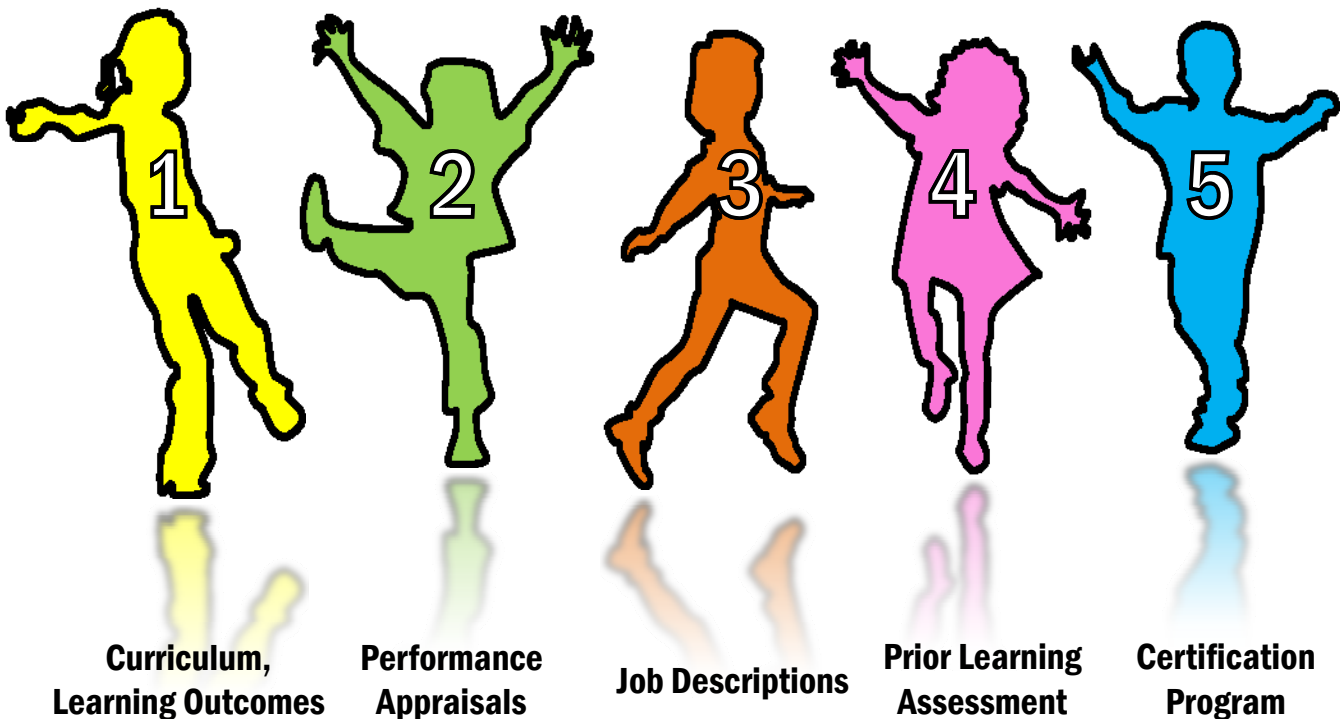
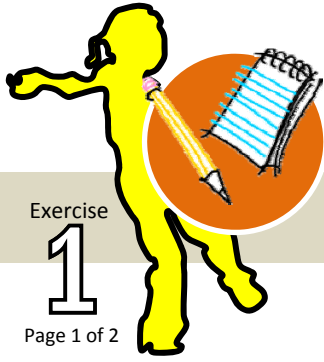




Working with the Standards Participant Guidebook





Exercise

1

Page 1 of 2



Child Care
Human Resources
Sector Council

Using National Occupational Standards to Inform
Curriculum, Learning Outcomes

Child Care Administrator
EXAMPLE

Section A: Child Development and Care

Task 1: Develop and Implement Children’s Programs

- 1.1 implement a philosophy of early childhood education and care
- 1.2 implement a curriculum
- 1.3 provide a child-centred learning environment
- 1.4 provide programming support to staff
- 1.5 evaluate programs

Task 2: Protect and Respect the Rights of Children

- 2.1 protect and respect the rights of children

Section G: Provide Leadership

Task 15: Provide Leadership

- 15.1 demonstrate professionalism
- 15.2 exhibit ethical conduct
- 15.3 manage time
- 15.4 model self-care
- 15.5 participate in professional development
- 15.6 advocate on behalf of quality childhood education and care
- 15.7 promote diversity
- 15.8 support organizational change
- 15.9 facilitate problem solving and conflict resolution
- 15.10 handle concerns and complains

	IMPORTANCE/ CRITICALITY	FREQUENCY	TIME TO BECOME PROFICIENT	TAXONOMY	KNOWLEDGE	ABILITY
	!	C	⌚	▮	K	P
VI-C	O	1-2Y				
VI-C	O	1Y				
VI-C	O	1-2Y				



IMPORTANCE/CRITICALITY

- I = Important: low risk to the operation if not performed correctly
- V = Very important: moderate risk to the operation if not performed correctly
- C = Critical: severe risk to the operation if not performed correctly



