

# Overview

## Module 1.4: Administration



CCIP  
Spring  
Training  
2017

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& Dr. Chappy

# 1.4 Administration Learning Outcomes by section

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## a) Program Philosophy

- become familiar with what a program statement of philosophy is and be able to explain why it is important to have one.
- be able to respond to basic questions from families about their program philosophy
- be able to describe similarities and differences among various philosophical approaches to early care and education.
- create a philosophy statement that reflects their own values and beliefs

# 1.4 Administration Learning Outcomes by section

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## b) Program Policies, Contracts & Procedures

- Understand the policies, contracts, and procedures that should be in place in Family Child Care (FCC) programs
- Learn about tools and tips for effective program contracts, policies and procedures

## c) Record-Keeping

- Understand and be able to implement timely record-keeping that meets the requirements of Community Care Licensing (CCL) and federal and state tax codes for Family Child Care (FCC) Homes.
- Be able to explain recordkeeping requirements to staff, colleagues, and families, as appropriate.

# 1.4 Administration Learning Outcomes by section

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## d) Personnel Policies

- Create clear FCC personnel policies applicable to all adults working in the program (e.g. partners, assistants, substitutes) and inform new staff about policies and procedures, as well.
- Communicate proactively with families, children (in a developmentally appropriate manner), and all staff in the FCC about personnel changes



## 1.4:Administration activities list

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### a) Program Philosophy

- ① Reflect on Our Values, Beliefs, Hopes
- ② Comparing Philosophies of Care
- ③ Drafting a philosophy statement



### b) Program Policies, Contracts & Procedures

- ① Model Standards Self-Assessment and Action Planning for Your FCC Program
- ② Taking a Deeper Dive into Policies for Your FCC Program



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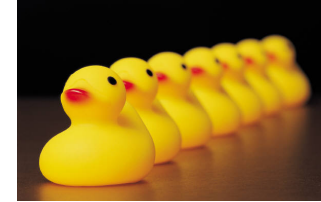
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## 1.4:Administration activities list (continued)

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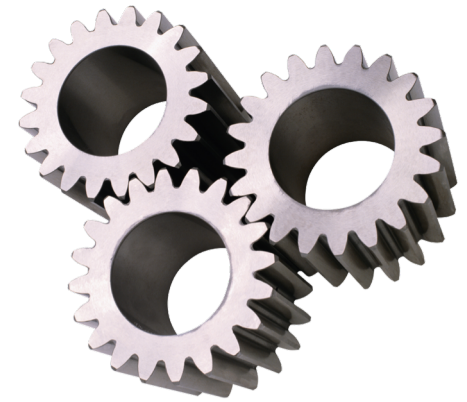
### c) Record-Keeping

- ① Record-Keeping Brainstorm
- ② Finding Common Licensing Violations Related to Record-Keeping
- ③ Fiscal Record-Keeping Strategies and Tool Brainstorm



### d) Personnel Policy

- ① Personnel Policy Deep Dive

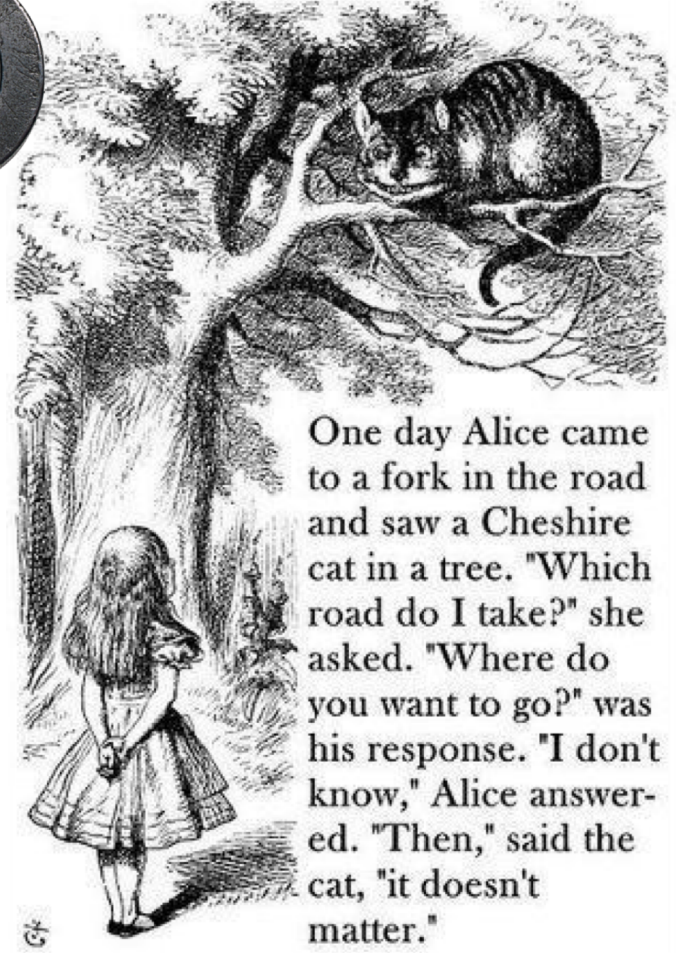


# 1.4a. Program Philosophy Key Points

Having a program philosophy is critical and enables your program to thrive.

A program philosophy illustrates your **vision**, *purpose*, and *intentions*.

It defines what you believe about what caring for children should look like; what your role in the care and early education of children is; and the quality of the relationships you want to have with the families enrolled in your program.



One day Alice came to a fork in the road and saw a Cheshire cat in a tree. "Which road do I take?" she asked. "Where do you want to go?" was his response. "I don't know," Alice answered. "Then," said the cat, "it doesn't matter."

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## 1.4a. Program Philosophy Key Points

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- Your **beliefs** provide the foundation for your philosophy of caregiving and teaching children. Because beliefs are grounded in values, they have a strong impact on shaping behavior.
- Your **values** also affect your reactions when confronted with **ethical dilemmas** in your work.
- Your role as leader of your program is to ensure that the values and beliefs of the adults on your team are consistent with the core values and **mission** of your program.

## 1.4a. Program Philosophy Key Points cont.

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- The *expectations* you have for the children in your program, including how you think children learn best and how the activities you offer benefit every child regardless of learning style should be included in your program philosophy statement.
- Your program philosophy should describe the HOW you think the needs of children of different ages and developmental levels are met.

# Group look up/data dive activity

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Pull out your  
smart phone,  
tablet or  
computer!



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# Share your Definitions!

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HOW did you define:

- 1.BELIEFS?
- 2.VALUES?
- 3.MISSION?
- 4.ETHICS and ETHICAL DILEMMA
- 5.EXPECTATIONS?
- 6.PURPOSE?
- 7.INTENTION?



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# Feedback?

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What worked?

What was challenging about this activity?

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# Feedback



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# Planning Activity

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California Child Care Resource & Referral



# Activities

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- Icebreakers
    - Opening/closing
    - Energizers
  - Individual
    - Reflective thinking
    - Journal
    - Silent read
  - Partner
    - Brainstorm
    - Pair & Share
    - Handout completion
  - Small group
    - Learning games
    - Debates/Discussions
- Whole group
    - Lectures
    - Panels
    - Facilitator-led discussion
    - Whole group exercises
    - Role play
    - View DVD
    - Read-a-loud
    - Walk-about

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# Directions:

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- In small groups or individually create a training using the template provided.
- Utilize the resources provided to:
  - ✓ Module 1.4, 4.1, 4.5, and 5.1 in your packet
  - ✓ The experts in the room- each other
  - ✓ Smartphones

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# Thank you!

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