



The University of Southern Queensland

## Course Specification

### Description: Administration in Child Care Settings

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	3004	24800	2, 2003	ONC	1.00	TWMBBA

<b>Academic Group:</b>	FOEDU
<b>Academic Org:</b>	FOE004
<b>HECS Band:</b>	1
<b>ASCED Code:</b>	070101

### STAFFING

Examiner: Di Small

Moderator: Lindy Austin

### 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:

- administer a centre which takes into account the needs of children and their families;
- demonstrate effective interpersonal communication skills;
- show an awareness of socio economic 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	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, Merrill/Prentice Hall, Upper Saddle River NJ.

## 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.

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.

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

Decker, C. & Decker, J. 2001, *Planning and Administering Early Childhood Programs*, 7th edition, Prentice-Hall, Upper Saddle River, NJ.

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

- Genus, A. 1998, *The Management of Change: Perspectives and Practice*, International Thomson Business Press, London.
- Hildebrand, V. & Hearron, P. 2003, *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.
- Rodd, J. 1998, *Leadership in Early Childhood: The Pathway to Professionalism*, 2nd edition, Allen & Unwin, Frenchs Forest, NSW.
- Sciarra, D. & Dorsey, A. 1998, *Developing and Administering a Child Care Centre*, 4th edition, Delmar Publishers, Albany.
- Shoemaker, C. 1999, *Leadership and Management of Programs for Young Children*, Merrill, Upper Saddle River, NJ.
- Short, P. & Greer, T. 2002, *Leadership in Empowered Schools: Themes from Innovative Efforts*, 2nd edition, Merrill, Upper Saddle River.
- Smith, A. & Langston, A. 1999, *Managing Staff in Early Years Settings*, Routledge, London.
- Stonehouse, A. 1998, *Our Code of Ethics at Work*, Australian Early Childhood Association, Watson, ACT.
- 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	22 Jul 2003 (see note )
ASSIGNMENT 2	50.00	50.00	Y	31 Oct 2003

### NOTES:

- . Assignment 1, Part A is due 15/8/2003 Assignment 1, Part B is due 13/9/2003

## IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:
  - It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled

for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

- 2 Requirements for students to complete each assessment item satisfactorily:
  - (a) To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.
- 3 Penalties for late submission of required work:
  - (a) If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
  - (c) To be assured of receiving a passing grade a student must achieve at least 50% of the available weighted marks for the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:
  - (a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:
  - (e) There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
  - (d) There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/SECARIAT/calendar/Part5/> or in the printed version of the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 (b) If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made. (c) The examiner may grant an extension of the due date of an assignment in extenuating circumstances. (d) The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. (e) The Faculty will NOT accept submission of assignments by facsimile.

## **OTHER REQUIREMENTS**

- 1 (a) students will require access to e-mail and internet access to USQConnect for this course.
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