



Child Care Administrator (NOC 0314)

Job Definition¹:

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

Additional Occupational Information²:

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

Overview:

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

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

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

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

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

How to Read this Occupational Language Analysis:

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

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

Comparative Ratings:

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

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

Common Conditions of Communication:

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

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

Skill: Speaking

I. Social Interaction

Interpersonal Competencies

Leave a short simple message. (CLB 4)

- ❑ *leave... voicemail messages [for] parents, co-workers and colleagues (ES-OC)*

Introduce a person (e.g., guest, speaker) formally to a small familiar group. (CLB 6)

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

Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. (CLB 7)

- ❑ *respond to parents' questions and comments (ES-WWO)*
- ❑ *respond to staff concerns (OS-B4.1)*
- ❑ *acknowledge staff's accomplishments (OS-B4.1)*

Comfort and reassure a person in distress. (CLB 8)

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

Conversation Management

Manage conversation. Check comprehension. (CLB 8)

- ❑ *review existing goals and objectives with staff (OS-B4.3)*

Encourage others to participate. (CLB 8)

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

Contribute to/co-manage a discussion or debate in a large formal familiar group. (CLB 10)

- ❑ *communicate and respond [while conducting staff meetings] (OS-B4.6)*

Lead/chair a discussion or a debate in a formal group. (CLB 11)

- ❑ *lead staff meetings. During meetings they facilitate discussions, address problems, make decisions, discuss concerns, and coordinate tasks. They may provide training on conflict resolution, organization skills, and stress management.. (ES-OC)*
- ❑ *chair or facilitate meetings with specific goals, such as policy, programming and team building (OS-B4.6)*

Recognize and prevent conflict-escalating language behaviour by reframing negative statements. (CLB 11)

- ❑ *resolve conflict between staff members and parents. They facilitate discussions between the two parties to identify concerns and arrive at appropriate solutions. (ES-OC)*
- ❑ *reconcile different points of view and resolve conflicts (ES-WWO)*

Phone Competencies

Carry on a brief phone conversation in a professional manner. (CLB 8)

- ❑ *use a telephone. For example, [they] book appointments with parents. (ES-OC)*

II. Instructions

No communication tasks for this category were found in the source documents. These tasks may, in fact, exist for this occupation and will require individual assessment in each work context.

III. Suasion (Getting Things Done)

Call for emergency assistance. (CLB 5)

- ❑ *summon emergency services (OS-D10.3)*

Make a simple formal suggestion; provide reason. (CLB 6)

- ❑ *recommend staff professional development activities (ES-TS)*
- ❑ *assign tasks to child care workers and administrative staff (ES-TS)*
- ❑ *identify and recommend external resources (OS-E12.4)*

Make a verbal request for an item. (CLB 6)

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

Request a word. Ask for and respond to recommendations or advice. (CLB 7)

- ❑ *call or refer to appropriate resources [when responding to physical and emotional trauma] (OS-D10.4)*

Indicate problems and solutions in a familiar area. (CLB 8)

- ❑ *contact the parents to determine why payments have not been made, emphasize the importance of making payments on time and inform the parents of the consequences of not making payments. They discuss payment plan options and recommend the option most likely to result in regular payment of fees. (ES-TS)*
- ❑ *take remedial action on delinquent accounts [when managing accounts receivable] (OS-C9.3)*
- ❑ *negotiate a payment plan (OS-C9.3)*

Propose/recommend that certain changes be made in a familiar area. (CLB 8)

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

Formally raise an issue with an individual or a group in authority. (CLB 9)

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

Present a formal proposal outlining how the concern should be addressed and a persuasive argument to adopt it. (CLB 9)

- ❑ *network with others to achieve the required results [by advocating on behalf of quality early childhood education and care] (OS-E13.1)*

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

- ❑ *negotiate and mediate differences of opinion (OS-B6.1)*

Negotiate a contract/agreement. (CLB 12)

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

IV. Information

Presentations

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

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

Give a demonstration, briefing, oral report or position paper. Argue a point. (CLB 9)

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

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

- *may present sessions for colleagues at training events and national conferences. For example, they may discuss their experiences with emergent curriculum. (ES-OC)*

Give effective presentations that meet the needs of diverse audiences. (CLB 11)

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

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

- *make public presentations to solicit funding (OS-C8.1)*

Interaction One-on-One

Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 7)

