DEVELOPMENT AND VERIFICATION OF A DAY CARE TRAINING PROGRAM FOR ADMINISTRATORS

CENTRE FOR NEWFOUNDLAND STUDIES

TOTAL OF 10 PAGES ONLY
MAY BE XEROXED

(Without Author's Permission)

MARJORIE JUANITA HINDS

000304

CENTRE FOR NFLD. STUDIES
OCT 6 1981
MEMORIAL UNIVERSITY
OF NEWFOUNDLAND

National Library of Canada
Collections Development Branch

Canadian Theses on
Microfiche Service

Bibliothèque nationale du Canada
Direction du développement des collections

Service des thèses canadiennes
sur microfiche

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

Ottawa, Canada
K1A 0N4

NL-339 (Rev. 8/80)

DEVELOPMENT AND VERIFICATION OF A DAY CARE TRAINING PROGRAM FOR ADMINISTRATORS

© by Marjorie Juanita Hinds, B.Ed., B.A.

Thesis presented to the Department of Education, Memorial University of Newfoundland in partial fulfillment of the requirements for the degree of Master of Education

St-John's, Newfoundland, 1978

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

FACULTY OF GRADUATE STUDIES

The undersigned certifies that he has read and recommends to the Faculty of Graduate Studies for acceptance, a thesis, "Development and Verification of a Day Care Training Program for Administrators".

SUPERVISOR Dr. F. G. Jones
Department of Curriculum and Instruction

(Date)

Acknowledgements

The author of this paper is indebted to supervisor Dr. Geoffrey Jones for his warm and steady encouragement during the writing of this thesis and for his many hours spent in reading and critiquing this paper.

Also a special thank-you is extended to committee members Dr. Robert O'Reilly of Ottawa University and Mrs. Rosanne McCann of Memorial University of Newfoundland for their many helpful suggestions.

The contributions of the officials responsible for day care in each province, the two territories, and the 120 validators and evaluators of the program have been greatly appreciated.

The library staff of the National Health and Welfare deserve mention for their assistance during my research hours.

And, to my family, Mom, Len, Sean and Nici, I dedicate this labor of love.

Finally, many thanks is extended to Flo for the many hours spent in typing and correcting of this thesis.

Table of Contents

	page
Abstract of Development and Verification of a Day Care Training Program for Administrators	viii
Introduction	x
Chapter	
I.- Review of the Literature	1
Statement of the Problem	12
Definition of Terms	12
II.- Development of the Program Study	15
Brief Historical Introduction	15
Theoretical Basis for the Day Care Program	17
Criteria for the Development of the Program	19
Summary	42
III.- Procedures for Validating and Evaluating the Program	43
The Program	43
Development of an Evaluation Instrument	45
The Sample	48
Evaluation Instrument	64
Administration Limitation of the Study	71
IV.- Results of the Validation and Evaluation of the Day Care Administration Program	75
Sample Group A Responses (Ottawa Area)	77
Sample Group B Responses (Canada Wide)	98
Summary	120
V.- Discussion and Recommendations	122
Discussion	122
Recommendations	127
Concluding Comment	129
Bibliography	131

Table of Contents

Appendix		page
A.	Pre-School Administration Program 1973-74	135
B.	Pre-School Administration Questionnaire 1973-74	143
C.	Statistics of the Use of Day Care in Canada's Provinces 1973-74	150
D.	Introduction to the New Program Designed for Day Care Administrators in Canada (English and French)	155
E.	Specific Behavioral Objectives to Coincide with the Day Care Program (English and French)	168
F.	Content and Suggested Readings for Day Care Administration Course (English and French)	192
G.	Survey Questionnaire on the Professional Requirements of Day Care Staff in Ontario	219
H.	Summary of the Essential Components of the Day Care Administration Program (English and French)	222
I.	Officials Responsible for Day Care in Each Canadian Province and Territory	250
J.	Validation and Evaluation Questionnaire Sent/Given to Day Care Administrators Throughout Canada	253
K.	Administrators Across Canada who Participated in the Validation and Evaluation of the Day Care Administration Program	268
L.	Validation and Evaluation Questionnaire Given to Day Care Administrators in Ottawa, Followed by a List of Evaluators	275
M.	Raw Data Collected Questionnaires Given to Sample A in Ottawa (60 persons) and Sample B Throughout Canada (50 persons)	285

List of Tables

Table		page
1	Model for Change	7
2	Theoretical Framework for Program Development	20
3	A Model for Curriculum Design	21
4	Results of Topic Preference for Day Care Administration Program in Order of Rank	29
5	Factors Affecting Adult Learners	39
6	Age in Years	52
7	Salary	53
8	Educational Background	54
9	Number of Centers Previously Employed In	55
10	Number of Years in Day Care Field	56
11	Length of Time Employed at Present Center	57
12	Staff Development	58
13	Commitment to Day Care	59
14	Reasons for Leaving Day Care	60
15	Question Scores and Percentage Distribution	76

List of Figures

Figure		page
1	Developing Evaluation Designs	49
2	The CIPP Evaluation Model	72
3	Frequency Distribution of Results	78

Abstract of

Development and Verification of a Day Care Training Program for Administrators

Generally speaking, in Canada today, administrators of day care centers receive the same training as Early Childhood Education teachers. The main purpose of this study is to offer administrators a viable alternative to their present training. The alternative would be a university-based program which would deal specifically with the administrator's role within a day care setting.

The enclosed program was developed over a period of four years and focused upon the stated needs of sixty administrators in Ontario. Also, suggestions were solicited from day care officials across Canada and their advice was incorporated into the program.

In order to validate and evaluate the program, both the interview and the questionnaire techniques were used with a total of 110 administrators of day care centers throughout Canada.

Analysis indicates a) administrators wanted a specialized program to accommodate their needs; b) the majority of the sample (eighty-two percent) stated

they would adopt the program as presented; c) a minority of the sample (ten percent) suggested minor modifications needed to be incorporated into the program for their particular locale. Eight percent did not respond. In conclusion, there is evidence that a Canadian university-based program for administrators of day care centers is not only desirable but also a necessity if our administrators are to become professionals and if tomorrow's parents are to obtain quality day care. In fact, many government groups of day care workers are now seeking subsidization for professional development or assurance of remuneration upon completion of training courses. Strong possibilities exist for day and/or night classes or even concerned university personnel moving into day care settings to aid administrators in reaching their goals.

Introduction

One of the more serious and persistent problems in our Canadian society has been, and is today, the improvement of the quality of our child day care centers. Hotz (1974) maintained that "if our day care centers are to achieve their maximum potential, then, we must exert maximum effort to obtain trained personnel." "It is" she stated, "particularly in the area of staff training for administrative positions that we need to focus our attention." (p. 13)

Those who have been working as child day care administrators need to look closely at the path they have been following in order to judge more clearly where it is leading. They need to guard against going toward unwanted destinations, and to chart the possibilities for future needs. Certain ideas and ways of thinking may not have received the recognition due them, and others may have been played up beyond their legitimate worth and role. It is especially important that proposed programs for training administrators of day care centers be developed to accommodate the felt needs of administrators, to improve their skills and

status, and to help satisfy the public clamor for quality day care (see Hepworth, 1975, for further discussion).

There is a growing feeling moreover, in day care circles that local courses, seminars and workshops, held under the auspices of a university and directed toward the solution of immediate local day care problems is a productive and a valuable method of insuring administrator improvement (Rutman, 1971 and Hotz, 1972).

The program herein developed for administrators of day care centers seeks to foster the social, emotional, and cognitive development of young children through efficient and appropriate administration of centers for young children. It also seeks to provide a basis for the improvement of the professional status of day care personnel in Canada.

The operational base for the program is a Canadian university. The program provides materials which are relevant to practising and trainee day care administrators. Also, expert opinion from related fields has been incorporated to provide a practical base of knowledge. The content of the program is divided into units, each unit with its specific objectives, suggested methodologies, references, and techniques

for evaluation. In synthesizing the available knowledge in the development of this program, care has been taken to match current theory and practice that exists in Canadian day care center programs.

While programs which deal with day care administration are not new to the market (Carmichael, Clark and Leinhard, 1972; Dittman and Parker, 1974), this program is distinct in that it provides a vehicle by which administrators of day care centers within the Canadian context may improve their abilities.

In undertaking such a developmental study it has been necessary to delve into the professional literature to determine the criteria set for training day care personnel in the past and to gain a knowledge of the objectives and content of various programs.

CHAPTER I

Review of the Literature

There have been a number of studies which have dealt with the historical development of child day care centers in Canada; these studies have suggested that the time has arrived for Canada's centers to be staffed with more professional personnel. The following review appears to support the philosophy and rationale underlying this program.

In the 1950's and early 1960's in Canada, day care personnel were chosen from a variety of disciplines: home economists, social workers, elementary school teachers, developmental psychologists, and many others. Such diversity in training produced administrators who were often unclear of their own professional identity, parochial in their views, and defensive in their working relationships. Hepworth (1975) suggested that as a result of the lack of professional identity the conditions under which day care personnel functioned and the roles personnel accepted reinforced the impression that their activities were primarily custodial.

A study undertaken by Rutman (1971) disclosed that married university students in British Columbia,

Alberta, Saskatchewan and Ontario began in the late 1960's to demand more than custodial care for their children. The parents of children in these provinces sought improved facilities and better professional care for their children.

In a statement concerning quality day care, Dr. Denis Lazure at the Canadian Conference on Day Care, June 1971, recommended that there be national standards for training all levels of personnel in the field of day care developmental services. Furthermore, he suggested that courses be co-ordinated to facilitate the up-grading of day care personnel.

The Canadian Council on Social Development (CCSD) undertook a survey of child day care staff qualifications and experience in 1972. This report stated that although there had been a shift in focus of pre-school programs from care and protection of children to the cognitive and social development of children, many of the staff had not been trained to handle the latter aspects. The CCSD study indicated that twenty-four percent of the total staff of pre-school programs in Canada did not have high school graduation and only sixteen percent had a university degree. Almost one-third of the staff had less than two years employment

experience in the pre-school field and seventy percent of the administrators of centers had reported no financial assistance was available to staff either for attending conferences or for further training. In response to these findings and partly in response to day care staff demand, the National Guidelines for Day Care Centers (1973) recommended that:

> A variety of in-service training opportunities should be developed as one means of assisting personnel to maintain, expand, and update their level of competence on the job and prepare them for advancement in the field. Such opportunities should include enrolment in block or evening courses as well as regular contact and communication with a mobile, multidisciplinary team of consultants. (p. 34)

The Canadian Paediatric Society (CPS) in Standards for child development program (1973) further substantiated the National Guidelines recommendation by stating

> Recent studies indicate that personnel with certificate training in early childhood are best able to deal with children. In fact, program quality increases as the amount of special training of staff and directors increases. (p. 21)

However, as Hepworth (1975) affirmed, what our Canadian administrators of day care centers need is not Early Childhood Education courses offered by provincial community colleges and adult education programs which have been based on the format proposed for kindergarten teachers training courses.

Rather, Staff training (1973) has suggested the following alternative,

> Staff selection and development is, perhaps the most important element in the successful operation of a child day care program. ... The administrator is a key person in getting a program to function smoothly, with all of its interrelated components of physical plant, staff, parents and children. In general, the administrator should have managerial skills plus a commitment to Day Care. Thus, continuous training efforts are essential. In fact, long term training and staff development should be considered a fundamental aspect of the operating costs of a Day Care Program. (p. 18)

The realization that Early Childhood Education Programs were not adequately fulfilling the training needs of administrators of day care centers in Canada

came to the surface in 1973. During that year, Ottawa University, under the sponsorship of the Ottawa Valley Chapter of the Association for Early Childhood Education of Ontario, offered a course entitled Pre-School Administration (see Appendix A).

The forty-two candidates who enrolled in the course were interviewed and asked to fill out an Information Inventory Questionnaire (see Appendix B) prior to taking the course. While eighty-four percent of the administrators had from five to thirty years experience in Early Childhood Centers, the group indicated they felt concern for their lack of knowledge of management and administration of staff relations, their inability to recognize fully the special needs of children, their inability to identify and accommodate problem children, their inability to handle budgeting, and their inability to develop program content and to relate to one-parent families.

Judging from the Hepworth (1975) survey on the qualifications of administrative day care personnel in Canada, it would appear as though the majority of the personnel had some training in child development and care, however, they were totally lacking in administrative skills. Today's administrators are aware

that the administration of a day care center is complex; it requires specific skills and competence. Thus, a comprehensive administration background would be valuable in maintaining optimum satisfaction for Canadians.

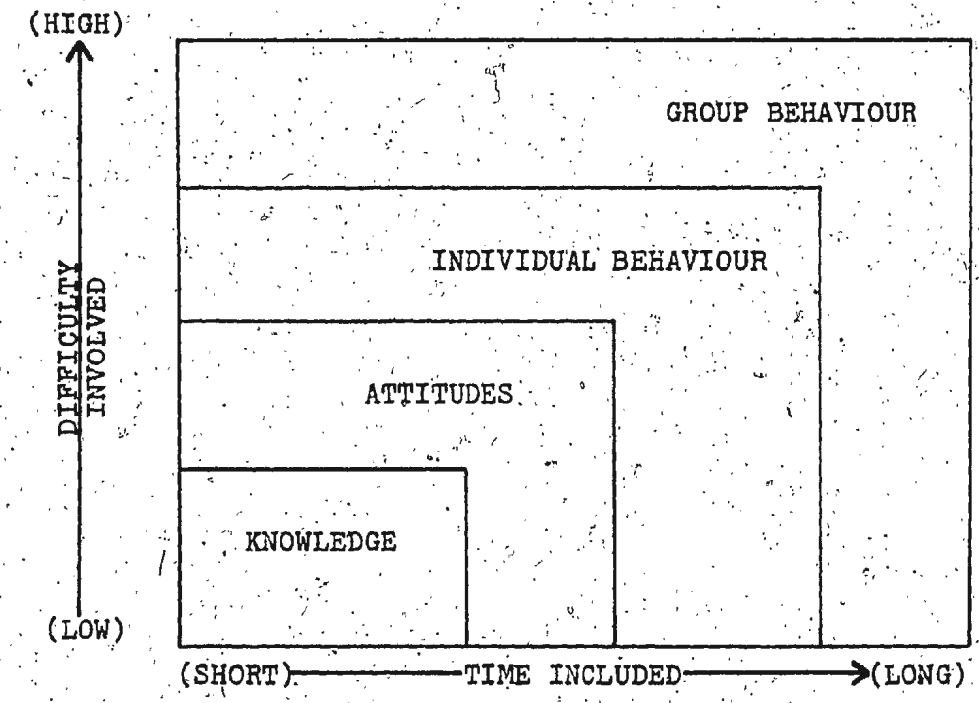
Thus, many administrators in the field are expressing the need for change in the preparation of administrators both at the pre-service and in-service level. These changes can be brought about if federal, provincial and municipal governments are willing to recognize the importance of day care and adopt positive policies towards it; training institutions such as universities and colleges need to reflect government's positive approach and adopt a curriculum which specifically focuses upon training of day care personnel.

As Hersey and Blanchard (1969) have illustrated in their time and difficulty design for effecting change, the starting point for the change process is knowledge (see Table 1). Hersey and Blanchard (1969) state

> Changes in knowledge are easiest to make, followed by changes in attitudes. Attitude structures differ from knowledge structures in that they are emotionally changed in a positive or negative way. Changes in behavior are significantly more difficult and time

Table 1

Model for Change



Note: - (Reprinted from Hersey, P. and Blanchard, K. H. Management of organizational behaviour. New Jersey: Prentice-Hall Incorporated, 1962, p. 2.)

