

Occupational Standards for Child Care Administrators



**Child Care
Human Resources
Sector Council**

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INTRODUCTION

Occupational Standards for Child Care Administrators were first developed in 2006, through a process that involved extensive consultation with more than 160 sector stakeholders, including administrators working a variety of child care settings. Over time, the knowledge, skills and abilities that are required to be competent in an occupation can change. New research findings, changing regulations, labour challenges, new government directions and the economic environment are all factors that can affect the knowledge, skills, and abilities required in a particular occupation. As a result, in 2012, the CCHRSC undertook a project focussed on updating the previous *Occupational Standards for Child Care Administrators* so that they fully reflect the changes in the scope of the occupation since the first version was released in 2006.

What are occupational standards?

Occupational Standards describe what a person in a particular occupation must know and be able to do to be considered ‘competent’ in the occupation – that is, the skills and knowledge required to do their job effectively, safely and properly.

Why have occupational standards?

When people in a field of work develop their occupational standards, they take ownership of their occupation. They, rather than outsiders, define acceptable professional behaviour and the knowledge, skills and abilities required for competent practice.

Occupational standards also serve a wide range of other purposes within the child care sector.

For Child Care Administrators:

- Offer a foundation for career development
- Identify training gaps in the required occupational skill set
- Enhance occupational recognition
- Enhance job mobility

For employers:

- Provide guidance for recruitment
- Identify key tasks and roles
- Identify professional development needs
- Facilitate objective job descriptions

For Early Childhood Education Educators and Trainers:

- Provide the basis for curriculum, training development and education
- Identify areas where expertise is required

For sector organizations:

- Form the basis of certification programs
- Form the basis of program accreditation
- Create professional development opportunities for members

For the stakeholders:

- Identify the skills required for specific occupations
- Provide nationally recognized, sector driven benchmarks of best practice

What do occupational standards consist of?

To facilitate the understanding of the scope of the occupation, the occupational standards are presented as follows:

Section:

The largest division within the analysis; each section reflects a distinct operation or area of responsibility relevant to the occupation.

Task:

A distinct, observable and measurable activity; when specific tasks are combined, they make up the logical and necessary steps required for achieving activities within a section.

Context Statement:

Defines the parameters of each task within the work environment.

Common Knowledge:

The knowledge that applies to all the sub tasks within a Task. Knowledge may be acquired through formal education, on-the-job learning, self-study, experience or professional development.

Contextual Rating Information:

An assessment of each task with respect to specific parameters by individuals working in the occupation. The parameters assessed for tasks in this occupation related to importance, frequency of performance and time to perform proficiently. The scales used for this assessment are:

Importance:

Important = low risk to the operation if not performed correctly

Very important = moderate risk to the operation if not performed correctly

Critical = severe risk to the operation if not performed correctly

Frequency:

Periodically – occasionally or seldom...once a month, once a year

Regularly – regular basis...every day or week, may be scheduled

Frequently – often...several times a week/day

Time to perform proficiently: # of months/years

Sub-Task:

A sub-task is the smallest practical division of a work activity. When specific sub-tasks are combined, they describe the activities that constitute a task.

Required Core Knowledge:

The core knowledge an individual must acquire to adequately perform a sub-task. Knowledge may be acquired through formal education, on-the-job learning, self-study, experience or professional development.

Required Skills and Abilities:

The elements of the skills and abilities an individual must acquire to competently perform a sub-task. Skills and abilities may be acquired through formal education, on-the-job learning, self-study or experience.

To whom do these occupational standards apply?

The standards are designed to be inclusive. They set out the skills and knowledge of child care administrators across the spectrum of governance models, size, structure and location of operations and jurisdictions.

Child care administrators may perform some or all of the tasks in a number of key areas of the occupation included in these standards, but not necessarily in all areas. For example, typically, in larger operations, other individuals may be employed or designated to perform specific tasks. The standards can provide a base on which to build policies and procedures for child care organizations, however they do not supersede the employers' internal policies and procedures.

The occupational standards are not meant to replace individual job descriptions, specific policies and procedures of organizations or regulations of governing authorities. The occupational standards are to be used for guidance in defining skill levels and knowledge for child care administrators.

Who are child care administrators?

A child care administrator is an individual who is responsible for the strategic planning and day-to-day operation of an early childhood education and care (ECEC) environment for children aged 0-12 years of age in:

- Publicly funded child care settings
- Privately funded child care settings
- Home-based child care settings
- Family resource programs

A child care administrator can be a director, supervisor, administrator or manager working in the field who may perform tasks in a number of key sections included in these standards - but not necessarily in all areas. In smaller opera-

tions, child care administrators may function as both administrator and educator, spending part of each day with a group of children. Some small operations, particularly home-based child care, are owner-operated and often have no other staff. Some child care administrators are strictly administrative and do not work directly with children. Some child care administrators function as business managers and have other staff, such as an assistant administrator, administrative assistant, accountant, HR professional, or a program coordinator to whom they may delegate specific tasks.

Child care administrators are responsible for providing inclusive child care services to children, parents and their families. They meet to report on children's progress and provide support to diverse family structures.

Child care administrators liaise with stakeholders of their operations including:

- Parents, guardians and families
- Staff
- Regulatory Authorities
- External support agencies
- Sector organizations
- Schools

They also collaborate with their community as a means of understanding and supporting the needs of children and their families, building synergistic relationships with local organizations and for planning future services and facilities for their organization.

Where do child care administrators work?

Child care administrators work in a variety of locations, from purpose-designed facilities to shared facilities such as church halls, schools or community buildings that have other users; and homes where the child care service shares the living space of the child care provider's family

Who employs child care administrators?

Child care administrators are employed by different types of organizations, including:

- Aboriginal (off-reserve)
- Aboriginal (On-reserve)
- Commercial/Private
- Community
- Educational (college or university), hospitals, or school boards
- Non-Profit: Parent or Community Board Operated
- Workplace/Private Company

Please refer to the CCHRSC's *Employer Models in Canada's Early Learning and Child Care (ECEC) Sector* for a more detailed description of child care delivery models.

How were the occupational standards updated?

More than 130 practitioners from every province and territory with extensive knowledge and experience in child care administration were involved in the process of updating the *Occupational Standards for Child Care Administrators* by participating in the following activities from May 2012 to February 2013:

- Research on existing provincial and international standards
- Key informant interviews
- Occupational analysis workshop
- 10 validation workshops
- National ratification of the standards with validation participants

A Note About the Child Care Human Resources Sector Council (CCHRSC)

The Child Care Human Resources Sector Council (CCHRSC) operated from 2003 – 2013. The only pan-Canadian organization dedicated to moving forward on human resources (HR) issues in Canada's early childhood education and care sector, the CCHRSC brought together national partners and other sector representatives to help develop a confident, knowledgeable, skilled, and respected workforce valued for its contribution to early childhood education and care. The CCHRSC's goals were to:

- Build and share knowledge to advance HR and labour market issues;
- Create tools to promote good HR management practices;
- Foster the development of a skilled workforce;
- Provide leadership and coordination on HR issues; and
- Engage sector stakeholders to ensure a comprehensive, coordinated and responsive approach.

Although the CCHRSC dissolved in 2013 following changes to HRSDC's Sector Council Program, including the elimination of core funding to all councils, the organization contributed much to the sector throughout its ten year history. From developing more collaborative ways of working together to conducting major research studies and creating tools including *Occupational Standards for Early Childhood Educators*, *Occupational Standards for Child Care Administrators*, and the *Infant and School-Age Profiles*, the CCHRSC leaves an extensive legacy of resources that can be used for years to come. Visit www.ccsc-cssge.ca to access the many tools and resources created over the years.

ANALYSIS



SECTION A

CHILD DEVELOPMENT AND CARE

Task 1

Develop and Implement Children's Programs

Context Statement:

Child care administrators may participate in developing a vision and philosophy for their child care services 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 child. Furthermore, child care administrators keep up with emerging trends in the field and ensure these trends are reflected in the approach and vision of the child care organization.

