

DEVELOPING & ADMINISTERING

A CHILD CARE AND EDUCATION PROGRAM

Dorothy June Sciarra ■ Ellen M. Lynch ■ Shauna M. Adams ■ Anne G. Dorsey



9TH EDITION

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Remembering and Celebrating the Life of Anne Grieme Dorsey



Photo by Sharon Civitello

We dedicate this edition of our text to the memory of our beloved coauthor, Anne G. Dorsey, who passed from us far too soon on March 25, 2014, in Cincinnati, Ohio.

Anne was first and foremost a loving and loyal wife to her husband, Bob, for 57 years. She was a devoted mother to Andrew, Peter, and Kurk, and sister to Susan. She was a proud grandmother of six grandchildren.

Anne was Professor Emerita and former program chair of early childhood education at the University of Cincinnati. As a faculty member, she served as an outstanding role model of ethical practice and professionalism for

students and colleagues alike. Her knowledge of theory and evidence-based classroom practice were unparalleled.

Over the years, Anne served professional organizations tirelessly. She was a member of the National Association for the Education of Young Children (NAEYC) Ethics Panel and the Professional Practice Panel. She was also a long-term board member of the Ohio Association for the Education of Young Children (OAEYC). As a member of the NCATE Board of Examiners, Anne visited many colleges and universities evaluating teacher education programs seeking accreditation. As a supporter of the National Association of Early Childhood Teacher Educators (NAECTE), she served as secretary, program chair, and president. Moreover, she facilitated the development of the *Journal of Early Childhood Teacher Education* from its early beginnings as a newsletter to its current status as a highly regarded publication.

Anne received numerous awards throughout her career, including the NAECTE Outstanding Early Childhood Teacher Educator Award of 1999. Additionally, she was honored with the coveted *Cincinnati Enquirer* Woman of the Year in 1991 for promoting the discipline of early childhood education, for her untiring advocacy for children, and for influencing so many individuals in their choice of career path. Anne also received the OAEYC Outstanding Teacher Educator Award.

Following her retirement, Anne maintained extensive writing and consulting schedules that included working with early education programs committed to conducting appropriate assessment of children's development. She was also a devoted volunteer for her church. This invaluable work continued until the time of her passing.

To us, her coauthors, Anne was a beloved colleague, teacher, mentor, role model, friend, and woman of faith. And we are confident that her legacy will live on in those of us who had the good fortune to know her.

We will miss her greatly.

D.J.S., E.M.L., and S.M.A.

To my colleagues and former students who continue to offer support and inspiration to me, and also to my coauthor and dear friend, Anne G. Dorsey, without whom this edition as well as all the previous editions could not have been written

D.J.S.

In memory of my parents, Jean and Rex, whose lives were a model of strength and faith; to my husband, Dennis, whose unending patience and thoughtfulness never cease to amaze and support me; to my children Heather and Josh, who fueled my personal and professional interest in childhood; to Kaitlyn and Taylor, whose spirits continue to change my life so powerfully, absolutely, and unexpectedly; and to my coauthors whose knowledge of early childhood education and commitment to ethical practice are unparalleled.

E.M.L.

To Stan, my husband, partner, and best friend, who inspires me to see the glass as half full—without your love and support I would be truly lost. To my daughters, Meredith and Jillian, who add much joy to my life—thank you for allowing me to share your stories in my teaching and my writing. To my colleagues and the teachers, staff, children, and families of the Bombeck Family Learning Center, whose work inspired my contributions to this book. To my coauthors—thank you for allowing me to add my voice to your sagacious work.

S.M.A.

To Robert Frost, without whom I may never have met Robert W. Dorsey.

A.G.D.

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PREFACE

The ninth edition of our text *Developing and Administering a Child Care and Education Program* focuses on honoring our past while we embrace the future. In the midst of this revision, our writing team and the field of early childhood suffered a tremendous loss at the passing of one of the original authors, Anne Dorsey. Anne's contributions to the field serve as the foundation for this work, and we strive to honor her in this and all future revisions. In her memory, we will continue to strive to provide the best and most current information for you and your students. Our goal is to provide professors of early childhood education and their students an understanding of the need for well-prepared directors who come to their role with a background in child development, appreciation of how learning occurs, and knowledge of basic business practices—particularly those involving finance and staff and client relations.

STATE OF THE DIRECTORSHIP

As more attention is given to the importance of the early years of child development and learning, additional scrutiny of early childhood programs is occurring. Educators, legislators, funders, program administrators, staff, and parents all want the best for children. But, of course, wanting the best, knowing what children need, and being able to provide it doesn't come easily. Yet strong standards for directors of programs for young children are not fully developed in many areas. Progress is evident based on the work of individuals such as Paula Jorde Bloom, who for many years has written about leadership and provided programs in support of directors' development. Roger and Bonnie Neugebauer have for more than 30 years provided bimonthly information specifically for directors in their *Exchange* publication. Most states have Quality Rating and Improvement Systems (QRIS) and have established early learning and development standards.

We recognize that one book alone will not prepare directors for their role. Our goal is to help future teachers and directors understand the importance of the director's role for early childhood staff, children, their families, and the community. We hope that our text will also help those who are designing director licensure move more quickly to that goal.

OUR AUDIENCE

The ninth edition of *Developing and Administering a Child Care and Education Program* was written for college students interested in early childhood education. They

may be preparing to be teachers of young children or they may be planning ahead to become administrators. Our intention is to depict the role of director, whether starting a new center or administering one already in operation. When teachers understand this role, they are more likely to recognize why their director has certain expectations of teachers, and what teachers' responsibilities are as they plan and implement a flexible, interesting program for the young children in their group. Students in associate, baccalaureate, and masters programs need this information. As they study these chapters, they begin to realize that in an early childhood education career, the roles of the director are varied and interdependent.

CONCEPTUAL APPROACH

When the director is competent to engage in a wide range of human interactions as well as in managing the center's business components, the center will function well. When the director's background in one or both of these components is weak, the center is likely to close, or even more disturbing, the program will continue in a way that is not productive for the children it serves.

Above all, we see the director as a well-prepared, ethical person who is authoritative and dedicated to meeting the needs of young children and their families. We emphasize adopting and using the National Association for the Education of Young Children's Statement of Commitment, Code of Ethical Conduct, and the Supplement for Early Childhood Program Administrators whenever puzzling situations arise that may be of an ethical nature. We see the director's responsibility as educating staff and families about the Code and how it can be used appropriately.

