

Curriculum Development Project

Phase I: Feasibility of Developing Curriculum for Child Care Administrators

Project Report

***Prepared for the Child Care Human Resources Sector
Council***

July 2010

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FEASIBILITY OF DEVELOPING CURRICULUM FOR CHILD CARE ADMINISTRATORS

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FEASIBILITY OF DEVELOPING CURRICULUM FOR CHILD CARE ADMINISTRATORS

Project Summary

Key Findings:

- There is an identified need for a post-diploma ECE Administrator program
- There is strong support among post-secondary institutions (PSIs) for such a program and interest in using it if available
- Nine PSIs across Canada have been identified as having a post-diploma ECE Administrator program, and an additional three have been identified as having one post-diploma ECE Administrator course
- None of the identified programs meet all the areas of the Occupational Standards for Child Care Administrators in depth
- PSIs selected to participate in the curriculum development phase of the project have agreed to an approach to curriculum development, commitment to a collaborative process and specific course development for each PSI

Approach Proposed by PSIs

- Eight courses will be developed, each a minimum of 45 hours as follows:
 - A framework for an initial course on ethics, principles, mentorship, professional identity and the culture of ECEC administration will be developed by all eight PSIs. This course will set the tone and approach for all subsequent courses. One PSI will write the curriculum for the course, based on the framework.
 - Seven content-specific courses: Human Resources Leadership, Human Resources Management, Governance, Financial and Risk Management, Facilities Management, Pedagogy and Curriculum and Family and Community Relations (to be named Client Services to be in keeping with Sector Council Program language).
- In addition, a course providing a summary of the eight courses will be developed at the end of the project. The target group for this course will be those who for various reasons may not wish to or may not be able to take the full program.
- All courses will be developed for on-line delivery; PSIs will be free to adapt to a face-to-face or hybrid model as they wish. Individual PSIs may adapt the course material as necessary to contain information specific to their jurisdiction.
- Courses will be developed in the language of instruction of the PSI, along with relevant resource/reference materials.
- The Occupational Standards for Child Care Administrators will guide the development of each course
- Once developed, courses will be piloted individually

FEASIBILITY OF DEVELOPING CURRICULUM FOR CHILD CARE ADMINISTRATORS

1. INTRODUCTION

About the Child Care Human Resources Sector Council

The Child Care Human Resources Sector Council (CCHRSC) is a pan-Canadian, non-profit organization dedicated to moving forward on human resource issues in the early learning and child care sector. Members of the CCHRSC volunteer board work in national and provincial/territorial (PT) child care and labour organizations; post-secondary training institutions, child care centres, nursery schools and preschools or their own homes as early childhood educators or employers; and in government.

By bringing together national partners and other stakeholders, the CCHRSC examines and responds to issues such as recruitment and retention, training, skills development. The following strategic priorities guide the work of the CCHRSC:

- provide leadership and coordination on human resource issues in the sector;
- foster enhanced human resource management practices in the sector;
- foster enhanced skills development practices in the sector;
- develop mechanisms to increase the portability/recognition of credentials; and
- increase access to, and understanding of, labour market information, trends, and issues in the sector.

Through its projects, the CCHRSC undertakes research, and develops strategies and tools to meet the needs of the child care workforce and achieve related goals.

Background to the feasibility of developing curriculum for child care administrators

A number of studies undertaken by the Child Care Human Resources Sector Council (CCHRSC) identified the need for additional ECEC education and training for directors/administrators:

- *Our Child Care Workforce: From Recognition to Remuneration, More than a Labour of Love*,¹ the report of the first child care sector study found that the child care director is the “gatekeeper” to program quality, by establishing standards of practice and expectations; and that directors/administrators benefit from ECEC-specific post-certificate/diploma training in child care management and administration.
- *Working for Change: Canada’s Child Care Workforce*,² the update to the sector study, identified quality gaps related to a lack of pedagogical leadership and the ability of child care directors to successfully support and nurture new ECE entrants to the sector. One of the themes that emerged from the study was the weak culture of human resources management and leadership within the sector.
- *People, Programs and Practices: A Training Strategy for the Early Childhood Education and Care Sector in Canada*³ noted wide support for increased training for directors. In a survey of ECE faculty conducted with 17 post-secondary institutions, only 31% of respondents thought the amount of

¹ Beach, J., Bertrand, J., and Cleveland, G. (1998). *Our childcare workforce: From recognition to remuneration: More than a labour of love*. Ottawa: Child Care Human Resources Steering Committee, c/o Canadian Child Care Federation

² Beach, J.; Bertrand, J.; Forer, B.; Michal, D.; Tougas, J. (2004). *Working for Change: Canada’s Child Care Workforce*. Ottawa: Child Care Human Resources Sector Council

³ Flanagan, K.; Beach, J.(2007) *People, Programs and Practices: A Training Strategy for the Early Childhood Education and Care Sector in Canada*. Ottawa: Child Care Human Resources Sector Council

training required for directors was adequate. Of those who did not think the training was adequate, about 32% thought directors should have a degree, and 68% thought they should have a post-diploma certificate. Directors themselves noted that the type of training they needed was not necessarily offered in the post-secondary ECE system. The report recommended that an early childhood director be an early childhood educator with additional specialization in leadership and management. The most commonly suggested training areas included:

- Human resources leadership
 - Human resources management
 - Financial Management
 - Early childhood pedagogy
 - Administration
- In a survey of approximately 1,000 employers for the CCHRSC Supporting Employers in Canada's ECEC Sector project, many indicated that they lacked any formal human resources or management training and had to learn the necessary skills on their own. About three-quarters of respondents indicated that they would benefit from additional training or professional development.
 - The first Occupational Standards for child care administrators were developed by CCHRSC in 2006, and define the knowledge, skills and abilities required of this core occupation in the Early childhood Care and Education (ECEC) sector. Currently there is little formal training available for administrators; courses and programs that do exist were largely developed before these occupational standards were developed.

