****

**Ministry of Education**

**Syllabus for the Course**

**Pre-School Organization and Management**

 **(Certificate programme for prospective preschool teachers)**

 **Ministry of Education**

 **February 2017**

 **Syllabus developers**

 **1.Sileshi Berhe**

 **2.Umer Maru**

 **Syllabus Editors**

 **1.wubante yayeh**

 **2.Shermarke Mahamud**

 **3.Ismael Mehamednur**

 **4 .Sileshi Berhe**

**February 2017**

**Syllabus for the Course Preschool Management and Organization**

 **Programme: Certificate**

**Course title: Preschool Management and Organization**

**Course code: PMO-121**

**Credit hour: 2**

**Contact hour: 2**

 **Introduction**

 Today the role of education in economic, social, political and individual development is commonly accepted. It creates the human capital that can lead the country through the line of development. Hence it is well known that providing quality education to every citizen is the safe guard for any country. Realizing this fact most nations including Ethiopia are starving towards universal primary education. Hence, to provide quality primary education to all citizens the government has endorsed the Education and Training Policy in 1994 by giving due attention to the provision and appropriate usage of educational facility, technology, materials, environment, organization and management so as to strengthen the teaching-learning process and the expansion of education (FDRE, M0E, 1994).

 In the policy the educational structure presents that kindergarten will focus on all round development of the child in preparation for formal schooling. Hence, based on this truth the kindergarten or preschool teachers training with regard to have access, quality, equity, and achievement to education was carried out in government and private institutions at certificate level from three months to one year program level which has its positive impact in the provision of quality education, but not as required. Therefore, training certificate preschool teachers with the required quantity and quality is essential to enhance access and quality of education in the country.

**Course description**

Pre-school as an organization is a place where our children develop, grow, and learn. It is a stage where the greatest part of personality development takes place. Therefore, effective and efficient management and organization of pre-school institutions is vital to properly prepare children for later life. With this conceptual framework this course syllabus is designed to train preschool teachers so as to enable them care, support, guide and educate child at preschool settings. In other words, attending this course would enable the trainees to recognize how to manage and organize various tasks at pre-school institutions as a teacher and manager and at the same time become skilful in organizing and managing pre-school setting.

In particular, this course material would acquaint trainees with basic concepts of organization and management. In addition it could develop trainees’ skills in organizing pre-school institutions and improves the overall condition of pre-school environment. It also helps them to develop positive attitude towards working in a pre-school environment. The course would contain four chapters and the trainees are expected to actively participate in the instructional process in order to develop the necessary knowledge, attitude and skills.

**Course objective**

Upon the successful completion of this course the prospective preschool teachers would be able to:

* Understand the concept of organization and its management.
* Know the basic skills and levels of management in preschool organization.
* Understand the way pre-school organizations were established.
* Understand site selection and physical setting of pre-school organization
* Evaluate the major functions of pre-school management.
* Know the duties and responsibilities of managing board.
* Realize the role of parents and stakeholders in preschool organization.

.

.

**Arrangement of the course**

**Unit one: The Concept of Organization and its Management in preschool**

**Unit learning outcome:** After completing this unit, the prospective preschool teachers will be able to

* Recognize the concept of organization and its management.
* Know the characteristics and dimension of organization.
* Analyse the basic skills and levels of management.
* Understand the peculiar futures of educational organization

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Specific Objectives | Contents of the unit | Time Allotted | Instructional Methodology | Instructional Materials | Assessment Techniques |
| * Explain the concept of organization
* Identify characteristics and dimensions of organization
* Explain the concept of management
* List the managerial levels and skills.
* Describe the concept of managerial levels and skills
* Describe the relationship between managerial levels and skills
* List the peculiar futures of educational organization
 | 1. The concept of organization and its management1.1 Definition of organization1.2 Characteristics of organization1.3 Types of organization1.4 Definition of management1.5 Basic levels and skills of management in preschool organization. 1.6 peculiar futures of educational organization   |  10 | * Gap lecture
* Group discussion
* Demonstration
* Reading assignment
* Observation
 | * Organizational chart
* Flow chart
* Worksheet
 | * Oral and written reflection
* Content quiz
* peer and Group work
* Reporting
 |

**References**

* Celia Anita Decker –Planning and Administering Early Childhood Programs 1984
* Elizabeth Sadek, JacqulineSadek –Good Practice in Nursery Management 2004 UK
* Foster and Headleys- Education in The Kindergarten 1966 N,Y
* Aparajita Chowdhury – Preschool Children 2002 Delhi
* Alice Yardley:The Organization of The Infant School 1979 London
* አስቴር መኩሪያ - የመዋዕለ ሕፃናት አደረጃጀትና አመራር 1981 / ለ 3ወራት ስልጠና የተዘጋጀ ጥራዝ/
* ሕፃናት ኮሚሽን - የአፀደ ሕፃናት መመሪያ 1985
* ት/ሚ የልዩ ትምህርትና የአፀደ ሕፃናት መመሪያ 1987

**Unit two: The Nature of Preschool Organization**

**Unit learning outcome**: After completing this unit, the prospective preschool teachers will be able to

* Recognize the nature of preschool organization
* Know the proper place of preschool organization.
* Understand the main materials required in preschool organization.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Specific Objectives | Content | Time Allotted | Instructional Methodology | Instructional Materials | Assessment Techniques |
| * Realize the nature of preschool organization
* Identify the site selection criteria for preschool
* Examine the physical setting of preschool organization
* List the main materials required in preschool organization.
 | 2. The nature of Preschool organization* 1. The nature of preschool organization
	2. Criteria for preschool site selection
	3. physical setting of preschool
	4. Materials required in preschool organization.
 |  7 | * Interactive lecture
* Group/class discussion
* Demonstration
* Reading assignment
* Field trip
* Seminar
* Independent teaching
 | * Organizational chart
* Flow chart,
* Worksheet
* Preschool guideline
* Preschool map
 | * Observation
* Oral and written reflection
* Peer and Group work
* Seminar evaluation
 |