FREQUENCY

- P = Periodically: rarely performed or manifested
- R = Regularly: scheduled or routinely performed, e.g., once a week
- O = On-going: constant



TIME TO PERFORM PROFICIENTLY

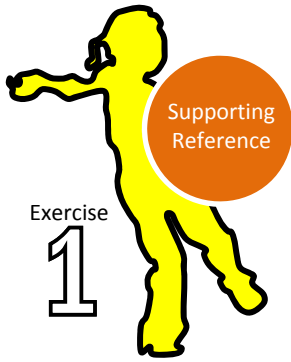
Number of months or years it generally takes a new School Age Care Educator to perform the subtask without supervision, at the expected pace, and in the appropriate work environment, e.g., 6-9 months; 1 year



TAXONOMY

(See additional resource handout for descriptions)

- 1 = Remembering
- 2 = Understanding
- 3 = Application
- 4 = Analysing
- 5 = Evaluating



Taxonomy of Learning: Foundation for Training & Assessment

Adapted from Anderson and Krathwohl (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Allyn & Bacon. Boston, MA (Pearson).

TYPICAL ASSOCIATED VERBS
list, define, describe,
identify, show, label,
quote, name

Level 1 Remembering – *knowing what* – Recall data or information; quote rules, definitions; laws. For example:

- Recall information e.g. dates, events, places
- Recite a policy
- Know health and safety rules

TYPICAL ASSOCIATED VERBS
describe, match, explain,
summarize, paraphrase,
illustrate, compare

Level 2 Understanding – *Understand meaning*. Translate, interpolate, interpret instructions and problems. State problem in one's own words. For example:

- Use a manual to calculate an employee's vacation time.
- Apply laws of statistics to evaluate the reliability of a written test.
- Summarize a policy or procedure in one's own words

TYPICAL ASSOCIATED VERBS
adapt, arrange, clarify,
measure, maintain,
observe, prepare, present

Level 3 Application – *Execution and implementation*. Know how to use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place. For example:

- Organize a process, meeting, or event
- Demonstrate appropriate behaviour management techniques
- Determine staffing needs for a childcare facility

TYPICAL ASSOCIATED VERBS
analyze, examine,
investigate, monitor,
challenge

Level 4 Analysing – *Examination*. Separate material or concepts into component parts so that its organizational structure may be understood. Distinguish between facts and inferences. For example:

- Generalize from given facts
- Predict and draw conclusions
- Compare and discriminate between ideas

TYPICAL ASSOCIATED VERBS
appoint, approve, assess,
justify, negotiate,
determine, interview

Level 5 Evaluating – *Judgment*. Know how to weigh up ideas and make judgments about their value. Assess effectiveness of whole concepts, in relation to outputs, efficacy, viability; critical and strategic thinking. For example:

- Assess the value of a theory or presentation
- Make choices based on reasoned arguments
- Verify the value of evidence
- Recognize subjectivity

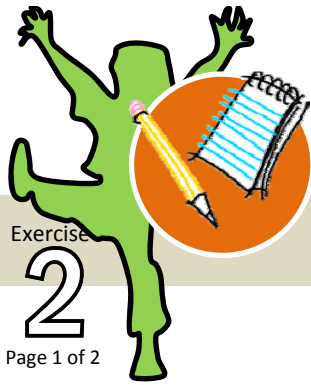
TYPICAL ASSOCIATED VERBS
Advise, coach, facilitate,
develop, build, integrate,
improve, plan, promote,
resolve, synthesize, train

Level 6 Creating – *New meaning and structures*. Bring information together in order that something can be decided or acted upon. Build structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating new meaning or structure. For example:

- Develop a new program or business plan
- Facilitate professional development of staff
- Build community awareness and relationships

Examples of how cognitive taxonomy frameworks are used...

- + Training development: Inform the order and structure of the content, skill emphasis, and training conditions
- + Certification and assessment programs: Inform the weighting of test categories, the structure and level of test items, and the setting of the standard (i.e., test item level of performance)
- + Career advisory programs: Inform career paths and guide career decisions



Using National Occupational Standard to Inform Performance Evaluations

Material adapted from - http://www.ccsc-cssge.ca/sites/default/files/uploads/os_checklist_for_cc_administrators.pdf

INSTRUCTIONS

1. Refer to the *Occupational Standards for Child Care Administrators* for each task and subtask noted
2. Review the sections describing: (A) required skills and abilities; and (B) required core knowledge
3. Reflect on your strengths as well as any areas that you think could be improved
4. Rank yourself using the rating scale provided
5. Develop a professional development plan to strengthen your competency in this task

- NONE** I have no experience
 NOVICE I am developing skills and knowledge
 FUNCTIONAL I can perform, with some support
 COMPETENT I work independently, with initiative and adapt to special situations
 MASTERY I demonstrate this area well enough to mentor others

Section A: Child Development and Care

A1 Develop and Implement Children's Programs

	NONE	NOVICE	FUNCTIONAL	COMPETENT	MASTERY
1.1 implement a philosophy of early childhood education and care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
1.2 implement a curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
1.3 provide a child-centred learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
1.4 provide programming support to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
1.5 evaluate programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

