Miami Dade College

Course Description

EEC2520 | Early Childhood Organization Leadership and Management | 3.00 credits

The student will develop skills needed by early childhood program administrators to manage a high quality center. The student will learn about organizational structure of a center; ethics and professionalism; leadership strategies, skills, and competencies; self-reflection and work environment; quality improvement; staff recruitment, evaluation, and retention. This course meets the requirements for the Florida Advanced Level Child Care and Education Administrator Credential. (Requires employment at an early childhood center). Prerequisite: EEC2002.

Course Competencies

Competency 1: The students will explain aspects of Organizational Structure and Dynamics, including the major responsibilities of an early childhood education program administrator and ways to create and maintain the early childhood center's culture and climate by:

1. Describing an early childhood center's organizational structure and the different staff positions within the organization
2. Identifying the various roles and responsibilities of all center personnel
3. Creating written job descriptions for all positions within a childcare center
4. Comparing policies and procedures of various early childhood programs
5. Discussing strategies of time management as they relate to the role of an early childhood education program director/administrator
6. Analyzing different instruments for staff, director and program evaluations

Competency 2: The student will apply Ethics and Professionalism in the field of Early Childhood Education by:

1. Analyzing the National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct and the ethical responsibilities an administrator has to children, families, staff, and the community
2. Identifying strategies for educating center staff, including volunteers, on maintaining professionalism in the center and staff 's ethical responsibilities to children, families, staff, and the community
3. Discussing the importance of maintaining confidentiality in a program, proper record keeping of confidential information, as well as identifying strategies to promote confidentiality among staff and volunteers
4. Identifying and discussing various ways program administrators may effectively advocate for children and families at state and federal levels

Competency 3: The student will model leadership skills by establishing a personal philosophy of early childhood education and family support that is reflected in practices that enhance the program's quality by:

1. Comparing the written philosophy and goals of various early childhood programs and creating one applicable to the administrator's center
2. Comparing mission statements of various early childhood programs and creating one to match the philosophy of the administrator's center
3. Recognizing the variety of leadership styles, and identifying the style that is best suited to the administrator.
4. Analyzing the effects of leadership on program quality, and developing a plan for personal growth as a leader and a reflective practitioner in an early childhood organization

Competency 4: The student will develop and monitor Personnel Policies and Relationship building practices that positively impact the morale of the center by:

1. Examining personnel policies and procedures of various early childhood programs
2. Developing various staffing patterns for an early childhood program, and comparing required and preferred ratios and their effects on quality programming
3. Discussing the various types of employment status: full time, part time, hourly, salary, contract, and wage and hour laws

4. Examining various programs job descriptions, and identifying the necessary components including: qualifications, responsibilities, duties and relationships with children, families, and other staff
5. Analyzing the policies and procedures for recruiting, hiring, and termination
6. Discussing the components of effective staff meetings
7. Discussing the strategies used by various centers for building team spirit, resolving conflicts, and implementing change in the organization
8. Analyzing strategies that encourage and support staff involvement in decision-making and the benefits of doing so, including fostering self-esteem, professionalism, and motivation among staff
9. Discussing various methods for mentoring staff

Competency 5: The student will establish and apply policies in Staff Development, Evaluation and Retention that maintain the quality of the center by:
1. Creating a staff professional development plan
2. Implementing effective staff training strategies and providing training materials
3. Reviewing various types of evaluation procedures, including: self-evaluation, performance planning, observation, and the use of a staff portfolio
4. Identifying various staff evaluation instruments and their effectiveness as tools for staff development and determining staff competence
5. Identifying steps of progressive discipline to assist an employee in improving unacceptable performance.
6. Comparing and contrasting various program alternatives in disciplinary actions and/or termination procedures
7. Identifying and discussing career development issues in the field of early childhood education.
8. Establishing procedures to improve staff retention
9. Examining the high cost of turnover

<u>**Learning Outcomes**</u>:
- Solve problems using critical and creative thinking and scientific reasoning
- Create strategies that can be used to fulfill personal, civic, and social responsibilities
- Demonstrate knowledge of ethical thinking and its application to issues in society