

The Value Of Early Childhood Care Work: A Preliminary Study

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Introduction

There are approximately three hundred and sixty licensed child care centres in Nova Scotia, with early childhood care practitioners caring for over eleven thousand children. As reported in *Our Child Care Workforce*, a national sector study funded through the Sector Study Directorate of Human Resources Development, recognition and remuneration are two major needs identified by early childhood practitioners in their efforts toward gaining support for the value of work they do both in terms of respect and equitable compensation. The Atlantic Day Care Study reported in 1995 that salaries for early childhood teacher practitioners in Nova Scotia averaged \$15,668 and administrators averaged \$21,000.

A fairly accurate account is needed of how many early childhood practitioners work in Nova Scotia and the number of hours/weeks they work will assist in developing strategies to address the issues of recognition and remuneration in early childhood practice. With these figures, their economic contribution can be estimated.

It is difficult to determine the actual value of early childhood work. While it shares some commonalities with other professions such as education, nursing and social work, because it is so cross-discipline, it is a profession in its own right. As a result, it is difficult to determine what profession to use to compare the work done in early childhood practice. The Universal Classification Standard developed by Treasury Board is a work classification system that can be used to evaluate early childhood work, resulting in a point-to-point comparison to other professions.

The purpose of this study was to conduct a work evaluation of the positions of early childhood teacher practitioner and early childhood administrator practitioner using the Universal Classification Standard and to take a census of early childhood practitioners practicing in Nova Scotia. With these two tasks accomplished, the value of early childhood work can be determined more accurately.

To work towards the above-mentioned-goals, information about the number of, and hours worked by, early childhood practitioners was gathered. A composite job description based on the Universal Job Evaluation Plan (UJEP) Classification system was created from job descriptions received from centers in Nova Scotia. In the interests of further professional development, information on pertinent training topics was also gathered.

To gather the information, a survey was mailed to all early childhood centers in Nova Scotia. Of the three hundred and sixty centers, a representative sample of fifty (50) were selected for telephone surveys. A proportional sample was selected based on four separate variables:

- Method of Incorporation (Non Profit Society or Private)
- Location (Urban, Town, Rural)
- Size (based on licensed capacity)
- Program (Part time or Full time)

The remainder of the centers received the survey in the mail. The same questions were asked both those in the telephone survey and those in the mail survey. In addition, those in the telephone survey were asked the number of staff at their center who had formal training. Because the sample taken for the telephone survey was representative, the number recorded for trained staff was used to generalize to the general population . Of the three hundred and sixty surveys, one hundred and forty-two (142) were received. Two were received late and were not included in the results, although this did not affect the averages in the sample.

The questions asked were:

1. How many teaching staff do you have full time?
2. How many non-teaching staff do you have full time?
3. How many part time teaching staff do you have?
4. What constitutes part time for the teaching staff?
5. How many part time non-teaching staff do you have?
6. What constitutes part time for the non-teaching staff?
7. What training topics would be helpful to you as an administrator?
8. What training topics would be helpful to your staff?
9. How many of your staff have formal early childhood training?
10. How many weeks per year is your center open?
11. How many hours per days your center open?
12. What is the licensed capacity of your center?
13. What is the age range of the children in your center?
14. How many staff including yourself are employed at your center?
15. What types of programs does your center have?
16. What are your hours of operation?

Respondents were also asked to send in job descriptions for their teaching staff.

Composition of the Early Childhood Sector in Nova Scotia

The findings on the number and kind of staff and hours worked were as follows:

Table 1: Composition of Early Childhood Practitioners Workforce in Nova Scotia by Hours Worked

	Sample frequency	Population frequency	Percentage of all staff	Average per center
Full Time Teaching Staff	561	1453	67%	4.0
Part Time Teaching Staff	195	505	23%	1.4
Full Time Non-Teaching Staff	29	75	3%	0.3
Part Time Non-Teaching Staff	57	148	7%	0.4
Total Staff	842	2181	100%	6.0

N=140, P= 360

Note: The total number of survey included were 140. The population frequencies were estimated by using the formula P/N and then using the sample frequencies and multiplying them by this number, which was 2.57.