Given the interest in and identified need for further education and training for child care directors, the Feasibility of Developing Curriculum for Child Care Administrators project was developed to address a significant gap in the ECEC system. The overall goal of the project is to provide the CCHRSC with the necessary information and analysis, identify stakeholder interest, and propose possible approaches to determine the feasibility of moving to a second project phase. If the first phase of the project finds it feasible to proceed, the second phase of the project will involve developing a post-diploma certificate program for administrators that would be in alignment with the CCHRSC Occupational Standards for Child Care Administrators. This report summarizes the activities, findings and conclusions of Phase I.

The CCHRSC outlined five key objectives for Phase I of the project. They are to:

- explore the feasibility of developing curriculum for a child care administrator post-diploma certificate program, through a partnership approach with interested college and universities
- increase the level of training for child care administrators and the number of administrators with training
- identify existing resources and training programs for ECEC administrators and explore the feasibility of partnership between CCHRSC, colleges and universities for the development of ECEC Administrator curricula
- identify and confirm educational partners for potential administrator curricula development
- develop an action plan on how to best move forward.

2. PROJECT ACTIVITIES AND KEY FINDINGS

The Feasibility of Developing Curriculum for Child Care Administrators project was undertaken by a four-person research and consulting team. The team worked under the direction of a project steering committee comprising Early Childhood Education content experts working in the post-secondary education sector and CCHRSC project staff (see Appendix 1 for a list of steering committee members). The steering committee provided input into the key activities areas described below, reviewed and commented on all documents and tools developed throughout the project, and participated in regular information and decision-making conference call meetings.

The project activities were divided into two stages: information collection, and selection of and consultation with potential partners.

Stage 1: Information Collection

Environmental scan and web search

In order to inform the development of a potential post-diploma program for ECEC administrators, a scan was conducted to identify existing post-secondary post-diploma ECE programs and individual courses in both colleges and universities across the country. “Programs” were defined as a number of individual courses that, upon completion, resulted in the graduate receiving a credential.

On-line searches were conducted of each post-secondary institution (PSI) website to identify post-diploma ECE programs and, where possible to obtain course outlines as well as methods of course delivery, such as in-class instruction or distance education. Programs were also identified through a survey conducted for the project (see below). Any discrepancies or missing information were followed up by a telephone interview with the PSI. Information on entry requirements to the program, credential granted upon completion, and articulation to other programs was also collected. See Appendix 2 for an overview of the post-diploma ECE programs.

Key findings

- Nine PSIs that have post-diploma ECE administrator programs were identified:
 - 2 from Quebec
 - 5 from Ontario
 - 2 from Manitoba
 - 2 are delivered by universities
 - 7 are delivered by colleges
- The number of courses in each program ranges from 5-10
- On-line delivery is identified as available three PSIs
- Courses vary across PSIs, however most include:
 - Communication
 - Leadership
 - Administration/management
 - Small business practices/planning
- Three PSIs that have an individual post-diploma ECE administrator course were identified:
 - All are in BC

- All are in colleges
- Courses ranged from 45-60 hours in length
- Courses are “post-basic” ECE courses, which in BC is a one-year certificate.
- Numerous PSIs were found to have generic post-diploma programs for administrators of non-profit organizations and other post-diploma programs related to human resources management. As well, a number of PSIs have four-year degree programs in ECE, which may include some courses relevant to administrators.

Survey of post-secondary institutions with ECEC programs

An on-line survey of post-secondary institutions with ECE programs was undertaken to:

- determine which post-secondary institutions offer specialized post-diploma/post basic courses and programs for ECE Administrators
- learn about any plans for future development of post-diploma ECE Administration courses or programs
- gather some basic information on existing post-diploma/post basic courses and programs, including how they may relate to the Occupational Standards for Child Care Administrators
- determine perceived need for and interest in using a specialized curriculum if it were available
- invite respondents to register for one of three virtual meetings to further discuss the project.

The survey questions were developed with the input of the CCHRSC staff and the project Steering Committee, who also participated in the survey pre-test.

A cover email with a link to the survey was distributed by the CCHRSC (in English and French) electronically to approximately 140 public and private colleges and universities in their database.

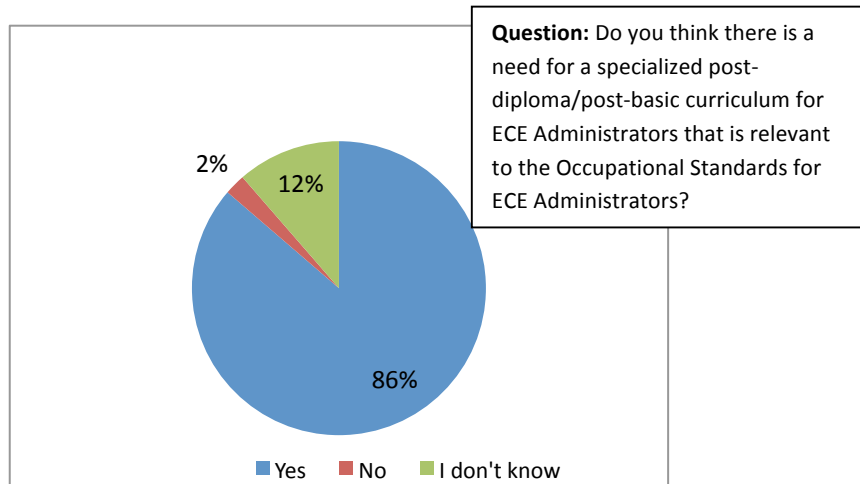
A total of 55 individuals began the survey, with 45 completing it. There were responses from every province, and from Yukon and Nunavut territories, with 5 post-secondary institutions (PSIs) providing multiple responses. In total, completed surveys were received from 40 different institutions, including:

