HUMBEHV 4WO3
Supervision and Administration
Fall 2018

Professor: Karen MacDonald
Email: macdok28@mcmaster.ca
Office Hours: By appointment
Lecture: Online Delivery

Note: In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Description: Apply relevant legislation and necessary administrative procedures for operating a child care centre. Reflect on the importance of the supervisor/administrator’s role in establishing an effective team and mentoring relationships, personnel management, and the role of professional and community resources.

Course Learning Outcomes/Elements of Performance: When you have earned credit for this course, you will have demonstrated the ability to:

1.) Examine the organizational framework of a child care centre's operation.
   1.1.) Interpret the relevant legislations of the Child Care & Early Years Act, 2014.
   1.2.) Describe the required administrative procedures and policies to operate a child care centre.
   1.3.) Identify the role of government.
   1.4.) Compare the organizational structure of child care programs.
   1.5.) Describe the aspects of quality child care.

2.) Develop effective communication and relationships with staff, peers, families and children.
   2.1.) Identify the importance of effective communication.
   2.2.) Apply effective leadership styles.
   2.3.) Analyze interpersonal skills related to team building and mentoring.
   2.4.) Describe employment relationships.
   2.5.) Recognize symptoms of stress.
   2.6.) Distinguish how the roles and responsibilities of the Supervisor/Director contribute to a quality setting.

3.) Evaluate practices in accordance with ethical and professional standards as developed by recognized organizations.
   3.1.) Identify the role of professionalism of Early Childhood Education.
   3.2.) Examine the College of E.C.E. Standards of Practice and the Code of Ethics.
   3.3.) Recognize professional organizations related to Early Childhood Education.
   3.4.) Research practices relative to professional ethics and standards.
   3.5.) Analyze the publication How Does Learning Happen? Ontario's Pedagogy for the Early Years.
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**Relationship to Vocational Learning Outcomes:** This course contributes to your program by helping you achieve the following Vocational Learning Outcomes:

<table>
<thead>
<tr>
<th>Early Childhood Education</th>
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<tbody>
<tr>
<td>VLO 3 Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children’s learning across the continuum of early childhood development. (T,A)</td>
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<tr>
<td>VLO 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. (T,A)</td>
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<tr>
<td>VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. (T,A)</td>
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<tr>
<td>VLO 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 environment. (T,A)</td>
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<tr>
<td>VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields. (T,A)</td>
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</tbody>
</table>

**Required Texts:**

**Required Resources:** These are available on-line.

Child Care & Early Years Act, 2014. Retrieved From: Ontario Regulation 137/15: General  
http://www.ontario.ca/laws/regulation/r15137

http://www.children.gov.on.ca/htdocs/English/documents/topics/earlychildhood/early_learning_for_every_child_today.pdf


College of Early Childhood Educators. (n.d.). Home. Retrieved from:  
http://www.collegeece.ca/Pages/default.aspx?ref=True

Recommended Resources:

Course Evaluation:

Assignment 1: Child Care & Early Years Self Quiz and Reflection (20%)

Part A: Read the Child Care & Early Years Act and complete the online Licensing Standards Self-test: https://www.earlyyears.edu.gov.on.ca/EYPortal/en/ChildCareLicensing/CCEYASelfTest/index.htm
Once you have successfully completed the online test, download and save your certificate.

Part B: Answer the following reflection questions using reference from Administering for Quality chapters 1 and 2 and How Does Learning Happen?
1. After completing the CCEYA Self-test, reflect on how this exercise has made you more accountable as an educator. What are your responsibilities to children and, families and other professionals?
2. Describe how the Child Care and Early Years Act supports the principles that guide high quality learning care.
3. How might this process (completing the CCEYA Self-test) be valuable to parents, other educators and supervisors?

Submit Part A (Certificate) and Part B to the Assignment 1 submission folder by 11:59 p.m. on Friday, September 21, 2018.

Assignment 2: Quality Assurance (20%)

Early Childhood Program evaluation tools are discussed in Module 3 readings. Research an Early Childhood Program evaluation tool of your choice. Provide a brief introduction outlining the tool you have chosen to use. Answer the following reflection questions:
1. Considering this tool for continuous quality improvement, how will this tool support each of the four foundations: Belonging, Engagement, Expression and Well Being?
2. Describe 3 specific goals for improvement or enhancement of quality that you would implement in an Early Learning and Child Care Program.
3. How does using this evaluation tool support your professional development in the ECE profession?