A2 Protect and Respect the Rights of Children

2.1 protect and respect the rights of children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
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Section C: Human Resources

C4 Hire Staff

	NONE	NOVICE	FUNCTIONAL	COMPETENT	MASTERY
4.1 Determine staffing needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
4.2 Recruit staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
4.3 Interview prospective staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
4.4 Screen prospective staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
4.5 Offer position to best candidate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
4.6 Provide orientation to new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Section C: Human Resources

C5 Manage Staff

	NONE	NOVICE	FUNCTIONAL	COMPETENT	MASTERY
5.1 Supervise staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
5.2 Motivate staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
5.3 Evaluate staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
5.4 Address significant performance issues or concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
5.5 Facilitate professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
5.6 Process terminations, resignations and leaves of absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Section D: Financial Management

D6 Prepare Budget

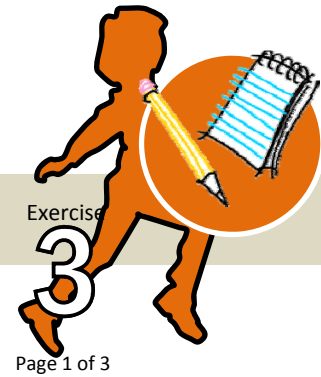
	NONE	NOVICE	FUNCTIONAL	COMPETENT	MASTERY
6.1 develop budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
6.2 manage budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
6.3 develop funding proposals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
6.4 develop fundraising strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
6.5 manage donor process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Professional Development Plan EXAMPLE

TASK/ SUB-TASK	PROFESSIONAL DEVELOPMENT ACTIVITY	REQUIRED RESOURCES	TIMELINE	EVALUATION
C7.1: Motivate staff	Attend webinar on staff motivation techniques	\$50 registration fee	3 hours, March 21	Develop a plan based on learning
D10.1: Develop budget	Meet with accountant to develop budgeting process	2 hours of accountant's time @ \$150/hour	Within one month	Budget development process document; Budget competed in line with process and organization's financial policies

My Professional Development Plan

TASK/ SUB-TASK	PROFESSIONAL DEVELOPMENT ACTIVITY	REQUIRED RESOURCES	TIMELINE	EVALUATION



Using National Occupational Standard to Inform Job Descriptions

Material adapted from Job Description Template: hrcouncil.ca

Job Title	Reports To

Job Purpose

Brief description of the general nature of the position	
Overview of why the job exists	
What the job is to accomplish	

Duties and Responsibilities

List the primary job duties and responsibilities using headings and then given examples of the types of activities under each heading.

A few tips on writing duties & responsibilities

- Attempt to define no more than 8 primary duties or responsibilities
- List the duties in order of importance
- Begin each statement with an action verb
- Use present tense of verbs
 - Use gender neutral language (e.g., s/he)
- Where appropriate, use qualifiers to clarify task: when, where, why, how often
- Avoid words that are open to interpretation or that are ambiguous

Qualifications

State the minimum qualifications required to successfully perform the job. These are the qualifications necessary for someone to be considered for the position. (All qualifications must comply with human rights legislation.)

Education	
Specialized Knowledge	
Skills	
Abilities	
Other Characteristics	
Professional Certifications	
Experience	

Working Conditions

If the job requires a person to work in special working conditions this should be stated in the job description. Special working conditions cover a range of circumstances such as: regular evening and weekend work, shift work, working outdoors, working with challenging clients, face-paced.

Physical Requirements

If the job is physically demanding, this should be stated in the job description. Examples include: standing for extended periods of time; lift heavy objects on a regular basis; do repetitive tasks with few breaks.

Direct Reports

List, by job title, any positions to be supervised by the incumbent.

Approved by	Date approved	Reviewed
Signature of person with authority to approve	Date when job description was approved	Last date when job description was updated



JOB ADVERTISEMENT – FOR EVALUATION AND REVISION

Centre Director

Childcare Centre – Anytown, CAN

Childcare Centre of Anytown, an early childhood education center, has an immediate, priority need for a Center Director. Our staff is comprised of loving and dedicated individuals who understand and meet the needs of each child. Most importantly, our staff must engage with the children to create a positive learning environment in their classroom where children are able to develop their love of learning.

Our motto is “Your Child’s Tomorrow Starts Today,” and the focus is to provide a life-long love of learning. Our staff is comprised of loving and dedicated teachers who understand and meet the needs of each child. We are looking for fun, energetic Center Director for our program.

The program will be characterized by the following:

1. The promotion sound emotional, social, intellectual, and physical growth of each child
2. Age, need and capability appropriate activities for the children enrolled
3. Balance between individual and group participation
4. Balance between self-directed and staff-directed activities
5. Balance between active and quiet activities
6. Rest appropriate for the age, needs of the children enrolled
7. Outdoor play in both am and pm schedule

Daily Responsibilities

Plan and supervise all aspects of the program for children;

Supervise the staff; and

Be available to staff, parents and children.