**References**

* Celia Anita Decker: Planning and Administering Early Childhood Programs; 1984
* Elizabeth Sadek, Jacquline Sadek –Godd Practice in Nursery Management 2004 UK
* Foster and Headleys- Education in The Kindergarten; 1966. N,Y
* AparajitaChowdhury – Preschool Children 2002 Delhi
* Alice Yardley \_ The Organization of The Infant School 1979 London
* አስቴርመኩሪያ - የመዋዕ ሕፃናት አደረጃጀትና አመራር 1981 / ለ 3 ወራት ስልጠና የተዘጋጀ ጥራዝ/
* ሕፃናት ኮሚሽን - የአፀደ ሕፃናት መመሪያ 1985
* የልዩ ትምህርትናየአፀደ ሕፃናት መመሪያ; ትምህርት ሚኒስቴር. 1987
* የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ (ስታንዳርድ);ትምህርት ሚኒስቴር.ግንቦት 2001 ዓ/ም

**Unit three: Major managerial functions in Preschool**

**Unit learning outcome:** After completing this unit, the prospective preschool teachers will be able to

* Recognize the major managerial functions of preschool organization
* Understand the inter dependence of managerial functions of preschool organization
* Understand the duties and responsibilities of preschool staff members.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Specific Objectives | Content | Time Allotted | Instructional Methodology | Instructional Materials | Assessment Techniques |
| * Identify major managerial functions of preschool organization
* Explain each managerial function
* State major managerial functions
* Identify the duties and responsibilities of staff members in preschool.
 | 3. Major managerial functions of preschool organization3.1 Major managerial functions* Planning
* Organizing
* Staffing
* Directing
* Controlling
* Reporting

3.2 duties and responsibilities of preschool staff members  |   9 | * Interactive lecture
* Cooperative learning and peer learning
* Reflection
* Field trip
* Experience sharing with kindergarten
* Principals interview and reporting
 | * Organizational chart
* Worksheet
* Sample plan of kindergarten
* Preschool guideline
 | * Observation
* Oral and written questions
* Reflection
* Group assessment
* Interview
* Report writing
 |

**References**

* Celia Anita Decker –Planning and Administering Early Childhood Programs 1984
* Elizabeth Sadek, JacqulineSadek –Godd Practice in Nursery Management 2004 UK
* Foster and Headleys- Education in The Kindergarten 1966 N,Y
* Aparajita Chowdhury : Preschool Children 2002 Delhi
* Alice Yardley: The Organization of The Infant School 1979 London
* አስቴር መኩሪያ - የመዋዕለ ሕፃናት አደረጃጀትና አመራር; 1981/ ለ 3 ወራት ስልጠና የተዘጋጀ ጥራዝ/
* ሕፃናት ኮሚሽን - የአፀደሕፃናት መመሪያ; 1985
* የልዩ ትምህርትና የአፀደ ሕፃናት መመሪያ; ትምህርት ሚኒስቴር. 1987

**Unit Four: Board members and community participation in preschool**

**Unit Learning out Come:**

After completing this unit, the prospective preschool teachers will be able to

* Understand the board members in preschool
* Recognize duties and responsibilities of each board member in preschool
* Know the role of parents and other stakeholders in preschool

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Specific Objectives | Content | Time Allotted | Instructional Methodology | Instructional Materials | Assessment Techniques |
| * Identify structure of board members in preschool
* List duties and responsibilities of board members
* Identify the role of parents and

other stakeholders in preschool activities | 4. Board members and community participation in preschool4.1 Board structures4.2 Duties and responsibilities of board members4.3The role of community participation in preschool activities 4.3.1 Parents role4.3.2 Stakeholders role |  6 | * Demonstration
* Interactive lecture
* Cooperative learning
* Independent study
 | * chart s
* Flow chart
* Worksheet
 | * Observation
* Oral and written reflection
* Group assessment
 |

**References**

* Celia Anita Decker –Planning and Administering Early Childhood Programs 1984
* Elizabeth Sadek, JacqulineSadek –Godd Practice in Nursery Management 2004 UK
* Foster and Headleys- Education in The Kindergarten 1966 N,Y
* AparajitaChowdhury – Preschool Children 2002 Delhi
* Alice Yardley \_ The Organization of The Infant School 1979 London Bray.
* Mark. (2000). **Community Participations in Education; dimensions, variations and implications**. education for all 2000 Assessment, Thematic Studies
* አስቴር መኩሪያ - የመዋዕለ ሕፃናት አደረጃጀትና ኣመራር 1981 / ለ 3 ወራት ስልጠና የተዘጋጀ ጥራዝ/
* ሕፃናት ኮሚሽን - የአፀደ ሕፃናት መመሪያ 1985
* ት/ሚ የልዩ ትምህርትና የአፀደ ሕፃናት መመሪያ 1987

**COURSE ASSESSMENT TECHNICS**

* Individual Work 20%
* Group Work 10%
* Short Test 10%
* Mid Exam 20%
* Final Exam 40%
* Total 100%