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

Contextual Information - Task Ratings:

- 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	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • communication strategies • current research related to program philosophy • environmental and cultural influences on child development 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) create an ECEC philosophy for organization: <ul style="list-style-type: none"> • consult and involve stakeholders, such as employer, staff and families b) communicate philosophy to target audiences, e.g. staff, community, families c) implement ECEC philosophy within organization

Sub-Task 1.2

IMPLEMENT A CURRICULUM

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • provincial/territorial and cultural early learning frameworks • curricula and educational approaches 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) review: <ul style="list-style-type: none"> • current research and trends • needs of the child care facility and community • curricula approaches b) determine most appropriate curriculum which reflects organization's philosophy c) seek input from stakeholders d) obtain approval if required e) prepare plan for implementing curriculum f) acquire materials and equipment g) provide information and training for staff and families h) 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	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • benefits of routines, transitions, planned activities, curriculum and appropriate equipment and materials • importance of: <ul style="list-style-type: none"> - 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 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) ensure a caring and nurturing environment for all children b) maintain relationships with families, staff and children c) ensure staff understand their roles, for example, to: <ul style="list-style-type: none"> • 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 d) monitor the day-to-day activities in the organization: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - help staff and families assess needs of child, e.g. early intervention for special needs

	<ul style="list-style-type: none"> - make suggestions for improvement e.g. learning activities, individual approaches - ask for input into improvements <p>e) ensure facility and outdoor areas comply with legislative requirements</p> <p>f) create a physical environment that is inviting, aesthetically pleasing and appropriate for respective age groups of children, including:</p> <ul style="list-style-type: none"> • use of indoor and outdoor space • sizes and types of furniture • equipment and materials
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Sub-Task 1.4

PROVIDE PROGRAMMING SUPPORT TO STAFF

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Child care administrators are able to:</i></p> <p>a) allow time for staff to plan programming when possible</p> <p>b) guide staff in the development of programming, e.g. define goals or outcomes</p> <p>c) provide assistance and encouragement, for example:</p> <ul style="list-style-type: none"> • make suggestions • encourage reflective practice • provide ideas • assist with planning • provide materials and resources <p>d) observe programs in operation</p> <p>e) solicit staff input on program operations</p> <p>f) review effectiveness of program delivery</p> <p>g) provide feedback</p>

Sub-Task 1.5

EVALUATE PROGRAMS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • goals and objectives of programs • indicators of quality in programs • program evaluation methods 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) select tools or methods of evaluation: <ul style="list-style-type: none"> • consider using a method that reinforces goals, values and philosophy of the organization, e.g. outcome measurement framework b) solicit feedback from families, children and staff, e.g. informal, formal c) collect and analyze data d) review results e) make recommendations or changes to improve programming

Task 2

Protect and Respect the Rights of Children

Context Statement:

Child care administrators take an active role in the care and wellbeing 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.

Contextual Information - Task Ratings:

- 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	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • organization's: <ul style="list-style-type: none"> - 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. <i>United Nations Universal Declaration of Human Rights</i> • 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 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> 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 B

COLLABORATE WITH OTHERS

Task 3

Collaborate with Others

Context Statement:

Child care administrators identify and gather information to inform and advise the organization's key stakeholders including employers, staff and families in order to facilitate the decision-making process. Child care administrators ensure that the decision-making process reflects the philosophy, values and goals of the organization.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 3:

- 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
- short-, mid- and long-range plans
- individual roles and responsibilities

Contextual Information - Task Ratings:

- Importance: *very important*
- Frequency: *regularly to ongoing*
- Time to perform proficiently: *1 year*

Sub-Task 3.1

WORK IN PARTNERSHIP WITH FAMILIES

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • diverse cultural beliefs in community and organization • external agencies and other resources which support families and children • opportunities for family involvement, e.g. the board, committees, volunteers • benefits of family involvement for children, family and program 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) create an inclusive environment that welcomes families b) orient families to the program, facilities and policies c) develop rapport with families, for example: <ul style="list-style-type: none"> • be available to families • greet each morning • talk at the end of the day • ask for and provide feedback d) provide support to families and children, for example: <ul style="list-style-type: none"> • maintain up-to-date resources • encourage families to be involved or participate in child care program • suggest resources to families relating to their needs or concerns, e.g. social or medical services, specialists • assist families to process the information regarding children's developmental delays • make referrals to external resources, e.g. agencies

Sub-Task 3.2

WORK WITH EXTERNAL AGENCIES AND RESOURCES

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • evaluation techniques for child learning and development • local external agencies and resources available e.g. physiotherapists, occupational therapists, speech/ language pathologists, behavioural therapist, support centres • confidentiality and privacy legislation 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) define need for external agencies or resources, e.g. language skills may be underdeveloped b) follow protocols when making referrals c) help families to address situation or concern, for example: <ul style="list-style-type: none"> • maintain up-to-date lists of external agencies and resources • evaluate programs and activities available • match external resources to needs d) maintain communication with families, for example: <ul style="list-style-type: none"> • ask about progress • monitor results • solicit feedback on external agencies and resources e) liaise with external agencies and resources f) be an active member of the child support team, if possible, e.g. attend development and goal setting meetings for the child, implement activities suggested by specialists

Sub-Task 3.3

WORK WITH SCHOOLS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • importance of working cooperatively with school staff to serve the needs of children • information about schools and school staff, including: <ul style="list-style-type: none"> - vision, objectives and special projects - policies, code of conduct, routines, emergency procedures - calendar, e.g. professional development days, exam periods - roles and responsibilities of school and staff, e.g. teachers, principal, specialists, custodian, secretary, nurse, school counsellor 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) develop relationships with school staff to better meet the needs of children b) promote the role of child care organizations to school staff, e.g., purpose-based programming, observations and documentation of child's development, daily contact with families, holistic approach to child's development c) promote child care programs, e.g. mission, philosophy, rules and procedures, special projects d) collaborate on joint activities, e.g. field trips, special events, parent advisory committee meetings, joint committees on bullying, emergency drills e) program activities considering school's calendar and activities, e.g. consult with teachers, recreation technicians, school council, parents <ul style="list-style-type: none"> • communicate closely with school staff in shared space facilities f) communicate to children the importance of following the school's values and code of conduct g) align policies and expectations for behaviour with the school's, if appropriate, e.g. safety manual, locked door policy h) support school/program transition activities, for example, for example: <ul style="list-style-type: none"> • attend/provide orientation for children and families, help students get oriented to the school • liaise between the child care program and after school activities

- support the integration of pre-school children by making frequent visits to the kindergarten setting and having the kindergarten teachers present small activities to the pre-school

- i) participate in professional development with schools, as applicable, e.g. literacy, math, science
- j) recognize individuals associated with the school for their assistance/contribution, e.g., invite to open house
- k) collaborate with organization's and school's administration, teachers, specialists and families to discuss, plan and apply intervention plans for children with special needs

Sub-Task 3.4

BUILD COMMUNITY AWARENESS AND RELATIONSHIPS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • scope and characteristics of community 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) define objectives for community relations b) identify opportunities for involvement in the community, e.g. childcare associations, information sessions, child support services c) develop partnerships with community organizations, e.g. partner with schools to provide seamless days for children d) participate in community events, for example: <ul style="list-style-type: none"> • supply childcare for meetings • offer activities for children at local events, e.g. face painting, music • take children to summer festival • act as a member on a parent council • attend school information session e) identify ways to support the community and build reputation, e.g. encourage families to participate in local charities and food drives

Sub-Task 3.5

COLLABORATE WITH EMPLOYER

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • legal and ethical responsibilities and liability • employer’s interests and information requirements • key tasks and mandate of employer 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) build relationships through effective and ongoing communication: <ul style="list-style-type: none"> • meet with and/or provide reports as needed • advocate for resources b) provide guidance to employer, including: <ul style="list-style-type: none"> • orientation to organization and sector, e.g. resources, procedures, bylaws, current financial position • update on current issues and projects c) prepare requests for employer decision or direction, for example: <ul style="list-style-type: none"> • conduct research • compile information • outline strategies or options, e.g. costs and benefits d) make recommendations or seek direction as required e) implement direction from employer