Encourage staff interaction with the children to support learning, exploration and fun

Train staff to present center expectations to parents and children that are age and developmentally appropriate

Planning and implementing activities that develop self-esteem and social awareness/skills

Demonstrate appropriate, professional and effective communication with parents and staff

Build team environment

Demonstrate commitment to continuing education

Ensure compliance with center’s policies and procedures along with provincial requirements by all staff on premises

Requirements

Center Director holds or has successfully completed:

1) A degree in early childhood education

2) Completed 2 years of experience:

- a) Working under supervision primarily with preschoolers in a licensed child care center, nursery school, or similar setting , or
- b) Caring for preschoolers as a registered care provider

3) Experience in communicating with staff parents and the public and approved administrative training;

Childcare Centre offers competitive compensation and benefits based upon experience, education, and certifications and is an Equal Opportunity Employer.

Childcare Centre provides outstanding opportunities including: Holidays, Medical/Dental Insurance and Flexible Spending Accounts.



JOB ADVERTISEMENT – FOR EVALUATION AND REVISION

Child Care Assistant Director

Child Care Assistant Director

Our organization prides itself on excellence, putting the education and development of our children first and foremost. When you consider a career at the Child Learning Centre, know you will be joining a team that is passionate about thoroughly preparing their students for all the challenges that lie ahead.

As an Assistant Director, parents, teachers, and your Director will look to you for answers, direction and assistance. You will be trusted with a wide range of tasks that will be essential to the smooth running of the School as well as to the educational development of the children. Some of the exciting things that you will do as an Assistant Director include, but are not limited to:

- Assist the Director with the operation of the school, ensuring that the school is operating in accordance with company and provincial licensing standards.
- Be responsible for ensuring an educational, caring and safe environment for the children and parents.
- Spark imagination, build self-esteem and help children discover new things each day.
- Teach, educate and monitor children as needed.
- Assist Director in staff development and training.
- Promote the positive image of the company and play a major role in making the company a provider of choice in educational programs for the communities that we service.
- Help achieve profitability for the company.
- Make a difference every day!

Requirements

In order to be considered for this position, you must meet all licensing requirements.

Bachelor's degree with 12 credits in ECE, child development or related field plus 1 year of teaching experience in child care setting and 1 year of supervisory experience

About Child Learning Centre

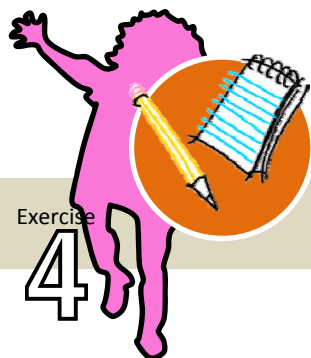
Child Learning Centre is one of the largest and fastest-growing child care providers in North America. With over 1000 locations, we provide early childhood professionals unparalleled career opportunities and the chance to make a difference in the lives of children.

Child Learning Centre is an Equal Opportunity Employer.

What we Offer

There are many benefit options available to full and part-time employees. We provide a fun, challenging work environment that fosters teamwork, inspires professional excellence and encourages contributions by all team members including:

- Competitive compensation
- Comprehensive medical, dental and vision benefit plans available to eligible full-time employees
- Medical plans available to eligible part-time employees
- Vacation, holiday and sick time available to eligible full-time employees
- Generous child care discount



Exercise

4

Prior Learning Assessment and Recognition



Child Care
Human Resources
Sector Council

Section A: Child Development and Care

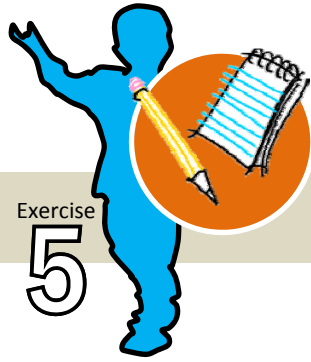
A1 Develop and Implement Children's Programs

SUB-TASK	EVIDENCE OF COMPETENCE	ASSESSMENT CRITERIA
1.1 Implement philosophy of early childhood education and care	Candidate will submit his or her written philosophy of education and care and examples of how they have implemented it in the development and implementation of children's programs	Candidate's philosophy demonstrates: <ul style="list-style-type: none"> • Recognition of importance of communication with staff, partners, community members, parents • Knowledge of current research in childhood education • Recognition of importance of environmental and cultural influences on child development
1.2 Implement a curriculum		
1.3 Provide a child-centred learning environment		
1.4 Provide programming support to staff		
1.5 Evaluate programs		

Section C: Human Resources

C5 Manage Staff

SUB-TASK	EVIDENCE OF COMPETENCE	ASSESSMENT CRITERIA
5.1 supervise staff		
5.2 motivate staff		
5.3 evaluate staff		
5.4 address significant performance issues or concerns		
5.5 facilitate professional development		
5.6 process terminations, resignations and leaves of absence		



Exercise


5

Using standards to inform certification programs
Test Blueprint (Testing Specifications)