USING THE TEXT

Within the chapters, we include boxes that illustrate the points discussed in that section of the chapter. Called "Director's Corner," these vignettes clarify the material with examples described from a director's experiences. Throughout the text are features called "Reflections," which are designed to give readers an opportunity to pause and consider their understanding of the points being made in the text. These boxes often relate to an experience a student may have had. Each chapter ends with a summary followed by one or more activities labeled "Try It Out!" in which directions for individual, partner, or small group activities are included.

Appendices in our book provide a wealth of updated lists for both instructors and students. These include sources of materials, equipment, and supplies; early childhood professional organizations; early childhood periodicals, and information sources; and copies of many NAEYC standards.

When presenting material from *Developing and Administering a Child Care and Education Program*, instructors may choose to follow the existing order of chapters, or they may decide to depart from that order. Every chapter is self-contained, so either approach works well. Some instructors use the content as the basis of lectures, adding examples from their own experiences or inviting local directors to meet with the class to discuss a particular topic. Others assign students to interview directors on topics addressed in the text.

Many students enrolled in an administration class are involved in or will have completed an early childhood field experience. Many may be working in early childhood programs. Because the focus of college-level students may be primarily on the classroom, instructors may have students reflect on those experiences to determine how a director influences a program. For example, in your center, how does the director's work affect the health, safety, and nutrition of the children?

Some instructors use the Reflections feature found throughout the text as a starting point for class discussions or as a topic for writing assignments. The Director's Corner feature, which presents quotes from directors on the chapter topic, can also be used this way. Other instructors use the Try It Out! exercises to stimulate discussion or reflection on personal experiences or feelings. These activities may take the form of role-playing, debates, or other authentic problem-solving activities.

Most students are comfortable with the reading level of our book. Terms that may be new are explained in context. *Developing and Administering a Child Care and Education Program* lends itself well to related field experiences. Advanced students may be assigned as interns to work with directors, much as student teachers work with mentor teachers. Other instructors may assign students to form teams to create their own center on paper. This assignment may include creating an imaginary site, a mission statement, a funding plan, a tuition schedule, a budget, a marketing plan, a staffing plan, a policy and procedures manual, and a salary schedule. The assignment may be limited to one or more of these components. Instructors may assign students to write a paper or prepare a class presentation on one of the topics discussed in the text, using related resources listed in the appendices or at the end of each chapter.

WHAT'S NEW IN THIS EDITION—AN OVERVIEW

The ninth edition of *Developing and Administering a Child Care and Education Program* presents completely updated and expanded content. Here are some of the major revisions to both the text as a whole as well as those for each chapter:

The learning objectives correlated to the main sections in each chapter show students what they need to know to process and understand the information in the chapter. After completing the chapter, students should be able to demonstrate how they can use and apply their new knowledge and skills.

New and improved coverage of NAEYC standards includes a chapter-opening list of standards to help students identify where key standards are addressed in the chapter. These callouts and the standards correlation chart help students make connections between what they are learning in the textbook and the standards. The standards and guidelines provided are the following: (a) NAEYC Program Administrator Definitions and Competencies that outline the skills and knowledge administrators need in the areas of management and early childhood education; (b) NAEYC Standards for Early Childhood Professional Preparation Programs that present the core knowledge that should be addressed in programs that educate early childhood educators; and (c) NAEYC Accreditation Standards for Early Childhood Programs that identify the criteria by which quality programs for young children are measured.

Downloadable and often customizable, TeachSource Digital Downloads are practical and professional resources that allow students to immediately implement and apply this textbook's content in the field. The student downloads these tools and keeps them forever, enabling preservice teachers to begin building their library of practical, professional resources. Look for the TeachSource Digital Downloads label that identifies these items.

The TeachSource Video Vignettes feature footage from the classroom to help students relate key chapter content to real-life scenarios. Critical-thinking questions provide opportunities for in-class or online discussion and reflection.

In an effort to reflect our changing field, two new features have been added:

- The "Making the Case" feature provides specific examples that demonstrate how a director might explain new and emerging emphases in the field in order to facilitate change. "Making the Case" boxes highlight more controversial issues in the field or those topics that should be of concern to the contemporary administrator.

- “Working Smart with Technology” boxes present information related to the use of technology in today’s early childhood program. This feature was designed to bridge the divide between students who are digital natives and those for whom technology is an emerging skill.

These two new features can serve as catalysts for class discussion or as prompts for writing assignments.

Updated references have been included for every chapter.

Summaries were rewritten to directly relate to expanded/updated learning objectives.

New marginal Diversity icons highlight coverage of diversity in the broadest sense.



New and updated Try It Out! Activities appear at the end of the chapters.

New and updated Director’s Resources, many of which are also Digital Downloads, offer students authentic examples of materials such as forms, surveys, evaluations, and handbooks that have been used by effective directors. Many of the Director’s Resources are used to complete the end of the chapter Try It Out! activities.

Key Revisions and Additions to Each Chapter

Chapter 1—The Effective Director

- Additional focus on the need for computer literacy in managing today’s programs and the importance of understanding the administrative roles played by directors

Chapter 2—Assessing Community Need and Establishing a Program

- Additional information on the importance of advocacy
- New information on using online surveys to complete needs assessments

Chapter 3—Licensing and Certification

- Updated information regarding licensing and accreditation of programs
- Updated information related to Quality Rating and Improvement Systems
- Updated and expanded information about the various types of credentialing and credentialing bodies
- Inclusion of a new Director’s Resource related to developing a plan of operation for a new child care program

Chapter 4—Organizing Center Structure and Working with a Board

- Additional focus on the use of technology to communicate with the board and its committees
- New information related to the benefits of diverse board membership

- Updated information on orientation of new board members
- Inclusion of a new Director’s Resource related to completing articles of incorporation

Chapter 5—Handling Financial Matters

- Updated information about the importance of staff input in establishing budget priorities
- New information on using technology supported budgeting tools
- Updated figures on wages based on national comparisons
- New information about the Affordable Care Act

Chapter 6—Funding the Program

- Additional information related to seeking funding beyond what is needed for a current year’s operation
- Updated information on employer-supported child care and on government funding of early care and education
- New information on establishing an integrated system of child care

Chapter 7—Developing a Center Facility

- New information on planning centers based on universal design
- Inclusion of a new Director’s Resource related to the way in which a program’s mission and goals might impact the planning of an early childhood facility

Chapter 8—Equipping the Center

- Expanded information related to technology needs in equipping the center and digital literacy
- Updated information related to equipment list resources
- Updated information related to playground safety concerns
- New information related to safety concerns for infants and toddlers
- Expanded information on purchasing equipment for children with disabilities

