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Chaminade University of Honolulu
Honolulu, HI 96816

COURSE: Ed 449 **Leadership and Guidance**
INSTRUCTOR **Narette Schonleber 739-4679, 259-5594**
TIME: **Wednesdays, 1:00-4:00 PM**

Office hours: **Tuesday 1:30-4:00; Thursday 1:30-4:00**

Rationale

Leadership and guidance in early childhood programs provide the foundation upon which the methods and curriculum can rest. Leadership in the classroom, leadership at an administrative level and leadership in the community are all explored in this class.

Objectives

Students will:

1. Research and understand the historical context of early childhood programs in the United States and in Hawaii
2. Examine various curriculum and management models for early childhood programs
3. Become aware of, and know how to access the various resources available to early childhood educators both locally and nationally
4. Understand current issues and trends in the field with regard to leadership in the community, leadership in the classroom and leadership in the school.

Competencies

At the end of the course, students should be able to:

1. Understand and articulate the forces that affect early childhood programs both nationally and locally
2. Participate in community events as future leaders in the field
3. Use knowledge of local resources and laws to plan the start-up of an early childhood program
4. Describe leadership in the classroom, leadership at an administrative level and leadership in the community

Textbooks

Early Childhood Education Today
Leadership in Early Care and Education
Outside Readings

George S. Morrison
Kagan and Bowman, Editors
Assigned Readings

Methods

Lecture

Demonstration

Curriculum Notebook

Small-Group work

Videos

Readings

Student Presentation

Discussion

Field Assignments

Writing Assignments

Assignments/Due Dates

- | | |
|---|--------------------------|
| 1. Class discussions on readings/field assignments | Weekly, beginning Jan 20 |
| 2. One page edited summary of weekly reading | Weekly, beginning Jan 20 |
| 3. Three Journal articles/one page summary & reaction | Jan 27, Feb 10, Feb 24 |
| 4. Leadership Notebook | Mar 3, March 31, Apr 7 |
| 5. Presentations | April 14, April 21 |
| 6. Three Field Assignments | Feb 17, Mar 10 |
| 7. Take-home mid-term and final | Feb 3, May 5 |

Evaluation

Attendance	15 points	Edited Summaries	15 points
Journal Articles	15 points	Notebook	60 points
Field Assignments	15 points	Mid-term	35 points
Final		30 points	

Total: 200 points

180-200 **90-100%** **A** Work is done in a consistently superior manner, turned in on time and meets at least 90% of all requirements. Student attends at least 14 class sessions and/or is late fewer than two times

160-179 **80-89%** **B** Work shows above average grasp of content, is turned in on time 80% of the time and meets at least 80% of requirements. Attends at least 13 class sessions and/or is late fewer than three times

140-159 **C** **Work shows average grasp of content, is turned in on time at least 70% of the time, and meets at least 70% of requirements. Student attends at least 12 class sessions and/ or is late fewer than four times**

120-139 **D** **Work shows below average grasp of content, is inconsistent, turned in on time less than 70% of the time and meets less than 70 of requirements. Student attends fewer than 12 class sessions, and/or is late more than 4 times**

Below 120 **F**

Rubric for assignments

For Full Points

Journal Articles

- *Evidence in summary of integration with other readings**
- *One page summary written in Standard English**
- *Article is relevant to the course**

Edited Summary

- *One page summary written in Standard English**
- *Writing is easy to understand**
- *Includes your own experiences where relevant**

Notebook

- *Organized with easily discernible sections**
- *Typed notes from each class session**
- *Examples included for each section**

Field Assignments

- *Uses Format assigned**
- *Each question completely answered**

Schedule

Jan 13	Introduction/Rationale Overview of Syllabus	
Jan 20	Leadership in the Classroom Know Yourself	Ch 1, Morrison Ch 10, 11, Kagan
Jan 27	Leadership in the Classroom Understanding History: From past To Present	Ch 2, 3 Morrison Ch 1,2 Kagan
Feb 3	Leadership in the Classroom _ Current Curriculum Models	Ch 4, 5 Morrison Ch 3, Kagan
Feb 10	Leadership in the Classroom Developmentally Appropriate Programs and Practice	Ch 7, 8, Morrison
Feb 17	Leadership in the Classroom Technology	Ch 11. Morrison
Feb 24	Leadership in the Classroom Guiding Children's Behavior	Ch 10, Morrison
Mar 3	Leadership in the Classroom In Tune with the 21st Century	Ch 12,13 Morrison
Mar 10	Leadership in the School What is an Administrator?	Ch 4, Kagan Assigned Readings
Mar 17	Leadership in the School Supervision	Assigned Readings
Mar 24	Spring Break-No School	
Mar 31	Leadership in the School Working with Parents and Boards	Ch 14, 15, Morrison Ch 17, Kagan

Apr 7	Leadership in the School Legal Issues: What to do?	Assigned Readings
Apr 14	Leadership in the School Budgeting	Assigned Readings
April 21	Leadership in the Community Advocacy , Taking your Place as A Leader	Ch 16, Morrison Ch 5, 6,18, Kagan
April 28	Leadership in the Community Current Issues and Opportunities	Ch 12-16, 7 Kagan
May 5	Final	

Syllabus may be changed to meet class needs

Field Assignments

Ed 449

1. Interview a preschool teacher who has been teaching **less** than five years, one who has been teaching more than ten years and a **preschool** director who has been an administrator for at least five years. Ask what their biggest challenges are, and why? What are their greatest joys, and why? How do they keep up to date in the field? What qualities do they think are necessary to be successful as a classroom leader and as a successful **administrator**?
 2. Contact at least three agencies that provide services to single parents, teenage parents and families in need. What services do these agencies provide, and how they interface with the early childhood programs in our community. What do the directors think the role of preschools and child-care facilities should be in supporting families in need?
 3. After visiting a Montessori classroom and talking with teachers, evaluate the criticisms of the system given in the Morrison text. Are the criticisms valid? Are there any you would add? Why? What particular **aspects** of the Montessori classroom do you particularly like, and dislike, and why?
- or-
4. Interview a trainer for the High/Scope approach and identify the key issues in training professionals in the philosophy and methods of this program. Why did they choose High/Scope rather than Montessori, **Dewey or** Reggio Emilio as a philosophy and methodology?

All field assignments should be written in the following format:

1. Objective Description: What happened. Answers to **interview** questions go here.
2. Subjective Reaction: How you felt about it all.
3. Influence on Your Ideas of the Teaching/Learning Process: Did anything about the interview give you a different perspective, and or **change** your views?

Resource Notebook

The resource notebook should include the following sections

Section I. Classroom Leadership

- A. Environmental Design
- B. Transitions
- C. Positive Discipline
- D. Working with Assistants
- E. The Beginning/Separation Environment
- F. Activities and Assessment

Section II. School Leadership

- A. Qualities of effective administrators
- B. Rules and Regulations
 - 1. Building
 - 2. Health and Safety
 - 3. Staffing and Ratios
- C. Budgeting
- D. Staff Development and Supervision
- E. Working with Parents and Boards
- F. Accreditation
- G. Legal Issues
- H. Scheduling the day, the week, the month, the year
- I. Curriculum Models and Current Research

Section III. Community Leadership

- A. Local Organizations
- B. National Organizations
- C. Current Issues/Trends