

Information

- ❖ Read this workbook and use it as a class resource. All work in this book is kept for your future reference. Do not submit these pages.
- 3 The course assignments can be found at the class website: **www.starstab.com** Once you are at this site go to “Enter your Classroom”.
- 3 Please be sure to go to the “Class Study Links” page. There you will find a variety of links set up to help you with your assignments. Many of these links are directly related to your assignments.
- 3 All assignments are turned in by e-mail to: **admin@starstab.com** AS you finish one assignment go directly on to the next one.
- 3 Remember; “No News is Good News” as you will only be notified if your assignments are incorrect or incomplete. So continue on at your own pace.

PREPARING A RESUME

INCLUDE THE FOLLOWING:

- Your name
- Address
- Telephone number
- Career or job objective
- The most recent work experience (as space permits)
- The most recent education experience (as space permits)
- Strengths and positive information
 - Special skills
 - Honors received
 - Languages
 - Credentials, certificates
- State that references are available upon request

DO NOT INCLUDE:

- Reason you left any job
- Salaries
- Age
- Marital status
- Religion
- Ethnic group
- Height and -weight
- Health
- The word *Resume* at the top of the page

GOALS

A goal is:

Something one desires to be, do, have, or achieve at a certain point in time and for which one is willing to work.

A goal can be...

- Short-term if one plans to achieve it soon.

Example: Learn the steps to writing a lesson plan.

- Long-term if one plans to achieve it in the future.

Example: Become an elementary school teacher.

VALUES

Values

- 1 - Beliefs and principles one considers important.
- 2 - Beliefs and principles that guide one's choices and behaviors.

Influences on Values Include...

- 1 - Relationships with others.
- 2 - Experiences.

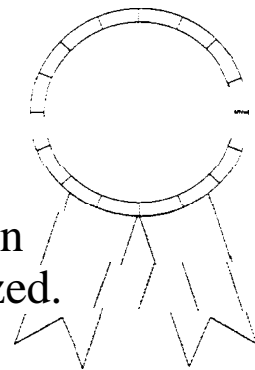
Standards of Quality for Child Care

A quality program provides

- ◆ A nurturing, educationally qualified staff.
- ◆ A multisensory environment that is safe and affirming.
- ◆ Curriculum that celebrates diversity and supports “best practices.”
- ◆ A curriculum that supports children’s individual rates of development.
- ◆ Developmentally appropriate teaching strategies.
- ◆ A regular assessment of children’s growth and development—emotional, social, physical, and cognitive.
- ◆ Communication and partnerships among center staff and parents.
- ◆ Learning opportunities developed with community and supportive agencies.
- ◆ A continuous staff development program.

PRINCIPLES OF WORKFORCE MANAGEMENT

1. A goal of the organization should be customer satisfaction.
2. A goal of the organization should be to continually improve.
3. Individuals in leadership positions should encourage all employees to meet the organization's goals.
4. Individuals in leadership positions should provide support to each employee.
5. Individuals in leadership positions should role-model professional behavior.
6. All employees must be considered to be important to the success of the organization.
7. For optimal success, management and employees must trust one another.
8. All workers must be prepared to make decisions.
9. A decision-making process based on analysis of fact should be utilized.

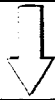


MANAGEMENT FUNCTIONS

Forecasting: • Determine the future based on trends and needs assessment.
• Create long-range goals.



Planning: • Define the goals of the organization and translate them into short-range goals.
• Work with next-level manager to create measurable objectives for each department.
• Plan strategies to meet the objectives.



Organizing: • Using goals as a guide, design a structure of tasks to meet each goal.



Delegating: • Assign each task to a competent employee and provide him or her with what is needed to complete the task (for example, time, money, equipment, staff).



Directing: • Oversee the process; motivate, teach, and coach the workers; describe how and why something is done.



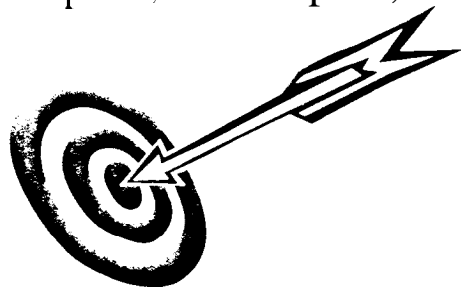
Controlling: • Keep operations on course toward the goal.



Evaluating: • Determine the success at meeting the goals (can lead to revising goals).