- *consult colleagues on specific concerns and areas of interest. For example, they may ask to tour a facility that is using emergent curriculum. (ES-TS)*
- *network with colleagues and other professionals [to identify professional development opportunities] (OS-B5.2)*

Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 8)

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

Discuss options. (CLB 8)

- *set a...verbal plan of action [to support and address staff behaviour] (OS-B4.4)*

Provide, obtain and discuss detailed complex information and opinions with individuals in order to coordinate teamwork assignments/tasks. (CLB 9)

- *discuss programs and administration with stakeholders. For example, they discuss new program ideas with centres' advisory committees. (ES-OC)*
- *interact with staff, student interns, board members and owners to...share information. They speak with staff about performance, resources and concerns. They may discuss expectations, performance and child care topics with student interns completing work placements. (ES-OC)*
- *ask appropriate, open-ended interview questions (OS-B3.3)*

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

- *communicate with government employees to ensure child care facilities meet provincial and territorial standards. For example, they discuss the results of licensing inspections with government inspectors (ES-OC)*
- *check references such as personal references, police record checks and child welfare record checks (OS-B3.4) and (OS-B7.2)*
- *advise the governing authority on pay and benefit requirements to remain competitive (OS-B6.2)*
- *interview and select external human resources (OS-B7.2)*
- *delegate and direct others' actions [in order to respond to facility emergencies] (OS-D10.3)*
- *advocate on behalf of ECEC staff (OS-E13.1)*

Interaction in a Group

Contribute to a debate. (CLB 10)

- *participate in labour negotiations (OS-B6.2)*

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

- *facilitate meetings [to advise and support the function of governing authorities] (OS-F16.1)*

Skill: Listening

I. Social Interaction

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

- ❑ *interact with staff, student interns, board members and owners to seek...information. They speak with staff about performance, resources and concerns. They may discuss expectations, performance and child care topics with student interns completing work placements. (ES-OC)*
- ❑ *listen...to staff concerns (OS-B4.1)*
- ❑ *review and set new goals and objectives [as part of staff evaluation] (OS-B4.3)*

Identify, analyse and evaluate conflict-resolving, consensus-building and compromise negotiating language and interpersonal strategies. (CLB 11)

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

II. Instructions

Understand simple messages left on voice-mail (with five to seven details). (CLB 7)

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

III. Suasion (Getting Things Done)

Evaluate extended oral suggestions for solutions to problems, recommendations and proposals in relation to their purpose and audience. (CLB 9)

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

Identify, analyse and evaluate values and assumptions in oral suasive discourse (where obvious from the stated and unstated clues in the text). (CLB 10)

- ❑ *interact with parents. They discuss parent expectations, satisfaction with services, parent work schedules, children's schedules, children's medical information and any special care instructions. (ES-OC)*
- ❑ *observe and evaluate adult/child interaction (OS-A2.1)*

IV. Information

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

- ❑ *listen [during staff meetings] (OS-B4.6)*

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

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

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

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

Skill: Reading

I. Social Interaction Texts

Get information from personal notes, e-mail messages and letters. (CLB 4)

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

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

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

II. Instructions

Understand and follow moderately complex written instructions for seven to 10-step procedures. (CLB 5)

- *read instructions on medicine labels (ES-R)*

Follow a set of written instructions on 10- to 13- step everyday procedures related to simple technical and non-technical tasks. (CLB 7)

- *follow mediation and arbitration procedures (OS-B6.3)*

Follow an extended set of multi-step instructions for established process. (CLB 8)

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

III. Business/Service Texts

Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts. (CLB 5)

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

Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications. (CLB 6)

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

Find two or three pieces of information in moderately complex formatted texts. (CLB 6)

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

Identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice. (CLB 7)

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

Identify factual and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour. (CLB 8)

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

Obtain information for key work/business tasks by locating and integrating several pieces of information in complex prose texts and formatted texts. (CLB 9)

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

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

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

Analyse and evaluate persuasiveness in business/service texts. (CLB 11)

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

IV. Informational Texts

Use standard reference texts: dictionaries, maps and diagrams. (CLB 3)

- ❑ *identify safety, hygiene and hazard symbols and warning phrases on signs. For example, they ensure that 'wash hands' signs are posted in all washrooms and kitchens. (ES-DU)*

Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic. (CLB 6)

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

Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic. (CLB 7)

- ❑ *read a variety of reports. For example, they read inspection reports, written by day care inspectors, describing the findings and recommending changes to day care operations and facilities. They also read accident and incident reports. (ES-R)*