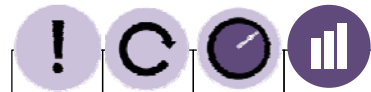


Child Care
 Human Resources
 Sector Council

Child Care Administrator

	 IMPORTANCE/ CRITICALITY	 FREQUENCY	 TIME TO BECOME PROFICIENT	 TAXONOMY
Section A: Child Development and Care				
Task 1: Develop and Implement Children’s Programs				
1.1 implement a philosophy of early childhood education and care	VI-C	O	1-2Y	
1.2 implement a curriculum				
1.3 provide a child-centred learning environment				
1.4 provide programming support to staff				
1.5 evaluate programs				
Task 2: Protect and Respect the Rights of Children				
2.1 protect and respect the rights of children	VI-C	O	1Y	
Section B: Collaborate with Others				
Task 3: Collaborate with Others				
3.1 work in partnership with families	VI	R-O	1Y	
3.2 work with external agencies and resources				
3.3 work with schools				
3.4 build community awareness and relationships				
3.5 collaborate with employer				
Section C: Human Resources				
Task 4: Hire Staff				
4.1 determine staffing needs	VI	O	6M-1Y	
4.2 recruit staff				
4.3 interview prospective staff				
4.4 screen prospective staff				
4.5 offer position to best candidate				
4.6 provide orientation to new staff				
Task 5: Manage Staff				
5.1 supervise staff	C	O	6-12M	
5.2 motivate staff				
5.3 evaluate staff				
5.4 address significant performance issues or concerns				
5.5 facilitate professional development				
5.6 process terminations, resignations and leaves of absence				

Section D: Financial Management



Task 6: Prepare Budget

- 6.1 develop budget
- 6.2 manage budget
- 6.3 develop funding proposals
- 6.4 develop fundraising strategy
- 6.5 manage donor process

C

O

1-2Y

Task 7: Manage Revenues and Expenditures

- 7.1 manage accounts receivable
- 7.2 manage accounts payable
- 7.3 manage payroll
- 7.4 participate in audit process

C

R-O

1-2Y

Section E: Operations

Task 8: Manage Legal Requirements

- 8.1 comply with legislation and regulatory requirements
- 8.2 develop policies and procedures
- 8.3 manage home-based child care contracts

C

R-O

6M-1Y

Task 9: Participate in Planning Activities

- 9.1 develop plans
- 9.2 implement plans

VI

O

6M

Task 10: Manage Administration

- 10.1 monitor day-to-day operations
- 10.2 manage enrolment
- 10.3 manage information

VI - C

O

6M-1Y

Task 11: Manage Equipment and Facilities

- 11.1 manage program materials, supplies and equipment
- 11.2 manage facilities, materials, supplies and capital equipment
- 11.3 manage shared space

I-VI

R - O

1M-1Y

Section F: Health and Safety

Task 12: Create a Safe and Healthy Environment

- 12.1 maintain a safe workplace
- 12.2 promote healthy living for staff, children and their families
- 12.3 respond to illnesses

VI - C

O

3-6M

Task 13: Oversee Nutrition Program

- 13.1 develop menus
- 13.2 purchase, receive and store food
- 13.3 prepare food

VI - C

R

1M-1Y

Task 14: Oversee Security and Emergency Response

- 14.1 implement security measures
- 14.2 prepare for emergency situations
- 14.3 respond to incidents and emergencies

C

R

6M-1Y

Section G: Leadership



VI - C

O

1-2Y

Task 15: Provide Leadership

15.1 demonstrate professionalism			
15.2 exhibit ethical conduct			
15.3 manage time			
15.4 model self-care			
15.5 participate in professional development			
15.6 advocate on behalf of quality early childhood education and care			
15.7 promote diversity			
15.8 support organizational change			
15.9 facilitate problem solving and conflict resolution			
15.10 address concerns and complaints			

Section H: Communication

Task 16: Use Communication Skills

I - VI

R - O

6M-1Y

16.1 use active listening skills			
16.2 demonstrate speaking skills			
16.3 use writing skills			
16.4 prepare and present reports			
16.5 use communication technology			
16.6 conduct meetings			

Testing Blueprints or Specifications

Test blueprints contain necessary information to inform decisions on the assessment of candidates, and the important attributes of a test. Blueprints establish how items are selected or sampled for inclusion on an examination. A blueprint is comprised of structural and contextual variables. Structural variables include those characteristics that determine general design and appearance of the exam. Contextual variables qualify the content domain by specifying the contexts in which the examination questions will be set.

To follow is a typical example of the contents of a testing blueprint/specifications document:

Background

Introduction

Statement of Purpose

Structural Variables

- presentation/format of the assessment
- length of the assessment
- standards represented and their weightings
- cognitive domains addressed
- maintenance

Contextual Variables

- typical job incumbent profile
- employer/job context and setting
- client type
- client age
- client cultures

Standard Setting and Scoring

- standard setting method employed
- scoring and data analysis procedures

Blueprint Overview

Performance Review Structural Variables

- presentation of the assessment
- length of the assessment
- standards represented and their weightings

Evaluation Structural Variables

- presentation of the assessment
- length of the assessment
- standards represented and their weightings

