NATIONAL OPEN UNIVERSITY OF NIGERIA

ECE 277

Organization and Service Provision in Early Childhood Education

Course Guide

ECE 227 Organization and Service Provision in Early Childhood Education Course Guide

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Introduction

Education is a veritable tool in the process of development in any nation. As a result of this, there is the need for each level of education to be properly administered. Early Childhood Education teachers should possess accurate knowledge, information and tools that are needed for effective management. This course is therefore to equip the students with a clear and deep understanding of organizations and administrative functions in early childhood education.

It is also the focus of this course to provide students with insight to work harmoniously with various groups within or outside the school system.

What you will Learn in this Course

ECE 227- Organization and Service Provision in Early Childhood Education is a two credit unit course which is designed to expose you to general knowledge on organization and service provision in early childhood education. Here, we shall examine the knowledge and functions of administrators and supervisors. Also, policy professionalism and behavioural issues will be discussed.

Course Aims

This course aims at introducing you to the dynamics and principles of organization and service provision in early childhood education.

Course Objectives

The objectives of this course shall be to:

- examine the basic components of organization, administration and service provision in early childhood education
- discuss administrative and organizational techniques in early childhood education
- examine behavioural characteristics within an organization
- highlight and discuss basic principles of supervision in early childhood education
- examine programme planning in early childhood education
- analyze and examine fiscal management and budgeting in early childhood education
- outline basic indicators of quality provision in early childhood education.

Working through this Course

This course requires you to match your study with practical observation. The content will provide you with background information on the course. It is expected that you will match the information provided with visit to early childhood education centres to acquaint yourself with practical knowledge on administration of Organizations and service provision.

You are equally advised to attend tutorial sessions. Further, it is pertinent for you to consult other textbooks, and/ or journals to enhance your knowledge of this course.

Course Materials

The course materials consist of a course guide and study units which will be provided for you.

In addition, references and further reading are provided to enhance your knowledge in this field.

Study Units

This course consists of 15 units in three modules.

Module 1 Fundamentals of Organization in Early Childhood Education

Unit 1 Meaning, Functions and Components of Early Childhood Education
Unit 2 Meaning and Functions of Educational Administration
Unit 3 Administrative Structure in Early Childhood Education
Unit 4 School Service Provision and Record Keeping in Early Childhood Education
Unit 5 Behaviour within an Organization I – Motivation

Module 2 Administrative Techniques in Early Childhood Education

Unit 1 Behaviour within an Organization II – Group Dynamics
Unit 2 Behaviour within an Organization III – Conflict Resolution
Unit 3 Supervision in Early Childhood Education
Unit 4 Professionalism of Early Childhood Education
Unit 5 Child Care Agencies

Module 3 Programme Planning in Early Childhood Education

Unit 1 Planning in Early Childhood Education
Unit 2 Decision Making in Early Childhood Organization
Unit 3 Quality Control in Early Childhood Organization
Unit 4 Budgeting in Early Childhood Education
Unit 5 Fiscal Management in Early Childhood Education

References/Further Reading

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Ajayi, A.O. (1989). *Basic Concepts of Administration Planning and Economics of Education.* Ibadan: Gabesther Publishers.

Akinbote, O. (2006). *Organization and Administration of Pre-Primary and Primary Education in Nigeria.* Ibadan: University of Ibadan Distance Learning Centre.

Nwankwo, J.I., Nwokafor, J.N., Ogunsanwo, O.A, & Ighalo, S.A. (1981). *Educational Administration and Supervision.* Ibadan: Institute of Education, University of Ibadan.

Akinbote, O. (2001). 'Administration in Primary and Secondary Schools'. In Ladipo, S.O. & Ogunsaya, M. (Eds). *Application and Practice in Education.* Oyo: Andrian Publication Series.

Ozigi, A.O. (1977). *A Handbook on School Administration and Management.* London: Macmillan Education Limited.

Assessment

There are two components of assessment for this course. The Tutor-Marked Assignment (TMA) and end of course examination.

Tutor-Marked Assignment

The TMA is the continuous assessment component of your course. It accounts for 30% of the total course. All of these must be answered before you will be allowed to sit for the end of course examination. The TMAs would be given to you by your facilitator and returned after you have done the assignment.

End of Course Examination

The examination concludes the assessment of the course. It constitutes 70% of the whole course. You will be informed of the time of examination.