

**COURSE NAME:** ECE218 Administration

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Credit Value: 2  
Total Course Hours: 27  
Prerequisite Course(s): CMM125  
Corequisite Course(s): None

## COURSE DESCRIPTION

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This course outlines the basic philosophy, principles and procedures involved in managing a child care centre. The student will gain proficiency in the structure of an Early Learning setting, from the administrative perspective and will have a thorough understanding of the Child Care and Early Years Act and its relationship to the operations of an early learning environment. The student will examine, and research the director's responsibilities in personnel, financial management, children and parent programs, as well as policies and procedures.

## PLAR INFORMATION

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This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

## COURSE LEARNING OUTCOMES

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Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Demonstrate an understanding of Canadian social policies and government roles in relation to quality care in the field of early childhood education</p> <ul style="list-style-type: none"><li>1.1 Identify the levels of government and explain their roles in early childhood education</li><li>1.2 Discuss social barriers faced by families in accessing quality in early childhood education</li><li>1.3 Compare Canada's child care policies to those of other countries</li><li>1.4 Describe the term quality and identify indicators of quality in child care</li><li>1.5 Recognize how government and social policies play a role in quality care</li><li>1.6 Explain methods of achieving quality care</li><li>1.7 Discuss the Child Care and Early Years Act and its impact on quality in early learning environments</li><li>1.8 Articulate how the College of Early Childhood Educators impacts quality care</li></ul> <p>2.0 Recognize and understand the the importance of leadership in early learning programs</p> <ul style="list-style-type: none"><li>2.1 Demonstrate various levels and roles of leadership</li></ul> | <ul style="list-style-type: none"><li>2.2 Describe attributes that contribute to successful leadership</li><li>2.3 Outline roles and responsibilities of program leaders (supervisors/directors)</li><li>2.4 Explain what it means to be an effective leader</li><li>2.5 Discuss the expectations of an effective leader</li><li>2.6 Explore challenges faced by program leaders</li><li>2.7 Analyze effective methods of conflict management</li></ul> <p>3.0 Demonstrate knowledge in early childhood program structures and frameworks</p> <ul style="list-style-type: none"><li>3.1 Recognize the value of a collaborative learning community</li><li>3.2 Discuss strategies in creating a professional learning community</li><li>3.3 Establish components of creating a positive environment</li><li>3.4 Recognize and distinguish between the different auspices in early learning programs</li><li>3.5 Distinguish between the various governing bodies in early learning programs</li></ul> <p>4.0 Summarize the importance of planning and</p> |
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#### evaluating in achieving program goals

- 4.1 Discuss the purpose and implications of a program statement
- 4.2 Explain the steps in developing a program statement
- 4.3 Analyze how policies and procedures reflect the values of the program
- 4.4 Describe how to effectively assess the program for continuous improvement

#### 5.0 Identify the role of effective human resource management to early learning environments

- 5.1 Recognize standards and regulations pertaining to human resources
- 5.2 Analyze effective human resource management policies and procedures
- 5.3 Indicate how to effectively create a supportive work environment
- 5.4 Review strategies for performance managements and facilitating professional growth
- 5.5 Explain the hiring stages to accepting new employees
- 5.6 Define the roles and job descriptions for all employees within an early learning program
- 5.7 List effective manners in retaining staff
- 5.8 Analyze high turn-over rates and "burnout" within the field of education

#### 6.0 Describe characteristics that contribute to promoting professionalism in early childhood programs and display professionalism in the classroom environment

- 6.1 Develop an understanding of what it means to be a professional
- 6.2 Articulate professional obligations of an early childhood educator
- 6.3 Discuss the purpose of the Code of Ethics and Standards of Practice and the Child Care and Early Years Act
- 6.4 Analyze the value of the reflective practitioner
- 6.5 Appreciate the significance of continuous

#### professional development

- 6.6 Discuss the application process for becoming a member of the College of Early Childhood Educators
- 6.7 Demonstrate professional skills within the classroom environment
- 6.8 Demonstrate positive, respectful and effective communication skills with faculty and peers
- 6.9 Complete and submit all assignments by designated time frame
- 6.10 Consistently and punctually attend all classes
- 6.11 Adhere to Code of Ethics and Standards of Practice
- 6.12 Effectively and professionally engage and collaborate with peers

#### 7.0 Summarize the policies and practices necessary to protect and promote children's health

- 7.1 Describe considerations of creating a safe and healthy environment for children
- 7.2 Outline various policies and practices utilized to protect and promote children's health and well-being
- 7.3 Consider regulations, standards and ethics when developing policies and practices
- 7.4 Recognize the role and importance of policy manuals (handbooks, staff manuals)

#### 8.0 Demonstrate an understanding of financial considerations pertaining to early learning programs

- 8.1 Identify major expenditures within a program
- 8.2 Outline different types of budgets and how to create them
- 8.3 Review sources of incomes
- 8.4 Discuss the program leaders role in financial planning
- 8.5 Review financial policies and procedures

## GENERAL EDUCATION

This is not a General Education course.

## PROGRAM VOCATIONAL OUTCOMES

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This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

### Early Childhood Education

5. assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
7. identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.

## ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

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This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
3. Execute mathematical operations accurately
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

## EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

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## COURSE EVALUATION

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Midterm or Quizzes - 25%

Final Exam - 35%

Assignments - 40%

## PROGRAM SPECIFIC GRADING

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Per College Grading System

## GRADING SYSTEM

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|-----|---------|-----|--------|-----|--------|----|--------|------------------|
| A+: | 90-100% | B+: | 77-79% | C+: | 65-69% | D: | 50-54% | S - Satisfactory |
|-----|---------|-----|--------|-----|--------|----|--------|------------------|

|     |        |     |        |     |        |    |       |                   |
|-----|--------|-----|--------|-----|--------|----|-------|-------------------|
| A:  | 85-89% | B:  | 73-76% | C:  | 60-64% | F: | 0-49% | I - Incomplete    |
| A-: | 80-84% | B-: | 70-72% | D+: | 55-59% |    |       | F - Repeat course |

\*For a complete detailed description please refer to the College website.

## LEARNING RESOURCES

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Required:

Recommended:

Resources Used:

Child Care and Early Year Act( Government Document)

Modernization of Child Care (Government Document)

Understanding, Managing, and Leading Early Childhood Programs in Canada by Jane Bertrand

Administering for Quality Leading and collaborating in Canadian Early Childhood Education Programs 6th ed.

by Karen Chandler

College of Early Childhood Educators (website)

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

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## LEARNING ACTIVITIES

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Practice and Implementation of administration requirements

Class discussion

## DELIVERY MODE

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Lecture

## ACADEMIC POLICIES

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- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

## COLLEGE POLICIES

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- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

## STUDENT SUCCESS SERVICES

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### YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

### FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

## WAIVER OF RESPONSIBILITY

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Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

## HISTORICAL COURSE OUTLINES

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Students use course outlines to support their learning. Students are responsible for retaining course outlines

for future use in applications for transfer of credit to other educational institutions.