Task 4

Hire Staff

Context Statement:

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 comply with all regulations related to staff qualifications, complements and ratios, and within the budget allocated for programming. Recruiting staff is a major responsibility for many child care administrators working in centre-based settings; whereas, 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

Contextual Information - Task Ratings:

- Importance: *very important*
- Frequency: *ongoing*
- Time to perform proficiently: *6 months to 1 year*

Sub-Task 4.1

DETERMINE STAFFING NEEDS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) determine human resources needed for the organization, based on: <ul style="list-style-type: none"> • roles and responsibilities of staff • necessary skills and qualifications b) determine wage rates and salary expectations c) develop human resources plan that meets organizational needs and stays within budgetary restrictions d) select recruitment techniques to address human resources shortages

Sub-Task 4.2

RECRUIT STAFF

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • recruiting methods • costs associated with recruitment 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) determine best recruitment methods, for example: <ul style="list-style-type: none"> • promote opportunities within organization, through local media or through networking • participate in work education programs, practicums and career fairs • post ads in newspapers and through social media b) design clear and accurate recruitment advertisements, if required, including: <ul style="list-style-type: none"> • job description, specifying age group of children • minimum qualifications • how to apply, including application deadline • contact information c) review applications: <ul style="list-style-type: none"> • compare qualifications to requirements • select qualified applicants for interviews

Sub-Task 4.3

INTERVIEW PROSPECTIVE STAFF

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • interview techniques • job description • role(s) and responsibilities of position 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) schedule interviews b) prepare for the interviews, for example: <ul style="list-style-type: none"> • review evaluation criteria for position • develop interview questions • arrange for an interview team • organize documents, e.g. pay scales, job descriptions, wage subsidies c) conduct interviews: <ul style="list-style-type: none"> • 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 d) record comments and ratings based on evaluation criteria

Sub-Task 4.4

SCREEN PROSPECTIVE STAFF

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • privacy and confidentiality legislation for handling and storing personal information • importance of ensuring staff pose no known risk to children • importance of being tactful and diplomatic when reporting results of screening 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) select best applicant(s) for the position b) consult with licensing authority for possible variances/exemptions or equivalencies, if applicable c) complete pre-employment checks, for example: <ul style="list-style-type: none"> • contact the applicant’s professional and previous employment references • conduct security checks, e.g. criminal record check, vulnerable sectors check, child welfare record check d) identify any other requirements of the position, e.g. first aid certificate and other certification that needs to be completed within a specified time

Sub-Task 4.5

OFFER POSITION TO BEST CANDIDATE

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • pay scales and benefits • record-keeping requirements, e.g. personnel files, certification levels, first aid training • communication protocols and reporting structures 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) contact most suitable candidate b) confirm conditions of employment, for example: <ul style="list-style-type: none"> • start date and work schedule • orientation and training program • probationary period • performance reviews • benefit package • confidentiality c) negotiate salary, if necessary: <ul style="list-style-type: none"> • discuss options, e.g. bonuses, progressive pay scale, government subsidy d) allow reasonable time frame for the candidate to make their decision: <ul style="list-style-type: none"> • if candidate declines, revise offer or contact alternate candidate • if candidate accepts, provide written offer of employment and request candidate's signature e) follow up, for example: <ul style="list-style-type: none"> • 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	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • overview of organization and facility, e.g. organizational chart, reporting structure • work schedule • facility layout • policies and procedures 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) welcome new staff to the organization b) inform staff about: <ul style="list-style-type: none"> • the organization, e.g. structure, policies and procedures, culture • external child care associations, agencies and resources c) clarify roles, responsibilities and levels of authority d) establish guidelines for communication, e.g. open door policy, encourage questions e) conduct tour of workplace f) introduce new staff to others in the organization, e.g. set up mentorship or buddy system g) provide documentation h) monitor integration of new staff into the organization

Task 5

Manage Staff

Context Statement:

In early childhood education and care facilities that employ staff, child care administrators work to build an effective staff team through a positive, motivating work environment. They oversee staff to ensure they work effectively, individually and as a team, to meet the goals of the organization. Child care administrators have the required skills to solve staff-related problems as they arise.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 5:

- 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. ratios, staffing complements, labour standards, employment 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 of current and complete employee files, e.g. evaluations, payroll information, certifications, written warnings
- importance of confidentiality

Contextual Information - Task Ratings:

- Importance: *critical*
- Frequency: *ongoing*
- Time to perform proficiently: *6 to 12 months*

Sub-Task 5.1

SUPERVISE STAFF

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • job descriptions and roles of staff members • supervision techniques • communication styles • individual and cultural differences 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) communicate expectations, roles and responsibilities b) model appropriate behaviours c) monitor staff performance d) adjust supervisory style as appropriate e) provide feedback f) mentor staff, for example: <ul style="list-style-type: none"> • offer ideas and suggestions to staff, e.g. in child management, programming • provide assistance, e.g. demonstrate an activity, share tools and resources • provide guidance and encouragement • offer own perspective and the perspectives of others, e.g. parents' perspective on a particular situation • share stress management techniques • build on ideas of staff members • empower staff to continue to develop their skills and knowledge base g) address minor concerns or issues h) document staff performance, as required, i.e. concerns and achievements

Sub-Task 5.2

MOTIVATE STAFF

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • motivational techniques • individual motivational needs 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) be fair and consistent, i.e. avoid favouritism b) establish a positive work environment c) create work teams where individuals' skills complement one another d) listen and respond to staff concerns e) acknowledge and express gratitude for individual accomplishments f) use incentives when appropriate g) involve staff in the decision-making process, when appropriate h) match staff skills and interests to job tasks, when possible

Sub-Task 5.3

EVALUATE STAFF

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • job descriptions and roles of staff members • individual staff member’s strengths, challenges, goals and potential • professional development requirements 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) schedule regular performance evaluation meetings b) provide opportunity for self-evaluation c) review goals and objectives d) identify and acknowledge strengths e) identify areas for improvement and professional development f) follow up, for example: <ul style="list-style-type: none"> • document results of performance evaluation • monitor progress

Sub-Task 5.4

ADDRESS SIGNIFICANT PERFORMANCE ISSUES OR CONCERNS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • personality types • communication styles • problem solving and conflict resolution techniques • principles of progressive discipline 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) discuss performance issue or concern: <ul style="list-style-type: none"> • respect confidentiality • maintain professionalism • clarify issue and its impact on others b) collaborate on ways to resolve problem: <ul style="list-style-type: none"> • ask for employee input • offer guidance and alternatives for effective change c) ask for behaviour change, state: <ul style="list-style-type: none"> • expected behaviour • importance of professionalism d) outline consequences of noncompliance e) establish a written or verbal plan of action f) communicate appeal process, if applicable g) monitor performance to ensure issue or concern is resolved h) document issue and all corrective actions taken

Sub-Task 5.5

FACILITATE PROFESSIONAL DEVELOPMENT

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • children’s individual and group needs • staff’s individual and group professional development needs • available professional development resources, e.g. other staff, colleges, professional organizations, distance learning opportunities 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) plan for staff upgrading and professional development in order to: <ul style="list-style-type: none"> • meet legislated and regulated requirements, • enhance best practices • meet the needs of the children, families and the organization b) collaborate with individual staff members to identify their professional development goals, e.g. conduct surveys with staff to identify interests and needs c) encourage individuals to: <ul style="list-style-type: none"> • participate in professional development activities, e.g. with local, provincial/territorial and national associations • share knowledge and experience with colleagues after attending a conference or seminar d) provide support for professional development, e.g. time off, paid expenses, paid training e) support implementation of skills acquired through professional development, if applicable f) collaborate with other organizations to provide professional development, e.g. hold joint workshops g) evaluate professional development formally or informally, e.g. discuss at staff meeting, write a report

