



COURSE OUTLINE

ELCC 225

**LEADERSHIP, TEAMBUILDING AND ADMINISTRATION IN
EARLY LEARNING AND CHILD CARE**

**45 HOURS
3 CREDITS**

PREPARED BY: _____ DATE: _____
Brooke Alsbury, Instructor

APPROVED BY: _____ DATE: _____
Andrew Richardson, Dean

APPROVED BY ACADEMIC COUNCIL: October, 2015

YUKON COLLEGE

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Yukon College
P.O. Box 2799
Whitehorse, YT
Y1A 5K4

**LEADERSHIP, TEAMBUILDING AND ADMINISTRATION IN
EARLY LEARNING AND CHILD CARE**

INSTRUCTOR: Brooke Alsbury

OFFICE HOURS: Mondays 10-12

OFFICE LOCATION: A2208

CLASSROOM: TBA

E-MAIL: balsbury@yukoncollege.yk.ca

TIME: Tuesday 6:30-9:30

TELEPHONE: 867.456.6989

DATES: Sept.12th – December 12th, 2017

COURSE DESCRIPTION

This course is focused on the development of leadership and administrative skills necessary for managing quality early learning and child care environments. Students will have an opportunity to explore leadership styles and develop their own leadership abilities. The course will explore specific aspects of early learning and child care administration, including personnel management, program administration, and facility management. Topics such as organizational philosophy, ethical standards, evaluation, budgeting, and staff development will be covered.

PREREQUISITES/COREQUISITES

ELCC 111, ELCC 112 and ELCC 125

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecd> for information about transferability of Early Learning and Child Care courses.

LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to

- describe diverse leadership styles and demonstrate self-analysis and reflection to assess personal leadership strengths and challenges

- identify processes for ethical decision-making in a leadership role
- analyze the historical, philosophical, political, social, and cultural issues that affect early learning and child care administration
- understand the characteristics of a quality early learning and child care program to support program design, development, and implementation
- demonstrate the ability to create a team environment that supports professional development and staff well-being
- demonstrate the ability to complete key components of early learning and child care administration.

COUSE FORMAT

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing. The instructor will be the primary presenter of information; special guests and resource persons may also be invited to enhance the course.

Each lesson will include a variety of teaching/learning experiences. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their personal experience and thoughts will provide much of the material for discussion. Therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

As stated in Yukon College's Academic Regulations: "Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term." (section 4.01). It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any

classes missed.

Professional behaviour is expected. If a class will be missed, the student will communicate with their instructor ahead of time.

Note: If a student is absent for more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student's understanding of content missed. This opportunity is at the discretion of the instructor and, if undertaken, will be accompanied by an assignment contract.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

ALL assignments are expected to be submitted punctually. **Five % will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

EVALUATION

Assignment Number	Topic	Grade	Due Date
Assignment #1	Leadership Paper	20%	September 26
Assignment #2	Team Assignment: Professional Development and Team Building	30%	November 7
Assignment #3	Team Assignment: ELCC Administration	30%	December 5
Assignment #4	Leadership Self-Reflection	20%	December 12

REQUIRED TEXTBOOKS/MATERIALS

Chandler, K. (2015). *Administering for quality: Canadian early childhood development programs* (5th ed.). Toronto, Ontario: Pearson Education Canada.

MacDonald, S. (2016). *Inspiring early childhood leadership: Eight strategies to ignite passion and transform program quality*. Lewisville, NC: Gryphon House, INC.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

https://www.yukoncollege.yk.ca/downloads/ac_regs_14-15.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study of the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships

among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

[ELCC 100 Cultural Competencies in ELCC meets the Yukon First Nations Core Competency requirement.]

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or

https://www.yukoncollege.yk.ca/student_info/pages/learning_assistance_centre

ACADEMIC SUPPORT CENTRE and LORENE ROBERTSON WRITING CENTRE

The Academic Support Centre exists to support all students at Yukon College. The Centre offers a supportive and welcoming space for students to study and receive help with writing, math, computers, and other academic skills.

The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

http://www.yukoncollege.yk.ca/student_info/pages/academic_support_centre