This assignment should be written in essay form, follow APA format and be approximately 1000 words in length. Submit to the Assignment 2 submission folder by 11:59 p.m. on Friday, October 26, 2018.

Assignment 3: Professional Organizations (20%)

“Engaging in online professional learning is important to Early Childhood Educators. It is part of the culture of the profession and an integral component of both professionalism and leadership” (College of Early Childhood Educators, 2017, p. 4).

Review the list of Professional Organizations (list provided in Avenue to Learn under our Course Content/Assignments). Choose TWO (2) professional organizations to research.

(Introduction)
1. Provide a brief overview of each organization, including contact information, membership fees, etc.
2. Describe, in your own words, what the mission, philosophy and/or mandate of the organizations are.
3. What are the benefits of being a member? Include all professional development opportunities or resources are available to members.

(Body)

1. Who do you feel benefits from this organization? (think outside of just members) Why?

2. Review the College of ECE, Code of Ethics and Standards of Practice (2017) Standard IV: Professionalism and Leadership (p. 14). Based on your research, how has this information enhanced your view of your own professionalism?

(Conclusion)

1. Would you become a member of these organizations? Why or Why not?

This assignment should be written in essay form, follow APA format and be between 1200-1500 words in length. Submit to the Assignment 3 submission folder by 11:59 p.m. on Friday, November 23, 2018.

Module Quizzes (25%)

There are 5 Module Quizzes, each worth 5% and are due by the following Monday that they assigned. For example, Module 1 Quiz corresponds with Week 1, 2 and 3 content and must be completed by the Monday of Week 4.

Due Dates:

Module 1 Quiz: September 17, 2018
Module 2 Quiz: October 8, 2018
Module 3 Quiz: October 22, 2018
Module 4 Quiz: November 19, 2018
Module 5 Quiz: December 10, 2018

Module Discussions (15%)

There are 5 Module Discussions, each worth 3% and are due by the following Monday that they assigned. For example, Module 1 Discussion corresponds with Week 1 content and must be completed by the Monday of Week 2. You must post and reply to a peer’s post to receive 3%.

Due Dates:

Module 1 Discussion: September 10, 2018
Module 2 Discussion: October 1, 2018
Module 3 Discussion: October 15, 2018
Module 4 Discussion: November 12, 2018
Module 5 Discussion: December 3, 2018

Identify and discuss barriers to providing quality early childhood services.

Predict 3 possible challenges with the Child Care Licensing process. Provide a detailed solution to overcome one of the challenges.

Reflecting on your own personal philosophy, share two of your beliefs about how children learn. How can you put your beliefs into action?

Based on you experience, what do you feel are the top three traits of an effective leader? Describe why you feel these traits would benefit you as a leader of Early Childhood Educators.

What are your thoughts on the connection between education and quality early childhood environments? Do you feel higher or additional education is needed for Early Childhood Educators? Why or why not?
Written Work and Late Submissions:
All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. More details about the marking scheme are posted on the course website. All assignments must be properly referenced, using APA style for referencing; examples can be found at McMaster University Library-Guides. Students are encouraged to visit the Centre for Student Development to improve their essay skills. For information about the Writing Clinic and the Centre’s other services, visit the Centre’s website: http://csd.mcmaster.ca

All written work must be submitted on the due date in the method indicated above. Do not submit assignments by email. Late assignments will be penalized 5% a day (weekends will count as one day). Late penalties will not be waived unless your Faculty/Program Office advises the instructor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity

Grading Policy:
The instructors reserve the right to adjust final marks up or down, on an individual basis, in the light of special circumstances and/or the individual’s total performance in the course. Students will be assigned a grade from the McMaster University Grading Scale between 0 and 12 based on an overall assessment by the professor on the work submitted. It is expected that to pass the course, the student will achieve a passing grade on both the Final Exam and the Term Project. All written work will be evaluated on grammar/spelling, clarity of writing, presentation, and organization.

Academic Integrity:
Attention is drawn to Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy. Any instance of Plagiarism will be dealt with in the most severe terms allowable by the Senate Policy on such matters. For example, there may be some of you that choose accidently, or on purpose, to do very similar topics (e.g., visual contributions to speech, haptic influences on flavour, olfactory effects on mate selection). I will be reading every written presentation and any indication that identical work (images, words, figures, etc.) has been submitted by more than one student will be investigated. It is required that you reference all primary sources using APA format. It is also acceptable to acknowledge contributions from other class members in terms of feedback provided, ideas discussed, or even for moral support. You can do this through an acknowledgments section in your article, or through the reference section using the (personal communication) citation. It is perfectly acceptable and encouraged to discuss your project with other students, just be sure that what you are submitting is your own work.