> consuming than either of the two previous levels. But the implementation of group or organizational performance change is perhaps the most difficult and time consuming. (p. 3)

If we are going to achieve our group or organizational performance change then we must start training our day care personnel immediately.

In a personal interview in 1974 with Margaret Birch, Provincial Secretary for Social Development, and Howard Clifford, Consultant on Day Care, Department of National Health and Welfare, regarding day care services in Ontario, both administrators intimated that there has been an attitudinal change in the Canadian public concerning interest and expectations of child day care centers. "Today's parents", stated Clifford, "want their children to develop physically, mentally and socially in well planned programs". "Parents nowadays," he continued, "are much better educated, consequently they demand that their children be handled by professionals" (personal interview, 1974).

The term "professionals" suggests specialized training. As Prescott (1972) noted,

> ... the kind of environment provided by a given day care center will depend on certain administrative decisions, (notably those concerning size of the center, physical plant, number of staff, qualifications of staff as well as on program goals). (p. 57)

Thus an administrator is bombarded daily with decisions. A well designed university level training program would undoubtedly lessen frustrations often experienced by administrators.

In a publication of Statistics Canada (1973-74), a survey was undertaken to establish the use of day care centers by working parents. (Appendix C summarizes the number of schools, the number of teachers and the number of children in eight provinces involved in day care.) This survey clearly indicated that working parents need day care for their children. To illustrate the point more clearly, this example may be used: in 1974, the Regional Municipality of Ottawa-Carleton had ninety-three child day care centers serving approximately 3,750 children; a further 1,300 children were on the waiting lists for full-time day care. In addition, family day care was provided in almost fifty private homes for short periods by homemakers or home-care workers. Thus,

these children would appear to be receiving important formative experience in child day care programs outside their home environments.

The question of providing day care services to the children of Canada has been a prominent public issue for the last decade. In Ontario, for example, Nickerson (1975) reported there were 206,000 children under elementary school age who were cared for outside the home. Of these, he stated, approximately 25,000 are cared for by provincially licensed or approved day care programs. The need for licensed day care is acute and the need for qualified administrators who can provide Canada with quality day care is just as great.

According to the National Guidelines for the Development of Day Care Services 1973, day care should be a service that provides a physical and social environment that will support a child's total personality needs. The day care should assist each child to achieve a strong positive self-image, a high level of self-esteem and self-acceptance.

The CSSD further states that a day care should have: 1) staff who are warm, caring, accepting and demonstrate an understanding of the child's developing nature, 2) a program which offers many opportunities

for the children to interact with one another and with adults, 3) a program which offers many opportunities for choice for children to be responsible for themselves within the limits of their capabilities, and 4) ample opportunity for free play with a wide variety of resources, for free time for quietness and solitude, and sufficient opportunities for creative, expressive activities.

Succintly then, the recommendations of the CSSD and the CPS, parental pressure for quality care, and day care staff unrest over professional status provided a substantial rationale for a training program for day care administrators. To reinforce the importance of administrative training Butler (1974) maintained that the true value of experienced and trained administrators cannot be overestimated. They are essential to any program of high standards. Butler (1974) stated,

> Regulations alone, and even regulations combined with funds will not produce quality. Leadership within our day care institutions can and will give us that quality care we need. (p. 112)

Thus, the development and implementation of a program for Administration of Day Care Centers could make a

vital contribution towards a better future for leadership personnel in our Canadian day care centers.

Statement of the Problem

The purpose of this study was to develop, validate, and evaluate a university level program titled, Administration of Child Day Care Centers which will enhance the training of administrators of child day care centers in Canada and serve as a viable alternative to their present system of training.

Definition of Terms

Administrator of a Child Day Care Center — refers to the person responsible for the total administration of a child day care center, that is, executing the center's policies and program, hiring and firing staff, planning budgets, keeping records, supervising the maintenance of buildings, and ensuring opportunity for self and staff professional development.

Aims and Objectives — for the proposed program, A Training Program for Administrators is stated in terms of intended outcomes. That is, trainee learnings must be both observable and measurable during and at the termination of the program.

Child Day Care Centers — are organized services for the care of children away from their homes during

some part of the day when circumstances require that care in the home be supplemented.

Content —pertains to the facts, concepts, skills, and attitudes to be gained, modified, or changed through learning experiences in the program.

Curriculum — (1) refers to the critical issues or points in curriculum development, and the generalizations which underlie them; (2) relationships which exist between critical points and their supporting structure; (3) approaches that need to be made to resolve these issues.

Early Childhood Education — refers to programs for children under the age of six years. These programs ideally support and assist the family in their effort to provide the optimal developmental environment for their children.

Multidisciplinary Team — comprises workers from various professional backgrounds who will share their expertise with the trainees enrolled in the day care administration course.

Primary Staff — are those persons who spend more than fifty percent of their time directly with children (a day care administrator may be considered part of the primary staff if the facility is small and the administrative tasks do not take up a major proportion of the administrator's time).

Single-Parent Family — is a generic term applied to a family where there is only one parent and a child or children. Such a parent may be single, married but separated, widowed, divorced, male, or female.

Sliding Scale — is a term used to describe arrangements whereby the fees charged for child day care services are related to the income of parents of children using the service, and the balance of the fees is covered by government purchase-of-service arrangements.

Special Needs Centers — provide day care functions, and may also provide educational programs for mentally and/or physically handicapped children of school age.

Support Staff — refers to staff who spend more than fifty percent of their time doing administrative or other work. Support staff may include administrative staff as well as consultants (such as the social worker or health consultant), and maintenance staff.

Teaching Strategy — refers to a suggested sequence of activity which will lead to specific learning outcomes.

CHAPTER II

Development of the Program Study

This chapter will present the procedures used in the development of the program. The following headings were used to organize the chapter: 1) brief historical introduction, 2) theoretical basis for the day care program, 3) criteria for the development of the program, and 4) summary.

Brief Historical Introduction

In 1973-74 the University of Ottawa under the sponsorship of the Ottawa Valley Chapter of the Association for Early Childhood Education of Ontario offered an evening course to day care administrators in Ottawa. In order to accommodate the various levels of people in the course the instructor, Dr. R. O'Reilly, used a series of questionnaires to obtain background information on the students. It was during these initial undertakings that it became evident that these administrators needed and wanted further training, that is, training which was especially geared to their professional roles.

It was in that year also that Dr. O'Reilly suggested to this writer the possibility of designing a more comprehensive course for day care administrators.

This course he suggested could be used as the basis for a thesis.

Since that time, through the use of questionnaires, personal interviews, study of published papers from the CCSD, CPS and other groups connected with day care, this writer has attempted to establish a curriculum which would meet the needs of day care administrators.

The possibility of making the program nationwide was recommended by Dr. G. Jones of Memorial University. The task seemed monumental, but the writer accepted the challenge.

The audience for which this university-center program was designed is adult. Consequently, a major problem in the design was to identify and appraise the diversified interests, objectives, and academic backgrounds of trainee administrators.

Undoubtedly, many of the trainees who will want to register for such a program will be veterans in the area of child day care, that is, they will possess the practical knowledge and experience in their area. What they will seek in such a program is a theoretical framework to help them become more efficient and professional, and an opportunity to further enhance their

skills in such areas as decision making and group relationships.

Theoretical Basis for the Day Care Program

The development of a program of study for administrators of day care centers was a complex undertaking which involved many kinds of decisions. Decisions needed to be made about the general aims which the day care center was to pursue and about the more specific objectives of instruction. The major areas or subjects of the curriculum had to be selected, as well as the specific content to be covered in each. Choices had to be made about the type of learning experiences with which to implement both the content, knowledge and other objectives. Decisions were needed regarding how to evaluate what students are learning and the effectiveness of the curriculum in attaining the desired ends. And, finally, a choice needed to be made regarding the organization of the overall pattern of the curriculum.

In order to assist administrative day care trainees achieve specific learning experiences the talents of a multidisciplinary training team was utilized as an integral part of the program. Tyler's and Taba's Basic Framework for Curriculum Development

was used to organize discrete learning experiences (see Tyler, Basic principles of curriculum and instruction, 1960; and Taba, Curriculum development: theory and practice, 1962). Subsequently, the following outline provided the model for development:

1. a statement of long and short term objectives;
2. content which emphasized administration of day care centers;
3. various approaches to methodology;
4. selected resource persons and references;
5. suggested stages for systematic and comprehensive evaluation.

This program was based on the assumption that pursuing a specific framework would result in a more thoughtfully planned and a more dynamically conceived curriculum. As A. L. Butler (1974) indicated

> ... at its best, the systems approach, applying well developed, proved research and design tools to problems, solves them far more satisfactorily than naked institution. (p. 1)

Such a plan for development has been presented in the works of Taba (1962) and Tyler (1960). In particular, Taba's seven steps provide a comprehensive and workable

model for development and has therefore been used for the day care program for administrators.

Taba (1970) suggested, however, that the use of Table 2 (Theoretical Framework for Program Development) was not a sufficient basis upon which to develop a program. "Program design", she stated, "requires in addition to sequential steps, scope and integration of ideas and relationships" (p. 438). Thus Table 2 and Table 3 were used concurrently in the design of the day care program for administrators.

Criteria for the Development of the Program

Step 1 — diagnosis of needs

To reinforce the findings of the surveys of the CCSD (1972) and CPS (1973) and those of Statistics Canada (1974), Hinds (1974), Hepworth (1975) and Butler (1974) claimed that today the need for trained administrators in day care is compelling. Yesterday's training is irrelevant, for the most part, to today's world of work. Butler (1974) further suggested that today's administrator must be more keenly aware and knowledgeable of communications, human relations and decision making. Thus, with the multiplicity of role demands being placed on today's day care administrators the need exists for the administrator to be an

Table 2

Theoretical Framework for Program Development

Step 1:	Diagnosis of needs
Step 2:	Formulation of objectives
Step 3:	Selection of content
Step 4:	Organization of content
Step 5:	Selection of learning experiences
Step 6:	Organization of learning experiences
Step 7:	Determination of what to evaluate and the ways and means of doing it

Note: (Reprinted from Taba, H., Curriculum development, 1970, p. 12.)

These suggested steps encompass the sequence proposed in a syllabus by Tyler (1950).

Table 3

A Model for Curriculum Design

OBJECTIVES TO BE ACHIEVED

Determined by Analysis of:	Classified by:	Levels of:
1. Culture and its needs 2. The learner and learning processes, and principles 3. Areas of human knowledge and their unique functions 4. Democratic ideals	1. Types of behaviour 2. Content areas 3. Areas of needs, etc.	1. Overall aims of education 2. School-wide objectives 3. Specific instructional objectives

↓ ↓

SELECTING CURRICULUM EXPERIENCES

Determined by What is Known About:	Dimension of:	Affected by:
Nature of knowledge Development Learning Learner	Content Learning experiences	Resources of the school Role of other educative agencies

↕ ↕

POSSIBLE CENTERS FOR ORGANIZING CURRICULUM

Determined by Requirements of:	Centers of Organization:	Affected by and Affecting:
Continuity of learning Integration of learning	Subjects Broad fields Areas of living Needs, experiences Activities of children Focussing ideas, etc.	The school organization Methods of using staff Methods of accounting for learning

↕ ↕

THE SCHEME OF SCOPE AND SEQUENCE

Determined by:	Dimension of:	Affected by:
Requirements of scope of learning Requirements of continuity of learning	Scope and sequence of content Scope and sequence of mental operations	Centers of organizing curriculum

Note:- (Model is taken from Taba, H., Curriculum development, 1970, p. 438.)

adaptive leader — an individual who has the ability to vary her/his leader behavior appropriately in differing situations.

In providing staff leadership Butler (1974) confirms,

> The Director is the single most important factor in establishing the atmosphere of the school. She has to assume that staff members are interested in making the greatest contribution possible to the program and that they are willing to give time to experiences which will make their work more effective. She must provide the kind of atmosphere in which teachers are able to realize their potential growth. ... Directors must provide much encouragement and support, as staff struggle in the attempt to provide the best learning experience for the children. (p. 62)

Hersey and Blanchard (1969) reported

> ... the preponderance of evidence from recent empirical studies clearly indicate that there is no single all-purpose leadership style. Successful leaders are those who can meet the demands of their own unique environment. (p. 303)

Day care administrators in Canada today are aware that in order to meet today's and tomorrow's challenge requires continuous study and planning. Those administrators who want better working conditions, professional status and increased incomes realize that they themselves are responsible for their own growth, consequently they are requesting better in-service education programs which will meet their needs.

In a survey conducted by Hinds (1974) sixty administration day care personnel in Ottawa were asked to fill in and return a questionnaire pertaining to their needs (see Appendix G). The percentage of questionnaires returned was ninety-four percent. Thus, the results of the survey provided a fairly comprehensive picture of this sample. On question (a) sixty-four percent of the day care administrators indicated that they had taken at least one course in day care during the period of September 1968 to September 1974. However, as these administrators who had taken at least one course indicated, the course or courses dealt superficially or not at all with the administration aspects of day care. The response to question (b) was favorable in that ninety-two percent of the administrators stated their need for further training in the administration of day

care centers; however, seventy-four percent of these same administrators stated their reservations concerning the kinds of courses provided and on the method of their organization. The final question to be answered by the administrators of day care centers was question (c). This part of the survey was concerned with establishing topics which administrators considered should form the content of future day care administration programs. The administrators were provided with a guideline (see Appendix B). (It was stated that other areas not included on the given list could be included.) Based upon the findings, day care personnel were aware not only of their needs but also of their priorities. They wanted government support in their endeavors and they also needed and required specialized courses through institutions which would assist them in achieving competence and credibility.

Step 2 — formulation of objectives

Based on the information thus far presented concerning the need for a program specifically designed for administrators of day care centers, the writer of this paper, with the conviction firmly established that a logically-organized pattern of in-service training was the most practical and appealing method for day

care administrator improvement, undertook to formulate objectives for a day care administration program. At this juncture it seemed appropriate to examine the objectives of those administration day care programs now in operation and accessible to the writer. Following a detailed analysis of the objectives of the various projects, and based upon the opinions of the sixty aforementioned day care administrators in the Ottawa area, it was decided to adopt tentatively the general objectives set forth by Hewes and Hartman (1972) in A workbook for administrators. The objectives they listed were as follows:

> At the termination of this program each member should be able to:
>
> (a) Formulate and communicate to others the purposes, standards and philosophy of early childhood education.
>
> (b) Write and communicate to others the general, operating, and personnel policies for a specific school or program.
>
> (c) Write a job analysis for each staff member; allocate and schedule duties and responsibilities of teachers, child care associates, volunteers, and supporting employees.

(d) Develop a teacher recruitment program and interview applicants.

(e) Plan and conduct meaningful staff meetings, including orientation.

(f) Set-up and supervise the children's program.

(g) Plan effective parent orientation and education programs.

(h) Understand basic principles of working with parents.

(i) Develop an efficient and effective system for records.

(j) Develop efficient and effective procedures for office and educational programs.

(k) Apply common principles of communication when dealing with staff and the public; be aware of the principles of human relationships.

(l) Appraise skills and techniques in evaluation of school, staff, and self.