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

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

Comprehension of complex process flow charts, graphs, pictographs and diagrams by expressing them in alternate forms. (CLB 9)

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

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

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

Information Literacy/Reference and Study Skills Competencies

Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference sources. (CLB 7)

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

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

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

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

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

Skill: Writing

I. Social Interaction

Write press/news/media releases and public relations materials to foster goodwill for a company, project, initiative, campaign. (CLB 12)

- *may create marketing materials, such as brochures, flyers, and web site pages, to promote child care centres. They use concise and effective wording to describe programs, services and fees. (ES-W)*

II. Recording/Reproducing Information

Copy short texts to record information for personal use, or to complete tasks, or to learn information. (CLB 4)

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

Reduce a page of information to a list of seven to 10 important points. (CLB 5)

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

Take notes from an oral presentation or a page of written information. (CLB 6)

- *keep a record of ideas and actions [from staff meetings] (OS-B4.6)*

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

- *create lists specifying procedures to be followed to ensure consistency. For example, they create a list of steps for registering children in centres (ES-DU)*

Write summaries and summary reports of longer texts. (CLB 9)

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

Write minutes of a meeting. (CLB 9)

- *document agreements [to manage problem solving and conflict resolution] (OS-B6.3)*

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

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

III. Business/Service Messages

Fill out simple forms. (CLB 3-4)

- *maintain child attendance records (OS-C9.6)*

Convey simple business messages as written notes. (CLB 3-4)

- *schedule regular staff evaluation meetings (OS-B4.3)*

Fill out forms. (CLB 5)

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

Fill out moderately complex forms. (CLB 6-7)

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

Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings. (CLB 7)

- *may write a one-page article for a parent newsletter describing topics such as play-based learning and introducing new staff members (ES-W)*

- ❑ *write presentation notes for slideshows delivered to staff, board members, owners and colleagues. The notes elaborate on the points covered in each slide, remind the presenter of relevant examples and provide background information. Topics range from training presentations on conflict resolution for staff through financial updates for board members and owners. (ES-W)*
- ❑ *e-mail colleagues to both share and request information about programs with a high client satisfaction rate (ES-W)*
- ❑ *plan their own activities on a daily, weekly and monthly basis to ensure reporting and regulatory requirements and timelines are met (ES-TS)*
- ❑ *use e-mail programs to communicate with parents, government employees, staff members, colleagues, board members and owners (ES-CU)*
- ❑ *maintain records according to safety regulations (OS-C9.7); maintain allergy and dietary records on each child (OS-D10.6); maintain records and follow-up [to ensure compliance with building regulations and codes] (OS-D11.3)*
- ❑ *develop varied and nutritious menus within budget limits (OS-C10.7)*

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

- ❑ *draft the advertisement [for new staff] (OS-B3.2)*
- ❑ *set a written...plan of action [to support and address staff behaviour] (OS-B4.4)*

Fill out forms and other materials in pre-set formats with required brief texts. (CLB 8)

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

Write short suggestions and reports as memos and pre-set form reports. (CLB 9)

- ❑ *monitor [staff] progress and follow-up (OS-B4.3)*
- ❑ *report and take corrective action to address discrepancies or variances in financial statements (OS-C9.2)*

Write instructions and instruction letters. (CLB 10)

- ❑ *maintain a plan for contingencies (OS-C8.2)*
- ❑ *develop organizational procedures in case of emergencies (OS-D10.2)*

Fill out complex forms and other materials in pre-set formats with one to five paragraphs of texts. (CLB 10)

- ❑ *complete child registration/compliance agreements (OS-C9.6)*

Write formal business reports, requests for proposals and formal proposals. (CLB 11)

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

Create forms and other materials in pre-set formats to collect and record complex information in a standard way. (CLB 11)

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

Write manuals, procedures, training materials and other formal documentation. (CLB 12)

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

IV. Presenting Information

Write one or two paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process. (CLB 6)

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

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

- ❑ *use word processing software. For example, they write and format short reports for board members and owners. (ES-CU)*
- ❑ *set new goals and objectives [for staff] (OS-B4.3)*

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

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

Write a paper, essay, report or story to narrate a sequence of events from the past. (CLB 9)

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

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

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

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

- ❑ *prepare a cost/benefit analysis [to market services and activities] (OS-F15.4)*

For more information about:**Contact:**

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