APPROVED

HLST N8162: Business and Management in the Early Years Sector

Module Details

Module Code:	HLST N8162
Full Title:	Business and Management in the Early Years Sector APPROVED
Valid From::	Semester 1 - 2018/19 (September 2018)
Language of Instruction:	English
Duration:	1 Semester
Credits::	10
Module Owner::	Myles Hackett
Departments:	Unknown
Module Description:	The aim of this module is to provide students with a strong foundation of management theories whilst exploring how these can be applied to early years settings. In addition, strategies for strong economic business sustainability within an early years service will be examined to achieve greater effectiveness, coordination and efficiency.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Appraise management theories and apply in the context of contemporary early years care and education work environments.
MLO2	Examine the key functions of Human Resource Management strategies and legislation within Early Years context.
MLO3	Exhibit an ability to develop a sustainable and ethical business plan for the Early Years sector.
MLO4	Synthesise policy documentation for managing change to enhance high quality Early Years practice.
MLO5	Debate the key influences in an Early Years organisation's interpersonal environment.
MLO6	Assess the range of the funding/financial mechanisms and programmes available to the models of service delivery within the ECCE sector.

Pre-requisite learning
Module Recommendations *This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).*
No recommendations listed

Module Indicative Content

Introduction to Management and Management Theories
Define management and the different theories of management; theory in practice, or mix of theories best suited in the context of contemporary early years care and education work environments. The concepts of management within ECEC; contemporary issues including gender, diversity, equality & inclusion, working conditions, international perspectives; levels and skills of management, managerial roles.

Key Functions of Management and Human Resource strategies
Critically evaluate the key functions of management, legislation and appropriate Human Resource Management strategies; planning, organising, staffing, financing, support & supervision; appraisal procedures and practice; Reflection on leading, managing, resourcing, and developing people skills for pedagogical leadership; Management approaches to mentor and support early years professionals in continuous professional development.

Sustainable and ethical business
Learners will give consideration the steps in decision-making process; factors which may inhibit good decision-making. Understand the role of marketing a business, setting targets & reviewing progress. Appreciate the potential of E - marketing and internet, identify key elements of good customer practice, and develop an awareness of customer legislation. Social responsibility, strategic corporate philanthropy, corporate governance, whistleblowing, business ethics and strategy

Regulation and Policy for Quality Practice
Learners will analyse and combine an in depth understanding and knowledge of quality provision, regulation, inspection, organisational structures and systems required to ensure the effective compliance with and the ethical strategic management of sustainable high quality Early Years organisations. Comprehensive knowledge of Síolta, Aistear and other current policy directives will form the basis for this learning outcome. Organisational culture, diversity, equality, inclusion and change will be explored.

Managing the Organisation's Interpersonal Environment
Learners will explore and identify various human behaviours, interpersonal; subjectivity, intersubjectivity and its implications for the organisation. Identify models of best practice appropriate to the profile of staff in Early Years sector. Consequences of a failure or refusal to manage, moral and practice of dilemmas that management pose. Attitudes, beliefs and practices; personality, perceptions, learning, motivation and emotion/stress in the workplace. Group influence, group formation, group-think, teams, work systems; managing change with a view to enhancing quality. Strategies and communication mechanisms; importance of supporting communities of practice

Funding/Financial Mechanisms and Programmes within ECCE
Assess the range of the funding/financial mechanisms and programmes available to the ECCE sector and the implications for the strategic business management plan. Explore the various grants, applications, budgets and financial viability of same. Exploring publically funded business models and private and social enterprise models. . Financial management awareness, appreciate importance of good financial management, key financial performance indicators, cash flow forecasting, pricing strategies, techniques for securing payment from debtors

Module Assessment

Assessment Breakdown	%
Course Work	100.00%

Module Special Regulation

Assessments

Full Time On Campus

Course Work

Assessment Type	Portfolio	% of Total Mark	40
Marks Out Of	0	Pass Mark	0
Timing	n/a	Learning Outcome	2,3,6
Duration in minutes	0		

Assessment Description
Professional Portfolio with content to include a variety of material to support a sustainable business plan & effective HR Management: e.g. proposed business plan (new set up or extended provision); process of recruitment, induction, support & supervision of staff, ensuring compliance with relevant legislation, regulation, policy and best practice

Assessment Type	Essay	% of Total Mark	30
Marks Out Of	0	Pass Mark	0
Timing	n/a	Learning Outcome	1,4
Duration in minutes	0		

Assessment Description
Assignment: Written essay displaying broad knowledge of management theory, to include e.g. functions of management and discuss the potential of such functions to contribute to effective management in the early years sector.