The category of teaching staff included both teachers and directors, while non teaching were those workers who performed duties such as cooking, maintenance, and bookkeeping. For the purposes of this study, full time was defined as working thirty-five (35) hours or more a week. Also, part time was defined as all those who performed any paid work of any amount of hours less than thirty-five (35)hours a week at the center. This included substitutes who were used on an as needed basis. Students were excluded because of the temporary nature of the length of time they were employed, and volunteers were excluded because they did not perform paid work.

It is shown in the above chart that more than half, sixty-seven percent (67%), of the staff employed in the child care sector are both teaching and working full time hours. The second largest population employed in the Early Childhood sector are those that are part time teaching staff who make up twenty-three percent (23%) of the staff employed in Nova Scotia Early Childhood centers. Non teaching staff both full time and part time comprised only ten percent (10%) of the population of employed workers.

There is a high degree of formally trained staff working in child care. The results for trained staff are as follows:

Table 2: Trained Staff in Early Childhood Centers in Nova Scotia

Sample	Sample Frequency	Population frequencies	% of all Staff	Average
Trained Staff	494	1280	59%	3.6

Note: The actual number of responses on this question was only 43, but to balance it with the rest of the sample 140(N) was divided by 43 and this number was multiplied by the actual frequency to get the sample frequency. The sample frequency was then multiplied by 2.57 to get the population frequency.

Fifty-nine percent (59%) of the total staff have formal training and when the percentage is based on only teaching staff, the percentage increases to almost ninety percent (90%). These numbers make it clear that early childhood practitioners are a well educated workforce.

Information on the number of children in early childhood centers was also gathered. The number of children at a center was based on the center's licensed capacity, so these numbers may not be totally accurate, but do offer an idea of how many children are in early childhood centers. The total number of children in child care was estimated at 12,432 with an average of 34.2 children per center.

It is also helpful to be aware of how the centers, staff and children in Nova Scotia Early Childhood practice are distributed based on the four factors of Method of Incorporation, Location, Size and Program. The following charts give averages and percentages for the distribution of centers, staff and children on these four factors.

Table 3: Distribution of Centers, Staff and Children in Nova Scotia Early Childhood Practice by Method of Incorporation

	% that are in the private centres	average per center that are in private centres	% that are in the non-profit centres	average per centre that are in non-profit centres
Centers	47%	N/A	53%	N/A
All Staff	31%	3.9	69%	7.9
Full time teaching staff	30%	2.6	70%	5.3
Full time non teaching	20%	0.1	80%	0.4
Part time Teaching staff	37%	1.2	63%	1.7
Part time non teaching	21%	0.2	79%	0.6
Trained staff	28%	2.1	72%	4.8
Children	35%	25.5	65%	42.4

Note: percentages are based on all staff i.e.: 30% of all the full time teaching staff employed in early childhood practice in NS are employed in private centers.

The centers are almost evenly split between private and non-profit methods of incorporation. The majority of staff are employed in non-profit centres and sixty-five percent (65%) of the children are in non-profit centers. This chart shows that non-profit centres are the larger employer of early childhood practitioners and that this aspect of the early childhood sector has more of the trained staff.

Table 4: Distribution of Centers, Staff and Children in Nova Scotia Early Childhood Practice by Location

	% that are in urban locations	average per centre for urban locations	% that are in town locations	average per center for town locations	% that are in rural locations	average per center for rural locations
Center	39%	N/A	41%	N/A	20%	N/A
Staff	52%	8	35%	5.2	13%	3.7
Full time teaching staff	56%	5.8	34%	3.3	10%	2
Full time non teaching	55%	0.4	45%	0.2	0%	0
Part time teaching staff	40%	1.5	37%	1.3	23%	1.6
Part time non teaching	57%	0.6	37%	0.4	6%	0.1
Trained staff	43%	3.9	37%	3.3	20%	3.3
Children	49%	43	35%	30.3	16%	26

Note: percentages are based on all staff i.e.: 56% of all full time teaching staff employed in early childhood care centers in NS are employed in urban locations.

