

Administration II: Personnel and Leadership in Early Childhood Education

Course Description

Effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

Student Learning Outcomes

1. Describe effective practices for managing and leading staff in early care and education programs.
2. Explain how to use ongoing program and staff evaluations to determine professional development goals.
3. Evaluate methods for building and maintaining programs that are responsive to and inclusive of the various cultural, linguistic, and other unique characteristics of the children, families, staff, and community.

Objectives

1. Review a variety of program structures, philosophies, and leadership characteristics and styles in early childhood education programs
2. Explore approaches to interactions, team building, reflective practice, and conflict resolution that reflect an awareness of various cultural, linguistic, and other unique characteristics and needs of program staff
3. Discuss responsive leadership strategies and program policies to assure the immediate and long-term goals for staffing the early childhood program with qualified, effective personnel.
4. Describe effective coordination of and collaboration with staff in determining program goals, policies, and operations, where applicable and appropriate
5. Research processes for recruiting, hiring, compensating, and evaluating program personnel consistent with applicable personnel laws, regulations, and policies for early childhood programs
6. Identify essential components of personnel handbooks.
7. Determine appropriate formal and informal observation or other evaluation methods to assess the quality of instruction and interactions, recognize the effectiveness of staff efforts, and identify and address areas in need of improvement
8. Demonstrate appropriate techniques for providing feedback and setting goals for teaching performance and supervision of others.
9. Develop and present professional learning opportunities to enhance staff competencies.
10. Model ethically responsible, culturally and linguistically sensitive conduct and interactions with children, staff, families, and the community

Content

1. Overview
 - a. Organizational structures
 - b. Program philosophies
2. Leadership in early childhood education
 - a. Characteristics
 - b. Styles
 - c. Skills

- i. Ethical and professional behavior
 - ii. Cultural competence
 - iii. Reflective practice
 - iv. Communication
 - v. Time management
 - vi. Work-home boundaries
 - vii. Advocacy
 - viii. Identification and monitoring of issues of diversity, inclusion, equity and access
- 3. Personnel Management
 - a. Recruiting
 - b. Hiring
 - c. Scheduling
 - d. Evaluation
 - e. Termination
 - f. Laws and regulations
 - g. Compensation and Benefits
 - i. Pay scales
 - ii. Benefits
 - iii. Career advancement
 - h. Personnel Handbook
 - i. Roles and responsibilities of staff members
 - ii. Professional expectations (e.g., dress code, use of technology)
 - iii. Policies and procedures including but not limited to:
 - 1. Mandated reporting
 - 2. Health and safety
 - 3. Supervision of others
 - 4. Communication with families
- 4. Personnel Evaluations
 - a. Methods of evaluation
 - i. Formal
 - ii. Informal
 - iii. Peer
 - iv. Other
 - b. Purposes for evaluation
 - i. Staff recognition and promotion
 - ii. Improvement plans
 - c. Effective performance feedback
 - i. Asset-based/Strength-based
 - ii. Relationship-based
 - iii. Constructive
 - iv. Clear and actionable language
 - v. Opportunities for dialogue
 - vi. Confidential
 - vii. Goal setting and follow-up
 - d. Supporting teachers and staff in providing effective feedback to:

- i. Student teachers and lab students
 - ii. Other adults in the program
- 5. Program Culture
 - a. Welcoming and inclusive environments
 - b. Professional relationships and boundaries
 - c. Team building
 - d. Interpersonal communication
 - e. Collaboration
 - f. Conflict resolution
 - g. Staff incentives
 - h. Importance of self-care
- 6. Program Sustainability and Growth
 - a. Program evaluation and goal setting
 - b. Career trajectories and leadership opportunities
 - c. Expansion
 - d. Working with stakeholders
 - e. Cultivating future leaders
- 7. Professional Development
 - a. Planning based on
 - i. Individual needs and interests
 - ii. Performance evaluation
 - iii. Self-reflection
 - iv. Federal and state guidelines
 - b. Sources and strategies
 - i. Program developed opportunities
 - ii. Outside organizations and agencies
 - iii. Collaboration with other staff
 - iv. Professional associations
 - v. Other