- 27 public colleges
- six public universities/university-colleges
- seven private colleges
- three francophone PSIs (1 each from PEI, Quebec, and Manitoba)

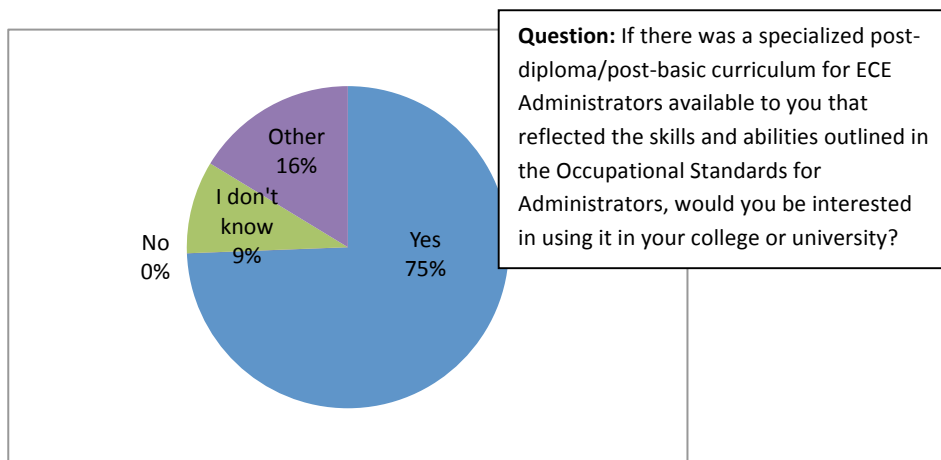
Key Findings

- Six institutions offer a number of post-diploma/post-basic ECE Administrator courses that make up a program which leads to a post-diploma/post-basic credential.
- Five institutions indicated that they offer a post-diploma/post-basic ECE Administrator course; however upon further examination it was determined that three of those courses were part of a post-certificate ECE diploma program, so were not comparable to other post-diploma courses aimed at administrators.
- One institution offers a related post-diploma/post-basic Human Services Administrator program.
- Two institutions are in the process of developing a post-diploma/post-basic ECE Administrator program.
- 11 institutions indicated that they had plans to develop a post-diploma/post-basic ECE Administrator program in the future.

- PSIs with post-diploma programs were asked how they addressed seventeen tasks within the six main task areas in the Occupational Standards for Administrators. All indicated that they addressed some of them in-depth, but none addressed all areas in-depth, nor was any task addressed by all PSIs in depth. Four PSIs indicated that they addressed “creating a family-friendly environment” in depth.
- 86% of respondents thought there was a need for a post-diploma program.



- Three-quarters of respondents indicated that they were interested in using a post-diploma curriculum



Key informant interviews

Key informant interviews were conducted with four stakeholder groups:

- PSIs that have a post-diploma ECE program or course for administrators
- PSIs that have a generic post-diploma program in non-profit management
- PSIs that have an ECE certificate or diploma program, but no post-diploma program in administration
- Selected graduates from both the ECE-specific and generic post-diploma programs who were working in the broader ECE field

Key informants were selected to ensure that all geographic areas of Canada were represented.

Information was gathered on the courses and programs offered, including the initial program development, course content and delivery methods, credentials received, demand for post-diploma programs and lessons

learned. There were differences among PSIs in delivery, approach and content; however there were some common themes. Of the PSIs with post-diploma programs:

- All held focus groups as part of the curriculum development process.
- All had a high completion rate, although it sometimes takes several years to complete.
- Curriculum development included faculty from other departments, primarily for financial components.
- Typical students are directors and front-line staff wanting to advance.
- All have had very positive feedback from graduates.
- Most used at least some of the Occupational Standards for Child Care Administrators in course development.
- A majority offer programs by distance, even if they initially offered in-class delivery.
- PLAR is available for at least some courses in a majority of programs.
- Changes PSIs noted since their programs began include:
 - Going from a more generic program to ECE-specific; going from an ECE-specific program to generic
 - Added electives - working with Boards, administrator role in supporting children with special needs
 - Increased focus on family and community, leadership, additional electives.
- Challenges PSIs noted include:
 - Not having permanent staff
 - The lack of Canadian content for resource/reference materials.
- Advice to others included:
 - Work with community to ensure mentors for students in practicum centres
 - Partner with other PSIs.

Three graduates from post-diploma programs were interviewed: two work as ECE directors, the other is a licensing officer. All have been in the field more than 10 years. Graduates were asked to describe their reasons for taking a particular program, their experiences during the program and how it may have benefited them in their professions.