Forty-one percent (41%) of the centers are located in towns, thirty-nine percent (39%) in urban locations and twenty percent (20%) in rural locations. Fifty-two percent (52%) of the staff are employed in urban centers which corresponds with about half of the children being located in these centers. The chart also shows that forty-three percent (43%) of the trained staff are employed in urban centers. The chart shows that relative to other locations, urban centers employ more of the trained staff.

Table 5: Distribution of Child Care Centers, Staff and Children in Nova Scotia Early Childhood Practice by Center Size (based on licensed capacity)

Size of center (licensed capacity)	Center	Staff	Full time teaching staff	Full time non teaching staff	Part time teaching staff	Part time non teaching staff	Trained Staff	Children
% for Less than 14	11%	3%	1%	3%	9%	0%	5%	4%
Average for less than 14	N/A	1.6	0.5	0.06	1.1	0	1.4	11.1
% for 14-21	25%	13%	11%	11%	19%	5%	11%	13%
Avg. for 14-21	N/A	3	1.8	0.09	1.1	0.01	1.5	17.2
% for 22-35	30%	22%	20%	28%	28%	18%	25%	23%
Avg. for 22-35	N/A	4.5	2.8	0.2	1.3	0.2	3	27.5
% for 36-55	17%	25%	26%	17%	20%	39%	25%	22%
Avg. for 36-55	N/A	8.9	6.1	0.2	1.6	0.9	3	43.6
% for 56-77	11%	20%	22%	17%	13%	24%	13%	23%
Avg. for 56-77	N/A	10.6	7.8	0.3	1.6	0.9	4	67.6
% for more than 77	6%	17%	20%	24%	10%	14%	21%	16%
Avg. for more than 77	N/A	18.1	13.8	0.9	2.5	1	13.3	95.5

Note: percentages are based on all staff i.e.: 20% of all fulltime teaching staff employed in early childhood centers in NS are employed in centers with a licensed capacity of between 22-35.

Thirty percent (30%) of the centers have a licensed capacity of between twenty-two (22) and thirty-five (35). Twenty-five percent (25%) of the staff are employed in centers with a licensed capacity of between thirty-six (36) and fifty-five (55). Twenty-two percent (22%) of the children are located in these centers. Further, fifty-five percent (55%) of early childhood centers have a licensed capacity of between fourteen (14) and thirty-five (35). Within this range, thirty-five percent (35%) of the early childhood practitioners are employed, and thirty-six percent (36%) of the children are in centers this size, and thirty-six percent (36%) of the trained staff work in centers of this size.

Table 6: Distribution of Centers, Staff and Children in Nova Scotia Early Childhood Practice by Type of Program

	% that are in Full Day programs	Avg. per centre for full day programs	% that are in Part Day programs	Avg. per centre for part day programs
Center				
Staff				
Full Time Teaching Staff				
Full time non teaching staff				
Part time teaching staff				
Part time non teaching				
Trained Staff				
Children				

Note: percentages are based on all staff i.e.: 90% of all fulltime teaching staff employed in early childhood centers in NS are employed in centers with full day programs.

Sixty-one percent (61%) of the centers have full day programs with eighty-three percent (83%) of the staff being employed in these centers. Also, seventy-six percent (76%) of the children are located in centers which have full day programs. This chart shows that the majority of early childhood centers have full day programs.

Job Descriptions

The following composite job descriptions were created from classifying each job description received in the study on the basis of the Universal Job Evaluation Plan (UJEP) classification system. This system was designed to enable comparisons between occupations for the purpose of compensating employees equitably on the value of the work they perform. "This new format is designed to describe work flow, that is how work demands come to the position, how the work done adds value and how the work done translates into results" (PS2000 Classification Simplification Task Force, 1992). This classification system enables the comparison of very different kinds of work because the measurement is not occupation specific. The system classifies work according to four factors: skill, effort, responsibility, and working conditions.