(m) Participate meaningfully in professional organizations which act in behalf of young children and their welfare, so that they may develop to their fullest potential. (p. 3)

These objectives as stated by Hewes and Hartman resulted from their professional involvement in day care

for over twenty years with children, parents, and teachers. Thus, following closer examination of these objectives the Ontario administrators agreed that the general objectives were acceptable for the present, but suggested that the objectives should be re-examined at various intervals in the development of the program.

Hence, these educational objectives became the tentative criteria by which materials were selected, content outlined, instructional procedures developed and tests and examinations prepared.

General objectives, however, were not sufficient for the realization of major goals. In order to distinguish goals which were feasible from those which would have taken too long a time, it was essential to translate general objectives into specific objectives. Specific objectives were recommended by this writer so that the trainee might readily see the results to be achieved from learning. Also, learning theory strongly suggested that greater efficiency of instruction is possible and a greater degree of integration and coherent unification in the mind and action of the trainee is likely to occur once specific objectives are stated in behavioral terms. In order to ensure that the trainees of the proposed day care program moved

not merely to new content but also to higher levels of performance, the Taxonomy of educational objectives handbook 11 (D. Krathwohl, B. Bloom and B. Masia, 1968), was used extensively.

Specific objectives were suggested by the researcher for each unit of work (see Appendix E). However, the real task came when these specific objectives had to be stated in behavioral terms.

Not all objectives were equally achievable in every unit; nevertheless, at this stage in development, evaluation was an activity concurrently planned with the formulation of the specific objectives.

Step 3 — selecting content

Both the analysis of needs and the statement of general and specific objectives provided a preliminary guide for suggesting the basis of emphasis for the content of the program. The survey carried out by Hinds (1974) wherein day care administrators were asked to use a list for the choice of topics they would like to see in a day care program for administrators was the first set of criteria used as the basis for topic selection for the program (see Table 4 for the list of priorities). Next, an attempt was made through day care authorities to make the development of each unit

Table 4

Results of Topic Preference for Day Care Administration Program in Order of Rank

Topics According to Rank
The Person and the Organization
The Director
The Child
Health Care and Safety Policies
Staff
Parents and Day Care
Curriculum and Day Care Programs
Space and Equipment
(Records, Reports and Grouping Policies)
Business Management of Day Care Services
Legislation and Regulations
Community Resources

multidimensional by exploring all the possible dimensions of that unit. Tentatively, it was decided to sample various aspects of 1) the styles of leadership, b) authority and responsibility, c) group effectiveness, and d) self-development. These areas comprised Unit 1, The Person and the Organization.

A rationale supported each choice. A study of the styles of leadership was needed, both as a point of departure and as a point of comparison. Without analysis of the various styles of leadership many trainees might fail to recognize the possibility of adapting different styles of leadership for different situations. The authority and responsibility aspects were introduced next so that trainees might explore the definitions of authority and responsibility and then draw up a chart which clearly defines the parameters of authority and responsibility of their particular staff and center. Of course, personnel do not operate in isolation, consequently, group effectiveness was set as the discussion target. This topic would demand that administrators analyse case studies and synthesize the characteristics which, with their given staff, would allow for greater group effectiveness. The final topic for this unit was self-development. Self-development

continually demands self-evaluation. Thus, the concept of total accountability with all of its ramifications formed the basis for research.

In determining the structure of the topics, the criteria of significance and validity of the content were applied and implemented, as were the criteria of learnability and appropriateness to the needs and developmental levels of the day care sample. Moreover, each unit used a core idea so that the learner could utilize that idea as the learner's starting point throughout the unit. For example, in Unit 1, the core idea was that the personality and motivation of the administrator directly affected the total effectiveness of a day care center.

In general, the selection of content was not a simple process. It involved balancing the scope with the necessity of focusing and narrowing. It also involved decisions such as where might flexibility of choice be exercised to meet the special needs of the day care trainees or of the environment. See Appendix F for areas of content accepted by 160 day care administrators throughout Canada and used in the program.

Step 4 — organizing content

The topics previously chosen by the day care administrators served as guides for the development of teaching units. Books, courses, and programs were examined for common themes which would compliment and supplement each major topic. Next the content required arranging such that the dimensions of inquiry were in a sequential order according to a feasible learning sequence. The topics, the ideas, and the specific content were arranged so that there could be movement from the known to the unknown, from the immediate to the remote, from the concrete to the abstract, or from the easy to the difficult. In other words, an inductive or deductive arrangement of the content was needed to facilitate learning.

This design was once again submitted to the day care administrators for their suggestions and criticisms. The content for this program was designed to be dynamic.

The same basic curriculum was to be available to all candidates of the program. However, the curriculum could be explored, at the discretion of the instructor, in different depths, using different materials, or drawing on different experiences, and sifting them through different levels of perception.

Although the program may have been limited by what the instructor was able to do, by what the trainee could master, and by what resources were available, the questions asked in the structure of the content were open-ended enough to encourage individual excitement in putting ideas together and discovering something new. What finally emerged was selected content which was organized according to the priorities of the administrators and the laws of learning.

Step 5 — selecting learning experiences

The next step in the development of the proposed program was to plan the learning activities or learning experiences. However, as Anastasi in Differential psychology, individual and group differences in behaviour (1958) indicated, if the learners are all adults, there are some basic characteristics which should be considered, 1) relevancy — adults learn best when the knowledge or skill is directly related to their present job, 2) realism — adults learn faster when the instruction focuses on specific problems that are based on experiences rather than theory, 3) climate — adults must have every opportunity to relate the new knowledge to the accumulated results of past learning. It is essential to allow them every opportunity to

interrupt, ask questions or discuss), 4) informality — adults learn best in informal settings so that they do not feel they are back in school.

The above factors are a summary of a few of the major points suggested for consideration by Anastasi. Another vital consideration in the planning of learning activities or learning experiences for adults was that since only a portion of important outcomes could be fulfilled through content, then, all objectives except those of knowledge need to be implemented by appropriate learning activities. The learning activities provided for in the program were designed to help administrators develop and practise administrative skills (see Appendix G for summary of the essential components of the program).

Step 6 — organizing learning experiences

It was first observed that all the learning experiences must serve a definite function and that some learning activities could serve multiple objectives. To translate the criteria for effective learning experiences into an actual program, it was important, first, to visualize what administrators needed to do or experience in order to acquire certain behavioural competencies and what the order of these experiences should

be. What, for example, must an administrator do to acquire the concepts of leadership, authority, and responsibility? How can data be arranged so that administrators seek not only the similarities and differences of the aforementioned concepts but also strive to develop their skills in interpreting data accurately and in drawing references? Once an activity or learning experience was chosen for a specified unit of work the activity was subjected to a number of crucial questions. Taba (1962) suggested the following questions be applied to an activity or learning experience:

> (a) Is the activity appropriate for learning the main ideas?
>
> (b) Does it serve the objectives of the unit?
>
> (c) Is it efficient in the sense of serving more than one objective?
>
> (d) Does it promote active learning?
>
> (e) Is it appropriate for the maturity level?
>
> (f) Can the skills required by it be learned?
>
> (p. 364)

Care was taken at this stage in the development of the program to include a variety of learning strategies (see Appendix H). For example, the lecture method was

chosen to accompany Units 1, 4, 10 and 11 because it has been shown to be useful for giving new facts or information to a group, it could also be used for stimulating interest, and it could be used for supplementing material read or for summarizing the results of group activities. The lecture method requires that the teacher understand the complexity involved in the transmission and reception of information if this strategy is to be an effective tool in the learning process.

In this program the experiences for the lecture sections were arranged then so that the students could become active processors of information. They would listen and look for essential features and basic patterns from their topics. The teacher would provide outlines of the various topics in the lecture method to ensure that the students' coding process (notes) were orderly and complete. Thus through the use of this method it is hoped that messages have been sent in such a way that the administrators can receive them and with some reasonable expectation they can be returned.

Other units were assigned the inquiry method (Units 2, 3, 7). These units began with the examination of the self and one's immediate surroundings thus the purpose of this approach was to stimulate

administrators to think, that is, use their ability to form a concept of something, to examine and ponder the concept, to join concepts to others in order to cogitate, to mediate, and to reason. Thus, within this type of session there would be interaction between the instructor and the learner and among the learners as well.

In order to promote more complete involvement of the learners, several role playing sessions were included (Unit 5, 6, 12). This type of activity was included to help develop a better understanding of the part which emotions play in a problem situation and to focus the attention of the players on a particular aspect of an overall problem or situation.

Another method used in the design of the program was the case study. Units 8, 9, 12 utilize this style of teaching — learning to identify problems, discuss the application of certain principles and theories and determine how attitudes are developed in the course of certain actions.

Audio-visual aids of course, were suggested in conjunction with the methods discussed. Their prime purpose was to enable the instructor to communicate more effectively, for information must not only be

delivered, it must also be received, retained and used, and this of course is the essence of communication.

Although each unit of work contained recommended methodologies and visual aids, yet, because the program is designed exclusively for adults, special consideration was given to the fact that under certain circumstances such trainees may prefer one particular style over another (Table 5). The methodologies and aids were assigned in an attempt to represent a balance of the various types of learning and to make provision for absorbing and consolidating, internalizing, and reorganizing the given objectives, content, and resources.

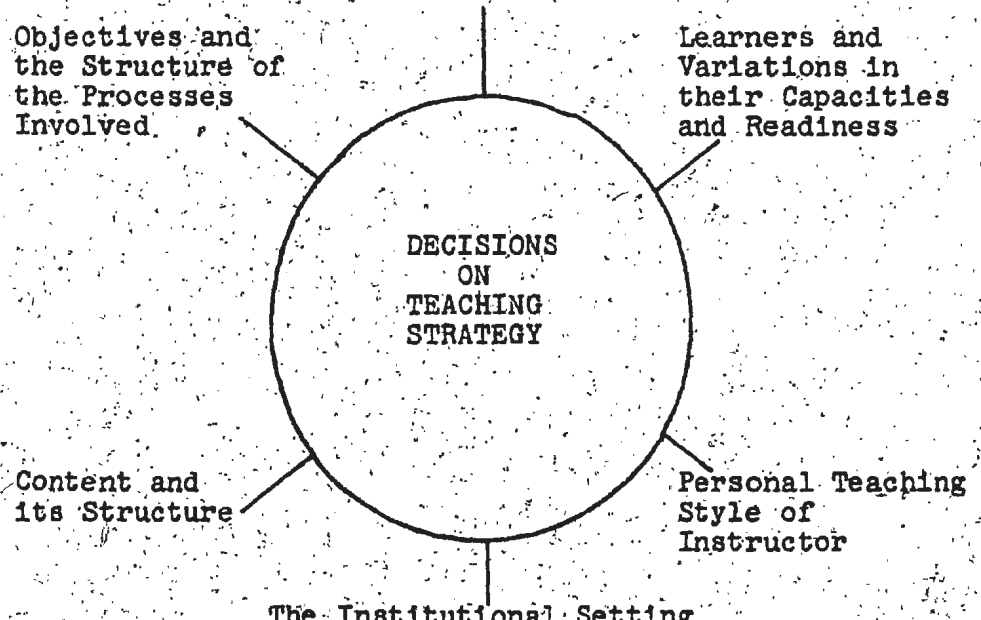
Step 7 — evaluation

Although evaluation enters in at every stage of the curriculum development, this paper deals primarily with the formative aspects of evaluation. In the initial stage of development of this program the method of context evaluation began with a conceptual analysis to identify and define the limits of the domain to be served as well as its major sub-parts. Next, empirical analyses were performed, using techniques such as sample survey, demography, and a standardized questionnaire. The purpose of this part of context evaluation was to identify the discrepancies among

Table 5

Factors Affecting Adult Learners

The Learning Process



Note: - (This model is based on the suggestions presented in a text by Friesen, R. A., Designing instruction, California, Miller Publishing Company, 1973, p. 35-39).

intended and actual situations and thereby identify needs. Finally in this section of evaluation a research of the theory and authoritative opinion accrued, to aid judgements regarding the basic problems underlying each of the needs of the day care administrators.

Once the objectives of the course were formulated to coincide with the administrators stated needs a determination of how to utilize resources to meet our program's goals and objectives emerged. Thus, it was necessary to carry out an input evaluation. The objective of the imput evaluation was to identify and assess relevant capabilities of the university for the program, strategies which may be appropriate for meeting program goals, and designs which may be appropriate for achieving objectives associated with each program goal.

An attempt was made at this stage to initiate process evaluation. The overall strategy here was to identify and monitor, on a continuous basis, the potential sources of failure in a project. This included understandings of and agreement with the intent of the program by persons involved in and affected by it; adequacy of resources and time schedule. Through

the use of process evaluation continual efforts were made to improve the quality of the program. Attention was focused on theoretically important variates, but at the same time care was taken to remain alert to any unanticipated but significant events. Thus, through the collection and organization of data and through its analysis the scene was prepared for further modification of our program.

Despite the many facets of evaluation which might be explored and despite many disputes by authors as to what evaluation is and what should be evaluated, Cane (1969) expressed the writer's feelings best by stating that

> Although means or other average measures of achievement often represent useful summary measures, it is of great importance that the ultimate evaluation of the education program be in term of how well it is fulfilling the needs of specific individuals. (p. 64)

Of course in order to ascertain whether or not the needs of specific individuals are being met, trainees need to take the actual course not just examine it. Once trainees have taken the course then Product Evaluation may be implemented to determine the program's

effectiveness. This will include: decisions as to whether or not to continue, terminate, modify, or refocus parts or all of the program.

Summary

This chapter has attempted to focus attention on the present needs of day care administrators and the various groups such as the CPS and the CCSD who support the administrators' requests.

Taba's seven steps were chosen as the basis for the development of the day care administration program. Thus, all areas in the process of construction of the program were elaborated upon and the linkage between the component parts was explained.

Three basic forms of evaluation were used: context, input, and process with a determination that product evaluation would follow shortly.

Although the various areas have limitations the greatest drawback seemed to be the uniqueness of dealing with a new program designed for an adult audience. The evaluation is quite unlike a school system. The audience itself enters the program with multivariate needs, experiences, inputs and expected outcomes.

CHAPTER III

Procedures for Validating and Evaluating the Program

This chapter will outline those procedures that were used in validating and evaluating the potential of the program as presented in Appendices B, D, G, H and J. The following headings were used to organize the chapter, 1) the program, 2) development of an evaluation instrument, 3) the sample, 4) evaluation instrument and 5) administration limitations of the study.

The Program

This day care administration program consisted of fifty hours of class time, ten hours of discussion time with guest lecturers, sixteen hours of practical work and five hours of workshops.

It was suggested that the program be offered by a Canadian university so that it could be incorporated into a conventional four-year university program leading to a Bachelor of Arts or Bachelor of Science degree with a cross-discipline major in Early Childhood Education. Edgar Dale (1972) clearly substantiates what Alfred North Whitehead once said about the role of our universities:

> The University imparts information, but it imparts it imaginatively. At least, this is the function which it should perform for society. ... This atmosphere of excitement, arising from imaginative consideration, transforms knowledge. A fact is no longer a bare fact: it is invested with all its possibilities. It is no longer a burden on the memory: it is energizing as the poet of our dreams, and as the architect of our purposes. (p. 80)

Hence the purpose of this university-based program was to produce competent, highly skilled day care administrators who would improve the quality of the day care programs for Canada's young.

The program included twelve units:

1. the person and the organization,
2. the director,
3. the child,
4. health care and safety policies,
5. staff,
6. parents and day care,
7. day care center programs,
8. space and equipment,
9. records, reports and grouping policies,

10. business management of day care services,

11. legislation and regulations,

12. community resources.