- Two of three took generic programs and both commented about the value of being with people from other sectors
 - All received some form of funding to support them taking the program; one received funding from the provincial government and two from their employers.
 - Two took the program through distance; 1 person was in a face-to-face setting
 - All were very positive about benefits. 2 reported their wages increased when they completed the training.
- Areas of performance improvement included:
- Business communication
 - HR development
 - Computer skills
 - Writing policies and procedures.
- Gaps the graduates would like to address include:
 - Financial planning (as opposed to financial management)
 - Addressing ethical issues.

Stage 2: Consultation and Partner Selection

Virtual meetings

Post-secondary institutions were invited to participate in one of three virtual meetings (two in English, one in French), which were held to provide information on the project and details of how PSIs might be involved. The meetings provided PSIs with an overview of the CCHRSC, background to the curriculum development project, activities undertaken to date and next steps, and Qs and As identified by the CCHRSC. PSIs then had an opportunity to raise issues, seek further clarification and identify potential interest in the project.

A total of 34 ECE faculty from both colleges and universities participated in the three virtual meetings. Participants provided positive feedback on the proposed program and approach. A common issue raised in all meetings was the need to ensure that internal governance processes for course approval for each PSI were followed.

Invitation to submit a letter of interest and potential partner selection

Immediately following the virtual meetings, all PSIs recognized in their jurisdiction were invited to submit a letter expressing their interest in becoming a partner in the curriculum development process, should Phase II of the project receive funding. Letters of interest were evaluated by the Steering Committee against selection criteria that had been developed for the review. As a result, eight PSIs were invited to attend a two-day meeting in June 2010 to discuss the next steps. Selected PSIs included:

- Five English, two French and one bilingual PSI
- Three universities, four colleges and one cégep
- Three from Ontario, two from Alberta and Quebec and one from BC

The selected PSIs were:

- Cégep @ distance: Montreal, Quebec
- Université de Québec à Montréal
- La Cité Collégiale: Ottawa, Ontario
- Conestoga College: Kitchener, Ontario
- George Brown College: Toronto, Ontario
- Bow Valley College, Calgary, Alberta
- Mount Royal University: Calgary, Alberta
- Capilano University: Vancouver, BC

Meeting with potential partners

A two-day meeting was held on June 1-2, 2010 with representatives from each of the eight PSIs selected as potential partners, CCHRSC staff, the CCHRSC Human Resources and Skills Development Canada (HRSDC) Sector Council Program analyst and the project consultants. The meeting included discussion of:

- The two phases of the project and findings to date
- The Occupational Standards for Child Care Administrators
- Questions the PSIs had about the project and proposed process
- Roles and responsibilities of the PSIs and the CCHRSC
- Curriculum design, content and delivery methods

- Pilot testing
- A proposed action plan

Outcomes of the meeting included:

- Support from all participating PSIs to proceed to the curriculum development phase
- Agreement on which course each PSI would be responsible for
- Agreement that PSIs with on-line courses would share the information about development costs and time required, level of detail provided and resources used
- Agreement to confirm their commitment to participate in Phase II of the curriculum development phase, in the form of a letter from their dean or department chair

As of July 9, 2010 six of the eight potential partners had provided their written commitment to participate in Phase II of the project.

3. ACTION PLAN

A five-point Action Plan was presented to the potential partners at the June meeting. The five areas of the plan were to:

1. Define roles, responsibilities and procedures
2. Determine the overall curriculum approach
3. Determine areas of course content and delivery methods
4. Develop parameters for the pilot phase/evaluation
5. Address requirements for credit/course approval, recognition and transfer

Following is a detailed examination of each area of the plan, and the background to the decisions/proposals made. Each action area:

- lists the questions raised by the participating PSIs
- summarizes the key discussion points made by the participating PSIs and CCHRSC staff
- identifies decisions/proposed approaches made by the group
- identifies outstanding issues to be addressed as part of Phase II.

Action 1: Define roles, responsibilities, and procedures

Questions raised by the PSI partners	Key discussion points among PSIs and CCHRSC	Proposed/agreed-to decisions by the PSI partners	To be addressed in Phase II
<ul style="list-style-type: none"> ▪ Who will be in charge of the program/curriculum approach? ▪ Who will be responsible to ensure that the curriculum is cohesive and is developed as a whole package? ▪ Will the group determine the criteria for the curriculum? Will it be a modular approach? Who decides the delivery model? How will the rigour of the curriculum be ensured? ▪ Once program is developed, how will the rights/content of and updates to the curriculum be managed? ▪ Who will be responsible for the distribution of the curriculum, or the delivery? (each PSI, or a broader group?) 	<ul style="list-style-type: none"> ▪ CCHRSC has the resources to develop curriculum, but will not be updating it on an ongoing basis. Updates, including any references to legislation or other jurisdiction-specific content will be up to each college/university that uses it. ▪ Need to reach consensus on philosophical approach or points of view ▪ Need some flexibility in terms of how to achieve final goals ▪ Need a common vision and points of validation during the process ▪ Need to reach agreement on principles of adult learning ▪ Consideration of joint credentials ▪ Value in “review teams” 	<p>Role of CCHRSC:</p> <ul style="list-style-type: none"> ▪ Coordination function ▪ Developing formal partnership agreements with each PSI regarding budget, resources, scope of work, deliverables ▪ Intellectual property would belong to CCHRSC but be made available to any recognized PSI ▪ Not involved in curriculum content, but in developing framework that would allow the curriculum to be used ▪ CCHRSC sphere of control does not determine credit transfer, recognition – this is the responsibility of the various PSIs that use it or must consider it for transfer <p>Role of PSIs:</p> <ul style="list-style-type: none"> ▪ Work to develop curriculum as per provisions of the partnership agreements ▪ Collaborate within the group and act as reviewers for each others’ work ▪ Review all work as a whole for adherence to principles and overall vision for curriculum <p>Role of Steering Committee</p> <ul style="list-style-type: none"> ▪ To provide continuity from Phase 1 to Phase 2 ▪ Guide work as it progresses according to overall workplan ▪ Facilitate and coordinate discussion among PSIs at face-to-face meetings <p>Decision-making will be by consensus</p>	<ul style="list-style-type: none"> ▪ Define the formal structure of the group ▪ Confirm the mechanisms needed to support the work across partner PSIs ▪ Develop work plans and timelines ▪ Confirm the decision-making processes for the duration of the curriculum development process ▪ Determine the allocation and ongoing review of work ▪ Determine the methods and frequency of communication in between face-to-face meetings