Sub-Task 5.6

PROCESS TERMINATIONS, RESIGNATIONS AND LEAVES OF ABSENCE

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • legal and organizational requirements for collecting, recording and maintaining staff records • labour/employment standards • union agreements, as applicable 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) clarify terms for ending employment b) seek professional advice about options, if required c) for terminations: <ul style="list-style-type: none"> • identify when a situation requires termination • prepare termination plan • speak confidentially to the individual, but with a witness: <ul style="list-style-type: none"> - discuss situation, e.g. reason, effective date - provide copies of required documentation, e.g. letter of termination • take security measures if necessary, for example: <ul style="list-style-type: none"> - escort staff off premises - change access and security codes d) for resignations: <ul style="list-style-type: none"> • conduct exit interview, i.e. determine reason for resignation • provide letter of reference, if applicable e) for leaves of absence: <ul style="list-style-type: none"> • collect required documentation for the leave • ask staff member for their date of return in writing f) collect the organizations' property g) ensure individual's personal property is removed from the facility h) provide details of compensation and benefits, if applicable

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| | <ul style="list-style-type: none">i) notify others who may be affected by the termination, resignation or leave of absence, e.g. payroll, families, employer, other staff, children, licensing authorityj) complete required documentation, e.g. record of employment |
|--|--|

SECTION D

FINANCIAL MANAGEMENT

Task 6

Prepare Budget

Context Statement:

Child care administrators are responsible for and actively involved in managing the day-to-day finances for the child care organization and are able to estimate expenses and revenues through continuous monitoring.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 6:

- 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. taxation, GST/HST, tax receipts
- financial software, e.g. accounting programs, spreadsheets
- methods of analyzing and evaluating financial impact and budgeting processes

Contextual Information - Task Ratings:

- Importance: *critical*
- Frequency: *ongoing*
- Time to perform proficiently: *1 to 2 years*

Sub-Task 6.1

DEVELOP BUDGET

Required core knowledge	Required core knowledge
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • record keeping requirements • stages in the budget development process • auditor's report • audited or unaudited financial statements • organization's strategic plan, e.g. short and long term goals and objectives • revenue sources, e.g. parent fees, contracted services, subsidies, grants, fundraising, donations • expenses, e.g. payroll, utilities, materials and supplies • contingencies 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) develop and follow established timeline and budget development process b) collaborate with individuals involved in budget process, e.g. bookkeeper, accountant c) review relevant information, for example: <ul style="list-style-type: none"> • previous year's actuals • current financial position • financial statements • changes in known cost drivers, e.g. power rates, collective agreements, fuel, new infrastructure d) prepare draft budget: <ul style="list-style-type: none"> • estimate revenues and expenditures • provide for contingencies • incorporate debt recovery based on deficit recovery plan e) present draft budget to employer, if applicable, for discussion: <ul style="list-style-type: none"> • make revisions as necessary • obtain approval

Sub-Task 6.2

MANAGE BUDGET

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • operating budget • contingency plans 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) review budget on a regular basis, e.g. monthly: <ul style="list-style-type: none"> • review financial statements • compare projected amounts to actuals b) recommend or make adjustments to the budget c) explain variances to stakeholders, e.g. lower than projected enrolment, special needs subsidies

Sub-Task 6.3

DEVELOP FUNDING PROPOSALS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • sources of potential funding, e.g. government, other organizations • application procedures for funding • capacity of the community to donate 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) research funding sources: <ul style="list-style-type: none"> • keep up-to-date with new funding opportunities b) review: <ul style="list-style-type: none"> • eligibility criteria • submission requirements • deadlines c) write proposals for funding: <ul style="list-style-type: none"> • include in-kind contributions, if applicable d) submit proposals: <ul style="list-style-type: none"> • make presentations, if applicable e) follow up, e.g. contact funding organizations for status of proposal

Sub-Task 6.4

DEVELOP FUNDRAISING STRATEGIES

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • revenue-generating options, e.g. items to sell, organizations willing to give discounts, opportunities and partnerships • fundraising activities that work within the community and with families • licensing requirements for fundraising • insurance requirements for fundraising 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) determine fundraising goals for the year in collaboration with stakeholders b) develop fundraising campaigns, and determine: <ul style="list-style-type: none"> • who is involved • purpose • types and numbers of activities • resources needed • revenue goal for each activity • timelines • record keeping requirements c) seek approval from employer, as needed d) apply for fundraising licenses, as required e) review and update strategy, as necessary

Sub-Task 6.5

MANAGE DONOR PROCESS

Required core knowledge	Required core knowledge
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • charitable status regulations and requirements • capacity of the community to donate • types of donations, e.g. cash gifts, non-cash gifts 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) identify potential donors b) determine need for donor recognition c) determine potential donor's solicitation process d) contact potential donors: <ul style="list-style-type: none"> • outline how donations will be used • request a specific contribution if appropriate e) recognize donors, e.g., acknowledge on website, in newsletter f) process donations: <ul style="list-style-type: none"> • assign value of donation if required, e.g. determine value of advantage or fair market value of gift • issue receipt, as required, e.g. date, charity number, address, eligible amount for tax purposes • fulfill requirements set out by grants and foundations, e.g. send in receipts after grant is received g) maintain charitable income documentation: <ul style="list-style-type: none"> • file annually in accordance with government regulations • prepare for annual financial audit of charitable tax donation procedures

Task 7

Manage Revenues and Expenditures

Context Statement:

Child care administrators are responsible for managing and monitoring revenue and expenditures to maintain the viability of the service. This task is a key aspect of program implementation and sustainability.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 7:

- 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. taxation, GST/HST, Canada Pension Plan (CPP) and Employment Insurance (EI) payments, charitable status, exemptions
- financial software, e.g. accounting programs, spreadsheets
- methods of analyzing and evaluating financial impact and budgeting processes
- revenues, expenditures, assets, liabilities and depreciation
- how to review and analyze financial statements in order to identify variances from the budget
- alternate funding sources and activities

Contextual Information - Task Ratings:

- Importance: *critical*
- Frequency: *regularly to ongoing*
- Time to perform proficiently: *1 to 2 years*

Sub-Task 7.1

MANAGE ACCOUNTS RECEIVABLE

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • sources of revenue and when revenue will be received • funding contracts • accounting systems • discounts • banking systems and protocol 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) follow standard procedures for financial reporting and record keeping b) set up a bookkeeping system, including internal controls, e.g. issue receipts c) collect and deposit revenues, e.g. subsidies, parent fees, grants: <ul style="list-style-type: none"> • establish a system to address late payments, e.g. additional fees d) manage cash flow: <ul style="list-style-type: none"> • make projections for receivables annually • monitor receivables monthly, e.g. review and verify invoices • apply for reimbursements e) manage bad debts, for example: <ul style="list-style-type: none"> • negotiate payment schedules • engage a collection agency • write off debt

Sub-Task 7.2

MANAGE ACCOUNTS PAYABLE

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • expenses • service contracts • timing of payments • accounting systems • banking systems and protocol 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) follow standard procedures for financial reporting and record keeping b) set up bookkeeping practices c) manage cash flow: <ul style="list-style-type: none"> • make projections for payables • monitor payables • review and verify invoices, d) manage petty cash e) negotiate payment schedules as required

Sub-Task 7.3

MANAGE PAYROLL

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • federal, provincial/territorial regulations, e.g. labour • payroll software • payroll source deductions, e.g. Employment Insurance 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) establish and follow payroll procedures, e.g. pay periods, source deductions b) record and verify employees' information, e.g. hours, wages, sick time c) process or forward data to payroll processor: <ul style="list-style-type: none"> • apply internal controls, e.g. have employer sign off on payroll • follow up on concerns or discrepancies d) submit source deduction payments and reports e) maintain information on accrued hours and benefits, e.g. update sick day records f) manage benefit programs, e.g. RRSP program, pension, health benefits g) manage insurance claims, e.g. Workers' Compensation Board h) issue T4 slips annually

Sub-Task 7.4

PARTICIPATE IN AUDIT PROCESS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • financial information required by auditor • administration's rights and responsibilities related to audit process 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) collaborate with auditor and other financial professionals b) provide information required by auditor, for example: <ul style="list-style-type: none"> • financial statements • board of director meeting minutes • enrolment • subsidy claim sheets • fee schedules • employee records • donations • contracts related to funding • other contracts, e.g. leases, vehicles c) justify revenues, expenditures and variances d) reconcile general ledger accounts with financial statements e) report and take corrective action to address discrepancies or variances f) review and implement auditor's recommendations, if applicable g) present auditor's report to: <ul style="list-style-type: none"> • employer for approval and signature(s) • general membership at Annual General Meeting (AGM), if applicable • licensing body, if applicable h) file year-end documentation

SECTION E

OPERATIONS

Task 8

Manage Legal Requirements

Context Statement:

Child care administrators help ensure the viability and sustainability of inclusive, quality early childhood education and care programs through planning and strategies based on the needs of the community and of the organization.

