

Occupational Language Analyses: Child Care Administrators and Early Childhood Educators



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INTRODUCTION

About the Report

Language and communication is an integral component of working in the early childhood education and care (ECEC) sector. An Occupational Language Analysis (OLA) is a description of language skills - reading, writing, listening and speaking - linked to success in a particular occupation. There are two primary occupations in the ECEC Sector:

- ◆ Early Childhood Educators (ECE) and
- ◆ ECE Administrators

This report outlines the language skills required to successfully work in either of these roles.

Research Approach

The Child Care Human Resources Sector Council (CCHRSC) contracted the Canadian Centre for Language Benchmarks (CCLB) to develop Occupational Language Analyses (OLA) for the two core occupational roles in ECEC – Early Childhood Educators; and ECE administrators.

OLAs were developed by a registered OLA analyst, using three key documents:

- ◆ *Canadian Language Benchmarks*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada (2000)
- ◆ Occupational Standards for Child Care Administrators (2006)/Occupational Standards for Child Care Practitioners (2003)
- ◆ Essential Skills Profile for Child Care Administrators (2006)/Essential Skills Profile for ECEs (2008)

To further complement information contained in the Occupational Standards and Essential Skills Profiles, a gaps analysis document was completed, as well as site visits to child care centres in six provinces. The end results were then validated by CCLB experts and sector stakeholders.

Typical language requirements of English-speaking ECEs and ECE Administrators differ from typical language requirements of French-speaking ECEs and ECE Administrators. Rather than simply conduct the OLAs in one language and translate the results, separate OLAs in English and French were developed using the process described above. OLAs for both French- and English-speaking ECEs and ECE Administrators can be found in this report.

About Occupational Language Analyses

OLAs represent “typical” listening, speaking, reading and writing tasks performed at a competent level. The tasks outlined in the OLAs are for illustrative purposes only, and do not provide a complete sample of what an ECE or ECE Administrator does.

Developing occupation-specific language curricula; analyzing language competencies of a job; understanding communication requirements of a job; and informing labour market policies and programs are just a few examples of how ESL teachers, trainers, job analysts, employers and governments can use OLAs in their planning and work. For more information on OLAs and how they can be used, please visit:

http://www.itsessential.ca/itsessential/display_page.asp?page_id=322

About the Project

This report was produced as part of the Child Care Human Resources Sector Council's (CCHRSC) *Pathways to Early Childhood Education Credentialing in Canada*. The project objectives are to:

- ◆ Identify and document all aspects of the credential assessment and certification/registration practices that exist for Canadian early childhood educators in each province and territory;
- ◆ Analyze existing practices to:
 - * Demonstrate the similarities and differences from one province or territory to another.
 - * Document how occupational tools including occupational standards, essential skills profiles and occupational language analyses are reflected in existing practices.
- ◆ Develop and promote tools to assist in the analysis of certification/registration processes; and
- ◆ Develop tools to enhance understanding of credential assessment and/or certification and registration practices; encourage skills development; and assist in the identification of skills gaps.

Other project reports produced as part of the *Pathways to Early Childhood Education Credentialing in Canada* include:

- ◆ The *Pathways to Early Childhood Education Credentialing in Canada Report*, which examines and documents the requirements to work in regulated child care in full- and part-day centres, school age programs and in family child care.
- ◆ The *Guide to Early Childhood Education Credentialing in Canada*, which is an online tool, designed to allow users to search and compare certification requirements to work in regulated ECEC in Canada.

These reports can be found on the CCHRSC website www.ccsc-cssge.ca

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CHILD CARE ADMINISTRATOR (NOC 0314)

Job Definition¹

Child care administrators plan, organize, manage and evaluate child care operations. They are employed by private and non-profit organizations.

Additional Occupational Information²

A child care administrator is an individual who is responsible for the long-term and day to day operation of an Early Childhood Education and Care (ECEC) setting. A child care administrator can be a director, supervisor, administrator or manager working in the field who may perform tasks in a number of key areas included in these standards - but not necessarily in all areas. In the Child Care Sector, the CLB levels shown (see the Comparative Ratings chart on page 2) reflect the range of actual tasks nationally done in the occupation. In specific workplaces contexts, higher levels may be required to be successful.

Overview

This Occupational Language Analysis (OLA) presents Canadian Language Benchmarks (CLB) competencies and typical listening, speaking, reading and writing tasks performed at a competent level by child care administrators. The tasks are illustrative only, and do not provide a complete sample of what a child care administrator does on the job. Other Essential Skills such as Numeracy and Computer Use skills are beyond the scope of the OLA. The content of the OLA was validated by people employed in the occupation and by CLB experts. It was developed by a Registered OLA Analyst using three key resources:

- ◆ *the Canadian Language Benchmarks 2000, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada*
- ◆ *the Occupational Standards for Child Care Administrator, Child Care Human Resources Sector Council*
- ◆ *the Essential Skills Profile for Child Care Administrator, Child Care Human Resources Sector Council*

For a more complete picture of the competencies that are needed to perform this occupation, refer to these source documents.

¹ Essential Skills Profile for Child care administrator (NOC 0314), Child Care Human Resources Sector Council

² Occupational Standards for Child Care Administrators: Child Care Human Resources Sector Council

How to Read this Occupational Language Analysis:

The titles, numbers and sequence of categories are based on the *Canadian Language Benchmarks 2000*, which address four major skill areas: Speaking, Listening, Reading and Writing. CLB competencies (language descriptors) are entered at the left margin and followed by a number indicating the benchmark level (1 – 12) for each competency. Sample occupational tasks (work/task descriptors) drawn from the Essential Skills Profile or the Occupational Standards are indented and italicized underneath each competency and referenced to their source, as follows:

Task Source	Reference	Example
Essential Skills Profile	ES + the first letters of the profile section	(ES-DU) = Essential Skills Profile, Document Use section
Occupational Standards	OS + the section/subsection	(OS-B2.5) = Occupational Standards, Major Category B, Task 2; Sub-Task 2.5

Comparative Ratings:

The following chart compares typical and most complex Essential Skills ratings for child care administrators, based on the Essential Skills Profile, to the corresponding range of CLB ratings, as suggested in *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*³. These are general ranges and there may be some language tasks that fall outside of this range.

Skill Area	Typical		Most Complex	
	Essential Skills	CLB	Essential Skills	CLB
Speaking	1 - 3	5 - 10	4	11 - 12
Listening	1 - 3	5 - 10	4	11 - 12
Reading	1 - 3	3 - 9	4	10
Writing	2 - 3	6 - 8	4	9

Common Conditions of Communication:

Condition	Description
Purpose	Documentation (creating and record keeping), leading/directing, following procedure/protocol, advising, presenting ideas, social interaction
Audience	One-on-one, group interaction (familiar and formal), staff, clients (parents), inspectors, regulators and authorities, Employers (e.g. Boards of Directors, private owners, etc.);
Context	Informal, semi-formal, formal, and public, stressful at times, occasionally high-stakes, occasionally repetitive and slow-paced, noisy environments when visiting rooms where children are playing and talking
Topic	Concrete (factual, literal, immediate), abstract (conceptual, theoretical, hypothetical), explicit, coherent, personal and non-personal
Mode	Face-to-face, by phone, by computer (both email and word-processing software), by postal letters, by printed notices and memos

³Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework; Centre for Canadian Language Benchmarks, 2005

SKILL: SPEAKING

I. Social Interaction

Interpersonal Competencies

Child care administrators leave a short simple message (CLB 4)

- Leave voicemail messages for parents, co-workers and colleagues (ES-OC)

Child care administrators introduce others (e.g., guest, speaker) formally to a small familiar group (CLB i6)

- Introduce new staff to the staff team (OS-B3.6); introduce external human resources to the staff team (OS-B7.3)

Child care administrators express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope (CLB 7)

- Respond to parents' questions and comments (ES-WWO)
- Respond to staff concerns (OS-B4.1)
- Acknowledge staff's accomplishments (OS-B4.1)

Child care administrators comfort and reassure a person in distress (CLB 8)

- Reassure staff members, children and parents after incidents occur, such as children injuring themselves on playground equipment (ES-OC)
- Empathize with and support staff (OS-B4.1)

Conversation Management

Child care administrators manage conversation. Check comprehension (CLB 8)

- Review existing goals and objectives with staff (OS-B4.3)

Child care administrators encourage others to participate (CLB 8)

- Encourage individuals to identify their own professional development needs (OS-B5.1)
- Encourage individuals to participate in professional development opportunities (OS-B5.2)

Child care administrators contribute to/co-manage a discussion or debate in a large formal familiar group (CLB 10)

- Communicate and respond while conducting staff meetings (OS-B4.6)

Child care administrators lead/chair a discussion or a debate in a formal group (CLB 11)

- Lead staff meetings, to facilitate discussions, address problems, make decisions, discuss concerns, and coordinate tasks. Provide training on conflict resolution, organization skills, and stress management. (ES-OC)
- Chair or facilitate meetings with specific goals, such as policy, programming and team building (OS-B4.6)

Child care administrators recognize and prevent conflict-escalating language behaviour by reframing negative statements

(CLB 11)

- Resolve conflict between staff members and parents. Facilitate discussions between the two parties to identify concerns and arrive at appropriate solutions. (ES-OC)
- Reconcile different points of view and resolve conflicts (ES-WWO)

Phone Competencies

Child care administrators carry on a brief phone conversation in a professional manner (CLB 8)

- Use a telephone, e.g., book appointments with parents. (ES-OC)

II. Suasion (Getting Things Done)

Child care administrators call for emergency assistance (CLB 5)