Action 2: Determine overall curriculum approach

Questions raised by the PSI partners	Key discussion points among PSIs and CCHRSC	Proposed/agreed-to decisions by the PSI partners	To be addressed in Phase II
<ul style="list-style-type: none"> ▪ Where and how are ethics addressed? ▪ Will the courses be related to each other? If each PSI develops a course, what is the common philosophical foundation? How are they linked? ▪ How are the Occupational Standards for Administrators translated into a framework, from which the courses that support that framework get developed? ▪ How will common threads throughout the courses be ensured? (effective journal, practicum, collaborative learning communities?) ▪ How will the PSIs respond to the need for leadership training for a significant part of the sector going to the Education system? How does the culture of early childhood interact with the culture of the school system and the impact on pedagogy? ▪ To what extent can the project respond to each provincial/territorial perspective/situation? (e.g. regulations and programs are different) 	<ul style="list-style-type: none"> ▪ There is a need for an introductory course on values and principles that would set the tone for all other courses, addressing the culture of administration, how to develop a vision and way of managing. ▪ A clear understanding of format is needed, as well as differences between uses of language on terms such as objectives, learning outcomes ▪ The field of ECEC is broad and some administrators are moving to family service and other related programs; therefore administration course should not only focus on regulated child care programs ▪ More details about funding and resources needed for development and delivery are needed. In order to develop distance courses, there may be a need for additional resources ▪ In order for a program to be delivered by a PSI, it must be done on a cost-recovery basis. This consideration may have some bearing on the types of courses that are developed ▪ PSIs could act as reviewers for each other, or PSI could call on other colleagues to review and comment ▪ It will be important to develop problem solving skills and the process of how to seek out the necessary information, as students will need to find information relevant to their particular jurisdiction 	<ul style="list-style-type: none"> ▪ The Occupational Standards for Child Care Administrators will guide the development of each course ▪ An introductory course on “ethics” will replace the initial introductory course in order to set the tone and approach for all other courses, and to content development. The initial course will address ethics, principles, mentorship, professional identity and the culture of ECEC administration ▪ A framework and outline for the initial course will be developed by all partner PSIs as a group and then developed into a full course by one PSI ▪ PSIs will be responsible for the development of one course each ▪ Consider portfolio development / reflective journal as part of the process in order for students to bring analysis to their learning. This could also be useful during the pilot testing phase of the project ▪ Implementation details will be at the discretion of each PSI, according to internal approval processes and structures 	<ul style="list-style-type: none"> ▪ Ensure alignment with any new requirements for administrators resulting from increased involvement by the education system in early childhood programs.

Action 3: Determine course content and delivery methods

Questions raised by the PSI partners	Key discussion points among PSIs and CCHRSC	Proposed/agreed-to decisions by the PSI partners	To be addressed in Phase II
<ul style="list-style-type: none"> ▪ What should be the core of the training/courses, and what should each institution develop? ▪ Will the courses be on-line or delivered face-to-face? ▪ How will Prior Learning Assessment be taken into account, e.g. to address the issue of directors with 25 years experience? ▪ To what extent, in a pan-Canadian initiative, can you meet the needs of all PSIs? ▪ How can a program be developed to respond to the different instructional parameters of both colleges and universities? ▪ Where will students register? Will each course be delivered from the PSI that develops it? 	<ul style="list-style-type: none"> ▪ Partner PSIs indicated that they are willing to share existing materials, and suggested that other colleagues may also be approached ▪ Some prefer a hybrid model of both on-line and face-to-face delivery ▪ Need to clarify the on-line/distance nature vs classroom approach early in the process – in order to determine areas of expertise ▪ It is preferable to develop on-line courses first, and then modify them to classroom delivery; however the model takes longer to develop and is more costly ▪ On-line format opens up more possibilities for PSIs ▪ On-line delivery lends itself to pan-Canadian delivery, and allows for access to resources that are more difficult to provide in a face-to-face situation; however there are many recommendations for a hybrid model, given the benefits of in-person discussion ▪ The program may be delivered in its entirety from one college/university – or several PSIs may agree to each deliver a portion, with expertise used as appropriate 	<ul style="list-style-type: none"> ▪ Eight courses and a summary course will be developed; each will be 45 hours in length ▪ Each course will be developed in the language of instruction of the PSI developing it ▪ There will be an initial introductory course on ethics, as outlined in Action 2, seven subject-specific courses based on the Occupational Standards for Administrators, and a summary course of all eight courses ▪ The courses will be developed for on-line delivery, using an instructor-led model. PSIs using a self-study model will be free to adapt the material to meet their needs, and to adapt the courses for face-to-face or hybrid delivery models ▪ Course content will not be specific to any PT, but will make reference to relevant links and resources. PSI instructors will have the opportunity to add specific content as appropriate ▪ The PSIs have agreed to the following course development: <ul style="list-style-type: none"> UQAM: HR Leadership La Cité Collégiale: Governance Cégep á distance: Financial and Risk Management George Brown: HR Management Bow Valley: Facilities Management Mount Royal: Client Services Capilano: ECE Pedagogy and Curriculum ▪ Conestoga will create the initial course from the framework developed by the group of PSIs, and will develop a summary course of all the other courses 	<ul style="list-style-type: none"> ▪ Reach agreement on the level of detail to be included in each course, and whether or not <ul style="list-style-type: none"> a) any courses lend themselves to a self-study delivery model b) it would be viable to combine instructor-led and self-study courses in the same program