There are 3 main sections in the job descriptions:

1. Client-Service Results-this is a statement which describes the results of the work performed whether it is a product, service or combination of the two.
2. Key Activities- this is a list of the activities which are necessary for achieving the results described in the Client Service Results.
3. Substantiating Data-These are statements about the demands and conditions which arise from performing the key activities. This is the part of the description which is used for evaluation purposes. There are four main factors used to describe the work performed: Service Delivery, Care and Responsibility, Working Conditions, Skill and Knowledge.(This section will be included in Appendix A)

Each job description received was coded based on these four factors:

- **Service Delivery**-"Effort" this factor measures the mental and physical effort involved in the work and the influence of decisions and activities on the delivery of the service performed which includes 4 sub categories:
 - Interaction- this sub category measures the effort involved in understanding, interpreting and responding to the needs of the client and the circumstances of the interactions. All interactions except for those between supervisors and subordinates were reported under this category. Included were who the worker interacts with, what they talk about, the level of difficulty involved and specific circumstances of the interaction.
 - Influence- this sub category measures the impact of activities and decisions of the worker including whether the product or the means of delivery is influenced. It also includes who and how many are influenced.
 - Thinking Challenge-This category reports the level of mental effort required to perform the work. Both the difficulty and predictability of the thinking are assessed.
 - Physical Demands-this section measures the physical effort required to perform the work related to people, material, animals, equipment , machines etc.
- **Care and Responsibility**-"Responsibility" This factor measures the amount of responsibility required to perform the work and includes four subcategories:
 - Responsibility for the Work of Others-This category reports on responsibilities for the

work of others including requirements to lead coach, motivate, evaluate, train, assign work, accept or reject work and ensuring the health and safety of workers.

Responsibility for the Care of Individuals- Under this category any responsibilities for the direct care of individuals is assessed. This includes health, spiritual, social, economic, welfare, safety and protection of individuals.

Responsibility for Financial Resources- This element measures only the management of financial resources, this includes decisions regarding allocating and spending, determining spending authority, approving grants, etc.

Responsibility for Technical Resources- This category includes only direct care for preparatory, upkeep and the preservation of the monetary value of technical resources. This includes medical, office, or other types of equipment, machinery, tools, vehicles etc. used to perform the work.

• **Working Conditions**- The environmental and situational conditions which can make the work disagreeable and/or exposure to conditions which can affect the workers health are reported in this category. There are 2 subcategories in this factor.

Environment- This category includes information on any disagreeable conditions of the work and how long the worker is exposed to these conditions.

Risk to Health- This element measures the frequency and duration of exposure to conditions which pose either a physical or psychological risk to the worker's health.

• **Skill and Knowledge**- The skills and knowledge required to perform the work are reported under this heading, regardless of how the knowledge was acquired. All abilities, experience and education required to perform the work are under this heading. There are 6 subcategories

Context- This element contains the requirement for knowledge of the context in which the work is performed. This includes background information, knowledge about how and why the organization exists, practical ways of getting things done, how the organization operates and is organized, what work is done and how it links to other organizations.

Acts & Regulations- Under this heading knowledge of acts and regulations required to perform the work is reported.

Theories & Principles- This element measures the extent that knowledge of theories and principles is used in performing the work. It also includes the breadth and depth of the knowledge needed. This element is concerned with the amount of knowledge of abstract systems of ideas and fundamental assumptions required to perform the work.

Methods, Techniques & Practices- This category measures knowledge requirements of methods techniques and practices. Included is the depth and complexity of the knowledge. This element reports on regular logical procedures for doing the work, processes and procedures in rendering artistic work or scientific, mechanical or administrative operations and usual or frequent actions where an approach, custom or convention is followed.

Communications- This category reports on the extent to which communication skills are needed to present or share information with others. The knowledge ability of the audience and the complexity of the subject matter are also considered.

Physical Dexterity- In this sub category the physical dexterity required to perform the

work in terms of the handling or use of objects, people or animals is assessed. The speed and precision requirements are considered.

The following job descriptions of Early Childhood Director, Early Childhood Assistant Director, Early Childhood Teacher and Early Childhood Assistant Teacher were created based on the UJEP classification system from job descriptions which were received from the early childhood centers in the survey. Each job description that was received was coded using the UJEP categories. This information was then entered into a database and edited to create a composite job description. Care was taken not to exclude any of the activities mentioned in the job descriptions received.