Policies in areas such as human resources, financial management, and health and safety contribute to the effectiveness of child care operations. In larger operations, policy development is the responsibility of the employer, and the child care administrator is usually an active participant in this process. In smaller operations the administrator is often responsible for policy development.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 8:

- organization's:
 - mission statement, philosophy, vision, goals and core values
 - curriculum and programs
 - governance structure
 - policies and procedures
- applicable municipal, provincial/territorial and federal legislation, for example:
 - child welfare legislation
 - employment/labour legislation
 - occupational health and safety regulations
 - fire codes
 - building codes
 - health regulations
 - privacy requirements
 - licensing
 - charitable and tax
 - not for profit governance
- union agreements, if applicable

Contextual Information - Task Ratings:

- Importance: critical
- Frequency: regularly to ongoing
- Time to perform proficiently: 6 months to 1 year

Sub-Task 8.1

COMPLY WITH LEGISLATION AND REGULATORY REQUIREMENTS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • insurance, e.g. liability, property 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) conduct research to determine legal and regulatory obligations: <ul style="list-style-type: none"> • consider issues/activities involved • determine jurisdictions, e.g. municipal, provincial/territorial, federal b) identify and meet requirements, for example: <ul style="list-style-type: none"> • obtain permits and licenses • acquire appropriate insurance • accommodate inspections c) seek advice or assistance in addressing requirements, e.g. government liaison, lawyer, insurance broker, colleagues d) monitor activities to ensure compliance e) correct any failures to meet legal and regulatory obligations, e.g. adjust policies and procedures to reduce non-compliance f) review legislation and regulatory requirements on regular basis

Sub-Task 8.2

DEVELOP POLICIES AND PROCEDURES

Required skills and abilities	Required core knowledge
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • areas requiring policies or procedures, for example: <ul style="list-style-type: none"> - human resources - staff conduct - risk management - workplace health and safety - emergency response - operations 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) review existing policies and procedures b) revise existing or develop new policies and procedures based on: <ul style="list-style-type: none"> • performance • legislation • research • needs, comments, suggestions, complaints and feedback c) obtain expert advice and information when necessary d) obtain support of key stakeholders, e.g. families, staff, employer, government liaison/inspector e) communicate policies and procedures f) monitor and evaluate: <ul style="list-style-type: none"> • effectiveness • compliance

Sub-Task 8.3

MANAGE HOME-BASED CHILD CARE CONTRACTS

Note: Managing home-based child care contracts occurs in some jurisdictions in which home-based child care businesses operate under contract to a licensed child care organization.

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • components of legal contracts • requirements of licensed organization 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) develop advertisement b) distribute advertisement in specific communities c) hold information session to discuss requirements and opportunities d) offer application to those who are interested in continuing the process e) evaluate the applications f) visit the applicant's home to: <ul style="list-style-type: none"> • determine suitability • conduct a safety evaluation g) discuss policies and procedures of the licensed organization h) offer a contract when all requirements are complete i) maintain productive relationship, for example: <ul style="list-style-type: none"> • monitor progress • rectify non-compliance • deal with breach of contract within an acceptable time frame j) provide ongoing support to home child care provider, for example: <ul style="list-style-type: none"> • special provisions for the home-based child care provider if they are sick • equipment and other resources • nutritional advice • professional development activities k) liaise between family and home child care provider, e.g. resolve issues l) collect fees paid by parents

	<ul style="list-style-type: none">m) process payables to home child care providern) evaluate home child care provider’s performance, including:<ul style="list-style-type: none">• scheduled and random visits to home• feedback from families
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Task 9**Participate in Planning Activities****Context Statement:**

Child care administrators can be involved in their organization's planning process in a number of different areas, including business, strategic, marketing or succession planning. The plans can be formal or informal depending on their purpose. Administrators may collaborate with stakeholders to develop and implement plans for their organization.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 9:

- 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, bylaws, permits

Contextual Information - Task Ratings:

- Importance: *very important*
- Frequency: *ongoing*
- Time to perform proficiently: *6 months*

Sub-Task 9.1

DEVELOP PLANS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • types of plans and their purposes, e.g. strategic, marketing, business, renovation, expansion, succession plans • required components for each type of plan, e.g. budget, timeframe • needs of children and families, staff, community, facilities, programming • available resources, e.g. budget, volunteers, in-kind contributions, experts in the field, funding 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) seek input from stakeholders, e.g. school board, government, families, community associations to: <ul style="list-style-type: none"> • determine if a plan is necessary • delegate responsibilities b) create plans, including: <ul style="list-style-type: none"> • goals and objectives • steps or activities needed • budget allocations • responsibilities • timeframes • evaluation methods • legal requirements c) seek assistance from professionals, as needed, e.g. accountant, lawyer, architect d) submit plans for approvals and make revisions as needed

Sub-Task 9.2

IMPLEMENT PLANS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • types of plans and their purposes, e.g. strategic, marketing, business, renovation, expansion, succession plans • required components for each type of plan, e.g. budget, timeframe • needs of children and families, staff, community, facilities, programming • resources available, e.g. budget, volunteers, in-kind contributions, experts in the field 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) communicate plan details to stakeholders, e.g. timelines b) assign roles and responsibilities c) procure resources d) monitor progress, e.g. compare expenditures to budget e) evaluate and revise plan as needed

Task 10**Manage Administration****Context Statement:**

Child care administrators are responsible for the effective and efficient operation of their organization. They must ensure that their staffing and programming meet the needs of the children in their care. They are diligent in identifying and addressing any potential health and safety concerns that could affect the children, families or staff. Administrators are also responsible for the confidentiality and security of information and records kept by their organization.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 10:

- 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, bylaws, permits

Contextual Information - Task Ratings:

- Importance: *very important to critical*
- Frequency: *ongoing*
- Time to perform proficiently: *6 months to 1 year*

Sub-Task 10.1

MONITOR DAY-TO-DAY OPERATIONS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • roles and responsibilities of staff and management • daily program activities • risk management • daily attendance • child/staff ratios 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) ensure staffing requirements are met b) ensure all necessary resources are available c) ensure clear communication within organization: <ul style="list-style-type: none"> • determine who needs information • identify best method to communicate information, e.g. logbook, memo, staff meeting • facilitate communication between stakeholders, e.g. staff, families, employer d) interact with children and families e) monitor staff interactions with children and families: <ul style="list-style-type: none"> • provide on-the-spot feedback • provide support or assistance, as required f) ensure health and safety practices are being followed, e.g. hand washing, playground safety g) ensure staff follow cleaning guidelines for the facility h) ensure that only designated family members are picking up children i) monitor the facility and grounds for potential hazards, e.g. slip hazards, loiterers j) assign responsibility to others in case the administrator is absent k) identify areas for continuous improvement

Sub-Task 10.2

MANAGE ENROLMENT

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • availability of spaces • licensing requirements, e.g. child/staff ratios, staff qualification ratios • relationship between enrolment and budget expectations • marketing plan • subsidy system and parent fees • community trends and child care needs • staff qualifications and expertise • requirements of children that may need additional supports 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) maintain enrolment by assessing: <ul style="list-style-type: none"> • availability of spaces • projections, e.g. children leaving or moving age groups • waiting list, e.g. age of child, family needs, resources needed to support child development b) collect information and deposit fee for waiting list, if applicable c) review and update waiting list on ongoing basis d) conduct family tours and orientation sessions e) advertise available spaces