Action 4: Develop parameters for the pilot phase/evaluation

Questions raised by the PSI partners	Key discussion points among PSIs and CCHRSC	Proposed/agreed-to decisions by the PSI partners	To be addressed in Phase II
<ul style="list-style-type: none"> ▪ Will the entire curriculum be piloted as a whole or will each single course be piloted on its own? ▪ Intellectual property stems from the position that the CCHRSC wants to make the curriculum framework available to all who want to use it – other PSIs should not have to purchase the curriculum. ▪ Suggestion that a curriculum framework with course outlines would be sufficient – others feel that this would not meet their needs. ▪ What rationale will be used to determine if courses need to exceed 45 hours? ▪ Who will participate in the pilot phase? ▪ Who will fund the required resources, e.g., staff time, classroom space, resources? 	<ul style="list-style-type: none"> ▪ The pilot sites will need to consider costs of an instructor, projected revenue from fees and time involved to review/understand the approach. Sites will need to confirm that faculty are available ▪ The project budget only allows for the development of materials for the pilot, not for funding the delivery of the pilot ▪ Need to develop framework for the pilot evaluation and evaluative tools and techniques 	<ul style="list-style-type: none"> ▪ Courses will be piloted individually, as it could take several years to pilot the curriculum as a whole ▪ Courses may be piloted by both the PSI that developed the course and another PSI 	<ul style="list-style-type: none"> ▪ Confirm the time frame for the pilot phase ▪ Confirm that PSIs have the resources to pilot the curriculum ▪ Develop an evaluation framework and feedback approach to the pilot testing ▪ Examine the mechanisms required to combine individually-piloted courses into one program that can be offered as a whole by interested PSIs

Action 5: Address requirements for credit/course approval, recognition and transfer

Questions raised by the PSI partners	Key discussion points among PSIs and CCHRSC	Proposed/agreed-to decisions by the PSI partners	To be addressed in Phase II
<ul style="list-style-type: none"> ▪ Does the PSI need to offer the curriculum as a whole, or could they use specific courses from the curriculum? ▪ Could the PSI obtain the curriculum and use it to augment the content of their own post-diploma course? ▪ Who will own the program? How do we ensure quality from one PSI to another? 	<ul style="list-style-type: none"> ▪ The process must respect PSI autonomy, as well as the requirements in each PSI in order for new curriculum/courses to be approved ▪ Course development must take into account that administrators in some jurisdictions will have the additional responsibility of overseeing the program implementation of early learning framework/early childhood curriculum (Ontario, New Brunswick, and in coming years, PEI) – where implementation of the learning framework/curriculum is mandatory. Directors will also need to be aware of related curriculum frameworks – e.g., curriculum for 4 and 5 year olds in Ontario, Kindergarten curriculum in schools in NB and integrated curriculum for 5 year olds in PEI ▪ Other jurisdictions with early learning curriculum/frameworks include Quebec, Manitoba, BC, Saskatchewan. At least two other provinces are now considering developing such frameworks 	<ul style="list-style-type: none"> ▪ Each faculty/development team will be responsible to ensure the course they develop conforms to the approach used in their particular PSI ▪ Courses will be developed in a manner that ensures credit is granted for each course ▪ The curricula will serve as a guide to be adapted and adjusted by PSIs to reflect the specific educational, legal and licensing requirements for child care administrators in each province and territory 	<ul style="list-style-type: none"> ▪ Document the processes and requirements in each jurisdiction that must be met in order to gain approval for the post-diploma program ▪ Examine requirements in each jurisdiction for credit recognition and transfer, and for articulation agreements ▪ Confirm copyright and intellectual property rights and requirements for course adaptation by PSIs ▪ Examine ways to ensure that French and English resource materials and links used in courses are comparable, to maximize transferability ▪ Explore the possibility of funding for a Phase III of the project to fully develop all courses in both official languages

Appendix 1: Feasibility of Developing Post-Diploma Curriculum for Child Care Administrators Project Team

Steering Committee

Gyda Chud: Vancouver Community College

Karla Baxter-Vincent: New Brunswick Community College

Janet Jamieson: Red River College

Joanne Morris: College of the North Atlantic

CCHRSC project staff

Diana Carter: Executive Director

Ashley Stewart: Project Coordinator

Consultants

Jane Beach

Kathleen Flanagan

Joan Kunderman

Suzane Cormier

Appendix 2: Environmental Scan

Web Search: Post-secondary Institutions with a post-diploma/post-basic ECE administrator certificate program