Chapter 9—Staffing the Center

- New information related to growing leadership from within
- New information related to using LinkedIn and other web-based systems to recruit and manage the hiring process
- New example of a program handbook included as a Director’s Resource
- New example of a staffing schedule included as a Director’s Resource
- New example of a performance valuation included as a Director’s Resource

Chapter 10—Recruiting Children

- New information about including children with special needs
- Expanded information about creating a quality website to recruit children and families

Chapter 11—Supporting Quality Curriculum

- Expanded information on the theoretical basis for quality curriculum
- Expanded information about the role of the director as a curriculum mentor
- Expanded information about the effective use of technology with young children

Chapter 12—Managing the Food and the Health and Safety Programs

- New information challenging students to consider how food is used in their program
- New information related to the national Farm to School movement
- Expanded information on how technology can be used to manage the food program and maintain the health and safety of children and staff
- Updated information on legal issues related to health and safety in early childhood programs

Chapter 13—Working with Families, Volunteers, and the Community

- New information about comprehensive communication systems
- New information about communicating with families through web-based portfolios
- Inclusion of a new Director's Resource related to evaluating of the program's family engagement system

Chapter 14—Providing for Personal and Professional Staff Development

- Expanded information on job-embedded professional development
- New information on online professional development

Chapter 15—Evaluating Center Components

- New information on developing assessment policies for programs
- Expanded information on the use of portfolio assessment with children
- New information on the use of electronic portfolios in evaluating children's progress
- Updated information on cultural competence self-assessments in early childhood programs
- Inclusion of a new Director's Resource related to annual staff performance reviews

Chapter 16—Marketing the Program

- New focus on word-of-mouth marketing
- Expanded information on using social media

- Updated information on marketing the program to digital natives
- New section on the characteristics of a quality child care center website
- Updated references to support website development

Appendices A through H

- Completely updated

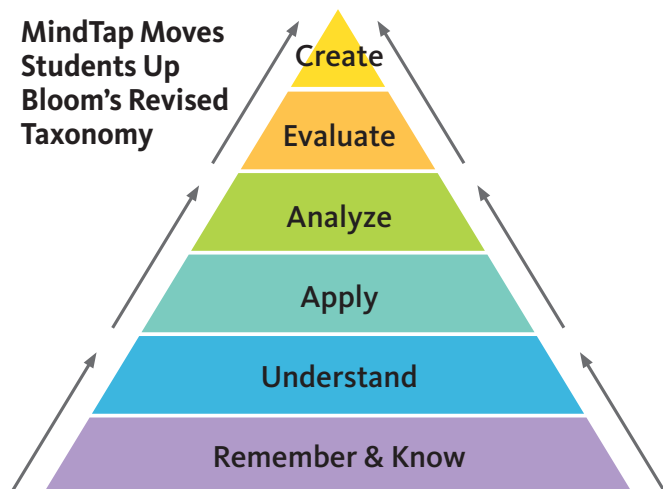
ANCILLARY MATERIAL**MindTap**

MindTap for Sciarra, Lynch, Adams, and Dorsey DEVELOPING AND ADMINISTERING A CHILD CARE AND EDUCATION PROGRAM 9e represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform, MindTap helps students elevate their thinking by guiding them to do the following:

- Know, remember, and understand concepts critical to becoming a great teacher.
- Apply concepts, create tools, and demonstrate performance and competency in key areas in the course.
- Prepare artifacts for the portfolio and eventual state licensure, to launch a successful teaching career.
- Develop the habits to become a reflective practitioner.

As students move through each chapter's Learning Path, they engage in a scaffolded learning experience, designed to move them up Bloom's Revised Taxonomy, from lower- to higher-order thinking skills. The Learning Path enables preservice students to develop these skills and gain confidence by:

- Engaging them with chapter topics and activating their prior knowledge by watching and answering questions about TeachSource videos of teachers teaching and children learning in real classrooms



Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

- Checking their comprehension and understanding through *Did You Get It?* assessments, with varied question types that are auto-graded for instant feedback
- Applying concepts through mini case scenarios—students analyze typical teaching and learning situations and create a reasoned response to the issue(s) presented in the scenario
- Reflecting about and justifying the choices they made within the teaching scenario problem

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practice, and adjusting teaching as needed. The Student Progress App makes grades visible in real time so students and instructors always have access to current standings in the class.

MindTap for Sciarra, Lynch, Adams, Dorsey, *DEVELOPING AND ADMINISTERING A CHILD CARE AND EDUCATION PROGRAM 9e* helps instructors easily set their course because it integrates into the existing Learning Management System and saves instructors time by allowing them to fully customize any aspect of the Learning Path. Instructors can change the order of the student learning activities, hide activities they don't want for the course, and—most importantly—add any content they do want (e.g., YouTube videos, Google docs, links to state education standards). Learn more at <http://www.cengage.com/mindtap>.

PowerPoint® Lecture Slides

These vibrant Microsoft® PowerPoint lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook!

Online Instructor's Manual with Test Bank

An online Instructor's Manual accompanies this book and contains information to assist the instructor in designing the course, including sample syllabi, discussion questions, teaching and learning activities, field experiences, learning objectives, and additional online resources. For assessment support, the updated test bank includes true/false, multiple-choice, matching, short-answer, and essay questions for each chapter.

Cognero

Cengage Learning Testing Powered by Cognero is a flexible online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions; create multiple test versions in an instant; and deliver tests from your Learning Management System, your classroom, or wherever you want.

ABOUT THE AUTHORS

Dorothy June Sciarra continues to be an active early childhood educator in a diverse variety of situations. She has served as director of the child development laboratory center at the University of Cincinnati, serving children and families from a wide range of backgrounds. Her work as director set the standard throughout the area for taking a stand for appropriate practice whether or not it was popular. Teachers who worked with her understood their responsibility to the children and families and developed a clear understanding of early childhood education under her guidance.

Dr. Sciarra's work as professor of child development/early childhood education has been highly praised. Former students still talk about her child development courses and her deep understanding of childhood. Dr. Sciarra served as department head with responsibility for early childhood associate, bachelor's, and master's degree programs and pioneered a system for career development as capable students were enabled to move seamlessly from the CDA to the associate and then on to the baccalaureate degree level. She has been involved in several community early childhood efforts, including board membership on the University of Cincinnati Early Learning Center. She is active in 4C, a Child Care Aware Agency (formerly National Association of Child Care Resource and Referral Agency), and has participated tirelessly on many of its agency training committees. Dr. Sciarra is a recipient of the 4C Early Childhood Award and was the first recipient of the Ohio Association for the Education of Young Children's Early Childhood Teacher Educator Award. In 2007, 4C again recognized Dr. Sciarra's work at a statewide luncheon where it was announced that the 4C library would be named in her honor. Dr. Sciarra has mentored many early childhood educators, including co-author Anne Dorsey. Together they also wrote *Leaders and Supervisors in Child Care Programs*, published by Thomson Delmar Learning. In 2010, Dr. Sciarra and Professor Dorsey were honored with the United Way Impact Award for their work in promoting appropriate early childhood education.