Performance Review Standard Setting and Scoring

- standard setting method

Sector Evaluation Standard Setting and Scoring

- standard setting method employed

Blueprint Summary Sheets

Blueprint Summary

Occupational Standards by Assessment Instrument

APPENDIX: Excerpt from the pre-ratified (draft) version of

Child Care Administrator National Occupational Standards

Table of Contents

Section A: Child Development and Care

Task 1: Develop and Implement Children's Programs

- 1.1 implement a philosophy of early childhood educ & care
- 1.2 implement a curriculum
- 1.3 provide a child-centred learning environment
- 1.4 provide programming support to staff
- 1.5 evaluate programs

Task 2: Protect and Respect the Rights of Children

- 2.1 protect and respect the rights of children

Section B: Collaborate with Others

Task 3: Collaborate with Others

- 3.1 work in partnership with families
- 3.2 work with external agencies and resources
- 3.3 work with schools
- 3.4 build community awareness and relationships
- 3.5 collaborate with employer

Section C: Human Resources

Task 4: Hire Staff

- 4.1 determine staffing needs
- 4.2 recruit staff
- 4.3 interview prospective staff
- 4.4 screen prospective staff
- 4.5 offer position to best candidate
- 4.6 provide orientation to new staff

Task 5: Manage Staff

- 5.1 supervise staff
- 5.2 motivate staff
- 5.3 evaluate staff
- 5.4 address significant performance issues or concerns
- 5.5 facilitate professional development
- 5.6 process terminations, resignations and leaves of absence

Section D: Financial Management

Task 6: Prepare Budget

- 6.1 develop budget
- 6.2 manage budget
- 6.3 develop funding proposals
- 6.4 develop fundraising strategy
- 6.5 manage donor process

Task 7: Manage Revenues and Expenditures

- 7.1 manage accounts receivable
- 7.2 manage accounts payable
- 7.3 manage payroll
- 7.4 participate in audit process

Section E: Operations

Task 8: Manage Legal Requirements

- 8.1 comply with legislation and regulatory requirements
- 8.2 develop policies and procedures
- 8.3 manage home-based child care contracts

Task 9: Participate in Planning Activities

- 9.1 develop plans
- 9.2 implement plans

Task 10: Manage Administration

- 10.1 monitor day-to-day operations
- 10.2 manage enrolment
- 10.3 manage information

Task 11: Manage Equipment and Facilities

- 11.1 manage program materials, supplies and equipment
- 11.2 manage facilities, materials, supplies, capital equipment
- 11.3 manage shared space

Section F: Health and Safety

Task 12: Create a Safe and Healthy Environment

- 12.1 maintain a safe workplace
- 12.2 promote healthy living for staff, children & their families
- 12.3 respond to illnesses

Task 13: Oversee Nutrition Program

- 13.1 develop menus
- 13.2 purchase, receive and store food
- 13.3 prepare food

Task 14: Oversee Security and Emergency Response

- 14.1 implement security measures
- 14.2 prepare for emergency situations
- 14.3 respond to incidents and emergencies

Section G: Leadership

Task 15: Provide Leadership

- 15.1 demonstrate professionalism
- 15.2 exhibit ethical conduct
- 15.3 manage time
- 15.4 model self-care
- 15.5 participate in professional development
- 15.6 advocate on behalf of quality early childhood education
- 15.7 promote diversity
- 15.8 support organizational change
- 15.9 facilitate problem solving and conflict resolution
- 15.10 address concerns and complaints

Section H: Communication

Task 16: Use Communication Skills

- 16.1 use active listening skills
- 16.2 demonstrate speaking skills
- 16.3 use writing skills
- 16.4 prepare and present reports
- 16.5 use communication technology
- 16.6 conduct meetings

Section A: Child Development & Care

Task 1: Develop and Implement Children's Programs

Child care administrators may participate in developing a vision and philosophy for their child care facility based on principles and best practices of early childhood development and learning. They communicate this philosophy to key stakeholders, including employers, staff and families.

Child care administrators guide, mentor and advocate to provide high quality, inclusive children's programs that consider the developmental needs of the whole child. Child care administrators also keep up with emerging trends in the field and work purposefully to implement these with the approach and vision of the programs provided by the child care facility.

Common Knowledge

These knowledge statements apply to all Subtasks in Task 1:

- organization's:
 - ✓ mission statement, philosophy, vision, goals and core values
 - ✓ curriculum and programs
 - ✓ governance structure
 - ✓ policies and procedures
- federal, provincial/territorial and municipal regulations, e.g. licensing, fire, health, accessibility
- child development theories

Importance: *very important to critical*

Frequency: *ongoing*

Time to perform proficiently: *1 to 2 years*

SUB-TASK 1.1

Implement a Philosophy of Early Childhood Education and Care

REQUIRED CORE KNOWLEDGE

Child care administrators know:

- communication strategies
- current research related to program philosophy
- environmental and cultural influences on child development

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- create an ECEC philosophy for organization:
 - ✓ consult and involve stakeholders, such as employer, staff and families
- communicate philosophy to target audiences, e.g. staff, community, families
- implement ECEC philosophy within organization

SUB-TASK 1.2

Implement a Curriculum

REQUIRED CORE KNOWLEDGE

Child care administrators know:

- provincial/territorial and cultural early learning frameworks curricula and educational approaches