Note: These work descriptions were developed,(1999)using the 1992 version of the UJES. A new system for the Universal Classification Standard (UCS) has been developed. Connections "Retention and Recruitment of Qualified Early Childhood Care Centre Staff" Project (2000) used the revised version to develop work descriptions for the positions of early childhood care teacher and early childhood care centre administrator. These work descriptions are also posted on the Child and Family Web Site.

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Position Title: Early Childhood Director

Client Service Results: To supervise and manage all aspects of a child care centre including systems, policy, services/programs/practice, and financial aspects in the delivery of child care services for children from infant to school age.

Key Activities:

Supervising, evaluating, directing and training staff regarding teaching practices, implementation of center philosophy and policies, behavior management techniques, programming, and professionalism in their delivery of early childhood services.

Communicating with staff to coordinate activities, give direction, classroom assignments, to schedule shifts and meetings, delegate tasks, to discuss problems with performance, children, to address general concerns, to exchange information about activities at the center, and to receive input about programming and policies.

Determining the suitability of potential staff and potential clients

Referring children who have been identified as needing intervention to the appropriate agencies.

Communicating or ensuring communication with parents for the purposes of intake, to make aware of the center's policies, philosophy, programming, activities, events, fees, to inform of child's behavior/activities, or to address any concerns of the parents.

Developing, implementing and evaluating the overall programming within center philosophy, policies and regulations.

Ensuring information regarding staff members medical, evaluation, compensation, discipline, terminations, complaints is recorded.

Ensuring that information regarding children's anecdotal, behavioral and medical information is recorded and stored.

Developing, implementing and enforcing personnel policies, job descriptions, confidential information policies, program delivery policies, center philosophy, curriculum, tuition fees, health/safety/emergency policies, labor code, the child welfare act, the day care act, child care practitioner code of ethics and liability insurance policies.

Assessing and inventorying available resources and purchasing needed resources for new and existing programs.

Purchasing equipment and services for the facility. Supervising foodservices and janitorial services at the center.

Ensuring information regarding enrollment, attendance and waiting lists is recorded and stored.

Developing and evaluating annual budget, managing petty cash, accounts payable/receivable, collections, deposits and ensuring is recorded.

Ensuring the center is clean, safe, efficient and a conducive environment for learning.

Reporting on all financial aspects and all activities at the center to the board of directors or owner/operator.

Attending staff meetings, parent meetings, professional development workshops, open houses, and committee meetings.

Providing information to the public, promoting the center to the community, promoting child care awareness, planning and implementing fundraising activities.

Communicating with government agencies and other child care related agencies for the purposes of sharing information, for support, to report suspected incidents of child abuse, to inform of centers activities and for funding.

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Position Title: Early Childhood Assistant Director

Client Service Results: To assist in the supervision and management of all aspects of a child care centre including systems, policy, services/programs/practice, and financial

aspects in the delivery of child care services for children from infant to school age. Teaches and delivers child care services, in cooperation with other staff at the center, which promote the cognitive, physical, intellectual and emotional safety and growth of the children under their care.

Key Activities:

Preparing, evaluating, and implementing daily programming and activities within policies, regulations and philosophies of the center which foster the development of intellectual, social, interpersonal, physical, verbal, emotional and sensory abilities in children.

Practicing appropriate behavior management techniques to guide children to appropriate behavior without using harsh treatment.

Supervising children's activities at all times to ensure their safety and for the purposes of monitoring each child's progress, and to ensure child teacher ratios are met.

Caring and providing for children's basic needs for eating, napping, affection, acceptance, dressing and undressing, toileting, hygiene, safety, protection, learning, social contact, emotional security, discipline, stimulation, comfort, privacy, medications and the rendering of first aid if necessary.

Conducting parent teacher interviews and exchange information their child's progress, to address any concerns about the child, to inform of any injuries, accidents, behavior or developmental problems, to explain center policies and philosophies, to direct any complaints to the director, to receive fees, to notify of center activities and upcoming events.

