

EARLY CHILDHOOD DEVELOPMENT PROGRAM
BUNKER HILL COMMUNITY COLLEGE
GENERIC SYLLABUS FOR ELECTIVE COURSE

COURSE TITLE:

ECE 115 Supervision in Early Childhood Education

COURSE DESCRIPTION:

This course is the study of child care management with an emphasis on staffing and personnel functions within an early care and education program. Areas of study include organizational development, staffing, personnel practices, leadership and mentoring (meets Director II requirements set by Office for Child Care Services).

COURSE COMPETENCIES: After completing this course the student should be able to use management tools to supervise staff in an early care and education program. Upon completing the course, competencies should be shown in the following:

Child development and learning:

1. Uses knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive and aesthetic development of all children from birth through age 12. (Level I, II, & III)
2. Creates and modifies environments and experiences to meet individual needs of children. (Level I, II, & III)

Curriculum development and implementation:

3. Establishes and maintains physically and psychologically safe and healthy learning environments for children. (Level I, II, & III)

Family and community relationships:

4. Demonstrates the need to establish and maintain positive, collaborative relationships with families (Level I, II, & III)

Assessment and evaluation of young children:

5. Observes, records, and assesses young children's development and learning for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences, including children with special needs. (Level I, II, & III)

Professionalism:

6. Demonstrates an ability to reflect on practice, articulates a philosophy and rationale for decisions, and an ability to evaluate the effects of choices and actions on others as a means of professional development. (Level I, II, III)

7. Demonstrates an understanding of conditions of early care and education programs and the need for strong, sound business management including focus on supervisory control and nurturance of staff so as to build high quality programming. (Level I, II, & III)

8. Demonstrates a clear understanding of the need for trained and educated staff to assure quality care and to promote professionalization of the field of early care and education. (Level I, II, & III)

9. Demonstrates an awareness of and commitment to the profession's Code of Ethical Conduct and models this awareness to staff. (Level I, II, & III)

10. Actively works out opportunities to grow professionally by locating and using appropriate professional literature, resources and experiences to inform and improve skills and practice of those within the field and under the supervision of the program. (Level I, II, & III)

COURSE CONTENT:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each subject will be determined by the instructor based on individual class needs and interests.

1. Staffing function of a manager.
2. Recruiting and hiring staff; supervising and retaining; evaluating and developing.
3. Staff training and professional development.
4. Leadership, team-building and mentoring.
5. Professional organizational involvement
6. Morale and supervisory problems; burnout management.
7. Conflict, cooperation, and collaboration.
8. Analyzing organizational strengths and weaknesses.
9. Developing personnel policies.
10. Ethical and advocacy concerns.

COURSE OBJECTIVES:

After completing this course, the student should be able to demonstrate skill in supervision of personnel in an early care and education program. Upon completion of the course, the student should be able to:

1. describe the roles of leaders and managers in administering an early care and education program.
2. analyze the program function with respect to the environment, the curriculum, the structure, and interactions, so as to allow for appropriate supervision of all staff implementing these functions.
3. describe the structure of organizations and the ways in which leadership style, personality style, decision-making style, and learning styles affect program function and personnel management.
4. identify and analyze both program and personnel problems and consider the organizational strengths and weaknesses in relation to these problems.
5. construct a plan for problem solving which follows sound theoretical models of problem identification through to evaluation of remedies.
6. demonstrate understanding of need for communication, motivation, collaboration, cooperation, time management, reward, and mentoring in building strong working teams to staff the program.
7. develop policy which promotes orientation programs for all staff.
8. plan supervisory activities which include orienting, observing, conferencing, and evaluating employees.
9. demonstrates skills in making hiring decisions and in dealing with need for termination through appropriate and thorough supervisory procedures.

10. evaluate and plan for staff development to strength staff needs through education, appropriate modeling, professional experiences, advocacy and ethics considerations, and on-going professional activities to promote growth of staff as early care and education professionals.

CLASS METHODS:

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate actual program operation and child development and behavior. Class notes are to be taken by students for use in study and for future reference.

REQUIRED TEXT(S):

(In use as of Fall semester, 2005. Subject to change)

Each student will need to have the following required text(s) available at the Bunker Hill Community College Bookstore.

Sciarra, J. & Dorsey, A. (2002). Leaders and supervisors in child care. Albany, NY: ITP/Delmar.

Koralek, D., Colker, L., Dodge, D. (1995). The what, why and how of high-quality early childhood education: A guide for on-site supervision. Washington, D.C.: NAEYC.

Jorde-Bloom, P. (2000). Circle of influence: Implementing shared decision making and participative management. Lake Forest, IL: New Horizons.

EVALUATION TECHNIQUES:

Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, exams, lab experiences and observations, project development and design, reports, research papers, and others means of evaluation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level II competencies : Set of observation assignments of programs in action and interviews with directors working in the field to give students "real" programs to experience actual problems in supervising and managing staff.

Level III competencies:

A semester project which has the student develop a plan for supervision within a child care program with emphasis on staff recruitment, retention, development, and mentoring using all component parts of the course.

PREREQUISITE(S).

Requirement: Lead teacher certification is Required for enrollment in this course for easier understanding of course materials.

NOTE: Levels of Learning within the Coursework Taught

The course competencies involve four differing levels of learning and involvement on the part of the student. These levels are outlined below.

□ Level I: Introductory and knowledge-base Formation. The student at this level of coursework will begin to develop a knowledge-base of information around the subject area and consider his/her prior learning about children and early care and education as a means of beginning to construct a personal and professional knowledge-base for professional practice. Specific knowledge-based content areas will be delineated for each course to assure the same level of learning for all students.

□ Level II: Observation. The student will take the knowledge gained at Level I and apply this knowledge at a deeper level by observing children and/or early care and education programs so as to understand the "real" world meaning of theories and concepts when applied to child growth, development and behavior in working programs. This level implies that Level I has begun prior to observation occurring and analysis of observed information being attempted. Specific observations will be required in each course to assure this level of learning.

□ Level III: Demonstrated Application of Knowledge Gained. The student will apply the knowledge-base gained and the observations completed and be able to apply this knowledge to demonstrate that the theories, concepts, and skill development expected in the course are in fact understood and able to be applied to practice. Specific assignments will be developed for each course to assure this level of learning.

□ Level IV: Practice and Demonstration of Competency. The student will be required to apply the knowledge gained, the understanding from observations, and learning from applied assignments to the practicum experience which will culminate in a portfolio assessment of "best practice" using the incorporation of the program's competencies into the practice experience. All four levels are implied in this demonstration of competency and specific learning experiences will be built into the practicum experience to assure this level of learning.

