

ADMINISTERING EARLY CHILDHOOD SERVICES IN NOVA SCOTIA



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Administering Early Childhood Services in Nova Scotia

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Detailed Licensing

Licensing

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SECTION OVERVIEW

1.1: NS License Requirements

Read the Government of Nova Scotia's manual on license requirements:

□ [Nova Scotia Licensee's Manual for Regulated Child Care Settings](#) [PDF].

Licensee's Manual for Regulated Child Care Settings



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SECTION OVERVIEW

1.2: The Role of Childcare Administrators

What is a Childcare Program Administrator?

A childcare program administrator is responsible for overseeing the operations and management of a childcare program or facility. Their primary role is to ensure that the program is running smoothly and effectively, providing a safe and nurturing environment for children. The administrator typically works in collaboration with teachers, staff members, parents, and regulatory agencies to uphold the program's standards and meet the needs of the children and their families.

Childcare program administrators often take on a leadership role, supervising and evaluating staff members, conducting staff training and development, and fostering a positive and inclusive work environment. Additionally, the administrator plays a crucial role in building relationships with parents and the wider community, addressing concerns, and maintaining open lines of communication to ensure the program's success.

What does a Childcare Program Administrator do?

The effective leadership and decision-making abilities of childcare program administrators contribute to the creation of nurturing and stimulating environments where children can thrive. By supporting and empowering their staff, administrators enable the delivery of high-quality care and early education, promoting positive outcomes for children's growth, learning, and social-emotional development.

Duties and Responsibilities

The duties and responsibilities of a childcare program administrator can vary depending on the specific program and its size. However, here is a list of common tasks:

- **Program Management:** The childcare program administrator is responsible for overseeing the day-to-day operations of the program. This includes ensuring that all aspects of the program are running smoothly and efficiently, such as scheduling, staffing, and resource management.
- **Policy Development and Implementation:** The administrator develops, implements, and enforces policies and procedures that govern the operation of the childcare program. They work closely with staff to establish guidelines for child safety, health, and well-being. This includes developing protocols for emergency situations, medication administration, and behaviour management.
- **Curriculum Development:** A critical responsibility of the administrator is the development and maintenance of a developmentally appropriate curriculum. They work with teachers and staff to create a well-rounded program that fosters the intellectual, social, emotional, and physical development of the children. This involves selecting appropriate learning materials, creating lesson plans, and implementing assessment strategies to monitor children's progress.
- **Staff Supervision and Development:** The administrator is responsible for hiring, training, and supervising the teaching and support staff in the program. They provide leadership and guidance to the staff, setting performance expectations and conducting regular evaluations. The administrator supports professional development by identifying training needs, organizing relevant workshops or seminars, and providing resources for staff members to enhance their skills and knowledge.
- **Financial Management:** The administrator manages the financial aspects of the childcare program. This includes developing and overseeing the program's budget, tracking expenses and revenues, and ensuring financial sustainability. They may set program fees, handle billing and invoicing, and manage payroll for staff members.
- **Parent Communication and Engagement:** Building strong relationships with parents and guardians is essential for the success of a childcare program. The administrator communicates regularly with parents, providing information about program activities, child development progress, and any concerns or issues that arise. They organize and conduct parent meetings, orientations, and conferences to facilitate effective communication and engagement.
- **Enrollment and Admissions:** The administrator manages the enrollment process, ensuring that all necessary paperwork and documentation are completed accurately and in a timely manner. They conduct tours and provide information to prospective parents, explaining program policies, curriculum, and fees. The administrator maintains enrollment records, monitors available spaces, and works closely with staff to ensure appropriate staffing ratios are maintained.

- **Program Evaluation and Continuous Improvement:** To ensure the quality and effectiveness of the childcare program, the administrator regularly assesses and evaluates its operations. They gather feedback from staff, parents, and stakeholders and use this information to make improvements and adjustments as needed. The administrator stays informed about current trends and research in early childhood education and incorporates best practices into the program.

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Community Engagement and Partnerships: The administrator represents the childcare program within the local community and establishes collaborative partnerships with other organizations, schools, and agencies. They participate in community events and initiatives to promote the program and build positive relationships.

Conflict Resolution and Problem-solving: In their role as a program administrator, conflicts and challenges may arise from time to time. The administrator acts as a mediator to resolve conflicts among staff members, parents, or children. They listen to concerns, provide guidance, and work towards mutually beneficial solutions.

Types of Childcare Program Administrators

Here are some common types of childcare program administrators and a brief description of what they do:

Center Director: A center director is responsible for overseeing the overall management of a childcare center or daycare facility. They handle administrative tasks, such as developing policies and procedures, managing budgets, and ensuring compliance with licensing regulations. They hire and supervise staff, conduct staff evaluations, and provide professional development opportunities.