DEVELOPING A MARKETING PLAN

1. Determine a target audience.
 - Who are the customers'.)
 - Where are they located'!
 - When is the best time to promote the organization?
2. Describe advertising to reach target audience.
 - Signs (outdoor, community bulletin boards)
 - Community newspaper or magazine advertising
 - Directory advertising (yellow pages)
 - Fliers
 - Specialty media (novelty items: pens, memo pads, etc.)
 - Promotional activities
 - Word-of-mouth
3. Plan business opening.
 - Plan promotion of facility
 - Who
 - Where
 - What
 - How
 - When
4. Keep track of time involved.
5. Monitor customer responses (keep track of interest).



WORKING WITH FAMILIES FROM VARYING CULTURAL BACKGROUNDS

Ways to Thoughtfully Communicate With Families

- . Provide written materials in represented languages.
- . Orient new parents to the classroom with materials in their own language. Include descriptions of how their children will benefit, what is expected of the child and parent, how to contact you, and how the school functions.
- . Use an interpreter or encourage parents to bring family members who speak English to classroom situations.
- . Introduce parents with common languages and cultures.
- . Show photo albums or videos of classroom routines.
- . Smile when communicating with parents.
- . Communicate in a variety of settings: face-to-face, at the door, through home visits, and at schoolwide activities.
- . Conduct a survey about languages spoken, children's experiences, holidays, and parents' expectations of children and school.
- . Avoid using figurative language or educational jargon.
- . Check for understanding when communicating with parents.
- . Send written communication home prior to meetings with parents, so that they can come with an understanding of what will be discussed.
- . Point out the benefits of a good education. Provide parents with examples of successful individuals from their own culture who have benefited from education.
- . Let parents know that you care for their children.
- . Provide suggestions of ways to help children succeed.
- . Encourage parents to maintain their home language with the child, because this is important for the level of communication required between parent and child.

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WORKING WITH FAMILIES FROM **VARYING CULTURAL BACKGROUNDS**

Environmental Considerations for Working with Families

- . Make sure the classroom displays **antibias** elements.
- . Post greeting words from represented languages so teachers and other parents can use them.
- . Label common objects and pictures with names from represented languages and ask parents to provide the words.
- . Post family pictures in visual displays.
- . Display an attitude that says that all children and families are unique.

Ways to Involve Parents

- . Ask parents to assist their children in identifying their country of origin on a classroom map or globe.
- . Have parents share information about traditional celebrations, literature, ceremonies, and dance.
- . Invite parents to cook cultural dishes and share recipes.
- . Ask parents to sing songs and tell stories depicting their culture.
- . Have parents contribute musical recordings and demonstrate the use of special musical instruments.
- . Ask parents from the same culture or language group to invite a parent from the same culture to participate in the classroom.
- . Assign classroom participation activities that are nonthreatening (for example, aspects of activities that do not require language proficiency).
- . Ask all parents to share aspects of their cultural heritage; even those that seem similar to yours may have interesting facets.
- . Find out why parents might be hesitant: (for example, because of language difficulties or lack of transportation or babysitting services) and then attempt to find solutions through community resources.

TERMS FROM OTHER LANGUAGES

DIRECTIONS: *Review the following foreign word pronunciations and practice them during the course. Provide the class with additional words from languages with which you are familiar. If there is a predominate second language spoken in the class in which you have been placed, learn some common word pronunciations and teach them to the class.*

	Chinese	French	German	Hindi	Italian
Welcome	huan ying	bienvenue	willkommen	swagalam	benvenuti
Good Morning	née-dzau	bonjour	guten morgen	namaskar	buon giorno
Good Afternoon	née-how	bon après-midi	guten tag	(same)	buon pomeriggio
Hello	née-how	salut	hallo	kemcho	chow
Thank You	she-eh	merci	dankeschön	aabhar	grazie
Mother	mà ma	la mère	mutter	mata ji	la madre
Father	bà ba	le père	vater	pita ji	il padre
Sister	jay jay (older) may may (younger)	la soeur	schwester	bhen	la sorella
Brother	gû gû (older) dec dec (younger)	le frère	bruder	bhai	il fratello
Child	hi dzû	l' enfant	kind	bachha	il bambino (boy) la bambina (girl)

TERMS FROM OTHER LANGUAGES

	Tagalog (Philippines)	Portuguese	Spanish	Vietnamese	Other:
Welcome	Tuloy Kayo (come in)	benvido	bienvenido	hwan-ng-yan	
Good Morning	magandang un uga	boa dia	buenos días	chow bouy sânng	
Good Afternoon	magandang hapon	boatarde	buenas tardes	chow bouy chew	
Hello	hello	olá	hola	chow um (man) chow bah (woman)	
Thank You	salant po	obrigado	gracias	câm-un	
Mother	ina	mãe	mamá	mê	
Father	ama	pai	papá	cha	
Sister	ate	irmã	hermana	chi (older) em-guy (younger)	
Brother	kuya	irmão	hermano	anh (older) em 7-eye (younger)	
Child	bata	crianca	niño (boy) niña (girl)	em	

Director Evaluation

In order to promote growth effectively in staff members, parents, caregivers, and children, you must first know yourself. It isn't enough just to agree with principles of good supervision; they must be practiced. The most effective way to evaluate yourself is on the basis of past performance. The following questions can be used for this evaluation.