(Only the topic headings are mentioned here, for further examination of the guidelines and content see Appendices E, F and I).

The sources used in the development of this program were:

1. similar programs obtained from an on-line computer retrieval of bibliographical materials from ERIC (material on microfiche);

2. books, pamphlets and documents on day care training in Canada, United States, Europe and Asia;

3. pertinent records from the National Council of Social Development in Ontario;

4. opinions, judgments, and attitudes expressed by day care officials and personnel throughout Canada over a period of four years.

Development of an Evaluation Instrument

Stufflebeam in Educational Technology (1968) specified that "evaluation means the provision of information through formal means, such as criteria measurements, and statistics, to serve as rational bases for making judgments in decision situations". (p. 6)

In light of Stufflebeam's definition then, before an attempt was made to develop an evaluation instrument for the program, an on-line computer retrieval of bibliographical materials according to ERIC's two indices was made: a) Research in education, b) the current journals in education. Although many sources were suggested and consulted only one source proved in part to be applicable to our program "A Model for Continuing Education for Special Education Administration (1974)".

The evaluation models of such noted authors as Sewards and Scobey (1961), Taba (1962), Scriven (1967), Stufflebeam (1967), Tyler (1970), Provus (1970) were scrutinized in an attempt to find a theoretical framework for the construction of the evaluation instruments.

The first evaluation instrument which emerged then was a questionnaire which was formulated in conjunction with the Stufflebeam Criteria (see Figure 1).

The evaluation instrument consisted of thirty-nine questions which could have been answered by circling a number 1, 2, 3, 4, 5, the responses were 1 strongly disagree, 2 disagree, 3 acceptable, 4 agree, 5 strongly agree. Provision was also made for persons who wished

to make further comments on the items in the questionnaire (see Appendix J).

The author next sought to refine the instrument. Consequently, the instrument together with the program was submitted to four municipal authorities and four provincial authorities in day care. They were asked to critique the instrument in terms of:

1. terminology used,
2. ambiguity of meaning,
3. clarity and precision of statements.

Examples of minor changes which accrued were:

1. Include the word "knowledge" in brackets after cognitive domain.
2. Include the word "emotional" in brackets after affective domain.
3. Use the word "trainee" instead of student.
4. Break down questions numbered 3 and 4 so as to solicit more precise answers.

In addition to the above examiners, fifteen well-experienced authorities in day care local administration (five of whom had taken the Administration course in 1973) were asked to comment on the form and wording of the questionnaire. One additional recommendation was

suggested, that was that the questionnaire be made available in French. This request was complied with one week later.

Following the discussions the above data was used for making decisions about the inclusion or omission of individual items for the final instrument. This procedure was to ensure that the questionnaire was relevant, valid and reliable.

The Sample

Two groups, Group A and Group B comprised the sample. Group A consisted of sixty day care administrators in the Ottawa area. This writer attempted to have five evaluators in each province, however this was not possible; consequently Group B consisted of fifty day care administrators from the ten provinces and the two territories. All subjects in both groups had at least three years experience in day care administration. Further, all administrators were persons who wished to remain in day care and sought to improve their skills in day care administration.

Most of the variables reported in this section are descriptive, that is, questions were asked and results were reported.

The logical structure of evaluation design is the same for all types of evaluation, whether context, input, process or product evaluation. The parts, briefly, are as follows:

A. Focusing the Evaluation

1. Identify the major level(s) of decision-making to be served, e.g., local, state, or national.
2. For each level of decision-making, project the decision situations to be served and describe each one in terms of its locus, focus, timing, and composition of alternatives.
3. Define criteria for each decision situation by specifying variables for measurement and standards for use in the judgment of alternatives.
4. Define policies within which the evaluation must operate.

B. Collection of Information

1. Specify the source of the information to be collected.
2. Specify the instruments and methods for collecting the needed information.
3. Specify the sampling procedure to be employed.
4. Specify the conditions and schedule for information collection.

C. Organization of Information

1. Specify a format for the information which is to be collected.
2. Specify a means for coding, organizing, storing, and retrieving information.

D. Analysis of Information

1. Specify the analytical procedures to be employed.
2. Specify a means for performing the analysis.

(Figure 1 continued)

E. Reporting of Information

1. Define the audiences for the evaluation reports.
2. Specify means for providing information to the audiences.
3. Specify the format for evaluation reports and/or reporting sessions.
4. Schedule the reporting of information.

F. Administration of the Evaluation

1. Summarize the evaluation schedule.
2. Define staff and resource requirements and plans for meeting these requirements.
3. Specify means for meeting policy requirements for conduct of the evaluation.
4. Evaluate the potential of the evaluation design for providing information which is valid, reliable, credible, timely, and pervasive.
5. Specify and schedule means for periodic updating of the evaluation design.
6. Provide a budget for the total evaluation program.

Note: (Reprinted from Stufflebeam, D., Educational Technology, July 30, 1968, p. 10)

Figure 1 – Developing Evaluation Designs

The following data (contained in Tables 6 to 14) were gathered from the respondents: age, salary, education, number of centers previously employed in, number of years in day care field, length of time employed at present center, staff development commitment to day care.

The purpose in obtaining such information was an attempt to show the reliability of the validators.

As may have been expected, the overwhelming number of respondents were female. Out of the total sample, only 03 percent were males; 97 percent of the respondents were female. Day care has been a female dominated profession since its initiation, and there is little evidence to suggest that this will change in the near future. There may be several reasons why males do not constitute a higher proportion of day care. One probable reason is the poor salaries and a second reason may be that women have traditionally been the care-takers of children in our society.

If one uses the "ideal definition" of day care according to the Federal Government's Guidelines, then the job of an administrator of a day care center

Table 6

Age in Years

Years	Number	Percentage
19 or less	0	0
20 - 24	28	2.5
25 - 29	42	3.8
30 - 39	27	2.5
40 and over	13	1.2
	110	100

Table 7

Salary

Annual Salary Received	Number	Percentage
$ 6000 - $ 7000(2 part time)	8	7.2
$ 7000 - $ 8000	20	18.1
$ 8000 - $ 9000	36	32.7
$ 9000 - $10000	13	11.8
$10000 - $11000	12	10.9
$11000 - $12000	9	8.1
$12000 and over	5	4.4
(not completed)	8	7.2
	110	100.

Table 8

Educational Background

Education	Number	Percentage
high school	9	8.1
community college diploma	14	12.7
early childhood education	39	35.4
mothercraft certificate	6	5.4
teacher's college	8	7.2
nursing	6	5.4
undergraduate degree	17	15.4
graduate degree	8	7.2
administration diploma/degree	1	0.9
other	2	1.8
	110	100

Table 9

Number of Centers Previously Employed In

Number of Centers Employed In	Number	Percentage
one center	51	46.3
two centers	44	40.0
three centers	9	8.1
four centers	6	5.4
five centers	0	0.0
six or more centers	0	0.0
	110	100

Table 10

Number of Years in Day Care Field

Number of Years in Day Care	Number	Percentage
less than one year	0	0
one to two years	0	0
two to five years	93	84.5
six years or longer	17	15.5
	110	100

Table 11

Length of Time Employed at Present Center

Time at Present Center	Number	Percentage
six months to one year	9	8.1
one to two years	15	13.6
two to three years	15	13.6
three to four years	35	31.8
four to five years	24	21.8
five years or more	12	10.9
	110	100

Table 12

Staff Development

Number of Staff Development Days per Year	Number	Percentage
no days	67	60.9
one day	37	33.6
two days	-	-
three days	-	-
six days and more	-	-
not completed	6	5.4
	110	100

Table 13

Commitment to Day Care

Future Commitment to Day Care	Number	Percentage
one year	10	9.0
two to three years	39	35.4
four to five years	30	27.2
six to seven years	27	24.5
no comment	4	3.6
	110	100

Table 14

Reasons for Leaving Day Care

Reason for Leaving Day Care	Number	Percentage
pay is too low	55	50.0
need a change	3	2.7
lack of advancement	8	7.2
lack of status	28	25.4
stress involved in working with children	9	8.1
stay at home with own child	7	6.3
	110	100

would be one of the most important occupations in the community, and consequently should have a high role value associated with it. This high role value might be manifested in high pay, good benefits, and high status recognition in the community. From Table 7 one can readily agree that the salaries are extremely low. One possible way of alleviating this injustice may well be through the administrators taking recognized university courses in their speciality.

Although Table 8 indicates that the majority of the day care administrators have had some training which might benefit them in a day care setting, it was evident from their individual comments that they wanted courses geared to their role as administrators in day care settings.

Despite the consensus of opinion among the administrators, that they feel ill equipped to perform their roles, nevertheless they have shown a persistence in their dedication.

As is the case with most low-paying jobs, the benefits and opportunities for self-improvement are also poor. Over 81.6 percent indicated they would

like more staff development days than they now receive, 12.2 percent were satisfied with present arrangements and 7.2 percent did not comment.

Day care work is often characterized as having a high staff turnover rate. Tables 13 and 14 verify how day care workers perceive their career status, how many years they intend to work in the day care milieu, and why they intend to leave the field.

More than 81.6 percent of the respondents indicated that day care work was their chosen career, with only 16.3 percent considering it as a temporary job situation, and 2.4 percent no comment.

Almost 57 percent of the respondents indicated that they intended to work in the day care field for at least four more years and probably longer. Nine percent said they would leave the field in the next year. Table 13 gives the frequency distribution of how long the respondents intended staying in the day care field. The largest single reason for leaving day care might be the low pay (Table 14). In addition, many voiced their frustration at the fact that no financial assistance had been made available to them for self-improvement.

It seems clear from the above results (stated in Table 14) that day care workers consider day care their

career. If they intend to leave, it is mainly because of job related reasons.

Traditionally day care has been looked upon as a welfare service for a parent or parents who work. None of the respondents viewed day care only in this context. Twenty-eight point four percent of the respondents regarded day care as an educational service. Forty-three point six percent of the respondents saw day care as a combination of a welfare service and an educational service. Only 28.0 percent indicated that day care was something different than either or both of the above statements. They tended to see day care in broader societal terms than just an educative experience for children and/or a service for parents who work.

Generally speaking then, this sample has the characteristics of a stable, reliable group. What they are seeking is not the label professional which will indicate that they are superior to parents in their understanding and ability to cope with children rather they seek the label professional which indicates that they are competent and wish to be treated as such.

Evaluation Instrument

The evaluation instrument had already been subjected to its initial scrutiny by day care officials. The next step was to have the program subjected to a nation-wide evaluation. Hence, a total of 110 administrators were asked to use the questionnaire to evaluate the program.

Two separate groups were used, Group A which comprised sixty day care administrators in the Ottawa region and Group B which comprised fifty day care administrators, five each from the provinces and territories.

An examination of the day care list for Ottawa indicated that the administrators who held administrative positions were distributed over a wide area. Nevertheless, they were within a distance that would make the interview method feasible. It was decided then that the basic means of gathering data would be via the interview method for Group A. It was further decided that the best means available under these circumstances was to have administrators circle their responses on a questionnaire so this could be performed without great expenditure of time and would enable the respondents to be interviewed and the items

discussed for clarity where needed. To be able to gather data from sample Group B that would be in keeping with the data gathered from sample Group A the questionnaire technique was maintained. A minor modification was used in that space to allow for comments, recommendations, etc., this space was to encourage the evaluator to elaborate upon his or her decisions. The instruments were sent to all respondents to ensure standardization. Group A received the Administrators Interview-Questionnaire Guide and Group B received the Administrators Comment-Questionnaire Guide.

"The interview technique" according to Young (1949), "is the superior method to be used to gather data for this type of study" (p. 109). West (1959) also lauded the interview method. West stated,

> In the interview guide each question becomes an open ended question and the thoughts can be discussed by the interviewed and the interviewee if required. The method has advantages in obtaining information pertaining to opinions, judgements, and the attitudes of people. (p. 13)

Also, some unexpected responses should be expected. Best (1959) wrote:

> Through the interview techniques the researchers may stimulate the subject to greater insight into his own experiences, and thereby explore significant areas not anticipated in the original plan of the investigation. The preparation for the interview is a critical step in the procedure. The interviewer must have a clear conception of just what information he needs. He must clearly outline the best sequence of questions and stimulating comments that will systematically bring out the desired responses. A written outline, schedule or checklist will provide a set plan for the interview, precluding the possibility that the interviewer will fail to get important and needed data. (p. 168)

Good and Scates (1954) agreed with Best that through the interview the investigation can gather information of a more confidential nature, and can better allow the interviewee to respond.

The procedure used with Group A was as follows: a list of the day care centers in Ontario was ascertained from the Department of National Health and Welfare in Ottawa. Next, telephone calls were made alphabetically and initial introductions made.

The administrator of each center was informed of the purpose of the call and was asked if he/she would consider validating and evaluating the proposed program. During that same phone call, the administrator was informed that upon agreement to evaluate the program a copy of the program would be sent to her/him together with an interview guide within three to five days. A request was made also at that time for an interview at a time agreeable to both the interviewer and the interviewee.

Of the seventy-four centers contacted, sixty centers agreed to evaluate the proposed program. These sixty administrators then served as our sample Group A. The interview method which was used with Group A required a visit to the various centers where the administrators were employed.

The writer mailed an introductory letter to the fourteen officials responsible for day care in each province and the territories and inquired as to the possibility of having five administrators of day care centers in each province evaluate a program of day care administrators. (It was suggested that only those who had at least three years' experience as day care administrators; and who were presently

employed as administrators, should evaluate the program at this time.) The officials in the various provinces agreed to accept the responsibility of having five day care administrators in their province or territory evaluate the program. Quebec was the only exception, they supplied this author with a list of the centers in Quebec and asked that the choice be made by her.

Five copies of the proposed program together with an information letter and a stamped addressed envelope was sent to each province and each territory. The French version was sent to Quebec. Each evaluator of the program was given two evaluation forms. It was only necessary to complete one, the second one was included just in case the evaluator wished to reconsider his or her opinions or wished to make other changes before returning his or her form. The Territories were unable to supply five candidates each to evaluate and validate the program, however; between them four administrators performed the task: Four other administrators stated that they were unable to examine the program at that time, however, they agreed to examine the program at a future date.

Persons in sample Group A expressed their appreciation for receiving the interview-questionnaire

forms and the program in advance of the interview. They stated verbally that they appreciated knowing in advance the nature of the guide for this allowed them to formulate answers in keeping with the purpose of the study. Each of the interviewees in Group A indicated that she or he had spent some time reading the interview questionnaire guide before the actual interview and had come to some conclusions regarding most of the questions. There were no unexpected difficult questions and a very informal atmosphere prevailed at all discussions.

The shortest interview was about forty-five minutes; the longest interview was about two hours. All interviewees indicated a desire for complete understanding of terminology and they sought to supply answers with thoroughness. All interviews were completed by May 25, 1976.

Data were tabulated as the interview progressed. This was made especially possible by the sample having the questionnaire guide in their possession before the interview took place. The interviewees were very receptive to the idea of the interview and encouraged the interviewer to take notes, even repeating phrases, on their own volition, to be sure the interviewer was

recording the proper wording. Both the interviewer and the interviewee had a copy of the guide before them during the discussion and this helped immensely to expedite the flow of thought. At all times there seemed to be complete rapport. Both parties to the discussion knew the order of the discussion and the order of the points to be discussed. Each interviewee knew that the other fifty-nine interviewees were to follow the same pattern and format. In general Group A were very cooperative and readily indicated both the strengths and weaknesses of the proposed program.