Preschool Director: A preschool director focuses specifically on managing a preschool program. They work closely with teachers to develop age-appropriate curricula and educational programs that align with early learning standards. They coordinate parent communication, conduct preschool tours, and oversee the implementation of teaching strategies that promote children's cognitive, social, and emotional growth.

Head Start Program Administrator: Head Start program administrators oversee federally funded early childhood education programs that serve low-income families. They ensure compliance with Head Start Performance Standards, manage program budgets and grants, and supervise staff members.

Before and After School Program Coordinator: Before and after school program coordinators manage programs that provide care and enrichment activities for school-aged children outside regular school hours. They coordinate schedules, plan and implement engaging activities, and ensure a safe and supportive environment.

Early Childhood Education Consultant: An early childhood education consultant is an administrator who provides expertise and support to childcare programs, centers, or school districts. They offer guidance on curriculum development, staff training, program evaluation, and regulatory compliance.

What is the workplace of a Childcare Program Administrator like?

The workplace of a childcare program administrator can vary depending on the type and size of the program they oversee. Generally, they work in an office setting within the childcare facility or administrative building associated with the program. The administrator's office serves as a hub for managing program operations, conducting administrative tasks, and collaborating with staff members.

In their office, childcare program administrators typically have a dedicated workspace equipped with essential tools such as a computer, phone, and office supplies. They use these tools to handle various administrative responsibilities, such as creating program policies, updating records, managing finances, and communicating with staff, parents, and external stakeholders. The office also serves as a space for conducting meetings, interviews, and performance evaluations with staff members.

However, the workplace of a childcare program administrator extends beyond the office. They often spend a significant portion of their time in other areas of the childcare facility, actively engaging with children, parents, and staff. They may observe classrooms to assess program quality, interact with children to build relationships and address concerns, and support staff members in their day-to-day activities.

Additionally, childcare program administrators frequently interact with external individuals and organizations. They may attend meetings, conferences, or training sessions related to early childhood education, licensing regulations, or community engagement. They also collaborate with local authorities, regulatory agencies, and community partners to stay informed about policy changes, funding opportunities, and resources that can benefit the program.

Adapted from Sokanu Interactive. (n.d.). *What does a childcare program administrator do?* Career Explorer. <https://www.careerexplorer.com/caree...administrator/>

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SECTION OVERVIEW

1.3: Administrator Best Practices

1. Provide high-quality early learning services that demonstrate a commitment to equitable outcomes for all children. Arrange budgets to equitably meet the needs of children and staff. Recognize that high-quality programs will look different in different settings because they reflect the values, beliefs, and practices of specific children, families, and communities.
2. Take proactive steps with measurable goals to recruit and retain educators and leaders who reflect the diversity of children and families served and who meet professional expectations. All children benefit from a diverse teaching and leadership staff, but it is especially important for children whose social identities have historically been marginalized to see people like them as teachers and leaders.
3. Employ staff who speak the languages of the children and families served. When many languages are spoken by the families served, establish relationships with agencies or organizations that can assist with translation and interpretation services. Avoid using the children themselves as translators as much as possible. Families may also be able to identify someone they are comfortable including in conversations.
4. Ensure that any formal assessment tools are designed and validated for use with the children being assessed. Key characteristics to consider include age, culture, language, social and economic status, and ability and disability. Assessors should also be proficient in the language and culture in which the assessment is conducted. If appropriate assessment tools are not available for all children, interpret the results considering these limitations.
5. Recognize the value of serving a diverse group of children and strive to increase the range of diversity among those served. Race, ethnicity, language, and social and economic status are some dimensions by which early childhood education settings have historically been segregated.
6. Provide regular time and space to foster a learning community among administrators and staff regarding equity issues. Include opportunities for all individuals to reflect about their own cultural attitudes and behaviours as well as to uncover and change actions that reflect implicit bias and microaggressions toward children, families, school staff, and administrators.
7. Establish collaborative relationships with other social service agencies and providers within the community. Support and give voice to diverse perspectives to strengthen the network of resources available to all children and families.
8. Establish clear protocols for dealing with children's challenging behaviours and provide teaching staff with consultation and support to address them effectively and equitably. To consider potential effects of implicit bias, regularly collect and assess data regarding whether certain policies and procedures, including curriculum and instructional practices, have differential impacts on different groups of children. Set a goal of immediately limiting and ultimately eliminating suspensions and expulsions by ensuring appropriate supports for teachers, children, and families.
9. Create meaningful, ongoing opportunities for multiple voices with diverse perspectives to engage in leadership and decision making. Recognize that implicit biases have often resulted in limited opportunities for members of marginalized groups. Consider and address factors that create barriers to diversified participation (e.g., time of meetings, location of meetings, languages in which meetings are conducted).

Chapter Attribution

Adapted from National Association for the Education of Young Children (NAEYC). (n.d.). *Recommendations for Administrators of Schools, Centers, Family Child Care Homes, and Other Early Childhood Education Setting*.
<https://www.naeyc.org/resources/posi...administrators>

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