Sub-Task 10.3

MANAGE INFORMATION

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • organization's policies and procedures • licensing regulation • provincial/territorial and federal legislation, e.g. privacy • types of records required by the organization, for example: <ul style="list-style-type: none"> • child and family information • employee information • financial • maintenance • inspection reports • incident reports • inventory • database system • efficient methods of collecting, recording and filing information • retention requirements for different types of information 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) maintain security and confidentiality of information in all formats, e.g. hard copy, electronic b) complete records as required: <ul style="list-style-type: none"> • ensure recorded information is current and complete c) ensure staff have access to information required for their work d) respond to requests for information: <ul style="list-style-type: none"> • ensure information can be released to the individual or organization e) provide information to stakeholders (e.g. licensing body, employer), as required: <ul style="list-style-type: none"> • ensure information is in correct format f) file hard copy and back up electronic copies of data: <ul style="list-style-type: none"> • archive information as required g) delete information as required, e.g. shred hard copy h) identify opportunities for operational improvement

Task 11**Manage Equipment and Facilities****Context Statement:**

Child care administrators are responsible for ensuring a well maintained and safe children's environment that complies with municipal, provincial/territorial and federal legislation. Administrators may have sole responsibility for all aspects of facility management or share it with others in the organization.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 11:

- 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

Contextual Information - Task Ratings:

- Importance: *important to very important*
- Frequency: *regularly to ongoing*
- Time to perform proficiently: *1 month to 1 year*

Sub-Task 11.1

MANAGE PROGRAM MATERIALS, SUPPLIES AND EQUIPMENT

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • developmentally appropriate materials, supplies and equipment for children • organization’s purchasing policies and procedures • safety standards related to programming materials and supplies • space requirements for safe use of equipment • inventory requirements • safety codes and regulations, e.g. CSA, specifications, expiry dates • budget • suppliers 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) identify material, supplies and equipment based on: <ul style="list-style-type: none"> • programming needs • budget • storage space • safety standards • children’s interests b) order materials, supplies and equipment c) maintain an inventory: <ul style="list-style-type: none"> • use inventory controls • ensure adequate availability of materials and supplies to meet needs

Sub-Task 11.2

MANAGE FACILITIES, MATERIALS, SUPPLIES AND CAPITAL EQUIPMENT

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • organizations purchasing policies and procedures • inventory requirements • safety codes and regulations • budget • suppliers • internal and external maintenance resources • various systems used to operate the building • maintenance needs and lifespan of capital equipment 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) identify material, supplies and equipment based on: <ul style="list-style-type: none"> • program and/or facility needs • budget • storage space • safety standards b) order materials, supplies and equipment c) maintain inventory: <ul style="list-style-type: none"> • use inventory controls • ensure adequate availability of materials and supplies to meet needs d) monitor maintenance of equipment and facility, for example: <ul style="list-style-type: none"> • maintenance schedules • daily operating and safety checks • equipment repairs e) replace equipment, as needed f) hire or contract services as needed g) maintain records of maintenance and repairs, e.g. comply with warranties h) report all safety concerns and service efforts to employer

Sub-Task 11.3

MANAGE SHARED SPACE

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • which stakeholder(s) are responsible for shared space • other uses and users of shared space • resources shared by users of the space • insurance requirements for shared space 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) establish agreement for sharing space with stakeholders, for example guidelines for: <ul style="list-style-type: none"> • insurance policies • time/schedule • maintenance and repairs • verification, use and replenishment of shared materials, e.g., first aid materials, fire extinguishers • storage • operations, e.g., lights, security systems • access for inspectors • access to documentation, e.g. for permits, licensing b) communicate applicable guidelines to staff c) follow agreement and update with stakeholders, as needed d) maintain relationships with responsible parties and users, for example: <ul style="list-style-type: none"> • follow guidelines concerning sharing of materials and equipment • communicate with appropriate person or persons in case of problems e) follow guidelines regarding health, safety and emergency preparedness

Task 12

Create A Safe and Healthy Environment

Context Statement:

Child care administrators ensure a safe and healthy environment for children and adults. Vigilance and responsiveness to health and safety requires appropriate staff development; monitoring and practicing risk assessment and drills and writing policies and action plans.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 12:

- 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

Contextual Information - Task Ratings:

- Importance: *very important to critical*
- Frequency: *ongoing*
- Time to perform proficiently: *3 to 6 months*

Sub-Task 12.1

MAINTAIN A SAFE WORKPLACE

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • health and safety legislation, e.g. public health, fire, Workplace Hazardous Materials Information System (WHMIS), Workplace Health and Safety (WH&S), Occupational Health and Safety (OH&S) • provincial/territorial licensing requirements • layout of the facility • locations of emergency equipment and resources, for example: <ul style="list-style-type: none"> - shut-off mechanisms, e.g. water, electricity - emergency exits and evacuation routes - emergency equipment and first aid kits • facility's emergency response plan(s) 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) create policies and procedures , e.g. appropriate shoes and clothing for staff b) coordinate safety training for staff and children c) identify potential hazards in the workplace, e.g. loose handrails, contaminants d) mitigate potential hazards, e.g. place signage, arrange for repairs e) communicate safety protocols to staff, children and families, for example: <ul style="list-style-type: none"> • use daily safety checklists for indoor and outdoor areas • share information and updates through newsletters, handbooks, website and meetings • post signs and posters as reminders, e.g. handling of chemical products • conduct emergency drills, e.g. fire and lock-down f) monitor safe operation and storage of equipment g) monitor compliance with: <ul style="list-style-type: none"> • internal policies and procedures • legal and regulatory requirements, e.g. reporting incidents to occupational health or workers' compensation board

Sub-Task 12.2

PROMOTE HEALTHY LIVING FOR STAFF, CHILDREN AND THEIR FAMILIES

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • licensing and legal requirements for healthy living, e.g. daily physical activity, nutrition, hygiene • available resources, e.g. public health, benefits program and relevant organizations • current best practices for healthy living 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) implement best practices for healthy living in the childcare programming and environment b) access relevant community resources, e.g. nutritionist, fitness instructors, nursing students c) monitor compliance with: <ul style="list-style-type: none"> • internal policies and procedures • legal and regulatory requirements, e.g. reporting incident d) encourage adoption of best practices for physical and emotional wellbeing, for example: <ul style="list-style-type: none"> • share information and updates through newsletters, handbooks, website and meetings • post signs and posters as reminders, e.g. Canada Food Guide • provide resources, e.g. workshops • explain organization's philosophy e) promote concept of self-care, e.g. work-life balance f) identify need for outside assistance or intervention

Sub-Task 12.3

RESPOND TO ILLNESSES

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • methods of minimizing the spread of communicable illnesses • public health protection strategies, e.g. hand washing • licensing and legal requirements for health practices, e.g. incident reports • common health risks associated with childhood and child care facilities, e.g. symptoms of potential illnesses • available resources, e.g. public health • pandemic procedures 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) assess individual's condition b) implement health protocol and policies, for example: <ul style="list-style-type: none"> • exclusion due to illness • notify affected individual's family • notify all staff and families, and protect individuals' identity when providing information • contact public health and licensing body c) follow up: <ul style="list-style-type: none"> • monitor compliance with health protocols, e.g. reporting illnesses • monitor other children and staff for signs of illness • identify need for outside assistance or intervention • provide support and resources to families, as needed

Task 13

Oversee Nutrition Program

Context Statement:

Child care administrators know that safe nutrition is critical to the health and development of all children. Child care administrators are responsible for the nutrition program and ensure compliance with regulations. The nutrition program includes planning menus, food preparation, purchasing, receiving, storing and inventory control. If an organization does provide meals and/or snacks, these tasks are typically delegated to ECEs or trained kitchen staff.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 13:

- 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. food safety, public health standards, fire, licensing

Contextual Information - Task Ratings:

- Importance: *very important to critical*
- Frequency: *regularly*
- Time to perform proficiently: *1 month to 1 year*