The fact that no real personal contact could be made between the evaluator in each province or territory (sample Group B) and the writer served to have its advantages. For now, the product was on its own, it had to speak for itself. In this respect the interview-questionnaire method and the written evaluation proved to be an excellent form for crosstabulation of responses.

The evaluation instrument then required a two-dimensional analysis of the objectives, that is, an examination of the content and the behavioral aspect of the program. That is, the instrument necessitated that the evaluators examine the learning activities and the

provisions made for their execution. And finally the evaluators were asked to examine the means used to appraise the learned behavior.

This section covers only the context and input evaluation (see Figure 2), in order to ensure better evaluation, process and product evaluation have yet to be ascertained.

Administration Limitation of the Study

While this study was developmental in nature it was constructed with the following limitations.

1. The selection of content tapped the major sources and reflected the most up-to-date knowledge in the field.

2. The validation and evaluation analysis of this program was limited to day care administrators who had at least three years' experience in the administration of day care centers, and who were presently employed as day care administrators.

3. The validation and evaluation of this program was limited by the degree of validity and reliability of the interview-questionnaire method and survey-questionnaire method used.

4. The validation and evaluation of this program was limited by the degree of insight into educational

	Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation
OBJECTIVE	To define the operation context, to identify and assess needs in the context, and to identify and delineate problems underlying the needs.	To identify and assess system capabilities, available input strategies, and designs for implementing the strategies.	To identify or predict, in process, defects in the procedural design or its implementation, and to maintain a record of procedural events and activities.	To relate outcome information to objectives and to context, input, and process information.
METHOD	By describing individually and in relevant perspectives the major subsystems of the context; by comparing actual and intended inputs and outputs of the subsystems; and by analyzing possible causes of discrepancies between actualities and intentions.	By describing and analyzing available human and material resources, solution strategies, and procedural designs for relevance, feasibility and economy in the course of action to be taken.	By monitoring the activity's potential procedural barriers and remaining alert to unanticipated ones.	By defining operationally and measuring criteria associated with the objectives, by comparing these measurements with pre-determined standards or comparative bases, and by interpreting the outcome in terms of recorded input and process information.

(Figure 2 Continued)

	Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation
RELATION TO DECISION-MAKING IN THE CHANGE PROCESS	For deciding upon the setting to be served, the goals associated with meeting needs and the objectives associated with solving problems, i.e., for planning needed changes.	For selecting sources of support, solution strategies, and procedural designs, i.e., for programming change activities.	For implementing and refining the program design and procedure, i.e., for effecting process control.	For deciding to continue, terminate, modify or refocus a change activity, and for linking the activity to other major phases of the change process, i.e., for evolving change activities.

(Note: Reprinted from Stufflebeam, D., Educational Technology, July 30, 1968, p. 9)

Figure 2 - The CIPP Evaluation Model

(A Classification Scheme of Strategies for Evaluating Change The Strategies)

administrative problems present in the thinking of the day care administrators involved in the evaluation of this program.

5. The analysis of the data was limited by responses of the evaluators and it was assumed that terminology used across Canada could be interpreted and understood uniformly.

CHAPTER IV

Results of the Validation and Evaluation of the Day Care Administration Program

This chapter presents the results of the evaluation of the "Day Care Administration Program". The results are presented according to the interview-questionnaire used with Sample A, and the comment-questionnaire used with Sample B.

The statistical analysis of the results of the evaluation of the day care administration program is indicated in Table 15. Numbers 5 = strongly agree, 4 = agree, 3 = acceptable, 2 = disagree and 1 = strongly disagree.

This table shows a close relationship between the responses for Ottawa and for the rest of Canada. Unfortunately the writer was unable to obtain a greater sample, however, the comparison is significant.

The breakdown between Ottawa, where the questionnaire was presented on an interview basis, and the rest of Canada which received a mailed questionnaire, is interesting. In Ottawa, 88.1 percent responded favorably towards the program (Questions 5, 4, 3), 10.5 percent responded unfavorably (Questions 2, 1) and 1.4 percent did

Table 15

Question Scores and Percentage Distribution

Questions	FAVORABLE: Strongly Agree 5	Agree 4	Acceptable 3	UNFAVORABLE: Disagree 2	Strongly Disagree 1	No Response 0	Total
Ottawa							
Number of Responses	896	749	418	200	47	30	2340
Percent Distribution of Responses	38.2	32.0	17.9	8.5	2.0	1.4	100.0
Rest of Canada							
Number of Responses	304	857	472	225	32	60	1950
Percent Distribution of Responses	15.6	43.9	24.2	11.5	1.7	3.1	100.0
Total Canada							
Number of Responses	1200	1606	890	425	79	90	4290
Percent Distribution of Responses	28.0	37.4	20.8	9.9	1.8	2.1	100.0

not respond. In comparison, in the rest of Canada 83.7 percent favored the program, 13.3 percent did not favor the program, and 3.1 percent gave no response.

The above data suggested that there was a certain degree of consistency in the findings; this in turn indicated that there was a great degree of reliability in them. For example, the response distribution was skewed in the direction of a favorable response (Figure 3).

In statistical terms the mode, that is, the most frequent response was greater than the median, that is, the fiftieth percentile, the value below which half the values in the sample fall; which in turn was greater than the mean, that is, the average.

Because the Ottawa sample was partially biased in favor of a positive response having been made on the bases of interviews; and the rest of Canada biased negatively in that there was insufficient explanation and support for the questionnaire, I would judge the distribution for Canada on the whole as the most relevant one in this thesis.

Sample Group A Responses (Ottawa Area)

Sample Group A consisted of sixty day care administrators who responded to a thirty-nine item interview-questionnaire (Appendix U). Within this paper responses have been combined 5, 4, 3 positive responses and 2 and 1 negative responses. (See Appendix M, raw data)

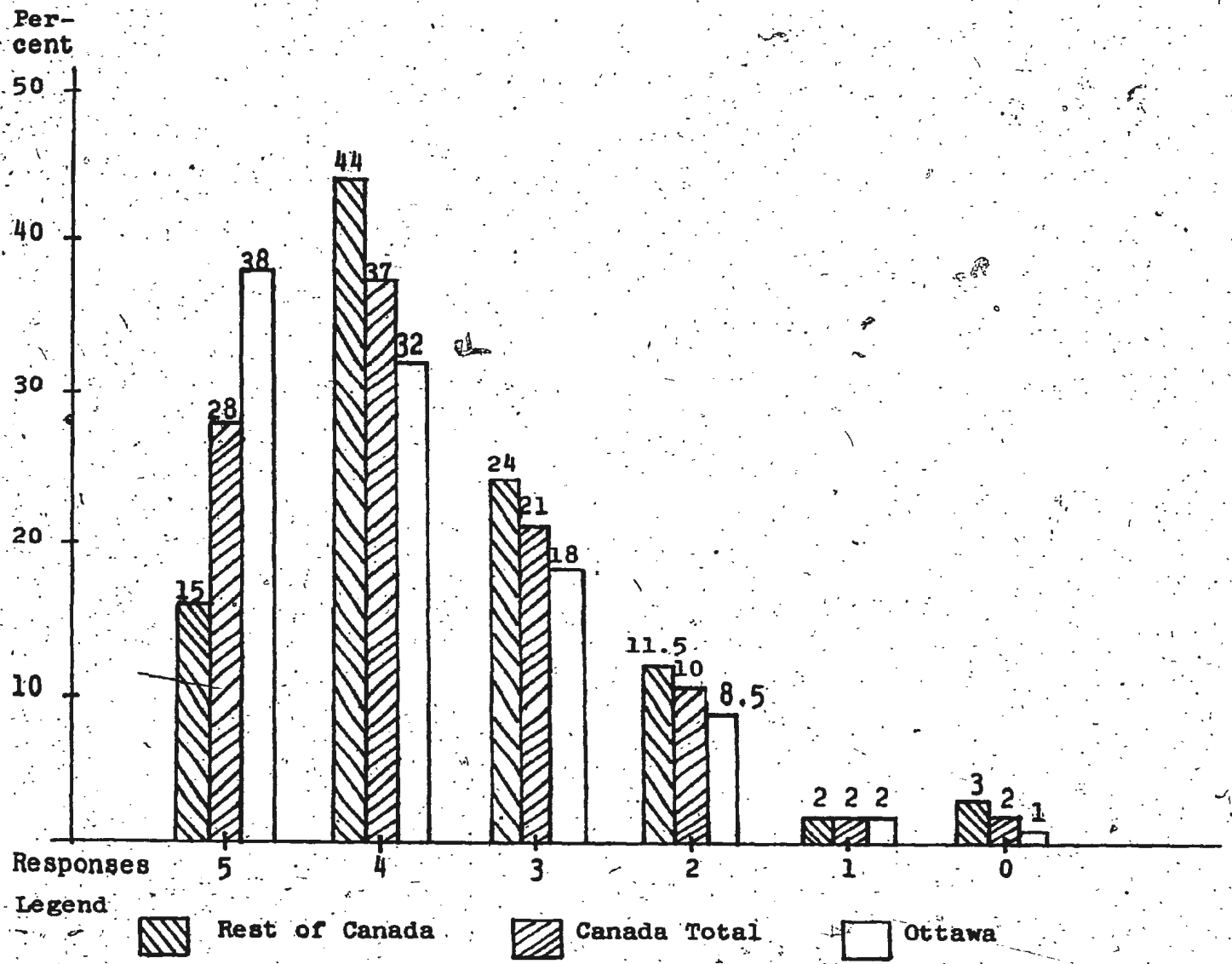


Figure 3.- Frequency Distribution of Results.

Question 1. The intent of the program is clearly stated?

One-hundred percent of the day care administrators agreed that the intent of the program was clear and acceptable. Some day care administrators, however, requested more time to think seriously about the ramifications and intentions of the program. Other administrators during the discussion of question one expressed their concern that the content of the program was 'heavy' if taken by administrators on a part-time basis, while continuing to work on a full-time basis.

Question 2. The learning objectives of the program are clear?

The results were as follows: ninety-nine percent of the day care administrators noted that the learning objectives were a good reflection of their needs. They also verbalized that the learning objectives of the program were comprehensive and covered all aspects of learning, whereas, the minority (one percent) indicated that the educational jargon only led to confusion and not real learning.

Question 3. The learning objectives for the program are well developed?

One-hundred percent accepted the objectives of the program as having a sound basis for the expansion of their skills. Due to the fact that the interview technique was used with Group A, this writer was able to discuss the rationale behind the objectives and explain, when requested to do so, the format used to set up and develop the various objectives.

Question 4. The objectives stated in this program are realistic?

The responses to this question indicated that eighty-seven percent of the evaluators in Sample A considered the objectives to be a reflection of the day care administrators' tasks. Thirteen percent indicated that they strongly disagreed that the objectives were realistic. This question instigated considerable discussion. Basically the dialogues centered on variables such as administrators' previous experiences and education, the time factor in relation to the content of the program and the necessity of having a gradual build-up of materials and skills.

Question 5. The demands required in the Cognitive Area (knowledge) are acceptable?

Seventy-six percent of this Sample A indicated that demands of the objectives in the cognitive area were acceptable and desirable. Sixteen percent disagreed with question five and eight percent did not respond. Many of the administrators had been previously exposed to B. Bloom's Taxonomy, therefore, the material and its intentions were easily interpreted. Those administrators who disagreed with the acceptability of the demands of the Cognitive Area commented on

1) the complexity of the system and

2) the too numerous demands in that area.

Question 6. The demands stated in the Affective Domain (emotional) are acceptable?

Ninety-seven percent responded positively to question six. Three percent of the day care administrators responded strongly disagree. Considerable discussion revolved around the Affective Domain. While the majority of the day care administrators regarded

this item as playing an essential role in the learning process, a few administrators regarded the item as superfluous and contributing little to the total program.

Question 7. The objectives in this program are related to broader behavioral patterns over a period of time?

In this Sample A, one-hundred percent of the evaluators indicated that the relationship between the objectives and the behavioral patterns over a period of time was clear, comprehensive and fully acceptable.

Question 8. The stated objectives in this program coincide with your needs?

Ninety-five percent of the respondees intimated that the program's objectives definitely matched their needs. Several administrators stated that although the program's objectives would cater to their needs, yet, minor modifications would be necessary, and five percent did not respond to this question.

Questions nine to fifteen focused on the content of the program.

Question 9. The material in this day care administration program makes provision for learning which is stimulating and challenging?

The responses to this question were as follows: Seventy-five percent of the evaluators responded favorably whereas twenty-five percent of the respondees disagreed with the statement. During the various interviews administrators often went off on a tangent by discussing factors such as

1) the instructor as the stimulator or

2) particular issues at different times.

Question 10. The chosen materials for the day care administration program are closely related to the overall objectives of the day care program?

Although sixty percent of the day care administrators indicated their acceptance of this item, yet, several administrators suggested further research be made to obtain Canadian materials which would be applicable to the day care program.

Question 11. The content of this day care administration course is meaningful in that it relates to

the every day life situation of the day care administrator?

One-hundred percent of the evaluators considered the content of the program to be both appropriate and meaningful. Further suggestions given by administrators were:

1) the inclusion of material concerning arts and crafts,

2) politics and how it affects day care,

3) the law and day care, and

4) after-four programs.

Question 12. The program contained a fair balance of materials?

Factors which entered the discussion were: educational background, professional interests, areas such as space and equipment being dictated by other authorities, programs for day care already established, different laws concerning day care in different provinces. The responses to Question 12 were: sixty-six percent responded favorably, whereas thirty-three percent responded by disagreeing that a fair balance of materials did exist in the program.

Question 13. The scope of this program is broad enough to allow for individual differences?

All of the day care administrators in Sample A (one-hundred percent), expressed positive comments concerning the allowance for variety in the program. Further suggestions were made for the inclusion of: ethnic groups, slow learners, and care of the mentally retarded.

Question 14. The learning levels are appropriate to the suggested audience?

Although the majority of the evaluators agreed in theory with this question, nevertheless, many administrators expressed their views by stating that when one is working full-time there may be significant interference in one's learning and performance ability. The results of this question were: ninety percent responded favorably, whereas ten percent disagreed with the appropriateness of the learning levels.

Question 15. The program is well organized and developed in a coherent sequence?

Eighty-six percent of the day care administrators viewed this item as being acceptable, whereas thirteen percent chose to disagree with this item. Those administrators who disagreed with the organization and sequencing of the program commented that units should be attacked according to the audiences' preferences or according to a particular need at a given time.

Question 16. Some learnings within the Units require prerequisites before other learnings can occur?

Seventy percent of Sample A indicated the necessity of having background knowledge in certain areas such as child psychology before other topics such as "behavior problems in children" could be attempted. Thirty percent of the day care administrators disagreed with using prerequisites for units, they noted that most day care administrators are experienced but lack a theoretical framework for their knowledge, these administrators stated further that the instructor should be able to gauge the level of competency with the group and present material accordingly.

The following section (questions seventeen to twenty) pertained to the methodology used in the day care administration program.

Question 17. The teaching methods of this day care administration program are directly related to the objectives of the program?

Although some discussion centered upon favorite methods, and those methods which work best with experienced administrators, all of the administrators in Sample A, one-hundred percent, accepted the suggested methods for achieving the various stated objectives. The general

concensus of opinion on this item affirmed that the instructor should make the ultimate decision in matching methods to objectives.