Institution	Program	Credential Awarded	Program notes	Courses	Entrance requirements	Web Site
Cégep Marie-Victorin Montréal, Québec	Attestation d'Études collégiales en gestion de services de garde	Attestation d'études collégiales (AEC).	Formation de 525 heures de niveau collégial, à temps partiel ou à temps plein de soir		Pour être admissible à un programme conduisant à une attestation d'études collégiales, une personne doit posséder une formation jugée suffisante (un diplôme de 5e secondaire ou une expérience de travail pertinente accompagnée d'une formation scolaire jugée suffisante) et doit satisfaire à l'une des conditions suivantes: avoir interrompu ses études pendant au moins deux sessions consécutives ou une année scolaire OU être visé par une entente conclue entre le Cégep et un employeur ou par un programme gouvernemental OU avoir complété au moins une année d'études postsecondaires échelonnées sur une période de un an ou plus.	http://www.servicesdegarde.collegemv.qc.ca/

Institution	Program	Credential Awarded	Program notes	Courses	Entrance requirements	Web Site
Université du Québec a Montréal (UQAM) Montréal, Québec	Programme cours de premier cycle en gestion des services de garde	Certificate	Attestation d'études de 15 crédits en gestion des services de gard Les cours comportent 3 crédits chacun: 5 cours à suivre.	-Éléments de gestion des entreprises - comportement organisationnel -Introduction à la gestion des ressources humaines -Organisations: conflits et violence -Introduction aux sciences comptables	Les étudiants peuvent être admis sur une base DEC complété ou base études universitaires (avoir réussi au moins 5 cours donc avoir cumulé 15 crédits) ou une base expérience soit avoir plus de 21 ans et avoir occupé pendant au moins deux ans un poste d'éducatrice ou d'assistante à la gestion dans un service de garde.	http://www.programme.s.uqam.ca/0408#COURS UIVRE
Collège Boréal Sudbury, Ontario	Administration des services de garde à l'enfance Programme offert à distance		Titre de compétences: Certificat post diplôme de l'Ontario Ce programme post diplôme permet d'acquérir les connaissances et les compétences nécessaires pour s'acquitter de façon professionnelle des diverses fonctions et responsabilités qui découlent de l'administration d'un service de garde d'enfants. La formation porte, entre autres, sur la gestion, la supervision, le leadership, l'évaluation des programmes, la communication et les relations publiques. Les cours sont donnés à distance avec soutien pédagogique par audioconférence, télécopie ou courrier électronique. Ainsi, les cours peuvent être suivis		Conditions d'admission: -Posséder un diplôme d'études postsecondaires comportant 2 ou 3 années d'études -Si vous avez l'intention de suivre tous les cours du programme en vue d'obtenir un certificate ou un diplôme, vous devez faire une demande d'admission interne	http://boreal.on.ca/Programmes-et-cours/Education-permanente/Accueil/

Institution	Program	Credential Awarded	Program notes	Courses	Entrance requirements	Web Site
			depuis le domicile, selon la disponibilité des étudiants et étudiantes.			
George Brown College Toronto, Ontario	Early Childhood Management Certificate (Post Diploma) Note: New name of Program—formerly Day Care Management	Post Diploma Certificate	This post-diploma program will appeal to supervisors in child care and other early childhood/family settings, or ECE staff who wish to further their careers. Six courses must be completed to obtain the certificate. Two courses are offered each semester. They can be taken in any order.	-Communication Strategies for Managers -Supervision and Staff Development -Financial Management -Advocacy and Policy Issues -Curriculum design and Pedagogical Leadership -Working with Board of Directors	ECE Diploma plus one year of work experience.	http://www.georgebrown.ca/earlychildhood/
Mothercraft Toronto, Ontario	Child Care Administration	Post Diploma Certificate	This program is ideal for individuals who plan to pursue a supervisory or managerial position within a child care setting. Topics covered include staffing, understanding and implementing legislation, the practical aspects of running a business and more.	Module I: (30 hours) Course 1- management and Leadership Skills Course 2-Management of Program Curriculum Course 3-Advocacy and Professionalism Module II: (30 hours) Course 4-Business Practice Part I Course 5- Business Practice Part II Course 6 Policies and Procedures for Child Care Administrators Module III: (60 hours) Field Practicum	ECE Diploma	http://www.mothercraft.ca/

Institution	Program	Credential Awarded	Program notes	Courses	Entrance requirements	Web Site
Niagara College Welland, Ontario	Early Childhood Education – Administration Online Learning and/or in class	Post Diploma Certificate	This post-diploma program is designed specifically for those who hold an Early Childhood Diploma and who have set their sights on an administration position in a childcare program.	-Curriculum Design- Infancy and School Age -Advocacy and Professionalism in ECE -Staff Supervision in Early Childhood -Professional Communication -ECE Administration-Skills application -Small Business Practices in ECE -Computer Applications -Computer Applications for Business Leadership -Leadership and Communication	Applicants must hold a diploma in Early childhood Education and be able to show proof when applying for graduation.	http://www.niagaracollege.ca/ce/certece_admin/
Sheridan Institute of Technology and Advanced Learning Oakville and Brampton Ontario	ECE – Supervision and Administration	Certificate	The Early Childhood Education – supervision and Administration Program is designed for professional with an Early childhood Education Diploma or recognized equivalent who are now, or would like to be, administrators of child-care services.	-Communication Strategies for ECEs -Computers Applications in ECE Administration -Management and Leadership Skills for ECEs -Staff Supervision and Development in ECE settings -Financial Planning, Management and Resources in ECE Settings -Service Marketing in ECE -Advocacy and Professionalism in ECE -ECE Administration Field Placement OR Mentoring Pairs for child Care	This program is intended for child-care professionals who have achieved a diploma in Early Childhood Education (or recognized equivalent). Applicants should have at least one year of post-diploma experience with children in group-care settings.	http://www.sheridaninstitute.ca/Programs