Sub-Task 13.1

OVERSEE MENU DEVELOPMENT

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • recognized food guides, e.g. Canada’s Food Guide, First Nations Food Guide, provincial food guides • common food sensitivities, food allergies and cultural considerations • special dietary needs of each child • typical food preferences of children • budget allocation for nutrition program 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) review nutrition program needs, for example: <ul style="list-style-type: none"> • number and ages of children • special dietary needs, e.g. allergies, sensitivities, restrictions b) ensure: <ul style="list-style-type: none"> • development of varied and nutritious menus for a specific time period • menu plans are recorded • menu information is posted including changes or substitutions • food purchasing list based on menu is created c) review menu plans to ensure compliance with regulations and budget

Sub-Task 13.2

SUPERVISE PURCHASING, RECEIVING AND FOOD STORAGE

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • suppliers, e.g. delivery schedules, costs, contact person • food handling and storage requirements • budget allocation for nutrition program 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) review food purchasing list b) ensure: <ul style="list-style-type: none"> • order is purchased or placed with suppliers • product contents are checked for possible allergens • food order(s) are checked when received: <ul style="list-style-type: none"> - contents of order compared to original order - goods are not past expiry dates - contents are in good condition, e.g. temperature of dairy goods, damaged packaging • discrepancies are followed up • proper food storage equipment and space is available • product is stored correctly: <ul style="list-style-type: none"> - at correct temperatures - elevated off floors c) comply with health and fire regulations d) maintain inventory control: <ul style="list-style-type: none"> • products are rotated e.g. first-in, first-out

Sub-Task 13.3

MONITOR FOOD PREPARATION

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • recognized food guide, e.g. Canada’s Food Guide, First Nations Food Guide, provincial food guides • common and specific children’s food sensitivities, food allergies and cultural considerations • special dietary needs of each child • regulations, e.g. licensing, health, building codes 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) comply with legislated food handling, preparation and storage policies and procedures, for example: <ul style="list-style-type: none"> • food preparation surfaces are sanitized • personal hygiene requirements (e.g. hairnets) are followed • proper food temperatures are maintained • leftovers are stored or disposed of safely • dishwashing procedures are followed b) ensure food is served with consideration of appropriate portion sizes

Task 14**Oversee Security and Emergency Response****Context Statement:**

Child care administrators ensure a safe and healthy environment for children and adults. Vigilance and responsiveness to health and safety depend on appropriate staff development, monitoring and practicing risk assessment and drills, and writing action plans to prevent potential risks.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 14:

- 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

Contextual Information - Task Ratings:

- Importance: *critical*
- Frequency: *regularly*
- Time to perform proficiently: *6 months to 1 year*

Sub-Task 14.1

IMPLEMENT SECURITY MEASURES

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • policies and procedures • security guidelines • potential security issues and preventative measures • emergency contact numbers • custodial arrangements for children 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) determine needs, considering: <ul style="list-style-type: none"> • layout of facility • types of activities, e.g. outside play time, field trips • number and nature of entrances and exits • traffic flow and traffic patterns • insurance requirements b) arrange for: <ul style="list-style-type: none"> • security of facility, e.g. alarm systems • training for staff, e.g. personal safety, child safety c) explain security procedures to staff, families and children, for example: <ul style="list-style-type: none"> • access to facility and restricted areas • safe keeping of valuables and cash • access to family or children’s information, • authorizations for child access, e.g. custody, court orders d) detail security procedures for emergency situations, for example: <ul style="list-style-type: none"> • lock down of facility • evacuation • hostage taking • lost child • violence e) implement internal and external security communication systems f) establish system for reporting and recording incidents

Sub-Task 14.2

PREPARE FOR EMERGENCY SITUATIONS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • policies and procedures, e.g. testing fire alarms, fire drills, evacuation plans, emergency telephone numbers, earthquake drill 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) identify potential emergency situations, e.g. fire, flood, natural disaster, power outage, medical b) work in partnership with community to minimize risks, for example: <ul style="list-style-type: none"> • discuss potential situations and procedures with authorities, e.g. emergency response team c) develop emergency response plans, including, for example: <ul style="list-style-type: none"> • type of emergency • staff responsibilities • evacuation procedures • first aid and emergency kits • muster point or gathering place d) train staff in emergency response plan, including: <ul style="list-style-type: none"> • use of equipment, e.g. fire extinguisher e) communicate emergency procedures to families, e.g. off-site emergency contact information f) ensure staff and children practice emergency procedures, e.g. fire drills, lockdowns g) establish system for reporting and recording incidents h) assign responsibility to others in case of absence of the administrator

Sub-Task 14.3

RESPOND TO INCIDENTS AND EMERGENCIES

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • layout of facility • location of critical equipment and how to operate it, e.g. furnace and water shut-offs, fire alarms, first aid kits and emergency exits • facility emergency procedures/emergency response procedures • available resources and services, e.g. first responders, counsellors • legal responsibilities in emergency situations, e.g. legal and ethical reporting obligations 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) evaluate and take charge of situation b) contact emergency services if appropriate c) delegate and direct others d) implement an evacuation plan if necessary e) document incident and action taken f) report incident to appropriate parties, e.g. employer, families, licensing body or emergency response team g) facilitate follow-up with children, families and staff, for example: <ul style="list-style-type: none"> • debrief incident • bring in specialists for post trauma counselling

Task 15

Provide Leadership

Context Statement:

Child care administrators understand the importance of conducting themselves on a personal and professional level to develop the trust and respect of families, staff and stakeholders.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 15:

- 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. employment, labour, anti-discrimination
- own role, responsibilities and level of authority
- complexity and demands of occupation including:
 - work environment
 - range of duties
 - interpersonal relationships

Contextual Information - Task Ratings:

- Importance: *very important to critical*
- Frequency: *ongoing*
- Time to perform proficiently: *1 to 2 years*

Sub-Task 15.1

MODEL PROFESSIONALISM

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • importance of a professional image and attitude 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) model conduct that is expected of staff and managers, for example, be: <ul style="list-style-type: none"> • accountable • adaptable • approachable • confident • enthusiastic • friendly • innovative • objective • patient • perceptive • proactive • reliable • respectful b) exhibit professional conduct consistently, e.g. when attending community functions c) establish relationships in manner that promotes goodwill and trust between organization and stakeholders d) be involved in early childhood education sector and community, for example: <ul style="list-style-type: none"> • join professional associations • attend community functions, e.g. chamber of commerce • serve on committees or boards • participate in community activities

Sub-Task 15.2

EXHIBIT ETHICAL CONDUCT

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • legal and moral implications of job responsibilities • codes of conduct, e.g. Canadian Child Care Federation Code of Ethics, College of Early Childhood Educators' Standards of Practice, provincial/territorial code of ethics • organization's code of professional conduct • children's rights 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) promote practices that protect the public and bring credibility to the organization and early childhood education sector b) maintain integrity, e.g. avoid conflict of interest c) maintain confidentiality of privileged information, e.g. financial, strategic, staff, families d) respect others, e.g. staff, families, other organizations e) promote positive and transparent communication f) honour agreements, e.g. verbal agreements, written contracts

Sub-Task 15.3

MANAGE TIME

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • tasks that need to be completed • time management tools, e.g. software, day planner 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) set short- and long-term objectives: <ul style="list-style-type: none"> • ensure objectives reflect goals of organization • ensure objectives are measurable, realistic and achievable b) identify tasks to be completed for each objective c) prioritize tasks d) set critical dates for completion of tasks, considering: <ul style="list-style-type: none"> • other responsibilities that may compete for time • resources available e) delegate tasks as necessary f) be flexible to accommodate unforeseen circumstances g) assess progress toward objectives: <ul style="list-style-type: none"> • share achievements, issues, problems and solutions with appropriate stakeholders • identify new tasks as they arise

Sub-Task 15.4

MODEL SELF-CARE

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • importance of positive attitude • personal strengths and weaknesses • personal stressors and stress relievers • available resources, e.g. counsellors, mentors, colleagues, community network, massage therapists, exercise program 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) balance personal and professional life b) recognize own limitations and those of others c) recognize how own stress affects others d) recognize need for own downtime, e.g. illness, vacation e) access resources, as necessary