Question 18. The suggested methods are appropriate to each topic?

One-hundred percent of the administrators deemed the suggested methods as being appropriate. It was added by several administrators that an instructor could easily change a given technique if it were not fulfilling its purpose.

Question 19. The methods chosen for delivery of the materials can accommodate the specified audience?

The evaluators were made aware by this writer that some background research had been done on learning theories in relation to adult performances, also, it was stated to the evaluators that there were alternative techniques which might be employed at the discretion of the instructor. The responses to question nineteen were: one-hundred percent indicated that the suggested methods did accommodate a specified audience.

Question 20. Sufficient support staff have been suggested to augment the program?

The responses indicated that eighty percent of the administrators were in agreement that the suggested staff

was sufficient, however, twenty percent of the administrators found several deficiences in this item. These administrators maintained that:

1) support staff should be chosen only when the backgrounds and needs of the potential trainees were known,

2) support staff need not necessarily form part of the main program, but should be thought of as a resource facility which should be available in times of needs or request,

3) unforeseen problems invariably occur as a result of having to book persons months in advance.

Learning activities occupied the scope of questions twenty-one to twenty-three.

Question 21. The day care administration program suggests learning activities which are practical?

Eighty-two percent of the evaluators responded favorably and stated that the activities were for a purpose and not just 'make-work'. Eighteen percent of the administrators indicated disagreement with this question. These administrators questioned not the practicality of the activities but rather the practicality of the work load within the specified time, especially for those persons who had full-time jobs and young families.

Question 22. The suggested activities for the day care program coincide with the written goals?

The responses for Ottawa indicated that one-hundred percent of the administrators viewed the suggested activities as being appropriate for the long-term written goals of the program.

Question 23. Sufficient references are supplied to supplement the day care program?

Seventy-six percent of the day care administrators viewed the suggested materials as being sufficient. Twenty-four percent of the day care administrators, however, indicated that the references were inadequate for the following reasons:

1) Provision does not seem to have been made for the continuous up-dating of materials.

2) University graduates would undoubtedly seek additional reference material.

3) French materials were totally lacking for the day care program.

Question 24. The day care program encourages the learner to be involved in evaluation and further planning of the content ?

Eighty-two percent of the evaluators intimated that although the involvement of the administrators in the

evaluation and planning of the program was suggested rather than stated, yet, they expected and strongly desired to have considerable input into future programs designed for day care administrators. Eighteen percent of the evaluators responded negatively to this question. These day care administrators, emphasized the necessity of making it clear to program designers that their continual input into such a program is crucial for sound planning and improved programs.

Question 25. This day care administration program requires quality work from its trainees?

One-hundred percent of the sample responded positively to this item. Throughout the discussions, views were constantly exchanged concerning quality of work demanded in a course or program versus quality of work demanded by an instructor. All of the administrators in Sample A agreed that the standards in the program should be high in order to ensure a quality product, that is, a skilled day care administrator.

Question 26. The program makes provision for personal expansion and improvements?

Once again, the day care administrators, Sample A, indicated agreement with this item. Several administrators suggested further additions to the program

such as: governments' role in day care, day care and the law, ethnic groups. Other administrators suggested using the present course as an introductory base and augmenting various units to facilitate persons who have had previous training in administration.

Question 27. The day care administration program stressed skill-type outcomes?

All of the day care administrators, one-hundred percent, responded that the program did indeed seek skill-type outcomes. Discussion on this item centered on the topic that skills are the key behind all efficiency and competencies. Many of the administrators recommended that the day care program be expanded and be accompanied by a gradual progression of skills.

Question 28. Allowance is made for continuous self-development and evaluation as an extension of this program?

Sixty-three percent of the sample expounded that if the learnings within the program were used by administrators in their everyday work then inevitably self-development would occur and the process of self-evaluation would undoubtedly follow. Thirty-seven percent of the day care administrators disagreed with this item. These administrators suggested that this question was extremely

subjective and difficult to measure; moreover, they questioned the long-term influence of such a program on their future performances.

Question 29. The expectation level of performance for this program is not too high?

Eighty-two percent of the day care administrators responded that the expectation level of performance for the program was not too high. In fact, many administrators suggested that specific standards be included in the present program such as: mandatory pre and post tests percentage levels be given on assignments, e.g., A, B and C, trainees should obtain a grade of sixty percent and above, etc. The general tone during the interviews indicated that the majority of day care administrators wanted higher standards set for the group. Eighteen percent of the evaluators voiced their opinions that the expectation levels were too high especially for persons who have been away from formal educational training for a long period of time.

Question 30. The procedures for evaluation for each unit were appropriate?

Ninety-two percent of the evaluators responded positively to this item. The remaining eight percent of the administrators disagreed with this question for

the following reasons:

1) too many evaluations were required especially when a person was working full-time,

2) formal evaluation should not be a component of such a program,

3) types of evaluations should be decided upon by the instructor and the trainees in light of the time schedule and the given backgrounds of a particular trainee group.

Questions thirty-one to thirty-nine were designed to serve as an indicator as to the acceptability of the day care program in its present form.

Question 31. The length and scope of this program are adequate for the given time frame?

The responses for this question were as follows: ninety percent of the evaluators affirmed that the length and scope of the program was quite acceptable provided each topic was introduced at an introductory level. These administrators expressed the opinion that should the topics be delved into at any great length, then the time frame would assuredly have to be altered. Other day care administrators, five percent, suggested that the program contained enough material to warrant an additional twenty to forty hours. The remaining .02 percent refrained from answering this question.

Question 32. The style of writing is clear and concise in this day care administration program?

All of the day care administrators, one-hundred percent, considered the style to be acceptable. Several evaluators stipulated that the program per se was understandable once the educational jargon of the objectives had been passed.

Question 33. The minimum restrictions of this program allow for maximum flexibility?

Eighty-three percent of the evaluators indicated that because the program was topically oriented then they foresaw the possibility of the instructor, upon the suggestion of her trainees, easily and quickly rearranging topics or in fact modifying units to meet the demands of the audience. Seventeen percent strongly disagreed that the program allowed for maximum flexibility. These evaluators specified that in their opinion the program appeared extremely rigid, with its given objectives, methodologies and evaluations. Furthermore, this group stated that the program should remain rigid until it has passed at least the pilot study stage.

Question 34. The program contains up-to-date materials n recent developments in day care?

The responses in this area were as follows: Eighty-five percent agreed that the materials were up-to-date, however, they disapproved of the fact that many of the references were American. A few evaluators suggested that a direct line communication with Canadian publishing companies would ensure a constant up-dating of Canadian materials for the day care program. Fifteen percent of the administrators responded negatively to this item. These administrators lamented the fact that there was a total lack of French materials also, materials which dealt with day care in Europe and Asia were non-existent in the program.

Question 35. The program is an instructional package, that is, it has prescribed media, books and control strategies?

Seventy-five percent of the administrators considered the day care program to be an instruction package, in that it had prescribed: objectives media, books, methodologies, activities and evaluations. Twenty-five percent of the day care administrators however did not agree that the program was an instructional package. The interpretation of an instructional package for this group meant all materials already assembled and not merely suggested.

Question 36. This program is flexible enough to appeal to both beginning and advanced trainees?

The responses to this question were as follows: ninety-seven percent indicated agreement with the question's basic premise. The main question asked by administrators concerning this item was "when will the program be available"? The response of three percent of the administrators however was negative. This group of evaluators suggested that the program required further division, that is, three programs could be formed from the one suggested in this thesis.

Question 37. This program should make you more competent and efficient in your role as a day care administrator?

The data which was collected suggested that ninety-two percent of the evaluators believed that they would be more competent and skilled as a result of taking the day care program. Other administrators, eight percent, however, disagreed with this item. They intimated that the course was too elementary for them in its present form. They added, nevertheless, that the program would be beneficial to the majority of day care administrators and it should be initiated as soon as possible.

Question 38. All major areas in the day care administration field have been included in this program?

Response to this question indicated that forty-five percent of the administrators were pleased with the diversity of the topics offered in the program. They stated that their decisions were made on their limited knowledge. Thirteen percent of the day care administrators indicated that several areas were not mentioned or they were not given adequate scheduling in the program. Areas which were suggested by this group were: Child Behaviour, Day Care and the Federal Government, Day Care Parents and the Media, Multiculturalism, Twenty-four Hour Day Care Service, Nation-wide Day Care Training Programs. The remaining evaluators, forty-two percent, did not respond to this question. The general concensus among the non-responding group was that day care is a new and ever-expanding field, consequently, they did not feel adequate about making such decisions.

Question 39. This program should be given at a university in your area?

Eighty percent of the day care administrators indicated that they would like the program at a

university in their area as soon as possible. The remaining twenty percent of the administrators did not choose the university as the center for the day care program. This group stated that they would prefer the program to be offered at community colleges for the following reasons: lower costs, flexible hours, greater access and lower educational entrance requirements. This group, despite discussions, were not convinced that the university also caters to "mature students".

Sample Group B Responses (Canada Wide)

Sample B comprised fifty day care administrators across Canada. This group was given a comment-questionnaire guide comparable to the interview-questionnaire guide which was given to the Ottawa group (Sample A). The administrators in Sample B were asked to respond to the questionnaire by circling numbers which corresponded to their judgements (5 = strongly agree, 4 - agree, 3 - acceptable, 2 = disagree and 1 - strongly disagree). Within this paper positive and negative responses are grouped respectively 5, 4, 3 and 2, 1. The raw data for each response can be found in Appendix M.

Question 1. The intent of the program is clearly stated?

Eight-four percent of the day care administrators affirmed that the intent of the program was clear. Many of the evaluators contended that the program was valid in terms of today's society, and that their province was desperately in need of such a program, however, they stated, the federal, provincial and municipal governments did not view day care as a priority item, consequently chances of obtaining day care administration training were negligible. Sixteen percent of Sample B disagreed with question one, they stated that the intent of the program was not clear since the program did not stipulate the entrance requirements to take the program, nor did the program specify the place of this program in a broader context.

Question 2. The learning objectives of the program are clear?

The results indicated a highly positive response. Ninety percent of the administrators agreed that the learning objectives of the program were well presented and clearly stated. Ten percent of the day care administrators suggested that the presentation of the specific objectives according to Bloom's Taxonomy caused confusion for persons long removed from the academic scene.

Question 3. The learning objectives for the program are well developed?

Ninety percent of the evaluators agreed that the learning objectives were well developed and thoroughly covered. Ten percent of the administrators commented that the specific objectives were theoretically based and involved too much educational jargon. These administrators suggested that the overall objectives of the program were more practical and were more likely to be used by instructors.

Question 4. The objectives stated in this program are realistic?

All of the administrators, one-hundred percent, in Sample B, confirmed that the long term objectives of the program were realistic, however, the responses for the specific objectives were as follows: Eighty-eight percent of the evaluators stated that the specific objectives were realistic. Six percent indicated that the specific objectives were not realistic for all persons, especially for those who had a minimum education. Other points of contention for this group were: many of the objectives needed far greater time allotments for their completion than was specified in the program. Also, many administrators voted that programs were sometimes not

successful because instructors lacked the ability to integrate recommended objectives with the teaching materials. Six percent did not respond to this question.

Question 5. The demands required in the Cognitive Area (knowledge) are acceptable?

Ninety percent of the day care administrators accepted the demands made in that area. These administrators reiterated the importance of covering each of these areas and maintaining high aims which would ultimately result in improved status. Ten percent of the evaluators felt that the demands requested in the cognitive area were unnaceptable. The following reasons were given for their rejection of the demands:

1) Unit 3 The child has already been covered in an Early Childhood Program (level 1).

2) The suggested objectives would place unnecessary stress on administrators to attain a more credible level of cognitive development.

3) The placing of numerical parameters such as prescribed in C5(b) (indicate possible directions of day care from research) would require "magic solutions".

Question 6. The demands stated in the Affective Domain (emotional) are acceptable?

Analysis of this question indicated that ninety percent of the sample were in agreement with the demands. While many evaluators stated that the objectives in this area were common sense yet they noted the importance of refreshing one's mind for motivational purposes. This group also stated the importance of notifying parents of the philosophies of various centers so as to ensure harmonious relationships between parents and staffs. The ten percent of the administrators who did not accept the demands of the Affective Domain stated that the objectives were not measurable and therefore unrealistic or they stated that this area required too much of a commitment towards academic work.

Question 7. The objectives in this program are related to broader behavioral patterns over a period of time?

The results indicated that ninety percent of the evaluators recognized and accepted the relationship between the objectives and the behavioral pattern whereas ten percent disagreed and commented that such a relationship was idealistic, for whether or not one transferred learnings from a controlled setting to an uncontrolled setting was a very subjective decision. This latter group also indicated that they foresaw problems not with

the changed knowledge aspect of the program, but within the changed behavior realm.

Question 8. The stated objectives in this program coincide with your needs?

Ninety-four percent of the administrators agreed that the objectives of the program coincided with their needs. These administrators affirmed the importance of training. The government, they state, has neglected to provide opportunities and support for day care training. Several administrators noted that they greatly needed to share viewpoints and be supportive of one another; the program's objectives, they stated, made provision for this. Six percent of the evaluators stated that the given objectives did not coincide with their needs either because the program was too elementary or because the requirements of the objectives heavily outweighed the monetary rewards which would accrue after the training period.

Questions nine to fifteen centered on the content of the day care administration program.

Question 9. The material in this day care administration program makes provision for learning which is stimulating and challenging?

Ninety-four percent of the administrators responded positively to this item. The majority of the evaluators applauded the possible learnings in the program that could be both challenging and stimulating. Several administrators stated that although all areas in the program might not provide for new learnings most of the program would undoubtedly make provisions for personal growth as an administrator. The remaining six percent indicated disagreement with question nine. This group of day care administrators contended that unless the program was going to result in recognized status, a monetary supplement, or a degree oriented program then it offered little challenge or stimulation.

Question 10. The chosen materials for the day care administration program are closely related to the overall objectives of the day care program?

All of the administrators, one-hundred percent, agreed with item ten. There was a consensus of opinion among the evaluators that a commendable job had been done on the program. Many of the evaluators expressed the hope that the research and effort put into this thesis would result in a day care administration program being offered at universities or colleges for them. The French administrators added that they would like to see French

materials added to the program to accommodate their groups.

Question 11. The content of this day care administration course is meaningful in that it relates to the every day life situation of the day care administrator?

Once again the response to this item was quite favorable. One-hundred percent of the day care administrators accepted the meaningfulness of the components of the program. Suggestions for additions to the program were made by several administrators. These suggestions included the addition of: a workshop on arts and crafts, and sessions on effective lobbying, writing briefs and communicating with government officials.

Question 12. The program contained a fair balance of materials?

The data collected for this question indicated that eighty-two percent of the evaluators accepted the balance in the program, whereas eighteen percent maintained that there was not a balance in the materials of the program. This latter group specified that because today's day care administrators have had different training and administrative experiences then each person was likely to put emphasis on different aspects of the program. A suggested addendum from a few administrators was a section dealing with the application of day care

standards and their differences from province to province. Also it was recommended by this group that staff and space equipment should not be given equal time since the staff influences the emotional atmosphere of a center far greater than does space and equipment.

Question 13. The scope of this program is broad enough to allow for individual differences?

One-hundred percent of the day care administrators accepted this item as being valid.

Question 14. The learning levels are appropriate to the suggested audience?