Ellen M. Lynch is associate professor of early childhood education at the University of Cincinnati. Her doctorate is in special education with a focus on early childhood special education. She has been active in local and state early childhood organizations, including the Ohio Association for the Education of Young Children (OAEYC), for which she served as chair of the Children with Special Needs Committee; the state Board of Directors; and the Division for Early Childhood of the Council for Exceptional Children. Additionally, she served as president of the Ohio Coalition of Associate Degree Early Childhood Programs. Dr. Lynch's current scholarly interests include engaging in the scholarship of teaching and learning

(SoTL) and exploring the use of technology to support learning among preservice teachers. She is both an editor and reviewer for several problem-based learning journals. She has presented widely at local, state, national, and international levels on a variety of aspects of teaching young children, teacher education, and best practices for teaching in higher education.

Shauna M. Adams is an associate professor of early childhood at the University of Dayton, where she also serves as the executive director of the Center for Early Learning. Dr. Adams has taught graduate and undergraduate students in such courses as child development, preschool methods, primary methods, and early childhood advocacy, research, and leadership. In her role as the director of the Center for Early Learning, Dr. Adams promotes opportunities for the Bombeck Family Learning Center to serve preservice and in-service early childhood professionals as a demonstration school and forum for professional development. She also advocates for children and families by serving on local and state committees that support quality early care and education and serves the University's mission by providing support for Catholic Early Childhood programming.

After teaching special education in public schools for 10 years, Dr. Adams became a school psychologist, working with children in preschool and the primary grades. She earned her doctorate in Early Childhood and Special Education from the University of Cincinnati. Dr. Adams became immersed in early care and education through her work with the Bombeck Family Learning Center and has established partnerships with Head Start, Public School Preschool, Early Care and Education, and a variety of agencies that support young children and families. Additionally, Dr. Adams worked with community partners to develop the University of Dayton's online Early Childhood Leadership and Advocacy programs, which were designed to address the need for leadership in early childhood while also supporting the early childhood career lattice. She is also the lead author of the *ACCESS Curriculum* and has produced a number of articles, conducted presentations, developed websites, and pursued other outlets to share this curriculum with the field of early care and education.

Anne G. Dorsey began her ECE career working in the Child Life Department at Cincinnati Children's Hospital. Three sons later, she taught both preschool and college courses while attending graduate school. When she received a full-time faculty position, Dr. Dorothy June Sciarra convinced her that she should be her coauthor and, years later, that she should become leader of the lab school and the ECE college programs. Professor Dorsey's interests in the broader community were based on her belief that working together, the University of Cincinnati child development and early childhood education program could benefit from collaboration with local agen-

cies such as United Way, 4C, and Cincinnati Association for the Education of Young Children. Agencies could also benefit from the collaboration with faculty and college students.

Locally, Professor Dorsey served on the Committee of Management of YMCA Child Development and continues to serve on the UC Early Learning Center Board, the Promoting Resilient Children Advisory Board, and the SPARK Advisory Board of the Children's Home. She was a member of the NAEYC Ethics Panel, the NAEYC Professional Practice Panel, and the Ohio Association for the Education of Young Children Board. Professor Dorsey visited many colleges and universities as a member of the National Council for Accreditation of Teacher Education Board of Examiners. As a strong supporter of the National Association of Early Childhood Teacher Educators, she served as secretary, program chair, president, and editor of the *Journal of Early Childhood Teacher Education* in its very early format, and served as president of the NAECTE Foundation. She received the OAEYC Teacher Education Award and the NAECTE Outstanding Early Childhood Teacher Educator Award. Traveling with her husband, she has visited 24 countries over the years and focused on early childhood education in each country, except, of course, Antarctica, where she waded among hundreds of penguins and their young. Professor Emeritus Dorsey enjoyed volunteering as data manager for NAECTE and as an assessor of kindergarten and preschool children for the schools and for the United Way Collaborative Partners Committee, of which she was a member. Her favorite child comment came from a preschooler whom she had assessed several times during the child's years in an early learning center. "Well Anne, I guess we won't see each other anymore; I'm going to kindergarten!"

ACKNOWLEDGMENTS

Our book is the result of continuous support from friends and colleagues who have helped us immeasurably, even when they didn't realize the contributions they were making. We particularly want to thank the directors, many of whom are former students, who helped us understand their day-to-day work from a wide variety of situations and perspectives. Special thanks go to Kathleen Bryan, who explained the popular year-long Developing Early Childhood Leaders Program. We are indebted to the teachers, staff, children, and families of the University of Dayton's Bombeck Family Learning Center who shared their practice so that it might be captured in photographs and used in real-life examples. We particularly want to thank Ashley Smith (director) and Joy Comingore (curriculum specialist) of the Bombeck Center for their inspiration and willingness to share their perspectives of the quickly changing field. Special thanks goes to Caroline Davis, Leah Lauver, and Deborah Poppaw who organized photo shoots, and to our photographers, Jenna Williams,

who took many of the new photographs, including the cover shot, and Jessica Pike and Meredith Adams, whose work included the photographs taken for the eighth edition. We also appreciate the guidance and encouragement given to us by our Cengage editor, Kate Scheinman.

We also would like to express our gratitude to the following reviewers, who offered numerous, valuable suggestions:

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Beatrice Paul, Salem State University

Donald Roberts, Cochise College

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We hope our readers will find here the technical information they need to direct a viable program. Our greater desire is that they will recognize the significance of the leadership role of the director and the challenge and personal satisfaction derived from creating and implementing an excellent early care and education program for young children and their families.

*Dorothy June Sciarra, Ellen M. Lynch, Shauna M. Adams,
and Anne G. Dorsey*

Learning Objectives

After reading this chapter, you should be able to:

- 1-1** Identify the diverse stakeholders to whom administrators are responsible.
- 1-2** Explain the purpose of the NAEYC Code of Ethical Conduct and Supplement for Early Childhood Program Administrators.
- 1-3** List four subsystems that are included within the early childhood program system.
- 1-4** Compare and contrast administrative styles and roles.
- 1-5** Identify the responsibilities that directors have as managers of a center.
- 1-6** Describe the role of curriculum leader, and identify the issues that must be considered in planning and implementing program curriculum.
- 1-7** Discuss the knowledge and skills that program administrators must possess to be successful leaders.
- 1-8** Describe tools that enable the director to blend program management and people leadership.