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your
responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at: www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

MCMASTTER UNIVERSITY GRADING SCALE

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<th>Grade</th>
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<th>Equivalent Percentages</th>
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<tr>
<td>A+</td>
<td>12</td>
<td>90 – 100</td>
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<tr>
<td>A</td>
<td>11</td>
<td>85 – 89</td>
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<tr>
<td>A-</td>
<td>10</td>
<td>80 – 84</td>
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<tr>
<td>B+</td>
<td>9</td>
<td>77 – 79</td>
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<tr>
<td>B</td>
<td>8</td>
<td>73 – 76</td>
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<tr>
<td>B-</td>
<td>7</td>
<td>70 – 72</td>
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<tr>
<td>C+</td>
<td>6</td>
<td>67 – 69</td>
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<td>C</td>
<td>5</td>
<td>63 – 66</td>
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<td>C-</td>
<td>4</td>
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<td>D+</td>
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<td>D</td>
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<td>53 – 56</td>
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<td>D-</td>
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<td>50 – 52</td>
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<td>F</td>
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<td>0-49</td>
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Academic Accommodation of Students with Disabilities:
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.
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<td>Week 1 Sept 3-7</td>
<td><strong>Module 1: The Organizational Framework of Child Care Part I</strong>&lt;br&gt;Course Introduction&lt;br&gt;Defining Quality Early Childhood Programs&lt;br&gt;Module 1 Discussion</td>
<td>Learning Plan&lt;br&gt;Text: Administering For Quality - Leading and Collaboration in Canadian Early Childhood Education Programs – Fifth Edition, Karen Chandler Chapter 1</td>
</tr>
<tr>
<td>Week 3 Sept 17-21</td>
<td>Legislative Framework – CCEYA&lt;br&gt;<strong>Assignment 1 – Due September 21</strong></td>
<td>Child Care and Early Years Act 2014 137/15 <a href="https://www.ontario.ca/laws/regulation/150137">https://www.ontario.ca/laws/regulation/150137</a></td>
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<tr>
<td>Week 5 Oct 1-5</td>
<td>Understanding a Social Systems Framework in Early Childhood Programs&lt;br&gt;<strong>Module 2 Quiz</strong></td>
<td>Text: Administering For Quality - Leading and Collaboration in Canadian Early Childhood Education Programs – Fifth Edition, Karen Chandler Chapter 4&lt;br&gt;Video:</td>
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| Week 6 | Oct 8-12 | **Module 3: Quality Assurance**  
Planning and Evaluating the Program Goals  
Chapter 5  
Ministry of Education  
[https://www.ontario.ca/page/ministry-education](https://www.ontario.ca/page/ministry-education) |
|---|---|---|---|
| **Week 7**  
Oct 15-19 | Policies & Procedures to Create Safe and Healthy Learning Environments  
**Module 3 Quiz** | **Text: Administering For Quality - Leading and Collaboration in Canadian Early Childhood Education Programs – Fifth Edition, Karen Chandler**  
Chapter 8 |
| **Week 8**  
Oct 22-26 | How Does Learning Happen?  
How to Articulate Ontario’s Pedagogy  
Code of Ethics and Standard of Practice  
Standards Matter Series - CECE  
Tools for Continuous Quality Improvement – Considering the Environmental Rating Scales | **How Does Learning Happen?**  
Ontario’s Pedagogy for the Early Years  
Code of Ethics and Standards of Practice  
Ontario Ministry of Education Early Years |
| **Week 9**  
Oct 29-Nov 2 | **Module 4: Human Resources and Leadership**  
Chapter 6 |

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**McMaster University**
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<th>Week 10</th>
<th>Nov 5-9</th>
<th>Understanding Leadership in Early Childhood Programs</th>
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<td>Week 11</td>
<td>Nov 12-16</td>
<td>Financial Matters</td>
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<td>Week 12</td>
<td>Nov 19-23</td>
<td><strong>Module 5: Effective Teams and Professionalism</strong></td>
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<td>Week 13</td>
<td>Nov 26-30</td>
<td>Advocating for Canada’s Children</td>
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<td>The Convention on the Rights of the Child</td>
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<td>Week 14</td>
<td>Dec 3-7</td>
<td>College of Early Childhood Educators</td>
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