Attending committee meetings, parent meetings, staff meetings, open houses, workshops and seminars on professional development.

Assessing children's individual progress, needs and behavior and make appropriate judgments on solutions and referrals.

Assessing supplies and recommending what is needed for daily activities to the director. Organizing space, equipment and material prior to activities in a manner conducive to learning (i.e., themes, displaying children's work). Cleaning center's equipment, toys, bathrooms, kitchen, play areas, class rooms, staff rooms. Assisting in the assessment and purchasing of needed resources for new and existing programs.

Planning nutritional menus for children, preparing and serving meals.

Practicing on a regular basis emergency measures such as fire drills.

Maintaining current first aid certificate and medical check ups.

Following policies and regulations set out by the center on behavior management, programming, and legal regulations concerning child welfare, and the day care act.

Communicating with government and other agencies related to childcare for the purposes of cooperation and support.

Reporting on center activities, children's progress and suspected incidents of child abuse, accidents, injuries, staff activities and any other problems to the Director.

Providing information to the public, promoting the center to the community, promoting child care awareness, planning and implementing fundraising activities.

Assisting the Director in the development of center philosophy, goals and yearly curriculum.

Recording information regarding staff members medical, evaluation, compensation, discipline, terminations, complaints, documenting fees, attendance, progress reports, intakes.

Assisting the Director with the supervision of staff in their delivery of child care services. Communicating with staff to coordinate activities, to schedule shifts and meetings, delegate tasks, to liaison with the Director.

Ensuring that information regarding children's anecdotal, behavioral and medical information is recorded and stored.

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Position Title: Early Childhood Teacher

Client Service Results: Under the direction of the Early Childhood Director and Assistant Director, and in cooperation with other staff at the center, teaches and delivers child care services which promote the cognitive, physical, intellectual and emotional safety and growth of children under their care.

Key Activities:

Preparing, evaluating, and implementing daily programming and activities within policies, regulations and philosophies of the center which include a balance of active/quiet, indoor/outdoor, free/structured, and individual/group activities to foster in children the development of intellectual, social, interpersonal, physical, verbal, emotional and sensory abilities.

Practicing appropriate behavior management techniques to guide children to appropriate behavior without using harsh treatment.

Supervising children's activities at all times to ensure their safety, to monitor each child's progress, and to ensure child teacher ratios are met.

Caring and providing for children's basic needs for eating, napping, affection, acceptance, dressing and undressing, toileting, hygiene, safety, protection, learning, social contact, emotional security, discipline, stimulation, comfort, privacy, medications and the rendering of first aid if necessary.

Conducting parent teacher interviews and exchange information their child's progress, to address any concerns about the child, to inform of any injuries, accidents, behavior or developmental problems, to explain center policies and philosophies, to direct any complaints to the director, to receive fees, to notify of center activities and upcoming events.

Attending committee meetings, parent meetings, staff meetings, open houses, workshops and seminars on professional development.

Assessing children's individual progress, needs and behavior and make appropriate judgments on solutions and referrals.

Cooperating with other staff in the provision of daily child care services. Supervising, evaluating and directing any staff assigned to class.

Keeping records of individual children's progress, medical, behaviors, children's activities, daily programs, activities at the center, attendance, enrollment, parent interviews, accidents, incidents.

Assessing supplies and recommending what is needed for daily activities to the director. Organizing space, equipment and material prior to activities in a manner conducive to learning(ie. themes, displaying children's work).Cleaning center's equipment, toys, bathrooms, kitchen, play areas, class rooms, staff rooms.

Developing nutritional menus for children, preparing and serving meals.

Practicing on a regular basis emergency measures such as fire drills.

Maintaining current first aid certificate and medical check ups.

Following policies and regulations set out by the center on behavior management, programming, and legal regulations concerning child and welfare, and the day care act.

Communicating with government and other agencies related to childcare for the purposes of cooperation and support.

Reporting on center activities, children's progress and suspected incidents of child abuse, accidents, injuries and any other problems to the Director.

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Position Title: Early Childhood Assistant Teacher

Client Service Results: Under the supervision of the Early Childhood Teacher and in cooperation with other staff at the center, teaches and delivers child care services which promote the cognitive, physical, intellectual and emotional, safety and growth of children under their care.

