

CHAMINADE UNIVERSITY OF HONOLULU
Honolulu, Hawaii 96816
Summer 2000

Prz

Course: ED 449: LEADERSHIP AND GUIDANCE

Instructor: Marie Rieck
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Place: Punana Leo Preschool, Waimea, Hawaii

Dates & Times: Saturday, July 1st - 8:00 am to 4:00 pm

Friday, July 7th 5:00 pm to 9:00 pm
Saturday, July 8th 8:00 am to 4:00 pm

Friday, Aug. 25^h 5:00 am to 9:00 pm
Saturday, Aug. 2e 8:00 am to 4:00 pm

Friday, Sept. 8th 5:00 pm to 9:00 pm
Saturday, Sept. 9P 8:00 am to 12:00 noon

COURSE SYLLABUS

Textbooks

On Becoming A School Leader - Combs, Miser & "taker
Positive Discipline for Preschoolers - Nelsen, Erwin & Duffy

Goal

The goal of this course is to understand the role of leadership and guidance in early childhood programs and its impact on communication, instructional methods and curriculum. Emphasis will include discovering one's own leadership style and incorporating a person-centered perspective with children, parents and co-workers, and at the administration level. Professional growth, commitment, and promoting effective parent partnership will also be included.

Objectives

Students will:

- Understand current leadership roles in the field of early childhood education in the context of the classroom, school and community
- Discover one's own leadership style and implement a person-centered approach
- Learn positive approaches in guiding children's behaviors
- Develop effective parent communication that will encourage positive partnerships
- Create a personal Professional Portfolio
- Become aware of, and utilize, various ECE resources locally and nationally
- Develop a resource file for starting an early childhood program

Competencies

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

- Describe the role of leadership in the classroom, school and at the administrative level
- Incorporate the *person-centered* model of leadership in one's own school setting
- Promote effective parent partnerships through positive communication
- Understand the importance of utilizing positive guidance techniques when working with young children
- Utilize their own Professional Portfolio when applying for a job
- Access the resource file they created with information to start Up an early Childhood program

Methods of Instruction

- Lecture
- Small and Large Group Discussions
- Writing Assignments
- Readings
- Guest Speakers
- Videos
- Field Assignment

Attendance Requirements

This class will be in session for a total of 40 hours. Students must attend 90% of scheduled class time, which allows a four-hour absence without affecting one's grade. Students are responsible for all material and assignments covered during any absence. If possible, please notify the instructor of any anticipated absences. Additional work may be required.

Rubric for Assessments

Criteria to obtain full points:

- Perfect attendance and on time for all class sessions
- **Participation** in all class discussions and activities
- Writing Assignments:
Due at the beginning of each class, organized, type written, double-spaced, correct grammar, punctuation and spelling
(***Reflections*** must be neatly written, analytical and concise)
- Personal Professional Portfolio
Organized with easily discernible **sections**
Resume included
- Resource File
Organized with easily discernible sections
Includes all writing assignments, class notes, hand-outs, etc.
Samples for each section where applicable

Evaluation/Grading

Attendance	20 Points
Class Participation	10 Points
Writing Activities	15 Points
Resource File	20 Points
Personal Portfolio	20 Points
Final Exam	15 Points
Total.....	100 Points