1. Have I arrived at work most of the time with an enthusiastic attitude?
Your attitude is reflected by the center as a whole. If you expect your staff to be enthusiastic about their work, you must set the example.
2. Have I greeted my coworkers most of the time in a way that lets them know that I am really glad to see them?
Even if you are slow getting started in the morning, it is your responsibility as director to let the staff know that you are genuinely glad they have come to work. If you stop to think about it, you really are.
3. Have I maintained flexibility in my dealings with others?
Flexibility means growth, friendliness, and understanding. Rigidity can only lead to misunderstandings and stagnation.

4. Have I accepted suggestions and constructive criticisms gracefully?
If you expect self-improvement in others, take every opportunity to improve yourself
5. Have I maintained an attitude of self-assurance?
It is your responsibility to give others confidence and security by letting them know they can depend on you during trying situations.
6. Have I been patient with people who, though they do not express it, are actually looking to me for help?
To help others is the reason your job exists.
7. Have I helped others feel comfortable by being alert to their feelings and reactions and by being tactful?
Sensitivity enables you to give wholesome support and guidance to others in times of need.
8. Have I tried to draw others into the conversation?
This enables you to soften barriers and help establish a participatory feeling among all members of the school family.
9. Have I been considerate in the requests I make of others?
Consideration for others results in respect toward you.
10. Have I been practical in my expectations of others?
A good administrator will distribute tasks according to abilities of individual staff members, thus being helpful and fair
11. Have I been mature in considering the problems of staff members [Sections D62–63], parents and caregivers [Sections F23, F32–35], and children [Sections F30, F32–35, I23]?
Every problem of the center is your problem. No matter how minor it may seem to you, each problem should be given serious consideration and handled in such a way as to give support to those who depend on you for such support.
12. Have I continued to expand my knowledge of child development and educational methods, and do I keep up with new research in early childhood [Sections D58-6 1, J6]?
Education is an ever-changing force. Good education requires the involvement of people who recognize and move with those changes.
13. Have I remained aware of my role as a supervisor and been alert to any changing responsibilities?
With increased skill, knowledge, and experience comes increased responsibility.
 - a. Have I maintained fiscal responsibility?
 - b. Have I worked toward maintenance and ongoing improvement of the facility?
 - c. Have I treated parents and caregivers as integral parts of the center community?
 - d. Have I promoted wholesome health practices?
 - e. Have I maintained an overall ongoing safety check of the program and facilities?
 - f. Have I stayed in touch with each of the children's programs in the center?
 - g. Have I promoted a wholesome image of our center to the community?
 - h. Have I fostered a quality nutritional program within the center?

14. Have I made a practice of taking an overview of situations rather than getting bogged down with details?
The end results are what should be important to you. Pettiness and trivial details can only detract from primary goals.
15. Have I coordinated short-term and long-term plans for the overall growth of the center [Sections A17–22, D73]?
A successful enterprise does not rest on its laurels. Goals for continual growth should be constantly reevaluated.
16. Have I promoted positive relationships among others and between myself and others [Sections D62–63, E28–29, F33–35]?
Wholesome relationships among adults are important for developing wholesome environments for children.
17. Have I encouraged the professional and personal growth of staff members [Sections D58–63, J6]?
Your skill as an administrator has a direct relationship to your ability to encourage others to increase their own skills.
18. Have I been diplomatic in my dealings with others?
Diplomacy will result in greater cooperation from all involved.
19. Have I accepted others as unique individuals and refrained from comparing one person to another?
In all human relationships, differences will occur. But when persons are appreciated as unique individuals, such differences can be minimized.
20. Have I considered the inner world of children in my dealings with them?
Your evaluation of children should not be based on observable behavior alone, but on them as individuals with moods, feelings, needs, and interests of their own.
21. Have I organized my work for maximum efficiency [Sections A 19–24]?
Organization conserves energy.
22. Have I been dependable? Generous? Honest? Cooperative? Loyal? Respectful? Kind? Objective? Empathic?
What kind of a person am I, really?