



EARLY CHILDHOOD EDUCATOR (NOC 4214)

Job Definition¹:

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

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

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

Overview:

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

- the *Canadian Language Benchmarks 2000*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada
- *Early Childhood Educator Essential Skills Profile*: November, 2008

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

- *Occupational Standards for Child Care Practitioners*, Canadian Child Care Federation, September 2009

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

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

How to Read this Occupational Language Analysis:

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

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

Comparative Ratings:

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

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

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

Common Conditions of Communication:

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

Skill: Speaking

I. Social Interaction

Interpersonal Competencies

Greet, introduce self and ask about the other person. (CLB 3)

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

Indicate problems in communication. Ask for explanation. (CLB 3)

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

Open, close and respond to short casual small talk. (CLB 4)

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

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

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

Respond to a minor conflict or complaint. (CLB 8)

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

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

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

Express and respond to expressions of respect, friendliness, distance and indifference. (CLB 9)

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

Conversation Management

Encourage others in a conversation by showing interest. (CLB 5)

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

Encourage conversation by adding supportive comments. (CLB 6)

- *support children in openly and safely expressing their positive and negative feelings through a range of verbal and non-verbal, communication strategies that are respectful of the child's/family's culture (OS-1.5f)*
- *confirm with children that their communication has been received and understood (OS-2.1.2)*
- *use a variety of strategies to respond in a positive and encouraging manner to children's efforts to learn new skills (OS-3.3d)*
- *help children to share their ideas and feelings with others (OS-3.4d)*

- engage children in activities and discussions that help them think about and reflect on ethical issues and dilemmas (OS-3.7c)

Confirm own comprehension. (CLB 7)

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

Use a number of strategies to keep the conversation going: hold the floor; resume after interruption; change topic. (CLB 7)

- communicate with each child in a style and manner, and at a pace and level, that is appropriate to the child's developmental level and needs (OS-3.5a)
- [demonstrate] effective communication strategies with youths and with adults (OS-6.2.5)

Encourage others to participate. (CLB 8)

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

Phone Competencies

Take phone messages with three to five details. (CLB 6)

- take brief phone messages from parents (e.g., "My child is sick today and won't be in" or "I will pick my child up early today"). (ATI-S12)

Take live phone messages with five to seven details. (CLB 7)

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

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

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

II. Instructions

Give short, one- to two-clause directions relating to movement and position in space. (CLB 3)

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

Give sets of simple everyday instructions and directions. (CLB 4)

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

Give an extended set of sequentially presented simple clause instructions/directions on daily routine actions. (CLB 5)

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

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

- explain good hygiene practices to children in a way they can understand (OS-1.1d)
- explain good safety practices to children in a way they can understand (OS-1.2k)

- explain good nutrition and good health practices to children in a way they can understand (OS-1.4c)
- explain the importance of regular gross motor activity to children in a way they can understand (OS-3.2c)
- use verbal guidance to help children to learn and practice strategies for getting along with others (OS-3.4c)

Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks. (CLB 7)

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

III. Suasion (Getting Things Done)

Ask and grant permission. (CLB 3)

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

Advise someone of danger. (CLB 3)

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

Ask for, offer, and accept assistance. (CLB 3)

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

Give and get permission. (CLB 5)

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

Give simple informal advice. (CLB 5)

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

Call for emergency assistance. (CLB 5)

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

Make a simple prediction of consequences. (CLB 6)

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

Give and respond to a warning; discourage others. (CLB 7)

- discuss [with parents] why toys brought from home may cause conflict between children or become lost or damaged. They follow up with parents to ensure they understand and accept the policies (ES-TS)

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

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

Make an extended suggestion on how to solve an immediate problem or make an improvement. (CLB 7)

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

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

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

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

- speak with members of the community regarding the importance of early childhood education program. For example, they may speak with politicians about required financial support (ES-OC)

- ❑ *bring their concern about a possible delay or problem to the attention of the child's family in a way that seeks the family's opinion and indicates the possible need for further investigation but does not unduly alarm the family (OS-5.1e)*

Respond to threats (overt and covert). (CLB 10)

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

IV. Information

Presentations

Talk about health and feelings. (CLB 3)

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

Relate a story about an everyday activity. (CLB 4)

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

Describe a scene or picture. (CLB 5)

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

Describe a daily routine. (CLB 5)

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

Describe and compare people, places etc. (CLB 6)