90-100=A 80-89=B 70-79=C 60-69=D Below 60=F

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Course Overview

- July 1**
- Introduction**
Orientation and Overview
- Course Syllabus
 - Assignments
 - Course Overview
- Leadership in the Classroom/The Early Childhood Professional**
- Video - What's Your *Thing?* (Bill Cosby's kids)
 - The Role of Leadership
 - Discovering your own Leadership Style
 - Video - *ECE Professional Development*
 - NAEYC Professional Code of Ethics
- Writing Assignment - Reflection #1**
Reading Assignment by July 7th - *On Becoming A School Leader*
Sections I & 11, pages 1 to 117
Field Assignment by August 25th - *Personal Professional Portfolio*
& *Resume*
- July 7**
- Leadership in the Classroom/Working Together**
- Team Teaching
 - Staff Development
 - Group Discussion
- July 8**
- Leadership in the Classroom/ Working with Parents**
- Parent Education
 - Effective Communication
 - Soliciting Parent Volunteers
 - Parent-Teacher Conferences
- Sharing Assessment Samples**
Video - *Teacher Child Interaction* (Guidance & Discipline)
Writing Assignment: Reflection #2
Reading Assignment by August 25th - *Positive Discipline For Preschoolers*
Parts One to Six, pages 1 to 344
- Aug. 25**
- Leadership in the Classroom/ Classroom Management**
- Guiding Children's Behaviors - Positive techniques
 - Video - *Learning Environment* (Guidance & Discipline)
 - Working with Challenging Children
 - Share Professional Portfolios

Aug. 26

Leadership in the School

- Guest Speaker/Art Therapy
- Video - *Teacher Child Interaction* (Guidance & Discipline)
- Designing a School
- Accreditation/Affiliations
- Planning: Curriculum, Goals, Scheduling
- School Brochures/Web Sites
- Parent Handbooks
- Staff Handbooks

Teacher Applications/Contracts/Job Descriptions

- Working with the Board of Directors

Writing Assignment: Reflection #3

Reading Assignment by Sept. 8th: *On Becoming A School Leader*
Section III . _ pages 147 ~ 203

Field Assignment: Leadership and Guidance Resource File - Due Sept. 8th

Sept. 8

Leadership in the School

- DHS Rules and Regulations
- Budgeting
- Legalities: Insurance, Tax Status, Workmen's Compensation, Professional Liability
- Employee Benefits
- Video - *Celebrating Early Childhood Teachers* (NAEYC)

Sept. 9'

Celebration of Learning

- Share Leadership & Guidance Resource Files
- Final Exam
- Course Evaluation

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Assignments

Readings (to prepare for discussion and/or written reflections in class)*

By July 7th *On Becoming A School Leader*, pages 1 to 117
Section I: Leadership and Belief Systems
Section II: Leader's Conceptions of Change and Self

By Aug. 25th *Positive Discipline For Preschoolers* pages 3 to 344
Raising Children Who Are Responsible, Respectful and Resourceful:
Parts One to Six

By Sept. 8th *On Becoming A School Leader* pages 147 to 203
Section III: Leaders and Organizations

* Topic-related articles will also be required readings for this class.

Writings

Students will be asked to write a *Reflection* in class on topics taken from a lecture, article, video or reading. A total of three reflection papers will be assigned.

Personal Professional Portfolio

Due Aug. 25th *Suggested Sections:*

Resume (required)
Professional **Certificates**
Health Records - TB/First Aid/CPR
Letters of Recommendation
Special Awards or Certificates
Thank you letters from Parents
Documentation of Workshops, Seminars or Special Training
Pictorial presentation of your work with young children
Children's pictures for you
Other Ideas?

Ed 449 Assignments, continued...

Leadership and Guidance Resource File*

Due Sept. **e** Section I. *Course Work*

Notes
Writing Assignments

Section II. Leadership In the Classroom

Classroom Management
Positive Discipline
Separation and Transitions
Team Teaching
Assessment Samples
Parent ~~Education/Communications/Conferences~~
Related Readings, Hand-outs

Section III. Leadership In the School

Designing a School or Classroom
Planning: Curriculum, Goals, Scheduling
Parent **Handbooks**/ Staff Handbooks/Brochures/Web Sites
Legalities: Insurances, Tax Status, Workmen's Comp,
Unemployment, Professional Liability
DHS Rules & Regulations
Working with Boards and Parent Volunteers
Budgeting
Accreditation/Affiliations
Professional Code of Ethics
Teacher Contracts/Job Descriptions
Staff Development
Resources: Book Lists/Current Research/People
Related Readings, Hand-outs

* This Resource File is yours. The way you set it up should make sense to you. It should be a workable file that you can refer to often.