Key Activities:

Assisting in the preparation, and evaluation of daily programming and activities within policies, regulations and philosophies of the center which include a balance of active/quiet, indoor/outdoor, free/structured and individual/group activities to foster in children the development o intellectual, social, interpersonal, physical, verbal, emotional and sensory abilities and to instruct children under the supervision of a teacher.

Assisting in the application of appropriate behavior management techniques to guide children to appropriate behavior without using harsh treatment.

Supervising, in the absence of a teacher, children's activities at all times to ensure their safety, to monitor each child's progress, and to ensure child teacher ratios are met.

Assisting in care and provision for children's basic needs for eating, napping, affection, acceptance, dressing and undressing, toileting, hygiene, safety, protection, learning, social contact, emotional security, discipline, stimulation, comfort, privacy, and to administer medications in the absence of a teacher.

Communicating, under supervision, with parents to exchange information about their child, to explain center policies and philosophies ,to direct any complaints to the director, to notify of center activities and upcoming events.

Attending committee meetings, parent meetings, staff meetings, open houses, workshops and seminars on professional development.

Cooperating with other staff in the provision of daily child care services. Delegating responsibilities to students.

Organizing space, equipment and material prior to activities in a manner conducive to learning(i.e. themes, displaying children's work).

Cleaning center's equipment, toys, bathrooms, kitchen, play areas, classrooms, staff rooms.

Following policies and regulations set out by the center on behavior management, programming, and the day care act.

Supervising, preparing and serving meals.

Reporting on information learned at workshops, center activities, children's progress.

Professional Development Needs

Respondents were also questioned on preferred training topics for directors and teaching staff. The answers provided were coded into 12 categories with the majority of the variability of answers preserved. The following is a list of the types of answers provided by respondents categorized into different sections. Each section also has a general category included where specifics were not given and the respondent simply answered with the name given to the section, for example a respondent says that their teaching staff needs training in teacher child relations, this would then be classified as a general answer under the child teacher relations section. All sections were created from the data as it was entered. In this way the sections were used more to organize the data rather than allowing the sections to determine the data. They are merely rough guides so as to be able to better understand the answers and to be able to make comparison between answers given by directors for themselves and for their staff. The training needs identified are listed here as a whole with no distinctions made between directors and teaching staff, although the most popular answers for each will be given.

1. Child Teacher Relations

Answers which involved training regarding interaction between the child and teacher were included in this section, the variety of answers were:

- general training in child teacher relations
- behavior management (This also includes dealing with difficult children)
- monitoring progress
- encouragement
- toilet training

2. Parent Staff Relations

Training topics that required the staff to interact with the parents were included under this heading. The answers provided for training needs in this area were as follows.

- general training in parent staff relations
- parental education
- parental involvement
- parent meetings
- parental concerns

3. Director Employee Relations

This section concerned training topics regarding relations between the director and employees. Answers provided to this question were as follows:

- general training in director employee relations
- staff management
- staff evaluations
- staff motivation
- staff scheduling

4. Board Staff Relations

This section concerned training in interactions between the board of directors and the

staff. Only one answer was provided in this section.

- general training in board staff relations

5. *Coworker Relations*

This heading was created to encompass training topics which related to inter-staff relations. The following answers were grouped under this section.

- general training in coworker relations
- teamwork
- responsibility(how to promote or be responsible in child care duties)

6. *Programming*

This section encompasses all training topics that related to the programming of activities and curriculum for children at the center. There are a wide variety of answers under this heading.