The successful director and center personnel work to learn to build their organization in a way that is satisfying to them and to their clients, and that creates a true system of learning.

Standards Addressed in this Chapter

Accreditation Standard 1 – Relationships

Accreditation Standard 10 – Leadership and Management

Administrator Competencies – Management Knowledge and Skills 1, 3, 5, 8, 9, 10

Administrator Competencies – Early Childhood Knowledge and Skills 6, 10

Professional Preparation Standard 6 – Becoming a Professional



Learning about the management and leadership of early childhood programs is important for staff and for current and prospective directors. The role of administrator requires knowledge and skills in early childhood education and development as well as in business practices. With expertise in both of these areas, whether demonstrated by an individual or by a team, the program is likely to be successful for children, families, staff, and investors.

An effective director of an early childhood education center is involved in all the jobs that will be described in this text, from enrolling children to evaluating staff, from budgeting to taking inventory, and from maintaining a physical plant to bandaging a child's scraped knee. The director's job includes doing or overseeing all aspects of program management and leadership. To do any one of these tasks, a director must have skills and knowledge; to do all of them requires stamina, understanding, and organization; and to do all of them effectively demands exceptional interpersonal skills as emphasized throughout this text. These characteristics and abilities enable the director to bring the best to parents, children, staff members, board members, and the community. In turn, serving as a model of these skills encourages those same people to give their best to the center. The effective director realizes that an early childhood education center can never be a one-person operation. A network of caring and learning together transcends the day-to-day chores and makes being part of a center worthwhile.

1-1 MAKING A COMMITMENT TO DIVERSE STAKEHOLDERS

When you agree to become a director, you take on a tremendous responsibility to a very diverse group of stakeholders, including the following:

- children enrolled in the center (and those seeking enrollment)
- families of those children
- all center personnel (and those who apply for positions)
- the center's board, funders, and other agencies and administrators to whom you report or with whom you interact
- the community
- yourself


How can you possibly make a commitment to all of these individuals and groups? Perhaps you believed that you would be responsible for seeing that the teachers at your center did what they were supposed to do. Perhaps you thought there might be a problem with one or two of them, but you felt confident to handle that type of

situation. Maybe you thought there would be one or two parents who expected special treatment, or a child who frequently hurt other children. And maybe you thought, "Sure, I can handle that."

Being an administrator entails much more than *handling* people and situations. The director must recognize that her constituency consists of the six components just listed. She must become familiar enough with all of them to know what is important to each.


You may be wondering why the director's constituency includes those *applying* for enrollment or positions at the center. Policies, procedures, and interactions in *every* aspect of the organization's work are included. Therefore, although the director may not have an opening for a child or may find that a job applicant is not appropriate for the role, she is expected to treat each of them in accordance with the center's philosophy.

1-2 MEETING CHALLENGING SITUATIONS BASED ON ETHICAL PRINCIPLES

Any individual who assumes responsibility  must recognize that challenges will arise. Some of these are easily met, but often there is no clear-cut solution. As you ponder what to do in such situations, you may wonder, "Is this a policy issue, one for which I, as director, should take action and maintain the policy, or are there other factors that make this a moral or an ethical issue?"

You can expect to be challenged by ethical issues as you work to meet the needs of a wide range of constituents. Fortunately, you have valuable tools at your fingertips: The National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and the Statement of Commitment as well as the Supplement to the Code for Early Childhood Program Administrators (NAEYC, 2011; 2006) are on the NAEYC website and are included in Appendix A, parts 1 and 2. Becoming familiar with the Code and the Supplement now will help you when you are faced with a dilemma.

Both the Code and the Supplement begin with statements of core values. All individuals who work with young children should be expected to commit to holding and acting on those values. For example, directors should value and be committed to the belief that "the well-being of the children in our care is our primary responsibility, above our obligations to other constituents" (NAEYC, 2006).

Both the Code and the Supplement contain  ideals, which "reflect the aspirations of practitioners," and principles, which "guide conduct and assist practitioners in resolving ethical dilemmas" (NAEYC, 2006). For example, one ideal maintains that administrators

“design programs and policies inclusive of and responsive to diverse families.” A related principle suggests that directors “shall work to create a respectful environment for and a working relationship with all families, regardless of family members’ sex, race, national origin, immigration status, preferred home language, religious belief or affiliation, age, marital status/family structure, disability, or sexual orientation.” Note that the documents do not purport to provide specific answers; rather, they serve as guides for decision makers who are facing unique situations.

After the director is familiar with the Code and the Supplement, she can begin to help staff and families understand their importance. Distributing copies to staff and families as part of their handbooks and then holding discussion sessions enables everyone to become familiar with why the center espouses the use of the Code and the Supplement. In the dialogue with others, be sure to include the importance of *reflecting* on an ethical dilemma and seeking guidance from a trusted professional when needed. As in all other aspects of early childhood work, confidentiality is essential.

REFLECTION

After you have read and thought about the Code of Ethical Content: Supplement for Early Childhood Program Administrators, reflect on situations you think would be most challenging for you. Have you encountered any ethical dilemmas for which using the Code might have been helpful?

1-3 CONSIDERING THE CENTER'S SYSTEMS AND SUBSYSTEMS

Leaders of new or redeveloping businesses often begin their work by calling personnel together to create a vision. But the vision can only be achieved when everyone in the organization is committed to it. Often most people do not realize that all businesses, whether operated to design and sell automobiles or to support children’s well-being, operate as systems. We know that each of our bodies is a system, and we are usually well aware when something goes wrong with our bodily system. We know, too, that this system is composed of many systems: the digestive system, the respiratory system, and so forth. We can see patterns emerging. For example, a pattern of overeating and lack of exercise affects one or more systems and can lead to obesity. Most of us are becoming more aware of environmental systems as well. Destroying the habitats of various species can

lead to their extinction. To work effectively in any business, including the early childhood education business, we must recognize that each of us plays a role in that system. Each of us must engage in systems thinking.

Senge defines systems thinking as “a conceptual framework, a body of knowledge and tools that has been developed over the past 50 years, to make the full patterns clearer, and to help us see how to change them effectively” (2006, p. 7). A body of knowledge and tools for working together exists in each early childhood program. New members join that program with many of the beliefs, theories, and practices common to the field, but they must grow together with their colleagues to create the unique system that enables their program to function successfully.

