

Child Care Human  
Resources Sector  
Council (CCHRSC)

Occupational Standards for  
Child Care Administrators

<http://www.ccsc-cssge.ca/english/>

- CCHRSC is a pan-Canadian, non-profit organization that addresses pressing human resources issues in the child care sector

# History...

- established in 2003
- history goes back to 1996 when the federal government agreed to fund a sector study to investigate human resources issues in child care
- which lead to a round table, which lead to the creation of CCHRSC

# History continued...

- creating the CCHRSC acknowledged the importance of the child care workforce to society, providing stable funding for an organization dedicated to the human resources issues in the child care sector

# Log on to get your copy of the Occupational Standards

- [www.ccsc-cssge.ca/english/](http://www.ccsc-cssge.ca/english/)
- Home Page > Training and Career Resources > Human Resources Tools & Information > Occupational Standards for Child Care Administrators

# Introduction...

- Occupational standards describe what a person in a particular occupation must know and be able to do to be considered “capable” in the occupation.
- “Capable” means that a person has the level of skills and knowledge to do a job safely and properly.

- These occupational standards are intended for directors, supervisors, administrators, managers, and lead or head educators working in an early childhood education and care environment.

- They apply to any child care administrator who is
- responsible for the operation
- of an early childhood education and care program for children aged 0 - 12, in any of the following:
- publicly funded child care setting
- privately operated child care setting
- multiple site operation
- home-based child care settings
- family resource programs



- Let's take a look at the Occupational Standards for Child Care Administrators

# Sections

- A. Child Development and Care
- B. Human Resources
- C. Financial
- D. Facilities
- E. Family and Community Relations
- F. Governance

# Tasks

- **A. Child Development and Care**
- Task 1: Develops and Implements Children's Programs.
- Task 2: Creates Child-Centred Environments.

# Sub-Tasks

- **Task 1: Develops and Implements Children's Programs**
- Sub-Task 1.1 Develops and Implements a Philosophy of Early Childhood Education and Care.
- Sub-Task 1.2 Applies Pedagogical Guidelines.

- Sub-Task 1.3 Provides Program Support to Staff.
- Sub-Task 1.4 Develops Philosophies and Practices for Meeting Children's Needs.
- Sub-Task 1.5 Monitors Program Activities.
- Sub-Task 1.6 Evaluates Programs.

# Required skills and abilities:

- **Child care administrators are able to:**
  - a) apply early childhood development knowledge in the development of an ECE philosophy;
  - b) consult and involve stakeholders, such as the governing authority, staff and parents;
  - c) articulate the philosophy to target audiences;

- d) reflect current research in making program decisions;
- e) empower the organization, staff and families to support and implement the philosophy and values of child care services;
- f) implement the ECEC philosophy within programs.

# Required core knowledge:

- **Child care administrators know:**
  - 1) principles of early childhood development and learning;
  - 2) communication;
  - 3) current research related to program philosophy;
  - 4) environmental and cultural influences on child development.



# Why have occupational standards?

- enables administrators to take ownership of their occupation
- defines acceptable professional behaviours
- defines the knowledge, skills and abilities required for competent practice

# Specifically for administrators...

- offers a foundation for career development
- identifies training gaps in the occupational skill set
- enhances occupational recognition
- enhances job mobility

# Specifically for employers...

- provides guidance for recruitment
- identifies key tasks and roles
- identifies professional development needs
- facilitates objective job descriptions

# Specifically for early childhood faculty...

- provides the basis for curriculum, training development and education
- identifies areas where expertise is required

# Specifically for sector organizations...

- forms the basis of certification programs
- forms the basis of program accreditation

# Specifically for the stakeholders...

- identifies skills required for specific occupations
- provides nationally recognised sector-driven benchmarks of best practices
- provides career development information for practitioners

laddering to administration

(Child Care Human Resources Sector Council, (2006). *Occupational Standards for Child Care Administrators*. Ottawa)