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

Describe a moderately complex process. (CLB 7)

- ❑ *may represent program at board meetings. They may present details to the board about program plans, interventions, successes and issues (ES-OC)*

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

- ❑ *may present best practices and new methodology learned at conferences and seminars to staff members and management (ES-OC)*
- ❑ *may deliver professional development workshops for co-workers and colleagues (ES-OC)*

Tell a story, which includes an anecdote. (CLB 8)

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

Interaction One-on-One

Ask for and provide information related to routine daily activities (e.g., personal, family, others, work). (CLB 5)

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

Ask for and provide information in an interview related to daily activities. (CLB 6)

- ❑ *provide families with information about the child care setting's philosophy, policies, approaches and procedures in a way that answers their questions (OS-6.1a)*
- ❑ *reassure families that family enquiries, conversations with families, and children's records will be kept confidential unless a parent gives explicit permission to share information or such sharing is required by law or by court order (OS-6.1f)*

- ❑ *communicate on a regular basis with families about the child's daily experiences, progress, and development in a way that assists families to set goals for the child and provide feedback on the child care program (OS-6.2b)*
- ❑ *discuss a child's behaviour or progress with co-workers in order to share information and optimize care. For example, they may ask what time a child got up or if he/she has taken their medication or observe that a child has learned how to do or say something new (ATI-S38)*
- ❑ *explain and answer questions about daily routines and programming during initial meetings with parents (ATI-S39)*

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

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

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

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

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

- ❑ *discuss observations of possible developmental delays in children with parents. They provide evidence, guidance, and support to parents (ES-OC)*

Interaction in a Group

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

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

Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval. (CLB 7)

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

Participate in a debate/discussion/meeting on an abstract familiar topic or issue. (CLB 8)

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

Contribute to a debate, case study discussion with familiar participants in an academic/workplace context. (CLB 9)

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

Skill: Listening

I. Social Interaction

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

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

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

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

Identify situation and relationship between speakers. (CLB 5)

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

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

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

Identify mood/attitude of participants. (CLB 6)

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

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

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

II. Instructions

Follow two- to four-clause directions relating to movement and position in space, and to weights, measures, amounts and sizes. (CLB 3)

- ❑ *listen for directions about where supplies are located, such as "There's a bottle of disinfectant under the sink in the staff washroom." (ATI-L8)*

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

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

Understand a range of spoken everyday instructions on step by step procedures. (CLB 5)

- ❑ *confirm their own understanding of schedules, routines and planned events. For example, they may ask a co-worker to confirm outdoor time has been extended, or whether a picnic is going ahead as planned (ATI-L3)*

- *listen to instructions related to changes in established schedules. For example, they may listen to supervisors describe an alternate route to take to get to an outdoor play area (ATI-L4)*

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

- *follow simple messages left on voice mail, e.g., a child will not be in today or will be arriving late (ATI-L13)*

DRAFT

III. Suasion (Getting Things Done)

Identify expressions used to ask and grant permission; advise of danger; ask for, offer, and accept assistance. (CLB 3)

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

Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests. (CLB 6)

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

Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. (CLB 7)

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

Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations. (CLB 8)

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

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

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

IV. Information

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

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

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

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

Skill: Reading

I. Social Interaction Texts

Get information from short personal notes and letters. (CLB 3)

- *read messages written by parents in thank-you and holiday greeting cards (ATI-R1)*

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

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

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

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

II. Instructions

Follow one- to five-step common everyday instructions and instructional texts. (CLB 3)

- *locate ingredients on food and product labels (ES-DU)*

Follow one- to six-step common everyday instructions and instructional texts. (CLB 4)

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

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

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

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

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

III. Business/Service Texts

Find information in formatted texts: forms, tables, schedules, directories. (CLB 3)

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

Get information from short business brochures, notices, form letters and flyers. (CLB 3)

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

Find information in formatted texts: forms, tables, schedules, directories. (CLB 4)

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

Get information from short business brochures, notices, form letters and flyers. (CLB 4)

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

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

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

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

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

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

- ❑ *may read student educator requirements to understand what skills and knowledge should be evaluated during practicum work (ES-RT)*
- ❑ *read child development reports to evaluate if further observation of specific behaviours is required or if development areas should be described in more detail (ES-RT)*
- ❑ *may review parent manuals to provide comments and suggestions for changes (ES-RT)*
- ❑ *read regulations related to child care and health and safety. For example, they read the "Day Nurseries Act" to understand the legal requirements of their place of work. (ES-RT)*
- ❑ *review and provide comments on funding proposals requesting program financial assistance (ES-RT)*