Because each early childhood program operates as a system, whether the system is visible or not, the director and staff must work together to recognize the characteristics of that system. Periodically, a review must be conducted of the overall system on which a program’s operation is based that answers questions such as these: Who are we as a center? What is it that makes us the XYZ Center? What premises do we hold that guide us in our work? Are those premises valid? Are some of the center’s operating methods still in place simply out of habit? Today, some centers are curtailing or eliminating independent playtime for preschoolers and substituting group instruction. Center personnel need to discuss the reasons for these actions and ensure that such changes support the center’s vision.

DIRECTOR'S CORNER

“We have six centers within our corporation, widely spread over the local area. Each center has its own identity. The populations we serve at each site differ. However, everyone who works here shares the same basic beliefs about children’s learning and development.”

“I meet with the six directors as a group every month. We all look forward to that, and each of us benefits. Each of the directors is at a different stage in her development as a director, yet as a group, we share our thinking and support one another. Each director goes back to her center and has a meeting with her staff. Together they learn how to create the kind of program that we and they believe is supportive of children and families.”

“Several schools and companies have asked us to create and operate centers at their sites. We’re choosing carefully where we’ll expand and under what circumstances. We must follow the principles that we have agreed on in order to operate.”

—Executive director, not-for-profit, multisite corporation

1-3a Subsystems in Early Childhood Programs

The system for an early childhood center consists of a number of subsystems. Some of these subsystems, which will be addressed in other chapters, include the finance system, the systems for securing and managing facilities and equipment, and the personnel system. The subsystems each make a contribution to the whole, and together they create a whole that is greater than the sum of the parts.

Those who create systems base them on what they believe to be important. For example, presumably you have a system for planning curriculum. As center personnel gather to review curriculum, you may find that a teacher says, “We have always had our own way of doing things. Let’s just leave it at that.” However, in systems thinking, the willingness of each group member to meet and share thinking, to be open to each other’s ideas, and to be willing to search for the best solution enables the group to learn together. Establishing such group openness takes time, a willingness on the part of the leader to be open also, and a commitment to implementing the plan to which the group agrees.



The director and staff find ways to support each child’s development and to help each child learn.

In an early childhood education center, several key systems are external to the organization and beyond the direct control of center personnel. Consider that diverse family systems affect the center’s operation. Family members want what is best for their children. Family members interact with other systems, such as those at their place of employment. Those systems affect family members’ ability to participate at the center and how the center views the role of families. For example, family members may not be free to attend conferences and programs at the center.

The regulatory system, whether required (such as licensing) or optional (such as accreditation or a state quality program), is another external system that interfaces with early childhood programs. Regulatory systems have different requirements, some of which may coincide with the way the center wants to function and some of which may not.

An important aspect of the director’s role in working with the overall system and the related subsystems is emphasis on establishing an understanding among all personnel (including the director) that they are colleagues rather than a hierarchy. This process is challenging because the difference in daily responsibilities is quite apparent and necessary. However, when all personnel have developed trust in one another, they can learn to suspend the hierarchy for the sake of discussion. The challenge is to learn how to learn together (Senge, 2006).

1-4 ADMINISTRATIVE STYLES AND ROLES

Although all directors are responsible for administering a program, their administrative styles are unique and, therefore, the outcomes of their programs differ. Some of the differences are based on the roles assigned to the directors, while others are based on their personalities, knowledge, skills, and attitudes. Their effectiveness in supporting the development of a “we” feeling—group spirit—is a key factor in the success of the

MAKING THE CASE FOR QUALIFIED ADMINISTRATORS

Becoming a successful administrator of an early childhood program requires a complex set of skills and abilities. Understanding yourself and others, as well as your roles and responsibilities, is key to your ability to direct a program for young children. Preparation for an administrative position is vital! Reflect on the following questions:

1. What abilities do you possess that will enable you to address the many roles you will fill as a director?
2. What educational preparation and experience are required in your state to become an administrator of an early childhood program? How do these compare to the competencies identified in the NAEYC Program Administrator Definition and Competencies? (See Appendix C.)

organization. Each member of the team must be ready to work in a way that contributes to the overall organization. Other early childhood programs may follow trends—real or imagined—such as, “Kindergarten teachers expect us to have these children prepared to read, knowing how to print all the letters, and able to sit and complete worksheets for a half hour or more.” Although that may be the case in some schools, many kindergarten teachers see each child as an individual and work with the child accordingly. The administrator plays an important part in helping teachers, children, and families recognize the role of the present system and how it relates to future systems in kindergartens and above.

1-4a Styles

Individuals who head an organization often start out using a managerial approach. They determine what has to be done, how it is to be done, and who should do it. The assigned staff member is expected to report back to the manager when the task is completed or at intervals along the way. If that does not happen, the manager takes responsibility for checking up on the staff member and commenting on the staff member’s work or lack of success. This style may be appropriate when many staff members are relatively new in the field and have little background to draw upon. Even in that situation, however, when given opportunities, staff members often exceed expectations. Or they may begin to feel like a cog in a wheel, going round and round and never really having an opportunity to be involved.

Other managers use a more laissez-faire approach, leaving much of the decision making to the staff. Little or no overall structure may leave staff members with no support for decisions they make and confused about how the many independent decisions fit together. The administrator’s interest may be directed more toward building outside relations for the benefit of the center. Although building relations beyond a business locale is essential, building a knowledgeable staff who understands the vision and goals cannot be minimized. This approach certainly does not support the development of a center-wide system, although staff may develop an effective system on their own. There is such a variety of managerial styles that it is impossible to describe each one.

Some directors are natural leaders rather than managers. Others, over time and with mentoring, reading, and studying, become leaders. As the leader, the director looks to the staff for ideas, initiative, and implementation. Certainly, the leader does not turn over the running of the center to any staff member who steps forward. Rather, the leader supports and encourages staff to become part of the team that will help the center and its programs thrive. Directors realize that they must balance day-to-day reality with the vision that the center’s stakeholders have



Children make room to learn together. Do we?

prepared. The director whose leadership skills include the ability to accept and welcome ideas from others demonstrates competence and confidence. (To read more about becoming a leader, see Bruno, 2012; Carter, 2014; Covey, 2004; McCrea, 2002; Sciarra & Dorsey, 2002.)

DIRECTOR’S CORNER

“I had no idea how complex my role as director would be. Such a wide variety of people seem to need me immediately for such a wide variety of reasons. Meeting them all would probably be impossible (and maybe not even wise), but at the end of the day—most days—I know the challenges have been worthwhile. All it takes is one little pair of arms hugging me or one teacher smiling and saying on her way out, ‘See you tomorrow, Chris!’ ”

—Director, large suburban preschool

1-4b Roles

If all the directors of centers in one state or county were to gather and discuss their roles, the job descriptions would undoubtedly cover a very wide range of categories. Some directors teach, perhaps spending half of every day in their own classrooms. Others never teach but are responsible for several centers; they travel between the centers, keeping abreast of two or more sets of circumstances, staff members, children, families, equipment lists, and so forth. Some may be responsible to an industry, a corporate system, a public school principal, or a parent cooperative association, while others are proprietors and owners.