No Project

Practical

Assessment Type	Practical/Skills Evaluation	% of Total Mark	30
Marks Out Of	0	Pass Mark	0
Timing	n/a	Learning Outcome	5
Duration in minutes	0		

Assessment Description
Presentation of a chosen area within HR Management Skills that can be role-played using various mediums to present same and include peer assessment

No Final Examination

Part Time On Campus

Course Work

Assessment Type	Portfolio	% of Total Mark	50
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	2,3,6
Duration in minutes	0		

Assessment Description
Professional Portfolio with content to include a variety of material to support a sustainable business plan & effective HR Management: e.g. proposed business plan (new set up or extended provision); process of recruitment, induction, support & supervision of staff, ensuring compliance with relevant legislation, regulation, policy and best practice

Assessment Type	Continuous Assessment	% of Total Mark	50
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	1,4
Duration in minutes	0		

Assessment Description
Assignment: Written essay displaying broad knowledge of management theory, to include e.g. functions of management and discuss the potential of such functions to contribute to effective management in the early years sector.

No Project

No Practical

No Final Examination

Reassessment Requirement

No repeat examination
Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.

Module Workload

This module has no Full Time On Campus workload.

Workload: Part Time On Campus

Workload Type	Contact Type	Workload Description	Frequency	Average Weekly Learner Workload	Hours
Lecture	Contact	Lectures will be delivered using a combination of face to face and on-line contact	Every Week	2.00	2
Directed Reading	Non Contact	Students are guided to materials that provide additional relevant	Once per semester	4.40	66
Independent Study	Non Contact	Student responsibility to organise and manage own study space and time and commitment to supplement classroom input with additional reading and interpretative reflection	Once per semester	10.00	150
				Total Weekly Learner Workload	16.40
				Total Weekly Contact Hours	2.00

Module Resources

Recommended Book Resources

Moloney, M. & Petterson, P.. (2017), Early Childhood Education Management: Insights into business practice and leadership., Routledge, London & New York.

Aubrey, C.. (2007), Leading and Managing in the Early Years, SAGE Publications, London.

Daly, M., Byers, E., & Taylor, W.. (2009), Early years management in practice., 2nd. Essex: Heinemann..

Supplementary Book Resources

Armstrong, M.. (2008), How to Be an Even Better Manager., 7th. London: Kogan Page.

Belbin, M.. (2010), Team roles at work,, Routledge.

Derman-Spraks I. and Edwards O.. (2010), Anti-Bias Education for Young Children and Ourselves,, NAEYC, Washington D.C..

Jablon, J., Donbro, A.L. and Johnsen, S.. (2016), Coaching with Powerful Interactions: A Guide for Partnering with Early Childhood Teachers., naeyc, Washington:.

Robins, A. and Callan, S.. (2009), Managing Early Years Settings., SAGE Publications, London.

Share M., Kerrins, L. Green, S.. (2011), Developing Early Years Professionalism, Children's Research Centre, Dublin.

Tiernan, S. Morley, M.J. & Foley, E.. (2006), Modern management theory and practice for Irish students., 3rd. Gill and Macmillan, Dublin.

Moloney, M. & McCarthy, E.. (2018), Intentional Leadership for Effective Inclusion in Early Childhood Education and Care : Exploring Core Themes and Strategies, Routledge, [ISBN: 9781138092884].

Supplementary Article/Paper Resources

Gotvassli, K. À.. (2015), Management for Learning: Challenges in ECECs in Norway., Paper presented at the EECERA conference, Barcelona..

Other Resources

Department of Education and Science. (2017), Siólta, The National Framework for Quality for Early Years., Government Publications.

National Council for Curriculum & Assessment (NCCA). (2009), Aistear, The National Framework for Curriculum for Early Years., Government Publications.

Website,
 http://www.dataprotection.ie

Website,
 http://www.dataprotection.ie

Website,
 http://www.employmentrightsireland.com

Website,
 http://www.dcya.gov.ie

Website,
 http://www.governancecode.ie

Website,
 http://www.hsa.ie

Website,
 http://www.ibec.ie

Website,
 http://www.lrc.ie

Website,
 http://www.workplacerelations.ie

PDF document, DCYA. (2016), Equality, Diversity & Inclusion Charter & Guidelines for Early Childhood Care and Education, Dublin, Government Publications, http://aim.gov.ie/wp-content/uploads/201 6/06/Diversity-Equality-and-Inclusion-Ch arter-and-Guidelines-for-Early-Childhood -Care-Education.pdf