- general
- technology
- program sharing
- preschool teaching
- infant/toddler programming
- general programming
- activities
- school age
- themes
- French
- program evaluation
- curriculum
- nature

7. *Administrative*

This section includes all those training topics related to administrative duties. There were a wide variety of topics that included under this heading. They are as follows:

- general
- accounting
- policy drafting
- budgeting
- staff benefits
- board development
- funding
- dress codes
- reports
- grants
- payroll
- taxation
- general mgt.
- record keeping

- regulations
- proposal writing
- hiring procedures
- financial
- job descriptions
- business

8. *Interpersonal Skills*

This category encompasses all those training topics that relate to skills in dealing with emotional issues or with people in general. The topics mentioned in this category were as follows:

- general
- stress management
- non violent crisis intervention
- conflict resolution
- assertiveness training
- communication
- anger management
- self-esteem

9. *General Skills*

This heading was used to group together training topics that are job related but which did not seem to fit into any specific category. The answers given groups under this heading were:

- general
- professional conduct
- room design/use of space
- technology
- time management
- leadership skills
- confidentiality
- planning skills
- current trends
- organization
- teaching styles
- public speaking

10. *Health and Welfare*

This heading was used to group together training topics mentioned which were related to the safety, protection, health and welfare of the children in child care, as well as acts and regulations related to the health and welfare of children in child care. The training needs mentioned were as follows:

- general
- legal responsibilities
- playground design & safety
- safety

- illness
- child abuse
- allergies
- public health
- nutrition
- first aid
- health issues
- emergency measures plan

11. *Community & Support*

This heading was used to group all those training topics which included liaison with other child care related organizations, the community, cultural groups, and child care professionals. This heading also included training topics related to forms of support either through the government or community. It also grouped together any topics related to professional support either through the sharing of information or support for staff. The training topics suggested were as follows:

- general
- focus groups
- cultural sensitivity
- community partnering
- professional recognition & development
- fundraising
- networking
- private centers
- government support
- sponsorship
- staff retreats
- public relations
- newsletters
- information resources
- nonprofit centers

12. *Early Childhood Knowledge*

This heading was used in grouping together those training topics that were generally concerned with information about early childhood. The answers provided were as follows:

- general
- child development
- effects of media
- child psychology
- gifted children
- special needs
- learning disabilities
- child behavior
- child interaction

The training topics listed include all of the topics that were mentioned however, to understand which professional development needs are the most desired, the three most popular headings for teachers and directors will be listed as well as the most popular specific needs mentioned within those categories.

· For **directors**, the category of training that was mentioned the most was Administrative and, the most popular topic under this heading, was training in the financial aspects in the operation of a child care center. The category which was mentioned the second most by directors was Interpersonal skills and, the most mentioned training topic within this category was stress management. The third most frequently mentioned category of training for directors was Director Employee Relations with staff management being mentioned the most within this category.

· For **teachers**, the category of training which was mentioned the most was a tie between Child Teacher Relations and Programming. Within the Child Teacher Relations category, behavior management was mentioned the most. Within Programming, activities were mentioned the most. The second most frequently mentioned category of training for teachers was Interpersonal Skills and within that category, stress management was mentioned the most. The third most popular category of training for teachers was Early Childhood Knowledge and, within this category special needs was the most frequently mentioned.

Conclusion

In conclusion, the total number of those working in the child care sector is approximately two thousand one hundred and eighty-one (2181) including both teaching and non teaching staff. Of those two thousand one hundred and eighty-one (2181) staff, ninety percent (90%) are teaching staff both full time and part time. Of all the teaching staff, seventy-four percent (74%) were employed full time. Therefore the majority of teaching staff are working full time in the child care sector. Of the ten percent (10%) which are not teaching staff, only thirty-four percent (34%) were employed full time. Those employed in the support occupations in early childhood practice are mostly part time workers. Also of interest is the fact that the majority of workers are employed in the non-profit centre. As well, this sector also attracts more trained staff. The same general pattern was noticed in urban locations also. A tentative conclusion is that non-profit centers receive more support.

In creating the composite job description it was found that the tasks involved in early childhood practice are numerous and require a lot of flexibility, interpersonal skills and responsibility. The job description describes the various tasks and the importance of the successful completion of these tasks to children in child care centers. A more hands on approach to developing these job descriptions would also be helpful in fully recognizing the magnitude and importance of early childhood work. The training needs also reflect the importance and responsibilities of child care. For both teachers and directors, the second most frequently mentioned training need was stress management. The study reveals that early childhood work is very influential and demands a lot from those who

work in the field.

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