Some directors make all the policy and procedure decisions; others are in settings where some policy is

set by a school system or corporate management team. In other situations, every procedural detail is administered by a board. A director in a large center may have an assistant director, secretary, receptionist, and a cook; however, a director of a small center often does all the record keeping, supervising, telephone answering, and meal preparation. Directors work with half-day programs, full-day programs, or even 24-hour care programs. The programs may offer care for infants and toddlers, or for older children, both before and after school. Sick child care or care of children with major special needs also may be provided.

The financial plan may involve proprietary or agency operations and may or may not be organized to make a profit. Program goals range from providing a safe place where children are cared for to furnishing total developmental services for children, including medical and dental care; social services; screening and therapy; and activities that promote intellectual, motor, emotional, social, and moral development.

Both the program clients' expectations and the community's expectations affect the center director's role. Some communities appreciate a director who actively participates in the affairs of their community council, in lobbying for legislative reform, and in helping to preserve the cultural backgrounds of the children. Others prefer a director who focuses strictly on center business or on preparing children to deal with the demands of elementary school. Directors must blend their personal philosophies with those of the community to achieve a balance. This blending can occur only if a potential director and a board explore each other's philosophies before agreeing on the responsibility for administering a particular program. If the philosophies of the director and those of

the center truly are incompatible, one or the other must be changed.

Sometimes, the director is confronted with a conflict between the two roles. The job description and the expectations of the people connected with the center may dictate that the director be present to greet teachers, parents, and children each day and to bid them good-bye each evening. In between, the director may be expected to be present in case an emergency arises. Simultaneously, however, obligations to the profession and to the community must be met. The director may be asked to speak at a luncheon meeting of a community group that is ready to make a contribution to the center, to attend a board meeting of a local professional association, or to provide information at a session called by the diagnostic clinic to plan for one of the children with special needs who attends the early childhood education center.

Directors, especially those with experience, also have a responsibility to serve as child advocates. Although the NAEYC Code of Ethical Conduct calls on all who work with young children to "acknowledge an obligation to serve as a voice for children everywhere" (NAEYC, 2011), directors are more likely to have opportunities to see the broader picture of events in the community and beyond. They can keep informed about important legislative issues and about conditions affecting children and families by reading professional journals and newsletters and by being knowledgeable about local and national news.

Many advocates are working for an all-encompassing system of early childhood programs. For example, when you type "NAEYC" in a search engine, you will



Directors perform many roles, including observing staff and greeting families.

receive a list of NAEYC sites with wide-ranging information about the organization. You can also subscribe to online mailing lists such as Exchange Everyday, sponsored by Child Care Exchange, and updates from the Children's Defense Fund. Share your findings with others interested in early childhood, and you will quickly find dozens of sources of related information. As with any website, however, it is important to check legitimacy.

Because directors are leaders and models, not only in their own centers but also throughout the community, staff, parents, and others often look to them for information about advocacy issues. Some directors may post information for staff and parents; others may make a concerted effort to involve people in an action plan. Some may write letters to editors or to legislators, while others may testify before various governmental groups. In determining participation in advocacy efforts, each director must weigh the responsibility to be an advocate against the responsibility to the center, as well as consider personal time.

Although many directors work more than a 40-hour week, it is unreasonable and unwise to expect them to devote evening and weekend hours to their jobs on a regular basis. Directors who spend too much time on the job may become physically and emotionally exhausted, leading to ineffectiveness. As models for staff members, directors must demonstrate a balance of personal and center needs. As you study this text, you may wonder how directors do it all. Knowledge, disposition, organization, and support all contribute to their success.

1-4c Personal Qualities

Directors may become enmeshed in unreasonable workloads because they have become personally involved in the center's work. An effective director should be involved closely with the activities of the center while maintaining distance, which is a difficult combination to attain. The primary reason for the difficulty in achieving this balance is that good directors assume their roles largely because they care about people. Caring is apparent when the director assumes the role of learner as well as teacher and stays abreast of current research while providing this information to staff when it is relevant. Caring is demonstrated by paying attention to detail, such as spelling an unusual name correctly, ordering the special food a teacher would like for a project, and seeing that each board and staff member is notified of an early childhood lecture being held in the community. Caring is regarding the operation of the center in a serious manner, yet maintaining a sense of humor.

For some people, caring is shown in an exuberant manner with lots of enthusiastic conversation, hugging, and facial animation. Others who are just as

caring are quiet, seem somewhat reserved, and perhaps move into relationships more slowly. Directors may have other combinations of personal qualities, but the genuine and essential ability to care is the one that makes the difference.

An interesting aspect of caring is that it may be misunderstood. Because they are concerned for others, directors sometimes may have to adjust the style in which they relate to the diverse people with whom they interact. For example, some individuals may be uncomfortable with being touched; if the director unknowingly puts an arm around people who feel this way, they may be annoyed or insulted and be unable to accept the care and concern that is intended.



Being a caring person in the face of all the responsibilities of directing a center can be difficult. At times, a director may feel overwhelmed. The caring director is constantly helping others by listening and providing emotional support for both children and adults, and the director may well need people to respond in kind. Those individuals who become effective directors usually enjoy giving to others; they seem to thrive on it. However, because they are seen at the center as the source of so much giving, they must seek sustenance from either the caring network at the center or a relative or friend outside the center. Even those people who freely and happily give of themselves need, at times, to receive support and encouragement through recognition and understanding.

Directing can be stressful because the director, although surrounded by people, is in a very real sense an isolate. She has no peers in the center and, no matter how loved and respected, is "the boss." This feeling can prevail even when all personnel, including the director, have come together to form a learning system. Overdoing the caring component of the director's role can be damaging to staff, children, and families. The director's role is to support others, rather than to oversee and manage their comfort. Furthermore, the director is still ultimately responsible to the owner, the board, the main office, funders, and others.

Confiding in one particular staff member would be inappropriate because some of the information with which the director works cannot be shared with anyone at the center. Some directors have established a network of other directors. They meet, perhaps monthly, for a relaxing lunch and conversation. There is reassurance in knowing that other directors have to report child abuse, experience staff turnover, have too many forms to fill out, and have considered quitting. As a group, directors can create ways to solve problems, to support one another, and to heighten community awareness regarding the needs of young children and their caregivers while maintaining confidentiality.