Institution	Program	Credential Awarded	Program notes	Courses	Entrance requirements	Web Site
Assiniboine Community College Brandon Manitoba	Early childhood Education Program Management Distance Delivery only PLAR is available	Post-diploma Certificate	Early Childhood Program Management is designed to help Early Childhood Educators advance to leadership positions within the early childhood field. It gives students the opportunity to develop mastery in the skills that cover the director's role and responsibilities as the leader, manager and administrator of an early childhood setting.	-Early Childhood Administration (PLAR) -Small Business Planning -Managing the HR Function (PLAR) -Organizational Behaviour (PLAR) -Practicum – ECMGT -Integration Seminar (PLAR)	You must be classified by Manitoba Child Care as an Early Childhood Educator II. You must have one year of experience working in the early childhood education field. A letter verifying employment is required with the application. English is the language of instruction at Assiniboine Community College. All applicants whose education was completed outside of Canada, or a country on the test-exempt list, are also expected to meet the English Language proficiency requirement.	http://www.assinniboine.net

Institution	Program	Credential Awarded	Program notes	Courses	Entrance requirements	Web Site
<p>University of Winnipeg</p> <p>Winnipeg, Manitoba</p>	<p>Advanced Diploma in Leadership in ECE and Education Program</p> <p>In-class delivery PLAR is available</p>	<p>Advanced Diploma</p>	<p>The Advanced Diploma in Leadership in Early Childhood Care and Education is a leadership development program that is designed for professionals within the early childhood sector. It is a unique combination of courses from the Professional Studies Program Area and the Developmental Studies Degree Program. This diploma has been approved by the Government's Child Care Education Program Approval Committee (CCEPAC) as a route toward achievement of ECE III classification by Government (when combined with a current ECE II).</p> <p><i>Articulation</i></p> <p>Graduates of the Advanced Diploma in Leadership in Early Childhood Care and Education Program may be eligible for up to 24 hours of equivalent course credits towards an undergraduate degree at the University of Winnipeg. Program under review.</p>	<p>Required courses:</p> <ul style="list-style-type: none"> -Learning Techniques Seminar -Effective Oral Communication -Effective Written Communication -Essential Skills for Managers -The Child, Family and Social Policy -Topics in Leadership in ECE -Advanced Internship -Three electives 	<p>Applicants must meet one of the following requirements:</p> <ul style="list-style-type: none"> -Have a classification as an ECE II or III by Manitoba Child Care <p>OR</p> <ul style="list-style-type: none"> -Hold a degree in a related field, e.g. Social Services, Education , Health , Recreation, etc. 	<p>http://www.dce.UWinnipegCourses.ca</p>

Appendix 2: Environmental Scan

Web Search: Post-secondary Institutions with a post-diploma/post-basic ECE administrator course

Institution	Program	Credential Awarded	Program notes	Courses	Entrance requirements	Web Site
Douglas College New Westminster BC	One 60 hour course Administration Skills for ECE Centres	ECE Post Basic Citation in Special Needs or Infant/Toddler Care.	This course is for students who wish to increase their skills in managing group childcare and early education facilities. Topics such as program philosophy and policy design, financial management, staff development and relationships with families and community will be highlighted.	N/A	Basis ECE level completed for licensure.	http://www.douglas.bc.ca/programs
Vancouver Community College Vancouver, BC	One course in Infant/toddler and Special Needs Certificate Childcare Administration	Post-basic certificate	This course explores the role of early childhood educators in effective management and administration of child care programs. It focuses on the issues of leadership, policy development and implementation, human resources, financial, legal and governance issues (36 hours)	N/A	-A B.C. Licence in Basic ECE prior to applying -Canadian Citizenship or Permanent resident -English proficiency at a Grade 12 level	Http://www.vcc.ca/cs/details.cfm?area=CS_ECCE&pr og
Vancouver Career College Vancouver, BC	One 44 hour course in Specialization Administration Skills for Child Care	Post-basic certificate	This module prepares students in the administrative duties of a preschool or daycare. Topics such as program philosophy and policy design, financial management, organizational structure, staff development and relationships with families and community will be highlighted.	N/A	Basic ECE level	http://www.vccollege.ca/

Appendix 3: List of Key Informants

Post-Secondary Faculty:

Joanne Morris: College of the North Atlantic, Newfoundland

Yvonne Gallant: Collège Acadie, Prince Edward Island

Gerry Martin: Mount St Vincent University, Nova Scotia

Marie Cousineau: Cégep Marie Victorin, Montréal, Québec

Suzane Dugas: Cité collégiale, Ottawa, Ontario

Joanne Broatch: Assiniboine Community College, Brandon Manitoba

Patricia Chorney Rubin: George Brown College, Toronto, Ontario

Nancy Brown: Seneca College, Toronto and York Region, Ontario

Susanne McElhinney: SIAST, Regina, Saskatchewan

Trisha Lirette: Grant MacEwan University, Edmonton Alberta

Lesley Richardson: Vancouver Community College, Vancouver BC

Ann Gedrose: Yukon College, Whitehorse, Yukon

Program Graduates

Sue Elliot: graduate of Mount St Vincent and St Mary's University joint Program Management Development for Women

Tara Nault, graduate of Assiniboine Community College Early Childhood Program Management

Lesley Gardiner-Falle, graduate of Grant MacEwan University Bachelor of Arts Human Resource Administration