Sub-Task 15.5

PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • regulatory requirements for position • formal and informal learning opportunities • organization's support, e.g. funding 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) identify knowledge gaps and areas of interest, for example: <ul style="list-style-type: none"> • legislation • current research • local and global trends and issues b) develop personal professional development plan c) pursue informal learning, for example: <ul style="list-style-type: none"> • network with colleagues d) pursue formal learning, for example: <ul style="list-style-type: none"> • attend courses, workshops and seminars • complete post-secondary program, e.g. certificate, degree

Sub-Task 15.6

ADVOCATE ON BEHALF OF QUALITY EARLY CHILDHOOD EDUCATION AND CARE

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • benefits of ECEC • issues currently facing ECEC services and staff • emerging needs • target audiences • steps involved in advocacy, e.g. taking a public stand, letter writing, personal contacts • how to access related resources and advocacy organizations • national and provincial/territorial associations 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) identify key ECEC messages, e.g. benefits, issues, challenges b) advocate on behalf of children, families, staff and sector, for example: <ul style="list-style-type: none"> • participate in discussions • lobby all levels of government • educate others about the value and benefits of early childhood education • network with others to achieve required results • engage the broader community, e.g. city, province, school c) evaluate effectiveness of methods, activities and results

Sub-Task 15.7

PROMOTE DIVERSITY

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • benefits of diversity • inclusive practices and policies • strategies to accommodate individual needs • personal and organization's values and biases 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) consider different aspects of diversity, e.g. cultures, ages, abilities, gender, socio-economic status b) protect families and staff from discrimination, harassment and unequal treatment c) build on advantages of a diverse workforce, e.g. value unique skills, recognize different perspectives d) recruit staff with diverse backgrounds e) accommodate differences, e.g. provisions for religious and cultural practices f) support staff to embrace diversity in the workplace, e.g. programming, environment

Sub-Task 15.8

SUPPORT ORGANIZATIONAL CHANGE

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • factors affecting the early childhood and education sector, e.g. trends, research, political and social climate, government policies, technology • best practices 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) envision opportunities for change b) be receptive to change c) understand reasons for changes d) anticipate: <ul style="list-style-type: none"> • challenges or barriers • potential risks e) identify solutions to address challenges or barriers and risks f) create plan to implement change, e.g. succession plan g) communicate change(s) to staff and families h) provide information, training and support i) evaluate impact of change

Sub-Task 15.9

FACILITATE PROBLEM SOLVING AND CONFLICT RESOLUTION

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • problem-solving techniques • importance of involving stakeholders in problem solving • mediation and arbitration procedures • consensus-building techniques 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) gather facts objectively to identify problem: <ul style="list-style-type: none"> • involve concerned parties b) assess severity of problem by determining short-term and long-term risks and impacts, e.g. safety liability, hazards, costs c) identify possible solutions, for example: <ul style="list-style-type: none"> • be open to solutions offered by others • generate ideas through brainstorming • empower others to find their own solutions • try new approaches to solve recurring problems d) evaluate options and their consequences e) decide on course of action in timely manner f) implement solution: <ul style="list-style-type: none"> • communicate information to all parties involved g) evaluate solution h) make adjustments if necessary i) document problem solving process, including: <ul style="list-style-type: none"> • details of issue • action taken • results

Sub-Task 15.10

ADDRESS CONCERNS AND COMPLAINTS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • negotiation techniques • mediation techniques • communication skills 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) clarify details of concern or complaint if necessary b) empathize with individual, for example: <ul style="list-style-type: none"> • acknowledge concern • apologize, if applicable • thank individual for voicing concern or complaint c) remain impartial: <ul style="list-style-type: none"> • take concern or complaint seriously but not personally d) identify possible solutions: <ul style="list-style-type: none"> • consider available resources • ask for the individual's input e) select solution in best interest of organization: <ul style="list-style-type: none"> • notify individual of actions to be taken, if appropriate • ensure that concern or complaint has been addressed f) document concern or complaint and actions taken g) take action to prevent similar occurrences in future, e.g. address issue at staff meeting, make changes to policy

Task 16

Use Communication Skills

Context Statement:

Child care administrators understand the importance of effective communication with children, families, staff and stakeholders. They are able to adapt their communication style and method to their respective audience. Strong written and verbal communication skills are necessary for this role as they are used on a daily basis.

Common Knowledge:

These knowledge statements apply to all subtasks in Task 16:

- best method of communication for different situations, e.g. writing when documentation is required, writing email for quick notification, speaking when issue is of personal nature
- 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. privacy of information, access to information
- own role, responsibilities and level of authority
- information needs of audience
- verbal and nonverbal communication techniques
- communication barriers, e.g. noise interference, language
- diversity of individuals, i.e. differences in culture, values, beliefs, behaviours and experiences
- technology and resources available

Contextual Information - Task Ratings:

- Importance: *important to very important*
- Frequency: *regularly to ongoing*
- Time to perform proficiently: *6 months to 1 year*

Sub-Task 16.1

USE ACTIVE LISTENING SKILLS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • (only common knowledge applies to this subtask) 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) be aware of verbal and nonverbal messages, e.g. tone of voice, body language b) display interest, e.g. nod, smile, use appropriate eye contact c) give speaker undivided attention d) allow speaker to finish before responding e) paraphrase or ask questions to clarify or confirm information

Sub-Task 16.2

DEMONSTRATE SPEAKING SKILLS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • (only common knowledge applies to this subtask) 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) present clear, concise and focused message b) speak with appropriate volume, tone, inflection and speed c) use correct grammar and pronunciation d) avoid excessive fillers, e.g. 'um', 'okay' e) use nonverbal communication (e.g. pauses, eye contact) to reinforce verbal message f) ensure message is understood, e.g. ask for questions, reword or repeat message

Sub-Task 16.3

USE WRITING SKILLS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • organization's templates and protocols 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) ensure writing is the best method of communication b) consider impact of message c) use format, tone, content and style appropriate to purpose and audience d) use clear language e) use correct spelling and grammar f) ensure message is: <ul style="list-style-type: none"> • clear and complete • consistent with organization's philosophy g) create draft, review and revise as necessary h) use support materials as needed, e.g. attachments i) follow up, e.g. ensure message has been received

Sub-Task 16.4

PREPARE REPORTS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • information required by others, for example: <ul style="list-style-type: none"> - employer - licensing body - families - funding sources - community services • methods of researching and gathering information that needs to be reported 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) identify purpose and audience of report b) collect and analyze information c) select appropriate report format, e.g. spreadsheet, power point, document d) produce report e) review and revise, as needed

Sub-Task 16.5

USE COMMUNICATION TECHNOLOGY

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • needs of families • available technology, e.g. computers, cameras, software programs • organization's policies, e.g. social media, cell phone use 	<p><i>Child care administrators are able to:</i></p> <p>a) use computer programs to administer daily operations, for example, to:</p> <ul style="list-style-type: none"> • maintain wait list • update financial information • send/receive emails • create newsletters or reports <p>b) use available technology to communicate with families, for example:</p> <ul style="list-style-type: none"> • keep website information current • create daily blog • post monthly newsletter on website • establish on-site camera link (live streaming) • send daily email updates

Sub-Task 16.6

CONDUCT MEETINGS

Required core knowledge	Required skills and abilities
<p><i>Child care administrators know:</i></p> <ul style="list-style-type: none"> • facilitation techniques • meeting procedures 	<p><i>Child care administrators are able to:</i></p> <ol style="list-style-type: none"> a) prepare for meeting, for example: <ul style="list-style-type: none"> • determine purpose for meeting, e.g. introduce policy • determine meeting format, e.g. in-person, use of technology • arrange details for meeting, e.g. date, time, agenda, previous minutes • invite input from participants for agenda items • distribute or post agenda ahead of time • ensure room is properly set up b) follow agenda: <ul style="list-style-type: none"> • set ground rules at beginning of meeting • keep conversation on topic • encourage input from all participants • adhere to timelines c) facilitate discussion d) record minutes and follow-up actions, e.g. date of next meeting, policy revisions, action plan e) distribute or post minutes from meeting f) evaluate effectiveness of meeting, for example: <ul style="list-style-type: none"> • review agenda and goals • review ideas generated

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