The results of this question indicated that eighty-six percent of the evaluators agreed with this item. Many administrators stated that the program accommodated adult learners through its proposed teaching strategies, suggested activities and stated forms of evaluation. A minority .06 percent of the administrators did not agree with their counterparts. These evaluators specified that the learning levels were either too simplistic or that too much learning was required within too short a time frame.

Question 15. The program is well organized and developed in a coherent sequence?

One-hundred percent of the day care evaluators expressed the opinion that the program was adequately researched and well formulated. These administrators indicated that with minor modifications this particular program was not only acceptable but also desirable.

Question 16. Some learnings within the Units require prerequisites before other learnings can occur?

The results of question sixteen affirmed that eighty percent of the day care administrators agreed that a good training job required a build-up and reinforcement of skills. This group also emphasized the importance of moving from areas of less responsibility to areas of greater responsibility. Twenty percent of the administrators disagreed with required prerequisites. These administrators commented that any topic could be brought to a level of acceptability for a particular audience. Several administrators in this latter group also stated that despite the lack of formal education on the part of some day care administrators, adults would accept the additionally needed research as a challenge.

Questions seventeen to twenty examined the methods suggested in the day care administration program.

Question 17. The teaching methods of this day care administration program are directly related to the objectives of the program?

Ninety-six percent of Sample B noted that there was a direct relationship between the objectives and methods of the program. Many administrators in this group praised the variety of the suggested methods. Four percent of the evaluators stressed that although a relationship between the objectives and the methods existed on paper, there was no assurance that instructors would follow the suggested objectives of the program; consequently the trainee would suffer.

Question 18. The suggested methods are appropriate to each topic?

Ninety-four percent of the administrators approved of the methods chosen for the various topics. Many of the day care administrators expressed the concern that often instructors were apt to use only one method or that instructors were not confident enough to choose alternative methods if the suggested one did not work for a specific audience. Within the program itself, however, Sample B indicated complete satisfaction with the proposed methods. Six percent refrained from responding to this item.

Question 19. The methods chosen for delivery of the materials can accommodate the specified audience?

The results from this question indicated that seventy-two percent of the day care administrators agreed that accommodation could easily be made for specific audiences within the program. Twenty-eight percent of the administrators disagreed with this item. Areas which caused concern for this group were: incoming trainees who possessed a minimum of education, incoming trainees who had already obtained degree status scheduling of classes for persons who ran day care centers during the day.

Question 20. Sufficient support staff have been suggested to augment the program?

Seventy-six percent of the evaluators accepted the support staff as being sufficient for the program, however, the remaining twenty-four percent of the administrators took exception to this claim. Many administrators contended that programs such as the one advocated here did offer administrators a chance to acquire important competencies, however, seldom can truly appropriate resource people be found and if they are found problems such as financing or scheduling invariably arise. Certain administrators also stated that due to their locations, qualified support staff was just not available.

Questions twenty-one to twenty-three focused on the learning activities of the day care program.

Question 21. The day care administration program suggests learning activities which are practical?

The results from this question indicated that sixty-two percent of the administrators found the learning activities relevant particularly those areas which dealt with making budgets and keeping records. Other evaluators, however, thirty-eight percent, specified that the learning activities were not practical in that too many activities were assigned. Also many administrators claimed that many of the suggested activities required experience in the day care field before the assignments could be handled successfully.

Question 22. The suggested activities for the day care program coincide with the written goals?

All of the evaluators, one-hundred percent, responded that the activities corresponded well to the objectives. This group felt that the specific objectives were too numerous to judge; however, they noted that the activities and the general goals complemented each other satisfactorily.

Question 23. Sufficient references are supplied to supplement the day care program?

One-hundred percent of the evaluators deemed the references sufficient, especially in view of the time frame. Some administrators commended the technique of listing the reference pages in each book. Other administrators praised the technique of placing an asterisk by recommended texts, this they noted would assist trainees research more quickly and efficiently. Although the response to this area was positive, nevertheless, several administrators suggested other areas be added to the program's list. Also, the French administrators suggested that all available materials be listed by each topic for their convenience.

Questions twenty-four to thirty were concerned with the evaluation of the various components of the day care administration program.

Question 24. The day care program encourages the learner to be involved in evaluation and further planning of the content?

Analysis of the results from this question confirmed that seventy percent of the evaluators accepted their input as adequate. Thirty percent of the administrators specified that although the program made provision for

self-evaluation, provision had not been made for ongoing evaluation of the program. Other administrators claimed that their input was seldom used for the improvement of existing or future programs. This latter group indicated that experienced administrators' judgment could play a vital role in providing quality programming.

Question 25. This day care administration program requires quality work from its trainees?

Eighty-eight percent of Sample B noted that the day care program demanded quality work. Some of these administrators stated that high standards were essential especially for those groups seeking improved status. Six percent of the administrators responded negatively to this question, these evaluators indicated that quality work is specified more by an instructor and oneself rather than a program. A few administrators who had judged question twenty-five negatively claimed that one cannot talk about quality work until one has evaluated the abilities of one's audience.

Question 26. The program makes provision for personal expansion and improvements?

The results from this question indicated that eighty-six percent of the administrators strongly

approved of the attempt made in the program to provide administrators with opportunities to fulfill their needs. Fourteen percent of the evaluators indicated that the program allowed for very little growth for degree persons or they noted that the program was overwhelming for persons with a minimum education.

Question 27. The day care administration program stressed skill-type outcomes?

The feedback from this question was positive. One-hundred percent of the administrators' responses ranged from strongly agree to acceptable. The majority of the persons throughout Canada, Sample B, who had evaluated the day care program advised that the universities or colleges offer the program in the near future to ensure Canada's centres of obtaining quality day care.

Question 28. Allowance is made for continuous self-development and evaluation as an extension of this program?

The results indicated that forty-eight percent of the administrators accepted the program as a means of providing for self-development and self-evaluation. Thirty-two percent of the administrators disagreed with this item. They suggested that self-development is usually measurable after a program and that although

self-evaluation is mentioned within the program it is not presented as an ongoing function. Twenty percent of the evaluators omitted answering this question.

Question 29. The expectation level of performance for this program is not too high?

Many of the administrators stated that judgment of such an item was very subjective. The Sample's responses were as follows: forty-two percent of the administrators accepted the stipulated level of performance in the program. Forty percent responded negatively to this question, and eighteen percent refrained from responding. A major contention of the group who responded negatively was that: academic backgrounds, experiences in the day care field, the instructor's ability to communicate her ideas and the trainee's interest level, had to be considered before a valid decision could be made on this topic.

Question 30. The procedures for evaluation for each unit were appropriate?

Eighty percent of the day care evaluators agreed that the suggested evaluation procedures were appropriate. Twenty percent of the administrators responded negatively to item thirty. The following suggestions were provided by this latter group:

1) ascertain the level of competence among the trainees then decide upon evaluation procedures,

2) allow more trainee input concerning modes of evaluation for the various units,

3) more flexibility within the evaluation procedures would result in a more responsive group of trainees.

Questions thirty-one to thirty-nine focused on a general evaluation of the day care program.

Question 31. The length and scope of this program are adequate for the given time frame?

The responses to this question were quite divided. While forty-eight percent of the sample supported the program in its present form, fifty-two percent of the evaluators suggested that the time frames indicated within the program were inadequate especially if the program were given in any depth. Many of the administrators who responded negatively to this question intimated the importance of thoroughly covering the suggested topics in this program since similar programs were unavailable in Canadian universities and colleges.

Question 32. The style of writing is clear and concise in this day care administration program?

The majority of the administrators, eighty-two percent, praised the insight shown to their needs. This group stated that the program was comprehensive and desirable. Eighteen percent of the evaluators disagreed with item thirty-two. A few persons in this latter group qualified their response with reasons such as: many competent directors are in the field through job experience not educational qualifications, consequently programs need to keep directives and assignments on a clearly defined level, also, the specific objectives should be for instructor use only.

Question 33. The minimum restrictions of this program allow for maximum flexibility?

The results of this question indicated that all of the day care evaluators, one-hundred percent, perceived the day care program as having invariable frame but manipulative and variable components.

Question 34. The program contains up-to-date materials on recent developments in day care?

Fifty-four percent of the day care administrators responded that the materials were recent enough; however, they suggested that materials dealing with the various provinces in Canada be included in the program. Forty-six percent of Sample B suggested that recent

Canadian materials were not present for many of the topics in the program. Many of these administrators provided this writer with additional sources which may be added to a revised version of this program. The French and Italian sector of the day care community requested that a greater effort be made to obtain materials in languages other than English.

Question 35. The program is an instructional package, that is, it has prescribed media, books and control strategies?

One-hundred percent of the evaluators across Canada (Sample B) agreed that the program could be considered as an instructional package. Furthermore, many of these administrators added that the program certainly offered administrators the essential knowledge and experience to perform their jobs successfully.

Question 36. This program is flexible enough to appeal to both beginning and advanced trainees?

The results of the data provided the following information: eighty-eight percent of the administrators agreed that the program could be geared to accommodate all levels of trainees. Twelve percent disagreed with item thirty-six. This section of the sample mentioned that they saw two faults with the program:

1) the program did not make provision for administrators who had taken administrative day care programs outside of Canada, and

2) no provision seemed apparent for persons just entering the day care field.

Question 37. This program should make you more competent and efficient in your role as a day care administrator?

The findings of this question were eighty-eight percent of the administrators stated that this program would assuredly improve their skills and status as day care administrators. Twelve percent of the day care evaluators noted that they would not necessarily become more competent and efficient as a result of taking this program.

Question 38. All major areas in the day care administration field have been included in this program?

Seventy-four percent of the administrators mentioned that the program adequately covered all of the major areas and concerns of day care. Ten percent suggested the inclusion of areas such as: early identification of learning difficulties, programs for children with special needs, evaluation of child

behavior, integration of handicapped children into regular programs. Sixteen percent of Sample B did not respond to this question.

Question 39. This program should be given at a university in your area?

The data from this question resulted in eighty percent of the administrators strongly advocating that the day care program be introduced into Canadian universities. These administrators reasoned that the universities could offer them a theoretical framework for their already acquired experiences, thus, their skills and competencies would greatly increase and this in turn would result in "quality" day care in Canada. Furthermore, they noted that university training would undoubtedly result in a recognition by the Canadian community of the importance of day care. Twenty percent of the administrators suggested that the community colleges throughout Canada should offer the program because colleges would appeal to a greater cross section of the Canadian populace. Colleges they stated are more accessible since they cater to a greater range of persons with various academic backgrounds.

Summary

Day care administrators in Ottawa, Sample A, and throughout Canada, Sample B, responded very positively to the program evaluation questionnaire (see Appendix M, raw data).

The majority of Sample A, 88.1 percent and Sample B, 86.2 percent accepted fully the total day care program. These groups readily accepted the rationale of the program because it strongly reflected their groups' needs. The day care administrators also approved of the objectives of the program since these objectives were directly related to their current activities. In addition, the groups recognized the scope of the program's content and the variety of suggested methods in the program, subsequently, they strongly endorsed this portion of the program. The remaining two sections of the program, that is, the activities and the evaluation complied substantially with the administrators' needs, however, they recommended the following changes in the program: rescheduling of the time allotments for the units, reduction in the number of assignments, and, integration of this program into already existing academic programs.

Succintly then, the results of the data analysis of the day care program indicated that the majority of Samples A and B considered this program to be essential in improving their status and in assisting them to become more efficient and competent.

CHAPTER V

Discussion and Recommendations

Discussion

This program, Day Care Administration is recognized by a good cross section of the day care administration populace across Canada as being viable and credible. There are, however, some interesting differences in the way day care administrators perceived the program and its components.

Notably, this day care program is viewed by day care administrators as 1) a possible means of making a unified attack on one of their most serious problems, lack of training, and 2) a valuable tool which could raise and subsequently maintain the social and economic standing of day care administrators in Canada.

The evaluators of this program indicated that they believed the training program would be extremely dependent upon variable operators and recipients and consequently would be an expensive undertaking; nevertheless, they maintained that the social pay-off would be enormously important and beneficial to Canada's various communities.

Although the program is viewed as being desirable by a large portion of the samples (A and B) yet many administrators assume a defeatist attitude, in that, they stated that Canada is far behind in the provision of day care services when compared with almost any other country with a comparable living standard. Thus, while part of the day care problem is untrained personnel an even greater problem is the low priority status given to day care in Canada by federal, provincial and municipal governments. This low priority status invariably results in lack of support and finances for any up-grading or professional training for day care personnel.

In the past many training programs in Canada have been considered dysfunctional and have caused disillusionment due to their over-emphasis on knowledge-building activities at the expense of learning experiences which aim to develop skills in diagnoses, application and strategy development. This program has attempted to overcome such shortcomings by coordinating the work and learning experiences of trainees.

This day care administration program also considered the training needs of the administrator to be diverse and changeable. Thus, the program stressed

the importance of choosing relevant knowledge and weighing the extent and conditions of its applicability. By using such an approach the administrator's professional self-confidence will be boosted and performance will improve.

Of course, training does not attempt to supplement experience; on the contrary, its main function is to assist administrators to structure and analyze experience and use it more effectively. In fact, this program was designed primarily with experienced day care administrators in mind who sought standard academic formats and theories to complement their experiences.

Naturally, the term training connotates long periods of time in people's minds. To overcome this handicap, the day care program proposed short seminars and workshops which would enable administrators to become acquainted with recent developments in day care.

This program has already been accepted by many administrators throughout Canada; however, continued systematic analysis of the training needs of day care administrators on a regional and national level is necessary. Once instructional and training programs have been designed, they must be province and problem specific in terms of class participation and

application of knowledge. The program herein designed was acclaimed by day care administrators to be a suitable training program which all participating provinces could adopt to local needs and the participant's backgrounds. Of course, to improve the said program attacks could begin at any point, providing the resulting modifications are followed through until eventually all aspects of the curriculum have been studied and revised.

Not all administrators recognized the importance of evaluating the program. Fundamentally, every day care administrator needs to participate in program planning and evaluation of programs so that a more effective instrument can be devised to promote day care administrators' goals. The purpose of the appraisal is to make a critical assessment of the various elements of the project, to check whether the elements form a workable project and finally ascertain that the program can be justified financially. Ultimately, a day care administrator must know not only what to do, but why she does it.

Workshops are regarded by day care administrators as a valuable method of sharing regional problems, knowledge and expertise; however, as many of the administrators noted, their success can be limited if the

participants are not those who are directly involved in implementing action-oriented programs at the national level and if there is no follow-up by participants to instigate similar workshops, seminars, training group sessions at a national level.

Although this writer advocated the base of the day care training program to be the university, a substantial number of day care administrators suggested that they would use the university if the program were offered there; however, they emphasized that community colleges might be a better choice. Universities at present, it is contended, are ill-equipped to construct the all-important bridge between the training situation and administrative action. Also, it is felt that university lecturers seldom apply their expertise directly to problems in day care administration. Thus, trainees in a university setting would tend to learn about administration rather than learn administration. This situation need not necessarily be so, of course, if universities are willing to do cooperative work and use an inter-disciplinary approach in their training of day care administrators.

There should be no longer any need to argue the case for formal training for those in or who are

aspiring to, leadership in day care. Much (though by no means all) that should underpin the day care administrators' work in terms of knowledge, skills and attitudes cannot be adequately or effectively learned on the job, and the amount of relevant material is constantly increasing.