Directors realize they have the power to create healthy, supportive communities for children, families, and staff, but they also recognize that their early childhood training and classroom experiences have not prepared them to carry the vast array of responsibilities of running a center. Until relatively recently, little attention was paid to credentialing directors. Depending on the size, scope, and type of program, directors find they have duties as varied and complex as those of major corporate leaders. Yet they have had little or no preparation and often have no opportunity to prepare for the job. Limited mentoring is available.

DIRECTOR'S CORNER

“Although I had been assistant director at the center, my role did not go beyond visiting the classrooms to see that all was well. When our director and her family moved to another state, I was offered the director’s position. Little did I know how much I had to learn! Where is there a copy of the budget? Do we have enough money? What is expected of me? Do we have to pay taxes? What if someone doesn’t pay tuition? Uh, oh, my computer isn’t working. How can I get it fixed?”

NOTE TO SELF: 1. BEGIN CREATING A CENTER MANUAL.

2. RECRUIT AND TRAIN ASSISTANT DIRECTOR.”

—Director, nonprofit center

To be effective leaders, directors must ensure that their own needs are met. Being a martyr, even a cheerful martyr, who never takes vacation or sick days, may lead staff to feel somewhat guilty when they recognize and meet their own needs. Competent directors serve as models of balance.



Directors and staff work together to welcome children and families.

1-5 MANAGING THE PROGRAM

Although directors may have a broad range of roles that bring a variety of personal qualities to these roles, every director is responsible for program maintenance. Completing this task, whatever its parameters, is possible only when the director is skilled and knowledgeable. Throughout this text, the information essential to doing the work of a center director is discussed. This information, when combined with some teaching and administrative experience, should help you meet the responsibilities that are required for appropriate program maintenance and enhancement. As with every other professional role, directors need to continue learning and developing. A list of typical responsibilities is included here.

Depending on the organizational structure of your center, some of these responsibilities may be carried out by other personnel. However, the director is responsible for ensuring that they are carried out appropriately.

1. Develop goals and objectives in relation to the center’s philosophy, placing emphasis on the needs of clients.
2. Develop and maintain knowledge of standards created by professional and regulatory groups. Ensure that standards are being addressed appropriately throughout the center.
3. Work with staff to plan a curriculum to meet the objectives of the center.
4. Visit each classroom frequently, preferably daily.
5. Develop a positive working relationship with the board of directors and its committees, placing emphasis on communicating the center’s accomplishments and needs to the board.
6. Establish policies for center operation, or become familiar with policies established by the center board, parent corporation, board of education, or other sponsor.
7. Draw up procedures for implementation of policies.
8. Prepare and maintain a manual for board and staff members.
9. Work with licensing agents to meet applicable licensing regulations.
10. Provide adequate insurance coverage.
11. Comply with all local, state, and federal laws relating to the center’s operation.
12. Establish and operate within a workable budget.
13. Keep accurate financial records.
14. Pay bills and prepare payroll.

15. Collect tuition.
16. Write proposals and seek other funds for operation of the center.
17. Locate and maintain suitable physical facilities for the center's program.
18. Order and maintain equipment.
19. Develop and maintain a marketing plan.
20. Enroll and group the children.
21. Employ appropriate staff.
22. Provide staff orientation.
23. Coach the staff.
24. Develop knowledge levels and skills of the staff members so that upward mobility within the profession is feasible.
25. Evaluate the program, the staff members, and the children's progress.
26. Develop an effective communication system among staff members through regular staff meetings, conferences, and informal conversations.
27. Provide in-service training for staff and volunteers.
28. Fill roles of other staff members in emergency situations.
29. Plan and implement a family program that is responsive to needs and interests.
30. Explain the center's program to the community.
31. Participate in professional organizations.
32. Become an advocate for children.
33. Continue professional development through reading and attending pertinent courses such as workshops, conferences, and lectures.

Successful program maintenance requires that the director be organized. Just as the director expects teachers to have a plan for the year, month, week, and day, so too must the director have plans. Whether the plans are on a handheld device or on paper, they must be followed to a reasonable degree. Document organization is also essential. Although some paper forms are necessary, computerized systems often simplify documentation. If backed up and stored appropriately, they can be easy to locate, use, and modify. At the same time, discarding items that are no longer needed will make it easier to find working documents.

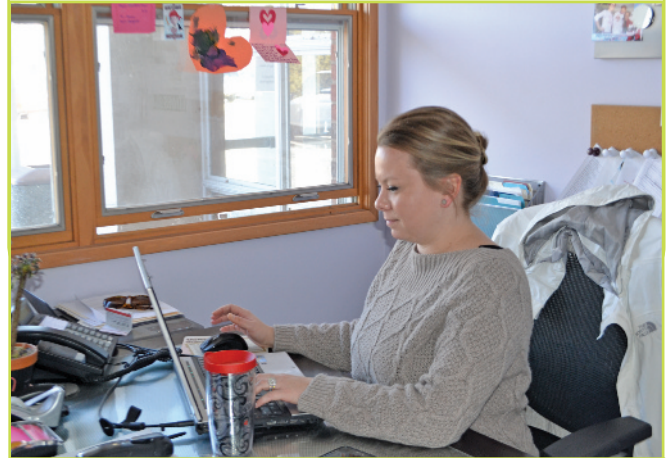
As you read other chapters of this text, you will notice the many types of files directors are expected to keep, including policy manuals, staff records, child records, financial data, as well as numerous others. Most, if not all of these, can be made available online if access is restricted to those who have a right to see them. As with all important documents, it is essential to have a backup copy in a safe place. You will find additional information

Working Smart with Technology



Computer Literacy


Today's successful director must be computer literate. Like nearly every other business, the management of child care centers can be greatly enhanced and somewhat simplified through the use of technology. Directors can use technology to organize, store, and complete paperwork; manage finances; apply for center licensing; communicate with parents, staff, and board members; provide staff development resources; and complete online educational opportunities. For additional information related to the use of technology in today's early childhood programs, check issues of the *Young Children* journal and *Exchange* magazine.



Today's directors must be familiar with the ways in which technology can be used to simplify, organize, and complete numerous tasks.

about essential documents on the child care licensing website for your state.

1-6 SERVING AS CURRICULUM LEADER

An important responsibility of a director is  that of curriculum leader. Early childhood teacher preparation programs have at least one course devoted to curriculum. Directors who do not have an adequate early childhood background should expect to complete at least one course in early childhood curriculum. A section in an administration textbook and course will not suffice, however, because directors as well as teachers must continue to develop their understanding of curriculum and its relation to child development. Read Chapter 11