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- review:
 - ✓ current research and trends
 - ✓ needs of the child care facility and community
 - ✓ curricula approaches
- determine most appropriate curriculum which reflects organization's philosophy
- seek input from stakeholders
- obtain approval if required
- prepare plan for implementing curriculum
- acquire materials and equipment
- provide information and training for staff and families
- communicate adoption of curriculum to stakeholders, e.g. families, provincial/territorial government

SUB-TASK 1.3

Provide a Child-Centred Learning Environment

REQUIRED CORE KNOWLEDGE

Child care administrators know:

- benefits of routines, transitions, planned activities, curriculum and appropriate equipment and materials importance of:
 - ✓ individualized learning for each child
 - ✓ meeting emotional needs of each child
 - ✓ long periods of uninterrupted play learning
 - ✓ family within the environment
 - ✓ respect for diversity of children and families
 - ✓ staff's role in enhancing children's learning
 - ✓ facility design and layout
 - ✓ appropriate materials and equipment
 - ✓ the outdoors and how it contributes to children's' mental and physical health
- legal requirements for indoor and outdoor areas of child care centres

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- ensure a caring and nurturing environment for all children
- maintain relationships with families, staff and children
- ensure staff understand their roles, for example, to:
 - ✓ promote the philosophy and core values of the organization
 - ✓ become familiar with available information about children in their care
 - ✓ work as a member of the team
 - ✓ observe and document child's development
 - ✓ implement developmentally and socio-culturally appropriate activities

- ✓ respond to children's individual needs or circumstances, e.g. identify developmental needs, assist with fine motor skills, provide reassurance when parent leaves for the day
- ✓ share ideas and solve problems
- ✓ ask questions or seek assistance when appropriate
- monitor the day-to-day activities in the organization:
 - ✓ observe interactions in the learning environment, e.g. adult to child, between children, adult to adult
 - ✓ document children's learning
 - ✓ support children in their learning
 - ✓ create an environment for collaboration:
 - help staff and families assess needs of child, e.g. early intervention for special needs
 - make suggestions for improvement e.g. learning activities, individual approaches
 - ask for input into improvements
- ensure facility and outdoor areas comply with legislative requirements
- create a physical environment that is inviting, aesthetically pleasing and appropriate for respective age groups of children, including:
 - ✓ use of indoor and outdoor space
 - ✓ sizes and types of furniture
 - ✓ equipment and materials

SUB-TASK1.4

Provide Programming Support to Staff

REQUIRED CORE KNOWLEDGE

Child care administrators know:

- abilities, skills and interests of children and staff
- culture, values and beliefs of children, families and staff
- current curriculum
- requirements to implement programs
- resources available to support staff and programs

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- allow time for staff to plan programming when possible
- guide staff in the development of programming, e.g. define goals or outcomes
- provide assistance and encouragement, for example:
 - ✓ make suggestions
 - ✓ encourage reflective practice
 - ✓ provide ideas
 - ✓ assist with planning
 - ✓ provide materials and resources
- observe programs in operation
- solicit staff input on program operations
- review effectiveness of program delivery
- provide feedback

SUB-TASK1.5

Evaluate Programs

REQUIRED CORE KNOWLEDGE

Child care administrators know:

- goals and objectives of programs
- indicators of quality in programs
- program evaluation methods

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- select tools or methods of evaluation:
 - ✓ consider using a method that reinforces goals, values and philosophy of the organization, e.g. outcome measurement framework
- solicit feedback from families, children and staff, e.g. informal, formal
- collect and analyze data
- review results
- make recommendations or changes to improve programming

Task 2: Protect and Respect Rights of Children

Child care administrators take an active role in the care and well being of children in their organization's care. They have a responsibility to protect the rights of these children and address possible infringements of children's rights.

Importance: *very important to critical*

Frequency: *ongoing*

Time to perform proficiently: *1 year*

SUB-TASK 2.1

Protect and Respect the Rights of Children

REQUIRED CORE KNOWLEDGE

Child care administrators know:

- organization's:
 - ✓ mission statement, philosophy, vision, goals and core values
 - ✓ curriculum and programs
 - ✓ governance structure
 - ✓ policies and procedures
- federal, provincial/territorial and municipal regulations, e.g. licensing, fire, health, accessibility
- children's rights, e.g. *United Nations Universal Declaration of Human Rights (See Appendix 2)*
- professional and ethical responsibilities of child care professionals, e.g. codes of conduct
- responsibilities of caregivers and families with respect to children's rights
- resources and protocols available, e.g. child protection guidelines, human rights legislation
- intervention strategies and protocols

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- educate staff, families and community members about the rights of children, e.g., create policies, develop training materials, circulate documentation
- collaborate with stakeholders to analyze any infringement of children's rights
- determine appropriate intervention in protecting children's rights
- consult with appropriate professionals or families
- record observations and action taken
- report suspected abuse or neglect to the appropriate authority
- follow-up on action taken

Section C: Human Resources

Task 4: Hire Staff

Child care administrators ensure there are sufficient, knowledgeable, caring and qualified staff to provide a quality experience for the children in their care. They must work within all regulations specific to staff qualification requirements, complements and ratios, and the constraints of the allocated budget for the program. Recruiting staff is a major responsibility for many child care administrators working in centre-based settings; however, home-based child care providers may or may not hire staff.