- Summon emergency services (OS-D10.3)

Child care administrators make a simple formal suggestion; provide reason (CLB 6)

- Recommend staff professional development activities (ES-TS)
- Assign tasks to child care workers and administrative staff (ES-TS)
- Identify and recommend external resources (OS-E12.4)

Child care administrators make a verbal request for an item (CLB 6)

- Order materials and supplies in accordance with the organization's purchasing policies and procedures (OS-C9.7); order equipment in accordance with the organization's purchasing policies and procedures (OS-C9.8)

Child care administrators request a word. Ask for and respond to recommendations or advice (CLB 7)

- Call or refer to appropriate resources when responding to physical and emotional trauma (OS-D10.4)

Child care administrators indicate problems and solutions in a familiar area (CLB 8)

- Contact the parents to determine why payments have not been made, emphasize the importance of making payments on time and inform the parents of the consequences of not making payments. Discuss payment plan options and recommend the option most likely to result in regular payment of fees. (ES-TS)
- Take remedial action on delinquent accounts when managing accounts receivable (OS-C9.3)
- Negotiate a payment plan (OS-C9.3)

Child care administrators propose/recommend that certain changes be made in a familiar area (CLB 8)

- Experience difficulties with staff members who do not support new program implementation. Discuss reasons for disagreements and possible solutions such as moving staff members to other work areas or changing task assignments. (ES-TS)

Child care administrators formally raise an issue with an individual or a group in authority (CLB 9)

- Provide information about children's behaviour and progress and make recommendations for the parents' consideration. These interactions may be complex and require knowledge of child psychology, pedagogy and details of the children's histories with child care programs. (ES-OC)
- Discuss reasons for incidents, how incidents were addressed, and steps to prevent similar incidents (ES-OC)
- Contact the parents and appropriate resource workers about children displaying inappropriate behaviours, explain and discuss the behaviours and create action plans to address the behaviours. Inform the parents and resource workers of the children's progress and provide guidance and support to the parents. (ES-TS)
- Consult and involve stakeholders, such as the governing authority, staff and parents (OS-A1.1)

Child care administrators present a formal proposal outlining how the concern should be addressed (CLB 9)

- Network with others to achieve the required results (OS-E13.1)

Child care administrators negotiate a "mutual interests" solution to a problem. Get a concession from the other party through logical argumentation (CLB 11)

- Negotiate and mediate differences of opinion (OS-B6.1)

Child care administrators negotiate a contract/agreement (CLB 12)

- Negotiate an agreement to hire staff; agree on terms of employment with new staff (OS-B3.5)
- Negotiate and sign a service agreement with external human resources (OS-B7.2)

III. Information**Presentations****Child care administrators give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations (CLB 8)**

- Explain the organization's salary/wage plans and benefits to potential staff (OS-B6.2)

Child care administrators give a demonstration, briefing, oral report or position paper. Argue a point (CLB 9)

- Present updates on operations at board and owner meetings (ES-OC)
- Present and market planning initiatives (OS-F15.1)
- Present reports to governing authorities (OS-F16.2)

Child care administrators give a seminar-style presentation on a researched topic; explain complex concepts and ideas, by using analogy, examples, anecdotes and diagrams (CLB 10)

- May present sessions for colleagues at training events and national conferences, e.g., discuss experiences with emergent curriculum. (ES-OC)

Child care administrators give effective presentations that meet the needs of diverse audiences (CLB 11)

- Present and promote strategic, business and operational plans (OS-F15.2)

Child care administrators in a style and format appropriate to audience and purpose, give a presentation of complex information and ideas that includes an evaluation/critique, recommendations, demands and appeals (CLB 12)

- Make public presentations (OS-C8.1)

Interaction One-on-One**Child care administrators ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements (CLB 7)**

- Consult colleagues on specific concerns and areas of interest, e.g., ask to tour a facility that is using emergent curriculum. (ES-TS)
- Network with colleagues and other professionals to identify professional development opportunities (OS-B5.2)

Child care administrators ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements (CLB 8)

- Describe services and fees and provide tours of facilities to parents who are potential clients (ES-OC)
- Discuss learning plans, children's progress, implementation questions and concerns with learning and development professionals (ES-OC)
- Explain centres' policy and procedure handbooks to new staff members (ES-OC)

Child care administrators discuss options (CLB 8)

- Set a verbal plan of action to support and address staff behaviour (OS-B4.4)

Child care administrators provide, obtain and discuss detailed complex information and opinions with individuals in order to coordinate teamwork assignments/tasks (CLB 9)

- Discuss programs and administration with stakeholders, e.g., discuss new program ideas with centres' advisory committees. (ES-0C)
- Interact with staff, student interns, board members and owners to share information. E.g., Speak with staff about performance, resources and concerns; discuss expectations, performance and child care topics with student interns completing work placements. (ES-0C)
- Ask appropriate, open-ended interview questions (OS-B3.3)

Child care administrators provide, obtain and discuss detailed complex information and opinions with an individual in a peer or superior relationship in order to coordinate work train in established procedures, delegate, solve a problem or conflict, or make a decision (CLB 10)

- Communicate with government employees to ensure child care facilities meet provincial and territorial standards, e.g., discuss the results of licensing inspections with government inspectors (ES-0C)
- Check references such as personal references, police record checks and child welfare record checks (OS-B3.4) and (OS-B7.2)
- Advise the governing authority on pay and benefit requirements to remain competitive (OS-B6.2)
- Interview and select external human resources (OS-B7.2)
- Delegate and direct others' actions in order to respond to facility emergencies (OS-D10.3)

Interaction in a Group

Child care administrators contribute to a debate (CLB 10)

- Participate in labour negotiations (OS-B6.2)

Child care administrators facilitate a discussion, seminar/formal meeting etc. Help participants clarify issues and reach set goals (CLB 12)

- Facilitate meetings to advise and support the function of governing authorities (OS-F16.1)

SKILL: LISTENING

I. Social Interaction

Child care administrators identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval (CLB 7)

- Interact with staff, student interns, board members and owners to seek information. E.g., Speak with staff about performance, resources and concerns; discuss expectations, performance and child care topics with student interns completing work placements. (ES-OC)
- Listen to staff concerns (OS-B4.1)
- Review and set new goals and objectives as part of staff evaluation (OS-B4.3)

Child care administrators identify, analyse and evaluate conflict-resolving, consensus-building and compromise negotiating language and interpersonal strategies (CLB 11)

- Resolve conflict between staff members and parents. Follow up with both parties to ensure that concerns have been resolved. (ES-OC)
- Experience difficulties with staff members who do not support new program implementation. Based on discussions, implement the most appropriate solutions and follow up to ensure difficulties have been resolved. (ES-TS)

II. Instructions

Child care administrators understand simple messages left on voice-mail (with five to seven details) (CLB 7)

- Listen to voice mail messages from parents, co-workers and colleagues (ES-OC)

III. Suasion (Getting Things Done)

Child care administrators evaluate extended oral suggestions for solutions to problems, recommendations and proposals in relation to their purpose and audience (CLB 9)

- Discuss needs with each centre manager, determine resources available, and set priorities and budgets accordingly (ES-TS)
- Understand parents' concerns about the development of their child (OS-E12.4)

Child care administrators identify, analyse and evaluate values and assumptions in oral suasive discourse (where obvious from the stated and unstated clues in the text) (CLB 10)

- Interact with parents. Discuss parent expectations, satisfaction with services, parent work schedules, children's schedules, children's medical information and any special care instructions. (ES-OC)
- Observe and evaluate adult/child interaction (OS-A2.1)

IV. Information

Child care administrators identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion) (CLB 6)

- Listen during staff meetings (OS-B4.6)

Child care administrators demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence (CLB 7)

- Discuss products and services with suppliers, including quantities, prices, discounts, shipping, invoicing and return policies (ES-OC)

Child care administrators demonstrate critical comprehension of an extended oral exchange between several speakers: identify main ideas, bias and statements of fact and opinion for each speaker; summarize and evaluate development of positions (CLB 9)

- Learn in a variety of ways, including discussions with co-workers and colleagues and attending courses, workshops, seminars and conferences (ES-CL)

SKILL: READING

I. Social Interaction Texts

Child care administrators get information from personal notes, e-mail messages and letters (CLB 4)

- Read short reminder notes outlining tasks to be completed (ES-R)

Child care administrators obtain factual details and inferred meanings in moderately complex notes, e-mail messages and letters containing general opinions and assessments of situations, response to a complaint and expressions of sympathy (CLB 8)

- Read e-mail from parents, senior board members, owners and provincial day care regulators, e.g., read e-mails from parents explaining their children's medical problems and special care requirements. (ES-R)

II. Instructions

Child care administrators understand and follow moderately complex written instructions with seven to ten step procedures (CLB 5)

- Read instructions on medicine labels (ES-R)

Child care administrators follow a set of written instructions on ten to 13- step everyday procedures related to simple technical and non-technical tasks (CLB 7)

- Follow mediation and arbitration procedures (OS-B6.3)

Child care administrators follow an extended set of multi-step instructions for established process (CLB 8)

- Interpret the manufacturer's maintenance and repair instructions (OS-D11.2)

III. Business/Service Texts

Child care administrators identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts (CLB 5)

- Locate data in lists and tables, e.g., locate children's ages, addresses and other contact data in waiting lists; review data such as height, weight, visual acuity, hearing ability and test results in child development tables; locate employees' names and shift start and stop times in work schedules. (ES-DU)

Child care administrators identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications (CLB 6)

- Read brief catalogue descriptions of supplies such as toys, books, crayons and playground equipment pieces before placing orders (ES-R)
- Read funding and application guidelines to understand the eligibility requirements and application deadlines (ES-R)

Child care administrators find two or three pieces of information in moderately complex formatted texts (CLB 6)

- Approve wage and expense claim payments; review and approve staff expense claims that include mileage and taxes (ES-N)
- Review and verify invoices, time sheets and payroll records (OS-C9.4)

Child care administrators identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice (CLB 7)

- Examine employee performance reviews and parents' satisfaction surveys related to staff performance. Examine employees' past and current compensation levels and consider the effects of compensation adjustments on staff morale and budgets. (ES-TS)

Child care administrators identify factual and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour (CLB 8)

- Seek information about changes in regulations from professional associations and government departments (ES-TS)
- Ensure the environment and space conform to legislative requirements (OS-A2.3)
- Ensure professional development is provided in accordance with the organization's policies and procedures (OS-B5.3)
- Ensure all program material conforms to safety standards (OS-C9.7); ensure all equipment and installations comply with the applicable safety codes and regulations (OS-C9.8); ensure compliance with health and safety standards and regulations (OS-D10.1); ensure compliance with legislative health codes (OS-D10.5)
- Keep current on new and emerging food handling regulations or guidelines (OS-D10.6)

Child care administrators obtain information for key work/business tasks by locating and integrating several pieces of information in complex prose texts and formatted texts (CLB 9)

- Comply with the organization's hiring policy and procedures in advertising for staff (OS-B3.2)
- Follow the organization's policies and procedures for conducting interviews (OS-B3.3); follow the organization's policy and procedures when screening prospective staff (OS-B3.4); follow privacy and confidentiality laws and regulations when handling and storing confidential information (OS-B3.4); follow the organization's hiring policy and procedures (OS-B3.5); follow the organization's policy and procedures when engaging external human resources (OS-B7.2)
- Interpret employment policies, procedures and laws (OS-B3.3); interpret and follow the organization's financial policies and procedures for record-keeping (OS-C9.1); interpret and implement directions (OS-F16.3); interpret personnel and other policies (OS-F16.3)
- Plan for staff upgrading and development to meet legislated/regulated requirements and to enhance best practices (OS-B5.1)
- Maintain financial records in accordance with federal and provincial government legislation (OS-C9.1)
- Comply with legislated food handling, preparation, and storage policies and procedures (OS-D10.6)

Child care administrators obtain information in key work/business tasks by locating and integrating several pieces of explicit and implied information in multiple, complex prose texts and in complex forms and graphic displays (CLB 10)

- Interpret government regulations relevant to their province or territory. e.g., read child care regulations in the province's *Social Care Facilities Licensing Act* to ensure child care operations meet provincial standards. (ES-R)
- Interpret municipal, provincial and federal building regulations and codes relevant to child care (OS-D11.3)

Child care administrators analyse and evaluate persuasiveness in business/service texts (CLB 11)

- Evaluate policies and procedures to determine if the organizations' needs and practices are accurately reflected. Compare current policies and procedures to legislation, analyze results of program and staff evaluations and examine client feedback and financial records. Based on their analysis, make any required changes. (ES-TS)
- Read, interpret and analyze legislation relevant to child care programs (OS-F14.1)
- Analyze and interpret community-related information when assessing community needs for early childhood education and care (OS-F15.1)
- Analyze information and data (OS-F16.2)

IV. Informational Texts

Child care administrators use standard reference texts: dictionaries, maps and diagrams (CLB 3)

- ❑ Identify safety, hygiene and hazard symbols and warning phrases on signs, e.g., ensure that 'wash hands' signs are posted in all washrooms and kitchens. (ES-DU)

Child care administrators show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic (CLB 6)

- ❑ Read short descriptions of training and job experiences on resumes and cover letters summarizing job applicants' qualifications to determine applicants' abilities to present themselves in a professional manner (ES-R)
- ❑ Read magazine and newsletter articles on topics such as childcare, parenting and program management. Skim some articles and read others more thoroughly. (ES-R)

Child care administrators demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic (CLB 7)

- ❑ Read a variety of reports, e.g., read inspection reports, written by day care inspectors, describing the findings and recommending changes to day care operations and facilities. ECE Administrators also read accident and incident reports. (ES-R)

Child care administrators demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions (CLB 8)

- ❑ Evaluate program effectiveness by reviewing program benchmarks, child development reports, staff and client satisfaction survey results, and program financial statements (ES-TS)
- ❑ Evaluate programs to ensure a variety of learning styles are included (OS-A1.4)

Child care administrators comprehension of complex process flow charts, graphs, pictographs and diagrams by expressing them in alternate forms (CLB 9)

- ❑ May review construction drawings to ensure facilities meet legislated requirements for child care such as the number of square feet per child and spacing for play equipment. Interpret the information provided on the construction drawings and comparing it to legislation. (ES-N)

Child care administrators trace, summarize and evaluate the development of arguments in complex expository or argumentative texts (e.g., in a rational inquiry paper or in a problem-solution paper) (CLB 10)

- ❑ Read textbooks, manuals, academic journals and trade publications for information on specific child development and administration topics. They synthesize the information on developmental approaches, problem solving strategies and current issues and trends. (ES-R)
- ❑ May belong to provincial or territorial professional associations that provide information and professional development opportunities for members. In addition, they pursue independent learning using the internet, textbooks, reference manuals, academic journals and trade publications such as *Interaction*. (ES-CL)

Information Literacy/Reference and Study Skills Competencies

Child care administrators access and locate three or four pieces of information in on-line electronic reference sources (e.g., Internet, library databases), if available, or from print reference sources (CLB 7)

- ❑ Seek specific child care and administration information from various libraries, child care associations, and organization websites (ES-TS)
- ❑ Access their respective professional association websites to search for articles on specific topics and training opportunities (ES-CU)

Child care administrators child care administrators access and locate several pieces of information involving a complex search of on-line electronic reference sources (e.g., library databases) and of traditional sources (CLB 10)

- Conduct both general and extended searches in electronic databases to find articles on topics such as early childhood development (ES-CU)
- Research a variety of professional development opportunities (OS-B5.2)
- Research funding sources (OS-C8.1)

Child care administrators conduct a whole-topic information search of on-line electronic reference sources (e.g., library databases) and traditional sources (CLB 11)

- Research and use technology to establish legislative requirements (OS-F14.1)
- Research relevant topics when contributing to the development of governance policies (OS-F14.2)

SKILL: WRITING

I. Social Interaction

Child care administrators write press/news/media releases and public relations materials to foster goodwill for a company, project, initiative, campaign (CLB 12)

- May create marketing materials, such as brochures, flyers, and web site pages, to promote child care centre. Use concise and effective wording to describe programs, services and fees. (ES-W)

II. Recording/Reproducing Information

Child care administrators copy short texts to record information for personal use, or to complete tasks, or to learn information (CLB 4)

- Write notes to remind themselves of tasks to be completed, such as telephone calls to be returned, and to record information on tasks completed (ES-W)

Child care administrators reduce a page of information to a list of seven to ten important points (CLB 5)

- Maintain an accurate waiting list (OS-C9.6); maintain up-to-date lists of the resources available to families (OS-E12.3); maintain a list of external resources and expertise (OS-E12.4)

Child care administrators take notes from an oral presentation or a page of written information (CLB 6)

- Keep a record of ideas and actions from staff meetings (OS-B4.6)

Child care administrators write instructions about an established process or procedures given in a live demonstration, over the phone or from pre-recorded audio or video material (CLB 8)

- Create lists specifying procedures to be followed to ensure consistency, e.g., create a list of steps for registering children in centres (ES-DU)

Child care administrators write summaries and summary reports of longer texts (CLB 9)

- Set the direction for their organizations and implement agreed upon plans (ES-TS)

Child care administrators write minutes of a meeting (CLB 9)

- Document agreements to manage problem solving and conflict resolution (OS-B6.3)

Child care administrators reduce and synthesize very complex and extensive information from multiple sources into a variety of formats (e.g., point-form notes, minutes, outlines, summaries, reports, abstracts, charts, tables, graphs) (CLB 11)

- Develop a facility map of critical locations (OS-D10.3)
- Recommend to the governing authority new policies or policy changes in a wide range of areas of the organization's operations (OS-F14.2)
- Translate legislation into policy, procedures and guidelines (OS-F14.3)

III. Business/Service Messages

Child care administrators fill out simple forms (CLB 3-4)

- Maintain child attendance records (OS-C9.6)

Child care administrators convey simple business messages as written notes (CLB 3-4)

- Schedule regular staff evaluation meetings (OS-B4.3)

Child care administrators fill out forms (CLB 5)

- Maintain readily accessible and current personnel records (OS-B4.5)

Child care administrators fill out moderately complex forms (CLB 6-7)

- Determine staffing requirements and set schedules for full-time, part-time and relief staff (ES-N); develop staff schedules (OS-B3.1)
- Maintain maintenance schedules (OS-D11.3)

Child care administrators convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings (CLB 7)

- May write a one-page article for a parent newsletter describing topics such as play-based learning and introducing new staff members (ES-W)
- Write presentation notes for slideshows delivered to staff, board members, owners and colleagues. The notes elaborate on the points covered in each slide, remind the presenter of relevant examples and provide background information. Topics range from training presentations on conflict resolution for staff through financial updates for board members and owners. (ES-W)
- E-mail colleagues to both share and request information about programs with a high client satisfaction rate (ES-W)
- Plan their own activities on a daily, weekly and monthly basis to ensure reporting and regulatory requirements and timelines are met (ES-TS)
- Use e-mail programs to communicate with parents, government employees, staff members, colleagues, board members and owners (ES-CU)
- Maintain records according to safety regulations (OS-C9.7); maintain allergy and dietary records on each child (OS-D10.6); maintain records and follow-up to ensure compliance with building regulations and codes (OS-D11.3)
- Develop varied and nutritious menus within budget limits (OS-C10.7)

Child care administrators convey business messages as written notes, memoranda, letters of request, or work record log entries, to indicate a problem, to request a change, or to request information (CLB 8)

- Draft the advertisement for new staff (OS-B3.2)
- Set a written plan of action to support and address staff behaviour (OS-B4.4)

Child care administrators fill out forms and other materials in pre-set formats with required brief texts (CLB 8)

- May complete government grant application forms to accompany proposals for funding. They enter information about operations, program types, number of employees, and revenue sources (ES-DU)
- May prepare invoices (ES-N)

Child care administrators write short suggestions and reports as memos and pre-set form reports (CLB 9)

- Monitor staff progress and follow-up (OS-B4.3)
- Report and take corrective action to address discrepancies or variances in financial statements (OS-C9.2)

Child care administrators write instructions and instruction letters (CLB 10)

- Maintain a plan for contingencies (OS-C8.2)
- Develop organizational procedures in case of emergencies (OS-D10.2)

Child care administrators fill out complex forms and other materials in pre-set formats with one to five paragraphs of texts (CLB 10)

- Complete child registration/compliance agreements (OS-C9.6)

Child care administrators write formal business reports, requests for proposals and formal proposals (CLB 11)

- May write proposals requesting financial assistance. Proposals include detailed descriptions of the services offered, future operational plans, current financial status and financial requirements (ES-W); write proposals for funding (OS-C8.1)

Child care administrators create forms and other materials in pre-set formats to collect and record complex information in a standard way (CLB 11)

- Create tables showing centre activities, staff assignments and work schedules. Create tables to compare current and previous year parent satisfaction levels. (ES-DU)
- May create graphs summarizing children's attendance (ES-DU)
- Create program evaluation forms for completion by parents and staff members (ES-DU)
- Develop tools for assessing the needs of the community, such as questionnaires, surveys and focus groups (OS-F15.1)

Child care administrators write manuals, procedures, training materials and other formal documentation (CLB 12)

- Develop a curriculum based on the principles of early childhood development and learning (OS-A1.2)
- Develop a professional development plan and content related to the needs of individual staff and the organization (OS-B5.3)

IV. Presenting Information**Child care administrators write one or two paragraphs to relate a familiar sequence of events; tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process (CLB 6)**

- Write short letters to parents about centre activities. Write about upcoming field-trips and include information on the locations, dates, times, transportation arrangements, meals and activities. Respond to parents' questions and comments about programs. (ES-W)

Child care administrators write two or three paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison (CLB 7)

- Use word processing software. E.g., write and format short reports for board members and owners. (ES-CU)
- Set new goals and objectives for staff (OS-B4.3)

Child care administrators write three or four paragraphs to narrate a historical event; to tell a story; to express or analyse opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process (CLB 8)

- Record observations and action taken to protect and respect the rights of children (OS-A2.4)
- Develop selection criteria for hiring new staff (OS-B3.3)
- Document and follow-up on the hiring process (OS-B3.5)
- Document staff behaviour using facts and observations (OS-B4.4)
- Document observations and maintain records to determine requirements for external human resources (OS-B7.1)
- Document the event of physical and/or emotional trauma and action taken (OS-D10.4)
- Document and report health practices or risks to appropriate parties (OS-D10.5)

Child care administrators write a paper, essay, report or story to narrate a sequence of events from the past (CLB 9)

OLA: CHILD CARE ADMINISTRATOR

- Write annual reports for stakeholders, describing the centres' child development programs, finances, human resources, community outreach activities, partnerships and special events. Information is summarized from parent satisfaction surveys and discussions with community partners. (ES-W)
- Write program evaluations for board members and owners. Include detailed descriptions of program achievements and weaknesses, financial and human resources and recommendations for improvements. (ES-W)

Write a paper, essay, report to describe and compare complex ideas, phenomena or processes (CLB 9)

- Apply early childhood development knowledge in the development of an ECEC philosophy (OS-A1.1)
- Determine eligibility and develop a compensation framework and benefit package (OS-B6.2)
- Develop and apply intervention plans (OS-B7.1); develop and/or ensure a long-term maintenance plan for the facility and equipment (OS-D11.1); develop a risk-response plan (OS-D11.2)
- Develop health protocol and policies, such as cleaning procedures and hand washing (OS-D10.5)
- Record and disseminate operational policies, procedures and guidelines (OS-F14.3)

Write an expository paper, report or essay to explain causal and logical relationships between facts, phenomena and events (CLB 10)

- Prepare a cost/benefit analysis to market services and activities (OS-F15.4)

For more information about:

Contact:

Canadian Language Benchmarks
Or
Occupational Language Analyses

Centre for Canadian Language Benchmarks,
<http://www.language.ca>
Ph. (613) 230-7729
Fax: (613) 230-9305
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Occupational Standards for
Child Care Administrators

Child Care Human Resources Sector Council
Tel: 613.239.3100 / Toll Free: 1.866.411.6960
Fax: 613.239.0533
www.ccsc-cssge.ca

Essential Skills Profiles

Human Resources and Skills Development Canada,
Skills Information Division
Human Resources Partnerships
Human Resources and Skills Development Canada
112 Kent Street, Tower B, 21st floor
Ottawa, Ontario
K1A 0J9
http://www15.hrdc-drhc.gc.ca/english/general/home_e.asp



Registered March 31, 2010 in Ottawa

CHILD CARE HUMAN RESOURCES SECTOR COUNCIL



EARLY CHILDHOOD EDUCATOR (NOC 4214)

Job Definition¹

Early Childhood Educators are responsible for the health, safety and well-being of children who range in age from newborn to 12 years old. Each day, they plan and provide experiences that support and promote the emotional, creative, intellectual, social, cognitive and physical development of the children in their care. They develop caring and responsible relationships with each child and maintain open cooperative relationships with families. Early childhood educators perform some or all of the following duties:

- ◆ develop and implement creative, developmentally appropriate programming
- ◆ observe children for signs of learning disabilities and take appropriate action
- ◆ assess the skills, abilities, interests and needs of children
- ◆ establish collaborative relationships with families
- ◆ discuss children's progress or areas of concern with parents and other staff members, while following confidentiality guidelines
- ◆ establish and maintain collaborative relationships with other community service providers that work with children and families
- ◆ participate in meetings and workshops for professional development
- ◆ may supervise and coordinate the activities of other ECEs, ECE assistants, and student educators.

In the Child Care Sector, the CLB levels shown (see the Comparative Ratings chart on page 2) reflect the range of actual tasks nationally done in the occupation. In specific workplaces contexts, higher levels may be required to be successful.

Overview

This Occupational Language Analysis (OLA) presents Canadian Language Benchmarks (CLB) competencies and typical listening, speaking, reading and writing tasks performed at a competent level by early childhood educators. The tasks are illustrative only, and do not provide a complete sample of what an early childhood educator does on the job. Other essential skills such as numeracy and computer skills are beyond the scope of the OLA. The content of the OLA was validated by people employed in the occupation and by CLB experts. It was developed by CLB experts using three key resources:

- ◆ the *Canadian Language Benchmarks 2000*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada
- ◆ *Early Childhood Educator Essential Skills Profile*: November, 2008
- ◆ *Occupational Standards for Child Care Practitioners*, Canadian Child Care Federation

For a more complete picture of the competencies that are needed to perform this occupation, refer to these source documents.

¹Essential Skills Profile for Early Childhood Educators (NOC 4214), 2008

Note: The Child Care Human Resources Sector Council commissioned the development of an Additional Task Inventory in order to address perceived gaps in communicative description found in the source documents. Tasks drawn from the ATI are also included in this Occupational Language Analysis.

How to Read this Occupational Language Analysis:

The titles, numbers and sequence of categories are based on the *Canadian Language Benchmarks 2000*, which address four major skill areas: Speaking, Listening, Reading and Writing. CLB competencies (language descriptors) are entered at the left margin and followed by a number indicating the benchmark level (1 – 12) for each competency. Sample occupational tasks (work/task descriptors) drawn from the Essential Skills Profile and the Occupational Standards are indented and italicized underneath each competency and referenced to their source, as follows:

Task Source	Reference	Example
Essential Skills Profile	ES + the first letters of the profile section	(ES-RT) = Essential Skills Profile, Reading Text section
Occupational Standards	OS + the section/subsection	(OS-6.1g) = Occupational Standards, Area of Competence Section 6, sub-task 1, sub-sub task g
Additional Task Inventory	ATI + the first letter of the Language Skill + the task number	ATI-S4 = Additional Task Inventory, Speaking Task #4

Comparative Ratings:

The following chart compares typical and most complex essential skills ratings for intellectual property officers, based on the Essential Skills Profile, to the corresponding range of CLB ratings, as suggested in *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*². These are general ranges and there may be some language tasks that fall outside of this range.

Skill Area	Typical		Most Complex	
	Essential Skills	CLB	Essential Skills	CLB
Speaking	2 - 3	6 - 10	3	9 - 10
Listening	2 - 3	7 - 10	3	9 - 10
Reading	1 - 3	3 - 9	4	10
Writing	1 - 3	6 - 8	4	9

²Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework; Centre for Canadian Language Benchmarks, 2005

Common Conditions of Communication:

Condition	Description
Purpose	Teaching/leading/directing; taking/giving direction; working as part of a team; advising consulting; creating and keeping records
Audience	Group interaction; co-workers; supervisors/managers; children/families; social workers and other professionals
Context	Dynamic, often noisy environment with many children present
Topic	Usually familiar topics; some theoretical and problem-solving discussions requiring exchange of opinions and suggestions
Mode	Face-to-face; in person; by phone (occasionally)

SKILL: SPEAKING

I. Social Interaction

Interpersonal Competencies

Early childhood educators greet, introduce self and ask about the other person (CLB 3)

- Say hello and introduce themselves to parents and visiting professionals such as inspectors during site visits. Interactions are brief, but it is important ECEs make good first impressions (ATI-S1)

Early childhood educators indicate problems in communication. Ask for explanation (CLB 3)

- Ask children to repeat what they've just said, or to explain what they mean (ATI-S2)

Early childhood educators open, close and respond to short casual small talk (CLB 4)

- Help family members to feel welcome in the child care setting (OS-6.1g)

Early childhood educators express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope (CLB 7)

- Express positive or negative emotions appropriately (OS-1.5a)
- Share anecdotes with parents about individual children's days when parents pick up children at the end of the day (ATI-S5)

Early childhood educators respond to a minor conflict or complaint (CLB 8)

- Address differences of approach or opinion (OS-6.2f)
- Discuss issues arising from diverse perspectives and experiences or differences of opinion in an open, frank and respectful manner (OS-7.1e)
- Intervene during disputes between children. They mediate interpersonal conflicts by explaining expectations and coming to common agreement to find resolutions (ATI-S6)
- Respond to a complaint or concern from a parent, e.g., about paint on a child's clothes, about a minor injury or incident (ATI-S7)
- Respond to a conflict with a child; e.g., a child that is refusing to follow important rules or procedures and/or is angry (ATI-S8)

Early childhood educators comfort and reassure a person in distress (CLB 8)

- Provide comfort when children are experiencing difficulties, and support positive behaviour (ES-OC)
- Reassure parents who may be feeling anxious, e.g., about leaving their child at the centre; about their small child's behaviour or progress (ATI-S9)
- Calm children when they are distressed. They affirm children's feelings by naming the emotions children are likely experiencing. They offer children choices for how to resolve unhappy situations (ATI-S10)

Early childhood educators express and respond to expressions of respect, friendliness, distance and indifference (CLB 9)

- Convey to families respect for their position as the child's primary caregiver (OS-6.1a)
- Convey to families respect and consideration for differences in child-rearing values and practices and individual, cultural, religious, and community traditions and practices (OS-6.1d)
- Share relevant information about children and families with colleagues working in the childcare setting in a way that respects the child's and family's dignity and privacy (OS-7.1c)

Conversation Management

Early childhood educators encourage others in a conversation by showing interest (CLB 5)

- ❑ Convey acceptance of and respect for children’s open expression of their feelings, whether positive or negative, through facial expression, language, or appropriate physical action (OS-1.5e)
- ❑ Encourage and support children’s efforts to try new activities, to develop their own ideas and to use materials, toys and equipment in their own ways (OS-3.8a)
- ❑ Show appreciation of and encourage children’s creative expression (OS-3.8b)
- ❑ Encourage families to express their needs, desires and preferences (OS-6.2c)
- ❑ Ask children questions to encourage conversation and vocabulary development (ATI-S3)

Early childhood educators encourage conversation by adding supportive comments (CLB 6)

- ❑ Support children in openly and safely expressing their positive and negative feelings through a range of verbal and non-verbal, communication strategies that are respectful of the child’s/family’s culture (OS-1.5f)
- ❑ Confirm with children that their communication has been received and understood (OS-2.1.2)
- ❑ Use a variety of strategies to respond in a positive and encouraging manner to children’s efforts to learn new skills (OS-3.3d)
- ❑ Help children to share their ideas and feelings with others (OS-3.4d)
- ❑ Engage children in activities and discussions that help them think about and reflect on ethical issues and dilemmas (OS-3.7c)

Early childhood educators confirm own comprehension (CLB 7)

- ❑ Confirm their understanding of parents or caregivers – paraphrase back or ask for repetition or written confirmation, if necessary (ATI-S4)

Early childhood educators use a number of strategies to keep the conversation going; hold the floor; resume after interruption; change topic (CLB 7)

- ❑ Communicate with each child in a style and manner, and at a pace and level, that is appropriate to the child’s developmental level and needs (OS-3.5a)
- ❑ Demonstrate effective communication strategies with youths and with adults (OS-6.2.5)

Early childhood educators encourage others to participate (CLB 8)

- ❑ Support, comfort and encourage children who are experiencing difficulties and help them to understand and handle their feelings (OS-2.1d)
- ❑ Promote the active participation of all children by providing direct or indirect assistance in a variety of verbal and non-verbal ways (OS-3.1c)
- ❑ Encourage and support children to explain things and ideas, to predict what might happen and to experiment (OS-3.6f)

Phone Competencies

Early childhood educators take phone messages with three to five details (CLB 6)

- ❑ Take brief phone messages from parents (e.g., “My child is sick today and won’t be in” or “I will pick my child up early today”.) (ATI-S12)

Early childhood educators take live phone messages with five to seven details (CLB 7)

- ❑ Take phone messages from other professionals or third parties, e.g., student teacher calling to set up a practicum. The phone message would include their name, school, practicum dates, expected hours of work and who will be their practicum supervisor (ATI-S13)

Early childhood educators carry on a brief phone conversation in a professional manner (CLB 8)

- ❑ Phone parents to tell them their child does not appear to be feeling well or that they have experienced an accident. They may make arrangements for early pick-up (ATI-S11)
- ❑ Take inquiries by phone about the facility and the waitlist. They may provide details such as the centre's philosophy, number of children and age ranges, number of staff and training required, fees, range and type of activities and length of the waitlist (ATI-S14)
- ❑ Arrange field trips with staff at sites in the community, such as farms, fire stations and museums. They discuss scheduling, costs and programming (ATI-S15)

II. Instructions

Early childhood educators give short, one- to two-clause directions relating to movement and position in space (CLB 3)

- ❑ Direct children to carry out simple tasks. For example, they may ask a child to sit on a blue mat behind them, or to pick up the red box of bingo cards (ATI-S16)

Early childhood educators give sets of simple everyday instructions and directions (CLB 4)

- ❑ Give brief instructions to children to do or not do something, e.g., "Please put your coat on" or "Don't stand on that chair – you might get hurt". (ATI-S17)
- ❑ Direct children where to find items such as soap and art supplies. For example, they may respond to a child's request for tissues by saying, "They are at the back of the room, beside the blue container" (ATI-S20)

Early childhood educators give an extended set of sequentially presented simple clause instructions/directions on daily routine actions (CLB 5)

- ❑ Give a series of instructions to follow. For example, "I need you take your name off the wall and put it back on the red wall, then line up at the door. Then I want you to go to your cubbies and put on your outdoor shoes and your hats." (ATI-S18)
- ❑ Assist children in transitioning to new activities by providing advance notice and reminders, e.g. "We can play for five more minutes and then we'll have lunch." Followed by, "Okay, it's time to clean up so we can have lunch." Ending with, "It's lunch time now!" (ATI-S19)

Early childhood educators give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses (CLB 6)

- ❑ Explain good hygiene practices to children in a way they can understand (OS-1.1d)
- ❑ Explain good safety practices to children in a way they can understand (OS-1.2k)
- ❑ Explain good nutrition and good health practices to children in a way they can understand (OS-1.4c)
- ❑ Explain the importance of regular gross motor activity to children in a way they can understand (OS-3.2c)
- ❑ Use verbal guidance to help children to learn and practice strategies for getting along with others (OS-3.4c)

Early childhood educators give clear instructions and directions related to moderately complex familiar technical and non-technical tasks (CLB 7)

- ❑ Describe extended routines, schedules and expectations to ECE assistants and students on placements. For example, they may describe lunch hour routines and procedures for cleaning up, including use of laundry facilities (ATI-24)

III. Suasion (Getting Things Done)

Early childhood educators ask and grant permission (CLB 3)

- ❑ Inform room partners when they need to step out of the room for a moment (ATI-S26)

Early childhood educators advise someone of danger (CLB 3)

- ❑ Advise children of potential hazards. For example, they may warn children who are leaning back on chairs that they may tip over. During outdoor play, they may warn children to stand clear of the bottom of slides and moving swings (ATI-S29)

Early childhood educators ask for, offer, and accept assistance (CLB 3)

- ❑ Ask for children's help to bring games, toys and education resources to the group, or to tidy them up after use (ATI-S31)
- ❑ Ask for help from supervisors when children are sick or injured, or when they need temporary relief (ATI-S32)
- ❑ Ask a co-worker for help with a task or with the children (ATI-S33)

Early childhood educators give and get permission (CLB 5)

- ❑ Ask children for permission to help them or do something for them. For example, "Can I help you with your zipper? Would you like me to help you tie your shoes? Would you like me to cut your banana?" (ATI-S27)
- ❑ Ask parents for permission to do something for or with their child. For example, ask a parent for permission to take a photograph of their child or for permission to take the child on a field trip (ATI-S28)

Early childhood educators give simple informal advice (CLB 5)

- ❑ Offer a suggestion to a co-worker, for example "I tried this the other day and it worked well" (ATI-S25)

Early childhood educators call for emergency assistance (CLB 5)

- ❑ Call 911 in the event of an emergency (ATI-S34)

Early childhood educators make a simple prediction of consequences (CLB 6)

- ❑ Relate to children what is likely to happen if they continue to engage in their current behaviour. For example, they may explain that as a result of sharing their toys so well, their friends are more likely to want to play with them in future, or they may predict negative outcomes, such as "you need to sit down when you are eating because you could choke on your food". (ATI-S30)

Early childhood educators give and respond to a warning; discourage others (CLB 7)

- ❑ Discuss with parents why toys brought from home may cause conflict between children or become lost or damaged. Follow up with parents to ensure they understand and accept the policies (ES-TS)

Early childhood educators request a word. Ask for and respond to recommendations or advice (CLB 7)

- ❑ Speak with families to inform them of children's activities, progress and behaviour, to answer questions, to provide reassurance and suggestions, and to receive information about children's health or other issues (ES-OC)
- ❑ Discuss children's challenging behaviours with co-workers. Decide on an appropriate intervention that can be applied consistently (ES-TS)
- ❑ Discuss resource needs with management and co-workers to determine resources available and set plans accordingly (ES-TS)

Early childhood educators make an extended suggestion on how to solve an immediate problem or make an improvement (CLB 7)

- ❑ Manage conflicts between children. Ask the children to stop, listen to each other, encourage children to suggest solutions to the conflict, select a solution, and follow it. They talk to the children about their feelings regarding the conflict and how it was resolved (ES-TS)
- ❑ Intervene constructively and effectively when children use discriminatory words or actions (OS-3.3c)

Early childhood educators indicate problems and solutions in a familiar area (CLB 8)

- Clearly and concisely describe indications and examples of possible developmental delays (OS-5.1c)
- Approach a family to discuss a problem that their child has or a problem with the child in the child care setting (OS-6.2e)

Early childhood educators formally raise an issue with an individual or a group in authority (CLB 9)

- Speak with members of the community regarding the importance of early childhood education program. (ES-0C)
- Bring their concern about a possible delay or problem to the attention of the child's family in a way that seeks the family's opinion and indicates the possible need for further investigation but does not unduly alarm the family (OS-5.1e)

Early childhood educators respond to threats (overt and covert) (CLB 10)

- Deal with a real or perceived threat by an angry parent or third party, e.g., an unauthorized person attempting to pick up a child (ATI-L11)

IV. Information

Presentations

Early childhood educators talk about health and feelings (CLB 3)

- Talk about feelings with children and help them to express their feelings with words (ATI-S41)

Early childhood educators relate a story about an everyday activity (CLB 4)

- Introduce stories and songs as an on-going part of the program (OS-3.8d)

Early childhood educators describe a scene or picture (CLB 5)

- Describe shapes, colours and images used by children in their artwork (ATI-S36)
- Describe the features of animals, building and objects portrayed in oral stories and in images as part of educational programming (ATI-S37)

Early childhood educators describe a daily routine (CLB 5)

- Instruct children on the steps to follow during monthly fire drills (ATI-S22)
- Remind children of routines and expectations. For example, they remind children of washroom routines, including washing their hands. They may use direct language, or they may ask probing questions to promote children's thinking, such as "What do we do after we use the washroom?" (ATI-S23)

Early childhood educators describe and compare people, places etc. (CLB 6)

- Provide accurate information about the child care setting to other community service providers (OS-8.1e)
- Share stories from their own life experiences to illustrate the effects of different behaviours and to reinforce positive behaviours. For example, they may relate stories about their own friendships as children, and describe situations when they felt sad or happy (ATI-S40)

Early childhood educators describe a moderately complex process (CLB 7)

- May represent program at board meetings. They may present details to the board about program plans, interventions, successes and issues (ES-0C)

Early childhood educators give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations (CLB 8)

- May present best practices and new methodology learned at conferences and seminars to staff members and management (ES-0C)
- May deliver professional development workshops for co-workers and colleagues (ES-0C)

Early childhood educators tell a story, which includes an anecdote (CLB 8)

- ❑ Communicate the results of their observations to others in a factual way that also helps to identify goals and/or jointly plan program experiences (OS-4.1c)

Interaction One-on-One**Early childhood educators ask for and provide information related to routine daily activities (e.g., personal, family, others, work) (CLB 5)**

- ❑ Clearly describe their own role and responsibilities and those of others working in the setting (OS-7.1a)
- ❑ Advise parents on simple procedures, e.g. “Please sign in here when you drop off your child” (ATI-S21)
- ❑ Provide updates and exchange information with room partners and co-workers about daily schedules, facilities and children. For example, they may mention that lunch is delayed 15 minutes, or that a child hasn’t been able to settle down for a nap (ATI-S35)

Early childhood educators ask for and provide information in an interview related to daily activities (CLB 6)

- ❑ Provide families with information about the child care setting’s philosophy, policies, approaches and procedures in a way that answers their questions (OS-6.1a)
- ❑ Reassure families that any enquiries, conversations , and children’s records will be kept confidential unless a parent gives explicit permission to share information or such sharing is required by law or by court order (OS-6.1f)
- ❑ Communicate on a regular basis with families about the child’s daily experiences, progress, and development in a way that assists families to set goals for the child and provide feedback on the child care program (OS-6.2b)
- ❑ Discuss a child’s behaviour or progress with co-workers in order to share information and optimize care. For example, ask what time a child got up or if he/she has taken their medication or observe that a child has learned how to do or say something new (ATI-S38)
- ❑ Explain and answer questions about daily routines and programming during initial meetings with parents (ATI-S39)

Early childhood educators ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements (CLB 7)

- ❑ Interact with management to discuss problems, hours of work, changes in programs (ES-TS)
- ❑ Encourage each family to share information regularly, including information about the child’s likes and dislikes and the family’s preferences regarding childrearing practices, diet and dress (OS-6.2a)
- ❑ Seek information from other service providers that might help meet the child’s needs within the child care setting while adhering to the parameters of the family’s informed consent (OS-8.1b)
- ❑ Share relevant information about a child with other service providers that might assist them in working with the child while adhering to the parameters of the family’s informed consent (OS-8.1c)

Early childhood educators ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements (CLB 8)

- ❑ Interact with colleagues from other organizations to discuss activity ideas, program planning techniques, intervention strategies, and changes in regulations (ES-OC)

Early childhood educators provide, obtain and discuss detailed complex information and opinions with individuals in order to coordinate teamwork assignments/tasks (CLB 9)

- ❑ Discuss observations of possible developmental delays in children with parents. Provide evidence, guidance, and support to parents (ES-OC)

Interaction in a Group

Early childhood educators participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty (CLB 6)

- ❑ Work cooperatively with families in defining their needs and wishes and their goals for their child (OS-6.1e)
- ❑ Interact with children to encourage learning, determine interests, discuss thoughts, meet needs (ES-OC)
- ❑ Discuss health matters and personal hygiene practices with children and parents, such as steps for proper washing or to avoid spreading a flu virus (ATI-S42)

Early childhood educators participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval (CLB 7)

- ❑ Interact with co-workers to; share knowledge; learn; plan joint activities; generate ideas; discuss children's progress; and to allocate tasks. For example, they discuss scheduling concerns and coordinate resources during staff meetings, and may provide information on specific topics such as conflict resolution or health and safety (ES-OC)
- ❑ Acknowledge children who are behaving in a positive fashion and clearly identify for them the specific behaviour that they should continue or repeat (OS-2.2c)
- ❑ Offer opinions about new policies and procedures during staff meetings. They may express disagreement with co-workers and supervisors' opinions. They describe reasons for their reluctance and may suggest alternatives and solutions they think would help them meet new expectations (ATI-S43)

Early childhood educators participate in a debate/discussion/meeting on an abstract familiar topic or issue (CLB 8)

- ❑ Collaborate with co-workers and colleagues when sitting on committees. They discuss and make recommendations about changes to operations and to existing policies (ATI-S44)
- ❑ Participate in team meetings to discuss strategies for enhancing care and for improving communication amongst staff members. For example, they may discuss topics such as playground supervision, security within the centre, or new regulations on health inspections. ECEs contribute ideas and make suggestions to improve workplace operations (ATI-S46)

Early childhood educators contribute to a debate, case study discussion with familiar participants in an academic/workplace context (CLB 9)

- ❑ Meet with specialists and other staff to discuss children's special needs and progress being made while in care. They contribute their own ideas, and learn about strategies to assist children's development (ATI-S47)

SKILL: LISTENING

I. Social Interaction

Early childhood educators identify specific factual details and inferred meanings in dialogues of casual small talk, introductions, leave-taking, and in short phone calls (CLB 4)

- ❑ Take phone messages from individuals asking for information or suppliers/service providers. For example, they might record the date and time of the call, name, phone number, nature of their concern or inquiry and who the phone message is for (ATI-L14)

Early childhood educators identify factual details and inferred meanings in dialogues containing compliments, invitations, and offers; discussion of interests, likes/dislikes and preferences (CLB 5)

- ❑ Attend to children’s and parents’ expressions of needs and preferences. For example, they listen to children state which toy they want to play with or parents describe dietary preferences (ATI-L1)

Early childhood educators identify situation and relationship between speakers (CLB 5)

- ❑ Listen to children recounting disputes and other situations that have made them angry and sad. They listen to both sides of the story, affirm children’s feelings and seek ways to help children find their own solutions (ATI-L12)

Early childhood educators identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication (CLB 6)

- ❑ Recognize communication difficulties that might indicate a child needs specialized attention from another professional (OS-3.5.8)
- ❑ Identify signs of possible developmental delay in communication spheres (OS-5.1b)

Early childhood educators identify mood/attitude of participants (CLB 6)

- ❑ Interpret and respond appropriately to group dynamics (OS-3.1d)

Early childhood educators identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval (CLB 7)

- ❑ Respond to each child’s and to the group’s behaviour, interests and ideas attentively, sensitively, respectfully and consistently (OS-2.1b)
- ❑ Listen effectively to children at different developmental levels and from the cultures served by the child care setting (OS-2.1.1)
- ❑ Listen and respond to each family’s views in a manner that supports and respects the individual family (OS-6.2c)
- ❑ Listen to parents’ concerns and questions about their children’s behaviour, development and routines (ATI-L5)

II. Instructions

Early childhood educators follow two- to four-clause directions relating to movement and position in space, and to weights, measures, amounts and sizes (CLB 3)

- ❑ Listen for directions about where supplies are located, such as “There’s a bottle of disinfectant under the sink in the staff washroom.” (ATI-L8)

Early childhood educators follow sets of sequentially presented four- to five-clause everyday instructions and directions relating to movement and position in space, manner, frequency and duration (CLB 4)

- ❑ Confirm their understanding of co-workers' instructions and explanations. For example, they indicate they understand instructions related to how to clean up after meals (ATI-L2)

Early childhood educators understand a range of spoken everyday instructions on step by step procedures (CLB 5)

- ❑ Confirm their own understanding of schedules, routines and planned events. For example, they may ask a co-worker to confirm outdoor time has been extended, or whether a picnic is going ahead as planned (ATI-L3)
- ❑ Listen to instructions related to changes in established schedules. For example, they may listen to supervisors describe an alternate route to take to get to an outdoor play area (ATI-L4)

Early childhood educators understand simple messages left on voice-mail (with five to seven details) (CLB 7)

- ❑ Follow simple messages left on voicemail, e.g., a child will not be in today or will be arriving late (ATI-L13)

III. Suasion (Getting Things Done)

Early childhood educators identify expressions used to ask and grant permission; advise of danger; ask for, offer, and accept assistance (CLB 3)

- ❑ Respond appropriately and sensitively to children's verbal and non-verbal expressions of need and their attempts to communicate (OS-2.1a)
- ❑ Accept offers of help from room partners. The interactions are related to topics such as room coverage, clean-up, and helping children get dressed for outdoors (ATI-L17)

Early childhood educators demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests (CLB 6)

- ❑ Interact with management to receive suggestions (ES-OC)
- ❑ Demonstrate listening strategies with children at different developmental levels (OS-3.5.4)
- ❑ Listen to parents' descriptions of unusual behaviours, sleep and eating patterns when children are dropped off. They use the information in these updates in order to anticipate the needs of children who may be tired, hungry or upset (ATI-L9)
- ❑ Respond to questions about room arrangements from co-workers. For example, they respond to questions about how to arrange arts and craft stations, or where to stack chairs (ATI-L18)

Early childhood educators demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas (CLB 7)

- ❑ Follow specific directions from parents re: their child's care, e.g., drop off/pick up time or administering medication (ATI-L6)

Early childhood educators identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations (CLB 8)

- ❑ Listen to strategies and recommendations from specialists who monitor and support children with special needs. They listen to descriptions of children's needs and age-appropriate developmental benchmarks and learn ways they can enhance their programming or care to meet children's needs (ATI-L10)

Early childhood educators evaluate extended oral suggestions for solutions to problems, recommendations and proposals in relation to their purpose and audience (CLB 9)

- ❑ Obtain informed opinions from other professionals or sources in a way that respects the privacy of the child and family (OS-5.1d)

IV. Information

Early childhood educators identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion) (CLB 6)

- Acquire knowledge and skills through discussions with co-workers, management, and colleagues from other organizations (ES-CL)
- Listen to explanations of new initiatives and policies by supervisors and managers during staff meetings (ATI-L7)

Early childhood educators demonstrate critical comprehension of a lecture or presentation by one speaker: identify the main idea(s) and identify ways in which the supporting details develop the main idea(s) (CLB 9)

- Acquire knowledge and skills through attending workshops, seminars and conferences (ES-CL)
- Listen to presenters at conference seminars and workshops to learn about topics relevant to their practice, such as child-centred care (ATI-L15)
- Attend training on new procedures and equipment in which they listen to instructions for use (ATI-L16)

SKILL: READING

I. Social Interaction Texts

Early childhood educators get information from personal notes, e-mail messages and letters (CLB 4)

- Read short notes from parents written in the family communication binder or on a piece of paper in a child's lunch kit or notes from co-workers in the communication logbook (ATI-R2)

Early childhood educators identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences (CLB 5)

- Read letters or emails from parents describing a child's history at the centre and expressing thanks for the care their child received (ATI-R4)

II. Instructions

Early childhood educators follow one- to five-step common everyday instructions and instructional texts (CLB 3)

- Locate ingredients on food and product labels (ES-DU)

Early childhood educators follow one- to six-step common everyday instructions and instructional texts (CLB 4)

- Read recipes to make craft materials and snacks. For example, read recipes for play dough (ATI-R7)

Early childhood educators follow a set of written instructions on 10- to 13- step everyday procedures related to simple technical and non-technical tasks (CLB 7)

- Follow internal policies and procedures. e.g., read centre policies to respond to parent questions regarding waiting lists, vacations, and fees (ES-RT)
- Consult policies and procedures to address parent questions (ES-TS)
- Read centre-based procedures to conform to policies and standards. For example, refer to guidelines to learn how to address children's aggression, or how and when to take children's temperature or administer medication (ATI-R11)

Early childhood educators follow formal instructions of advisory, instructional texts, and instructions for a familiar process/procedure that require integration of several pieces of information (CLB 9)

- Read provincial child care policies, covering topics such as operating a child care centre or responding to emergencies (ES-RT)
- Read policy and program updates from policy makers such as governments and associations. e.g., Navigate through lengthy documents to find relevant information that meets their needs. e.g., an ECE may read a health update on an outbreak of a communicable disease in order to learn about its symptoms and how to manage when children contract it (ATI-R12)

III. Business/Service Texts

Early childhood educators find information in formatted texts: forms, tables, schedules, directories (CLB 3)

- Recognize Workplace Hazardous Materials Information System (WHMIS) symbols on equipment and furniture cleaning products (ES-DU)

Early childhood educators get information from short business brochures, notices, form letters and flyers (CLB 3)

- Read brief notices on white boards indicating things of note for that day, e.g., a special event or visitor (ATI-R6)

Early childhood educators find information in formatted texts: forms, tables, schedules, directories (CLB 4)

- Locate information on forms completed by parents. e.g., find children's ages, custody arrangements, persons authorized to pick up children, and emergency contact telephone numbers on applications. Find children's favourite toys on child introductions and dosages on medical consent forms (ES-DU)
- Read children's emergency contact and allergy lists (ES-DU)
- Consult children's files to learn about favourite toys, routines and documented patterns of behaviour (ES-TS)
- Read agendas listing items to be discussed at staff meetings (ATI-R8)
- Read simple charts, such as a temperature conversion chart or charts listing information about children, such as how well they slept or ate (ATI-R9)

Early childhood educators get information from short business brochures, notices, form letters and flyers (CLB 4)

- Read short notes such as reminders in log books outlining tasks to be completed and messages from parents (ES-RT)
- Read memos from management, e.g., read about upcoming workshops, inspections, special activities, and new procedures to maintain knowledge of operations (ES-RT)
- Read notes from director and co-workers to request or acquire information (ES-RT)
- Read brief email messages. e.g., unionized ECEs may read a message from their union about upcoming training events and meetings (ATI-R5)

Early childhood educators identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts (CLB 5)

- Interpret written observations in children's portfolios to understand developmental significance (ES-DU)
- Interpret tables and charts in industry publications to inform program plans. e.g., interpret tables describing the degree of child initiation and decision making in different approaches to teaching (ES-DU)
- Read memos from supervisors and managers. Read to learn about new policies and procedures, and to be informed about operational activities, such as when the next supply order will take place (ATI-R3)
- Refer to program or curriculum plans to remember the sequence and timing of scheduled programming. Read short paragraphs describing songs, stories, games, books to be read, creative activities and curriculum content if applicable (ATI-R14)

Early childhood educators identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice (CLB 7)

- May read student educator observations to evaluate students' abilities to collect accurate details and communicate in writing what they observe (ES-RT)
- Read their own performance evaluations to analyze their performance against position requirements, as well as personal and professional development goals (ES-RT)
- Read reports by professionals about strategies to address specific developmental challenges. e.g., read reports by speech-language pathologists on behaviour in children with language disorders. The reports may be several pages in length with language that requires understanding of child development and related complex terminology (ES-RT)

Early childhood educators identify factual and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour (CLB 8)

- May read student educator requirements to understand what skills and knowledge should be evaluated during practicum work (ES-RT)
- Read child development reports to evaluate if further observation of specific behaviours is required or if development areas should be described in more detail (ES-RT)

- May review parent manuals to provide comments and suggestions for changes (ES-RT)
- Read regulations related to child care and health and safety. For example, they read the “Day Nurseries Act” to understand the legal requirements of their place of work. (ES-RT)
- Review and provide comments on funding proposals requesting program financial assistance (ES-RT)

Early childhood educators obtain information for key work/business tasks by locating and integrating several pieces of information in complex prose texts and formatted texts (CLB 9)

- Read legal documents describing custody arrangements to ensure they are understood and followed to maintain the children’s safety and security (ES-RT)
- Apply current, relevant health regulations of the province or territory in which they work (OS-1.1c)
- Apply current, relevant safety regulations of the province or territory in which they work (OS-1.2h)
- Read health care plans for a children with special needs, which may be up to four pages in length and include short-term and long-term goals and details of strategies for effective care (ATI-R10)
- Read strategies for handling children’s physical and cognitive limitations when they have special needs. May read several pages of text written or compiled by specialists such as occupational therapists and resource teachers (ATI-R13)

IV. Informational Texts

Early childhood educators use standard reference texts: dictionaries, maps and diagrams (CLB 3)

- Refer to wall displays with combinations of images and words to teach children about a variety of topics, such as nature or transportation (ES-DU)

Early childhood educators demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic (CLB 5)

- Read children’s stories to entertain and teach during story time (ES-RT)

Early childhood educators demonstrate comprehension of standard maps, basic diagrams, basic graphs (CLB 5)

- May use assembly drawings to build toys or furniture (ES-DU)

Early childhood educators show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic (CLB 6)

- Read trade publication articles on topics such as parenting, and early childhood program development. ECEs may skim some articles and read others more thoroughly. For example, they read a Canadian Dermatology Association newsletter article “Pale skin back in” to share its sun protection tips with parents (ES-RT)

Early childhood educators demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic (CLB 7)

- Read books, journals, and magazines related to parenting or child development to find appropriate activities that will engage children and contribute to achieving developmental goals (ES-RT)

Early childhood educators demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions (CLB 8)

- Read articles in academic journals to understand pedagogical and medical factors related to program planning for children with special needs (ES-RT)

Information Literacy/Reference and Study Skills Competencies

Early childhood educators access and locate three or four pieces of information in on-line electronic reference sources e.g., internet, library databases, if available, or from print reference sources (CLB 7)

- Conduct online searches for recipes related to a theme using a search engine. They may access bookmarked web sites that feature safe activities for relevant age groups. (ES-CU)

- ❑ Access government and professional association web sites to search for articles on specific topics and training opportunities (ES-CU)
- ❑ Conduct internet research to find information. They research topics such as child-centred care, health conditions, and cognitive impairments; field trip information; bus route planning or ideas for crafts or activity planning (ATI-R16)

Early childhood educators access/locate several pieces of information in on-line electronic reference sources (CLB 8)

- ❑ Search for labour market analysis summaries, such as the difference in wages across Canada (ES-TS)

Early childhood educators access a single piece of information involving a complex search in on-line electronic reference sources (CLB 9)

- ❑ Read online resources to keep their knowledge of professional topics current. e.g., search post-secondary institution web sites for development opportunities (ES-TS)

SKILL: WRITING

I. Social Interaction

Early childhood educators convey a personal message in an informally written note (CLB 3)

- ❑ Write brief reminder notes to parents. e.g., write notes to remind parents to pick up a newsletter, hand in a questionnaire, or check the parent log for a new entry (ATI-W2)

Early childhood educators convey personal messages in an informal or formal personal short letter or a note to express invitations, thanks, regrets, cancellations or apologies (CLB 4)

- ❑ Write thank-you cards to parents to express appreciation, e.g., write notes to thank parents for small gifts, or for having helped out during excursions (ATI-W3)

Early childhood educators convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings (CLB 5)

- ❑ Write thank you letters to staff at field trip locations (ES-W)

Early childhood educators convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance (CLB 6)

- ❑ Use instant messaging and e-mail programs to communicate with coworkers, management, parents, or colleagues (ES-CU)

II. Recording/Reproducing Information

Early childhood educators copy short texts from dictionaries, directories, schedules, instructions (CLB 3)

- ❑ Create substitute early childhood educator contact lists (ES-DU)
- ❑ Record parents' telephone numbers, quantities of formula or medication to be given to children (ES-N)
- ❑ Copy short texts to record information for personal use, or to complete tasks, or to learn information. (CLB 4)

Early childhood educators take phone messages, voice mail messages or pre-recorded information with five to seven details (CLB 5)

Early childhood educators reduce a page of information to a list of seven to ten important points (CLB 5)

- ❑ Create bar graphs and pie charts to describe data collected during learning activities, such as tracking the weather for the week (ES-DU)

Early childhood educators take notes in point form from an oral presentation (CLB 7)

- ❑ Take notes to summarize conference presentations and workshops. The notes may be for their own reference, or to submit to management for distribution to other staff members (ATI-W5)

Early childhood educators write an outline or a summary of a longer text (CLB 8)

- ❑ Write information sheets for parents on topics related to childhood development, e.g., they may create a multi-page package on developing respectful and responsible behaviour. To develop the information sheets, they bring together materials from various sources and succinctly describe how and why the children's activities fit into the program plans to develop these skills (ES-W)

Early childhood educators write summaries and summary reports of longer texts (CLB 9)

- ❑ Write descriptions of approaches to curriculum development, such as emergent curriculum, for families, colleagues, student educators, and community members (ES-W)

III. Business/Service Messages

Early childhood educators convey simple messages as written notes (CLB 3-4)

- Create staff meeting agendas (ES-DU)
- Write notes to remind themselves of tasks to be completed, such as selecting new books to suit themes and to record tasks completed (ES-W)
- Write notes about schedule changes, upcoming activities, or issues encountered in communication logs or staff books (ES-W)
- Write a brief note or notice to be posted advising parents that a field trip or special event has been cancelled (ATI-W4)

Early childhood educators fill out forms (CLB 5)

- Complete time sheets for hours worked (ES-DU)
- Fill out request forms for vacations, shift changes, and time off (ES-DU)
- Complete playground daily inspection checklists. Provide satisfactory or unsatisfactory ratings and describe actions taken if playground was in unsatisfactory condition (ES-DU)
- Create monthly tables to summarize activity and meal plans for children (ES-DU)
- Write entries in children's portfolios or daily journals to document learning. Portfolios include notes on activities, accomplishments, and interests (ES-W)
- Record observations of children in journals, parent logs or scrapbooks. Write to describe positive efforts, concerns, of children (ATI-W1)

Early childhood educators convey business messages as written notes (CLB 5-6)

- Write lists specifying procedures to be followed to ensure consistency. e.g., create lists of steps to clean toys, ensuring compliance with public health guidelines (ES-DU)
- Complete incident or accident report forms when incidents or accidents occur (ES-DU)
- Write short letters to parents about special activities. e.g., write about upcoming field trips and include information on the locations, dates, times, transportation arrangements, meals, and activities (ES-W)
- Record an event or accident by describing the context, events leading up to the occurrence, what happened, and the action taken (ES-W)
- May use word processing software to write reports on children's progress (ES-CU)
- Maintain accurate and up-to-date records about child protection concerns and/or custody issues as required by law (OS-1.3c)

Early childhood educators convey business messages as written notes, memoranda, letters of request, or work record log entries, to indicate a problem, to request a change, or to request information (CLB 8)

- Describe clearly and concisely what has been observed that indicates possible neglect or abuse (OS-1.3b)

Early childhood educators fill out forms and other materials in pre-set formats with required brief texts (CLB 8)

- Write detailed comments on evaluation forms for students completing practicum work and for own annual performance reviews (ES-W)
- Create program plans that include detailed activities, learning outcomes, and resources required (ES-W)
- Write reports on child development including observations, achievements, and areas of concern (ES-W)
- Write evaluations of children's progress on a regular basis. Write paragraphs of text into template to describe children's progress in areas such as cognition, language, and motor skills development (ATI-W7)
- Write program or curriculum plans to record activities and learning programs. Write several short paragraphs to describe the planned activities, grouped by predetermined category, such as song, reading, creative and gross motor activities. Program plans are typically posted for reference by staff and parents (ATI-W8)

Early childhood educators write semi-formal reports and proposals (CLB 10)

- May write funding proposals to request program financial assistance (ES-W)

IV. Presenting Information

Early childhood educators write a short text about a personal or familiar situation (CLB 3)

- Print words or sentences on paper to teach children (ES-W)

Early childhood educators describe a person, object, place, situation, event (CLB 3)

- Create displays that include pictures and lists on specific topics, such as transportation (ES-DU)

Early childhood educators write three or four paragraphs to narrate a historical event; to tell a story; to express or analyse opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process (CLB 8)

- Use word processing software to write newsletter articles (ES-CU)

Early childhood educators write a paragraph to relate/explain information in a table, graph, flow chart or diagram (CLB 8)

- Write presentation notes for slideshows delivered to staff, management, students in ECE programs, and colleagues from other child care programs. The notes elaborate on the points covered in each slide and remind the presenter of relevant examples. Topics range from engaged learning to reporting techniques (ES-W)

Early childhood educators write a paper that poses a problem and presents arguments for a solution (CLB 10)

- Write intervention action plans that describe strategies to address areas requiring attention. Each plan is specific to the child (ES-W)

For more information about:	Contact:
<p>Canadian Language Benchmarks Or Occupational Language Analyses</p>	<p>Centre for Canadian Language Benchmarks, http://www.language.ca Ph. (613) 230-7729 Fax: (613) 230-9305 info@language.ca</p>
<p>Canadian Child Care Human Resource Council</p>	<p>505-151 Slater Street, Ottawa, ON K1P 5H3 Tel: 613.239.3100 / Toll Free: 1.866.411.6960 Fax: 613.239.0533 www.ccsc-cssqe.ca</p>
<p>Essential Skills Profiles</p>	<p>Human Resources and Skills Development Canada, Skills Information Division Human Resources Partnerships Human Resources and Skills Development Canada 112 Kent Street, Tower B, 21st floor Ottawa, Ontario K1A 0J9 http://www15.hrdc-drhc.gc.ca/english/general/home_e.asp</p>



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