

MANAGEMENT Second Edition *of* CHILD DEVELOPMENT CENTERS



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Dedication

I wish to dedicate *Management of Child Development Centers* to all the young children living on our small spaceship Earth because these children benefit from centers with high-quality management—management that understands and supports creative teaching and ideal learning environments providing dignity, opportunity, and a high probability of maximum development for each child.

Preface

Management of Child Development Centers is a timely book that highlights the managerial principles, skills, knowledge, and attitudes required of managers of the growing number of child-care centers. *Management of Child Development Centers* is designed to meet the needs of college courses for regular and in-service programs, for courses leading to the Child Development Associate (CDA) competency in administration, and for individuals seeking to hone their management skills and knowledge for a variety of managerial positions.

In this second edition, incorporated into every chapter is information on the National Association for the Education of Young Children's (NAEYC) accreditation project and on many other recent developments. Managers who apply the information in the book will surely be ready to initiate the accreditation process within a short period of time. Chapter 10, "Child Care in the Corporate World," an entirely new chapter, is a response to the phenomenal growth in support by corporations for child care for their employees' children. A second new chapter, Chapter 2, "Applying Theories in Managing a Child Development Center," outlines the theoretical background underlying the managerial, ecological, and developmental principles presented. The book has many useful items such as menus, evaluation forms, and sample bylaws for managers. Photos enliven each chapter to remind the reader that high-quality schools for young children can be interesting, dynamic, and enjoyable.

This book can help individuals bridge the gap between operating one classroom for children with the help of only one other staff member and operating multiple classrooms with many children and dozens of staff members. Individuals with managerial experience but little experience with children and families will also be served. Corporations, agencies, governments, and individuals are concerned about adding services for children and families as an avenue contributing to a more successful business or service operation.

The contents and structure of *Management of Child Development Centers* have been tested in university classrooms. This book is the product of several decades of study, teaching, and involvement with many child development centers and their managers. Some readers may be interested in reviewing some topics in four closely related books that I have written: *Introduction to Early*

Childhood Education (4th edition, 1986), *A Laboratory Workbook for Introduction to Early Childhood Education* (4th edition, 1986), *Guiding Young Children* (4th edition, 1990)—all published by Macmillan; and *Parenting and Teaching Young Children* (3rd edition, 1990), published by McGraw-Hill.

V. H.

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PART I

Introduction



Managing Children's Centers in Today's World

Are you a person who has always dreamed of owning and managing a school for young children? Or do you expect to move up to managing the center where you now work? Or would you like to be the principal at the elementary school where you now teach kindergarten or prekindergarten?

What do you need to know to perform the manager's role adequately and efficiently? Will your experience as a successful teacher make a difference in your ability to manage a center? If you have an MBA (Master's of Business Administration) yet have never been a teacher, could you manage a group of classrooms in a school or center? Are similar managerial skills and knowledge required in other human service organizations, such as a child-care referral service or a family counseling agency?

This book focuses on management as applied in services for caring for and educating young children. Management is a science; some individuals spend their career perfecting this science. Management has a background of theory, research, experience, applications, and knowledge that must be brought together by an individual who assumes the managerial role in any enterprise. Management of a center is complex—more complex than operating a single entity such as a home or a classroom. Many individuals are likely to have a stake in the outcome of a decision or action. President Harry S. Truman had a sign on his desk, "The buck stops here." In other words, as president, he was the ultimate decision maker, the manager.

Would you like being a manager? How will you know? Can someone else tell you whether you would like being a manager? What experience have you had that could make you a good manager? How many managers have you worked for? Were these "good" managers? What makes a manager good? What things that a manager does are especially enjoyable? What things are difficult? As you read this chapter, take some time to reflect on all the questions and to answer them just for yourself.

Decisions, Decisions . . .

What do managers do that makes them enjoy the role of management?

Where are you on your time line of professional development? Management of a school or center can give your professional life new challenges after you've had a number of years of successful experiences in teaching. Or you may feel that you'll need more teaching experience before taking on a managerial role.

You may be like some people who look for quick management courses when they are pressed into the manager's role, perhaps without adequate preparation when the manager leaves suddenly. Of course, certain management skills are required in a single classroom and in the home. Therefore, whether you are already a manager, expect to become a manager soon, or have management as a future goal, learning about the intricacies of child development center management can add a new dimension to your professional career. Knowledge of managerial principles can make you more appreciative and supportive of managers with whom you work, even when you are happy that the buck still stops at their desk.

Child Development Centers: A Support System for Families

Families throughout the world hold the primary responsibility for nurturing children. Nurturing may be done by the natural or adoptive parent or parents, by extended family systems, or by institutions. Families often desire and decide to supplement the care and education they can give within the family with assistance of institutions outside the family. Historical, cultural, political, and economic factors within each society affect their decision. The demand for child development services is very high in the industrialized world, but it is not universal. Some cultural groups would prefer to care for and educate their children of all ages within the family circle. Some parents may even refuse to send any of their children or, more likely, their children of a certain age or sex out of the home to school unless compulsory school attendance is enforced.

The child development centers considered here, including public school kindergarten, generally will be optional services for families. Families may choose to use such a center or to provide child care and education in their homes for their young children. Understanding the context within which families in today's world are living and rearing their children is essential if we are to be able most effectively to manage or administer such services as child development centers or any social service for families.