Common Knowledge:

These knowledge statements apply to all Subtasks in Task 4:

- organization's:
 - ✓ mission statement, philosophy, vision, goals and core values
 - ✓ educational programs
 - ✓ governance structure
 - ✓ policies and procedures
- federal, provincial/territorial and municipal regulations, e.g. ratios, staffing complements, labour standards
- union agreements, if applicable
- budget, including grants, fees or subsidies, if applicable
- importance of fair compensation and benefit packages, and positive working conditions

Importance: *very important*

Frequency: *ongoing*

Time to perform proficiently: *6 months to 1 year*

SUB-TASK 4.1

Determine Staffing Needs

REQUIRED CORE KNOWLEDGE

Child care administrators know:

- child development
- needs of children and their families
- capabilities of the whole team, e.g. strengths, specialized knowledge
- value of workplace diversity, e.g. gender, race, religion, age

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- determine human resources needed for organization, based on:
 - ✓ roles and responsibilities of staff
 - ✓ specific skills and qualifications needed
- determine wage rates and salary expectations
- develop human resources plan to meet needs and stay within budget restrictions
- select recruitment techniques to address human resources shortfalls

SUB-TASK 4.2

Recruit Staff

REQUIRED CORE KNOWLEDGE

Child care administrators know:

- recruiting methods
- costs associated with recruitment

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- determine best methods for recruiting, for example:
 - ✓ promote opportunities within organization, through local media or through networking
 - ✓ participate in work education programs, practicums and career fairs
 - ✓ post ads in newspapers and on social media
- design clear and accurate recruitment advertisements if required, including:
 - ✓ job description, specifying age group of children
 - ✓ minimum qualifications
 - ✓ how to apply, including application deadline
 - ✓ contact information
- review applications:
 - ✓ compare qualifications to requirements
 - ✓ select qualified applicants for interviews

SUB-TASK 4.3

Interview Prospective Staff

REQUIRED CORE KNOWLEDGE

Child care administrators know:

- interview techniques
- job description
- role(s) and responsibilities of position

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- schedule interviews
- prepare for the interviews, for example:
 - ✓ review evaluation criteria for position
 - ✓ develop interview questions
 - ✓ arrange for interview team
 - ✓ organize documents, e.g. wage scales, job descriptions, wage subsidies

- conduct interviews:
 - ✓ provide overview of organization and position
 - ✓ review key information with applicant, e.g., details from applicant's resume, licensing requirements for the position
 - ✓ ask prepared questions
 - ✓ explain the selection process
 - ✓ determine applicant's available starting date and compensation expectations
- record comments and ratings based on evaluation criteria

SUB-TASK 4.4

Screen Prospective Staff

Required core knowledge:

Child care administrators know:

- privacy and confidentiality legislation when handling and storing personal information
- importance of ensuring staff present no risk to children
- importance of tact and diplomacy when reporting results of screening

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- select best applicant(s) for the position
- complete pre-employment checks, for example:
 - ✓ contact professional and previous employment references
 - ✓ conduct security checks, e.g. police record check, vulnerable sectors check, child welfare record check
- identify any other requirements, e.g., first aid, certification, that need to be completed within a specified time
- consult with licensing authority for variances/exemptions or equivalencies, if applicable

SUB-TASK 4.5

Offer Position to Best Candidate

REQUIRED CORE KNOWLEDGE

Child care administrators know:

- pay scales and benefits
- record-keeping requirements, e.g. personnel files, certification levels, first aid training
- communication protocols and reporting structures

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- contact most suitable candidate
- confirm conditions of employment, for example:
 - ✓ start date and work schedule
 - ✓ orientation and training program
 - ✓ probationary period
 - ✓ performance reviews
 - ✓ benefit package
 - ✓ confidentiality
- negotiate salary, if necessary:
 - ✓ discuss options, e.g. bonuses, progressive wage scale, government subsidy

- allow reasonable time frame for decision:
 - ✓ if candidate declines, revise offer or contact alternate candidate
 - ✓ if candidate accepts, provide written offer of employment and request candidate's signature
- follow up, for example:
 - ✓ notify unsuccessful candidates, e.g. provide reasons, offer suggestions for improvement
 - ✓ complete documentation

SUB-TASK 4.6

Provide Orientation to New Staff

REQUIRED CORE KNOWLEDGE

Child care administrators know:

- overview of organization and facility
- work schedule
- facility layout
- policies and procedures

REQUIRED SKILLS AND ABILITIES

Child care administrators are able to:

- welcome new staff to the organization
- inform staff about:
 - ✓ organization, e.g. structure, policies and procedures, culture
 - ✓ external child care associations, agencies and resources
- clarify roles, responsibilities and levels of authority
- establish guidelines for communication, e.g. open door policy, encourage questions
- conduct tour of workplace
- introduce staff to others in the organization, e.g. set up mentor or buddy system
- provide documentation
- monitor integration of new staff into the organization