child Care and Education Program*. 9th ed., Cengage, 2016.
4. , Anne. *Leading for Change In Early Care and Education*. 1 ed., Teacher's College Press, 2017.

X. OTHER MATERIALS REQUIRED OF STUDENTS: