



The University of Southern Queensland

Course Specification

Description: Administration in Child Care Settings

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	3004	14799	2, 2002	ONC	1.00	TWMBBA

Academic Group:	FOEDU
Academic Org:	FOE004
HECS Band:	1
ASCED Code:	070101

STAFFING

Examiner: Dianne Small

Moderator: Anne Petriwskyj

RATIONALE

The increasing complexity of the administration in all areas of early childhood services demands some understanding by all those who seek to become early childhood educators. All educators' must be competent in the skills of managing care and education centres for young children and be able to understand the nature of political and social change affecting the provision of services.

SYNOPSIS

This course will introduce students to important factors relating to the administration of centres such as parent interaction, communication skills, personnel management, administration, support services and working with government services. The use of computer and computer software for the management of some of these areas will be incorporated as part of a professional profile which addresses technological advances in administration.

OBJECTIVES

On successful completion of this course students will be able to:

- administrate a centre which takes into account the needs of children and their families;
- demonstrate effective interpersonal communication skills;
- show an awareness of socioeconomic and political parameters of child care services;
- understand the need and develop the skill to effectively manage personnel;
- be competent team builders;
- identify support services;
- communicate effectively with government departments;
- have a clear grasp of the child care regulations

- critically analyse and assess policies and documents including the national Accreditation document;
- understand the complexities of budgeting and finance.

TOPICS

Description	Weighting (%)
1. Family interaction and communication skills	10.00
2. Personnel management	20.00
3. Administration and organisational skills	10.00
4. Using computers for administration	10.00
5. Budget and finance	20.00
6. Record keeping - inventory and ordering	5.00
7. Marketing and imaging	10.00
8. Identifying support services	5.00
9. Working with Government departments and support services	5.00
10. Reflective practitioner	5.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

Taylor, B. J 2002, *Early Childhood Program Management. People and Procedures*, 4th edition, Pearson Education,

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

1991, *Fostering Improved Staff Performance*, Exchange Press, Redmond, Washington.

1990, *On Being a Leader*, Child Care Information Exchange, Redmond, Washington.

1998, *The Art of Leadership: Managing Early Childhood Organisations*, Child Care Information Exchange, Redmond, Washington.

Barbour, C. Y & Barbour, N.H 2001, *Families, Schools and Communities: Building Partnerships for Educating Children*, 2nd edition, Merrill Prentice Hall, Upper Saddle River, NJ.

Barry, K 1997, *Human Resource Management*, QCOSS, Brisbane.

Barry, K 1997, *Team Processes*, QCOSS, Brisbane.

Billman, J 1993, *Starting and Operating a Child Care Centre*, WCB Brown and Benchmark Publishers, Madison, WIS.

Cairnes, M 1992, *Peaceful Chaos: The Art of Leadership in Time of Rapid Change*, The Change Dynamic, Neutral Bay, NSW.

Clarke, J 1997, *52 Steps to Quality Care: A Manual for Assisting Staff in Early Childhood Centres to Achieve and Maintain Quality Care Using the Principles of Accreditation*, Pademelon Press, Castle Hill.

Click, P 2000, *Administration of Schools for Young Children*, 5th edition, Delmar, Albany.

Decker, C. & Decker, J 1997, *Planning and Administering Early Childhood Programs*, 6th edition, Prentice-Hall, Upper Saddle River, NJ.

Early Childhood Directors Association *Policies and Procedures for Early Childhood Directors*, Early Childhood Directors Association, St Paul.

Eiselen, S 1992, *The Human Side of Child Care Administration: A How-to Manual*, Washington.

(Publisher: National Association for the Education of Young Children)

Farmer, S 1995, *Policy Development in Early Childhood Services*, Community Child Care Cooperative Ltd, Newtown, NSW.

Fleet, A. & Clyde, M 1994, *What's in a Day: Working in Early Childhood*, Social Science Press, Wentworth Falls, NSW.

Genus, A 1998, *The Management of Change: Perspectives and Practice*, International Thomson Business Press, London.

Harding, D. & Culver, J 1994, *Managing Child Care Services in the Home*, Hampden Press, Sydney.

Hildebrand, V. & Hearron, P 1997, *Management of Child Development Centres*, 4th edition, Merrill, Upper Saddle River.

Jensen, M.A. & Hannibal, M.A 2000, *Issues Advocacy and Leadership in Early Education*, 2nd edition, Allyn & Bacon, Needham Heights, MA.

Jorde-Bloom, P 1997, *A Great Place to Work: Improving Conditions for Staff in Young Children's Programs*, Washington.

(Publisher: National Association for the Education of Young Children)

Jording, C 1992, *Early Childhood Programs: Organization and Administration*, Technomic Public Co, Lancaster.

Kearns, K 1997, *Solutions to Organisational Problems in Early Childhood Settings*, Pademelon Press, Castle Hill.

Neugebauer, R 1994, *Survival Skills for Center Directors*, Child Care Information Exchange, Redmond, Washington.

Ochiltree, G 1994, *Effects of Child Care on Young Children - Forty Years of Research*, Australian Institute of Family Studies, Melbourne.

Read, K., Gardner, P. & Mahler, B 1993, *Early Childhood Programs: Human Relationships and Learning*, Harcourt Brace Jovanovich College Publishers, Fort Worth.

- Rodd, J 1994, *Leadership in Early Childhood: The Pathway to Professionalism*, Allen & Unwin, St Leonards, NSW.
- Rodd, J 1998, *Leadership in Early Childhood: The Pathway to Professionalism*, 2nd edition, Allen & Unwin, Frenchs Forest, NSW.
- Ruggiero, V 1992, *Thinking Critically About Ethical Issues*, Mayfield, Mountain View, CA.
- Schiller, P 1990, *Managing Quality Child Care Centers: A Comprehensive Manual for Administrators*, Teachers College Press, New York.
- Sciarra, D. & Dorsey, A 1998, *Developing and Administering a Child Care Centre*, Delmar Publishers, Albany.
- Senate Employment, Education and Training Reference Committee 1996, *Childhood Matters: The Report on the Inquiry into Early Childhood Education*, The Committee, Brisbane.
- Shoemaker, C 1999, *Leadership and Management of Programs for Young Children*, Merrill, Upper Saddle River, NJ.
- Short, P. & Greer, T 1996, *Leadership in Empowered Schools: Themes from Innovative Efforts*, Merrill, Upper Saddle River.
- Smith, A. & Langston, A 1999, *Managing Sstaff in Early Years Settings*, Routledge, London.
- Stonehouse, A 1998, *Our Code of Ethics at Work*, Australian Early Childhood Association, Watson, ACT.
- Taylor, B 2002, *Early Childhood Program Management: People and Procedures*, Merrill Prentice Hall, Upper Saddle River, NJ.
- West-Burnham, J 1992, *Managing Quality in Schools: A TQM Approach*, Harlow, Longman.
- Williams, P 1995, *Making Sense of Quality: A Review of Approaches to Quality in Early Childhood Services*, National Children's Bureau, London.
- Wright Springate, K. & Stegelin, D.A 1999, *Building School and Community Partnerships Through Parent Involvement*, Merrill, Upper Saddle River, NJ.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30
Directed Study	80
Private Study	60

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
ASSIGNMENT 1	50.00	50.00	Y	20 Sep 2002
ASSIGNMENT 2	50.00	50.00	Y	25 Oct 2002

OTHER REQUIREMENTS

- 1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
 - 2 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
 - 3 Summative assessment items will be given a numerical score.
 - 4 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
 - 5 All assessment items must be submitted and passed overall.
 - 6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
 - 7 Results for this course will not be released until professional context experience has been completed and documentation processed.
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