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

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

IV. Informational Texts

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

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

Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic. (CLB 5)

- *read children's stories to entertain and teach during story time (ES-RT)*

Demonstrate comprehension of standard maps, basic diagrams, basic graphs. (CLB 5)

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

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

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

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

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

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

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

Information Literacy/Reference and Study Skills Competencies

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)

- *conduct online searches for recipes related to a theme using a search engine. They may access bookmarked web sites that feature safe activities for relevant age groups. (ES-CU)*
- *access government and professional association web sites to search for articles on specific topics and training opportunities (ES-CU)*
- *conduct internet research to find information. They research topics such as child-centred care, health conditions, and cognitive impairments; field trip information; bus route planning or ideas for crafts or activity planning (ATI-R16)*

Access/locate several pieces of information in on-line electronic reference sources. (CLB 8)

- *search for labour market analysis summaries, such as the difference in wages across Canada, on the Child Care Human Resources Sector Council web site (ES-TS)*

Access a single piece of information involving a complex search in on-line electronic reference sources. (CLB 9)

- *[read] online resources to keep their knowledge of professional topics current. For example, they search post-secondary institution web sites for development opportunities (ES-TS)*

Skill: Writing

I. Social Interaction

Convey a personal message in an informal written note (CLB 3)

- *write brief reminder notes to parents. For example, they may write notes to remind parents to pick up a newsletter, hand in a questionnaire, or check the parent log for a new entry (ATI-W2)*

Convey personal messages in an informal or formal personal short letter or a note to express invitations, thanks, regrets, cancellations and apologies. (CLB 4)

- *write thank-you cards to parents to express appreciation. For example, they may write notes to thank parents for small gifts, or for having helped out during excursions (ATI-W3)*

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

- *write thank you letters to staff at field trip locations (ES-W)*

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

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

II. Recording/Reproducing Information

Copy short texts from dictionaries, directories, schedules, instructions. (CLB 3)

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

Take live phone messages, voice mail messages or pre-recorded information with five to seven details. (CLB 5)

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

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

Take notes in point form from an oral presentation. (CLB 7)

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

Write an outline or a summary of a longer text. (CLB 8)

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

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

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

III. Business/Service Messages

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

- ❑ *complete time sheets for hours worked (ES-DU)*
- ❑ *fill out request forms for vacations, shift changes, and time off (ES-DU)*
- ❑ *create staff or room meeting agendas (ES-DU)*
- ❑ *write notes to remind themselves of tasks to be completed, such as selecting new books to suit themes and to record tasks completed (ES-W)*
- ❑ *write notes about schedule changes, upcoming activities, or issues encountered in communication logs or staff books (ES-W)*
- ❑ *write a brief note or notice to be posted advising parents that a field trip or special event has been cancelled (ATI-W4)*

Fill out forms. (CLB 5)

- ❑ *complete playground daily inspection checklists. They provide satisfactory or unsatisfactory ratings and describe actions taken if playground was in unsatisfactory condition (ES-DU)*
- ❑ *create monthly tables to summarize activity and meal plans for children (ES-DU)*
- ❑ *write entries in children's portfolios or daily journals to document learning. Portfolios include notes on activities, accomplishments, and interests (ES-W)*
- ❑ *record observations of children in journals, parent logs or scrapbooks. They write to describe positive efforts, concerns, of children (ATI-W1)*

Convey business messages as written notes. (CLB 5-6)

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

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

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

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

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

Write semi-formal reports and proposals. (CLB 10)

- ❑ *may write funding proposals to request program financial assistance (ES-W)*

IV. Presenting Information

Write a short text about a personal or familiar situation. (CLB 3)

- ❑ *print words or sentences on paper to teach or to help children (ES-W)*

Describe a person, object, place, situation, event. (CLB 3)

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

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

- ❑ *use word processing software [to] write newsletter articles (ES-CU)*

Write a paragraph to relate/explain information in a table, graph, flow chart or diagram. (CLB 8)

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

Write a paper that poses a problem and presents arguments for a solution. (CLB 10)

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

For more information about:

Canadian Language Benchmarks or Occupational Language Analyses

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