Specifically this program for day care administrators has made provision for better communication with staff, and increased understanding of parents' needs and problems. It has offered day care administrators an opportunity to gain important competencies; since the program is skill oriented. It suggests support for one another in a professional capacity. Also, this program has extended an invitation to the universities to become a greater force in improving the quality of life in the community by assisting administrators improve their skills which will result in 'quality' care for Canada's young people.

Recommendations

What is needed in Canada now is an adequate appreciation of options for day care training for today and tomorrow and practical guidelines for choosing among them. The recommendations offered herein are prescriptions for action. The proposed strategies are as follows:

1. Conduct a pilot program with this present day care administration program to determine the feasibility of having a nation-wide program.

2. Send this program to a larger number of day care administrators throughout Canada and request their suggestions concerning the special needs of their province. Then, use the collected data to approach universities throughout Canada on a larger scale.

3. Attack the problem of different needs and skills among administrators by dividing this present program into various phases. Phase 1 would be directed at administrators who have an adequate level of academic training combined with administrative experience. Phase 2 would be directed at persons with only administrative experience, and Phase 3 would be made available to persons who are interested in pursuing day care administrative training. All three phases of course would have to be transient.

4. Design additional programs to maintain continuous growth in the day care administrative field.

5. Scout for institutions, universities and colleges which will provide programs wherein the teaching staff will adapt themselves to the total objectives and effectiveness of the training program

for day care administrators (that is, the validity of the program should be in terms of the trainees' needs).

6. Draw up a stated policy from which the future consequences of any decisions concerning day care administrative training can be determined.

7. Through circulars encourage employing centers to recognize that some full-time release is necessary for effective training. However, the providers of the program have a duty to specify which portions of the program can be taken part-time.

8. Recommend that an extensive search be made for resources and materials which can be integrated into the program so as to create new learning situations and teaching materials.

Concluding Comment

Day care administration training can be a valuable investment for fostering coordination and cooperation in day care centers. A universal mandatory commitment to the provision of high quality day care is a worthy goal, given the socio-economic conditions which exist in Canada.

The time has arrived for Canada to realize that day care should not be treated as a "commodity" to be bought and sold in the market place at the expense of

the children of this country. As is the case in many countries day care centers in Canada should have highly trained personnel so that day care can be regarded as a public utility, a 'quality' service to be used by all those persons who require it.

BIBLIOGRAPHY

Amidon, E. J. and Flanders, N. Role of the teacher in the classroom. Minneapolis: Paul S. Amidon and Association, 1963.

Anastasi, A. Differential psychology, individual and group difference in behaviour. New York: Macmillan Company, 1958.

Ausubel, D. Learning by discovery. Educational Leadership, November 1962, 20, 113-117.

Butler, A. L. Early childhood education: Planning and administering programs. Toronto: D. Van Nostrand Company, 1974.

Canadian Council on Social Development. Day care: Growing, learning, caring. Ottawa: Author, 1973.

Canadian Paediatric Committee. Standards for child development programs including day care centers and family day homes. Ottawa: Author, 1973.

Cane, B. In-service training. London: Oxford Publishing Company, 1969.

Carmichael, Clark and Leonhard. Administration of schools for young children. Los Angeles: Southern California Association for the Education of Young Children, 1972.

Dale, E. Evaluation in higher education. Boston: Houghton Mifflin, 1972.

Dittman, L. L. and Parker, R. K. #5 Staff training. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1973.

Ducan, J. and Frymeier, J. Explorations in the systematic study of curriculum. Theory into Practice, October 1967, 6, 180-189.

Freisen, P. A. Designing instruction. California: Milles Publishing Company, 1973.

Goodlad, J. and Richter, M. Development of a conceptual system for dealing with problems of curriculum and instruction. Los Angeles: University of California, 1966.

Hartman, B. and Hewes, D. A workbook for administrators. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1971.

Hepworth, P. H. Day care services for children. Vol. II. Ontario: The Canadian Council on Social Development, 1975.

Hersey, P. and Blanchard, K. Management is organizational behaviour. New Jersey: Prentice-Hall, 1969.

Hotz, M. Annual report of the protestant children's village. Ontario: 1974.

Johnson, M. Definitions and models in curriculum theory. Educational Theory, April 1967, 17, 127-140.

Krathwohl, D. R., Bloom, B. S. and Masia, R. B. Taxonomy of educational objectives: Handbook II - Affective Domain. New York: David McKay, 1964.

Likert, R. Human organization. Toronto: McGraw-Hill, 1967.

Nickerson, J. W. Economics and social choice: Micro-economics. Toronto: McGraw-Hill, 1975.

Prescott, E. et al. Day care as a child-rearing environment. Vol. 11. Washington, D.C.: National Association for the Education of Young Children.

Provus, M. Curriculum evaluation. New York: McGraw-Hill, 1964.

Rutman, L. Day care services in Manitoba. Winnipeg: Queen's Printer, 1971.

Scriven, M. Educational objectives. Princeton: Educational Testing Service, 1965.

Seward, R. and Scroby, G. Evaluative criteria. Columbus: State of Ohio, 1961.

Stufflebeam, D. L. The CIPP evaluation model. Educational Technology, July 30, 1968, 6-10.

Taba, H. Curriculum development: Theory and practice. New York: Harcourt, Brace and World Incorporated, 1962.

Tyler, R. W. Basic principles of curriculum development. Chicago: University of Chicago, 1962.

University of Minnesota, Minneapolis, Department of Special Education. A continuing education for special education administrators. Interim evaluation report for the special project, September 1974, ED 142556 95 SP011389.

West, G. T. An appraisal of selected aspects of a teacher education program at St. Augustine's College. Unpublished doctoral dissertation, Indiana University, 1959.

Young, E. and Osgood, C. The measurement of meaning. Urbana: University of Illinois Press, 1957.

APPENDIX A

Pre-School Administration Program 1973-74

APPENDIX A

Pre-School Administration Program 1973-74

A course offered by the University of Ottawa under the sponsorship of the Ottawa Valley Chapter of the Association for Early Childhood Education of Ontario.

University of Ottawa,
Colonel By Building,
Room 015,
Dr. Robert O'Reilly

1973-74
Tuesday
7:00 p.m. to
10:00 p.m.

This is a ninety-hour course offered by the division of Continuing Education of the University of Ottawa.

The purpose of the course is to foster the development of young children through efficient and appropriate administration of centers for young children.

The course will include:

a. a theory of administration and organization
b. a theory of personality and motivation upon which the director can develop an appropriate leadership style
c. the director's role in program development
d. specific facts of the operation and management of centers

1. Principles of Administration and Organization — two sessions

   a. The Nature of Administrative Theory

   b. Organizational Structure

   c. Principles of Management

   d. Emergent Administrative Styles

REFERENCES:

A. Etzioni - Modern organization theory, Englewood Cliffs, N.J., Prentice-Hall.

P. Blau and R. Scott - Formal organizations, San Francisco, Chandler.

2. The Person and the Organization — four sessions

Personality and Motivation applied to:

   a. Organization

   b. Leadership

   c. Participative Management

   d. Staff Development

REFERENCES:

E. Schein - Organizational psychology, Englewood Cliffs, N.J., Prentice-Hall.

R. Likert - Human organization, Toronto.

R. Dubin - Human relations in administration, 3rd Edition, 1968, Prentice-Hall.

3. Curriculum and Program — two sessions

a. Aims, Objectives and Needs

b. Analysis of Activities

c. Evaluation of Programs

d. Curriculum as Part of Administration

REFERENCES:

R. Tyler - Basic principles of curriculum and instruction, Chicago, University of Chicago Press, 1950.

K. R. Baker - The Nursery School: A human relationships laboratory, 5th Edition, Philadelphia, Saunders, 1971.

4. Parents and Day Care — one session

REFERENCE:

Ontario Institute for Studies in Education - Manual for programs with parent volunteers, 1971.

Lecturer: Mr. Clifford Howard, M.S.W., Consultant on Day Care, Department of National Health and Welfare.

Canada Department of Labour, Women's Bureau - Working mothers and their child care arrangements, Ottawa, Queen's Printer, 1970. (Available at Vanier Institute for the Family).

Film: Parent Volunteers in the School, Ontario Education Communication Authority, 1973.

5. Students — two sessions

a. Reception and Admission

b. Records

c. Reports to Parents

d. Liaison with other Community Agencies

e. Counselling

Lecturer: Connie Graves, M.S.W., Ottawa Family Service Center.

- Observing and recording the behaviour of young children, New York Teachers' College Eighth Edition, 1968, D. Cohen and V. Stern.

- Interviewing: Its principles and methods, Family Services Center of America, Annette Garrett (HV 41, 634, 1968, 1970, Algonquin).

- Reporting to parents, Ruch Shang, Teachers' College, Columbia University (Algonquin).

6. Management of Centers — one session

a. Organization: The role of the director,
Guest Lecturer: Melanie Hotz, B. Comm., B.A.

Executive Director, Protestant Children's Village, Ottawa.

- The Canadian Council on Social Development, National guidelines for the development of standards for day care centers, the Council, 55 Parkdale Avenue, Ottawa.

- Elizabeth Glover, Guide for board organization and administrative structure, New York, Child Welfare League of America, 1963.

- Hand-outs: The Administrator's Tasks

b. Staffing

1) Selection of Staff — two sessions

- Carmichael, et al., Administration of schools for young children, Southern California Association for the Education of Young Children, 1886 Kinneloa, Canyon Road, Pasadena, California, 91107, 1972, Chapter 10.
- A. Combs, Professional education of teachers: A perceptual view, Boston, Allyn and Bacon, 1965.

National Guidelines: Legislation Notes

2) Remuneration

National Guidelines: ...

3) Evaluation

- Hand-outs:

4) Staffing Needs - Assessment

- Competence - Adult/Child Ratios
- Licensing Standards
- Hand-outs:

c. Legislation and Regulations — one session

1) Legal Responsibilities

2) Provincial Acts and Regulations

3) Municipal Regulations

Guest: Prof. J. Roach, Member of the Bar of Ontario and Associate Professor of Common Law, Faculty of Law, University of Ottawa.

7. Space and Equipment — one session

- Day care as a child rearing environment, National Day Care Information Center, Vol. II, Chapter VII.
- Children and space, Hill Polly, Pub. Central Mortgage and Housing Corp., 1971.
- Administration of schools for young children, Southern California Association for the Education of Young Children, Chapter 4.
- S. Kritchesky, Planning environments for young children: Physical space, Washington, D.C., NAEYC, 1969, (LB 3325 N 8 K7- University of Ottawa, Education).
- Hand-outs:

8. Communication, Media and Reports — one session

9. Health and Nutrition — one session

a. Teacher's Observation of Pupil's Health

b. Common Medical Problems

c. Nutrition

d. Preparation and Handling of Food

Guest: Miss Margaret Blair, R.N.,
Protestant Children's Village

10. Budgeting and Financing — two sessions

a. Planning and Budgets

b. Purchasing

c. Insurance

d. Official Forms

e. Fees

Guest: Representative of the Day Nursery Branch, Ministry of Community and Social Services

f. Accounting and Bookkeeping

g. Financial Statements

Guest: Mr. Thomas Mather, C.A., Comptroller, Algonquin College.

For this section, refer to provincial documents, National Guidelines... and D. Buguelowski, A guide for establishing and operating day care centers for young children, New York, Child Welfare League of America, 1970.

11. Studies of Various Programs — one session

a. Typical Day Care Centers

b. Special Day Care Centers

c. Parent Co-operatives

d. Family Day Care

Guest: Representative of Day Nursery Branch

12. Evaluation — one session

a. Of Own Progress

b. Of Own Task

c. Of Role of Day Care Centers and Nursery Schools in Ottawa

d. Of the Course

NOTE: Bibliographies will be distributed the first night of the course.

Additional seminars, panel discussions and activities will be planned by active members of the AECEO - Ottawa Valley Branch. The number of sessions indicated for each topic is the minimum.

APPENDIX B

Pre-school Administration Questionnaire 1973-74

APPENDIX B

Pre-school Administration Questionnaire 1973-74

UNIVERSITY OF OTTAWA

DEPARTMENT OF CONTINUING EDUCATION SERVICES

PRE-SCHOOL ADMINISTRATION 1973-74

NAME: _____

ORGANIZATION: _____

ORGANIZATION ADDRESS: _____

BEST TIME FOR VISITORS: _____

TELEPHONE NUMBER: _____

PURPOSE OF THE ORGANIZATION AND SERVICES PROVIDED: _____

_____

_____

_____

NAME OF CHIEF EXECUTIVE OFFICER: _____

NAME OF PRINCIPAL SUPPORTING AGENCY: _____

NUMBER OF CHILDREN PROVIDED FOR: _____

_____

NUMBER AND TYPES OF STAFF POSITIONS - EXCLUDE VOLUNTARY HELP: USE BACK OF PAGE IF NECESSARY:

TITLE	NUMBER

ASSISTANCE PROVIDED BY VOLUNTEERS (NUMBER, TYPE OF ASSISTANCE, REGULARITY OF SERVICE), STATUS (PARENT, STUDENT), TRAINING

_____

_____

_____

_____

_____

_____

INCOME: FEE SCHEDULE: _____

LIST OTHER SOURCES OF INCOME: _____

AMOUNT COLLECTED BY FEES: _____

AMOUNT RECEIVED FROM MUNICIPAL AUTHORITIES: _____

AMOUNT RECEIVED FROM PROVINCIAL AUTHORITIES: _____

AMOUNT RECEIVED FROM FEDERAL AUTHORITIES: _____

AMOUNT RECEIVED FROM OTHER AGENCIES: _____

NOTES ABOUT INCOME (SPECIAL GRANTS, TEMPORARY GRANTS, GIFTS)

TOTAL INCOME: _____

EXPENSES: SALARIES AND FRINGE BENEFITS PAID TO STAFF:

_____

_____

RENT (IF APPLICABLE): _____

ADMINISTRATION EXPENSES (SERVICES, OFFICE SUPPLIES):

SUPPLIES (TOYS, GAMES, FOOD, EQUIPMENT):

INSURANCE:

TRANSPORTATION (IF APPLICABLE):

OTHER:

COMMENTS (E.G. INTEREST ON LOANS, MORTGAGES, ETC.):

YOUR BACKGROUND:

(a) EDUCATION: GENERAL

EARLY CHILDHOOD EDUCATION:

(NAME CERTIFICATE, DEGREE OR COURSES):

EXPERIENCE: GENERAL _____

_____

_____

OTHER EDUCATION: _____

_____

_____

EARLY CHILDHOOD EDUCATION: _____

_____

_____

_____

PROFESSIONAL DEVELOPMENT - MEMBERSHIP

EARLY CHILDHOOD ORGANIZATIONS: _____

_____

_____

_____

DAY CARE ORGANIZATIONS: _____

_____

_____

_____

PROFESSIONAL MAGAZINES SUBSCRIBED TO: _____

_____

_____

(b) 1. Do you feel that further courses in day care administration would be of benefit to you?

2. If further courses in day care administration were available to you, when would you like to begin your studies?

3. Which time is most convenient for you to take courses in your profession?

a) day c) winter only

b) evening d) summer only

(c) Here is a list of possible topics for your next course in day care administration. Please rank the topics and their importance to you.

1 = very important, 2 = important, 3= not important, 4 = delete the topic.

Your input is of considerable importance in planning further courses; feel free to add topics to this list.

Business Management of Day Care Services	1	2	3	4
Parents and Day Care	1	2	3	4
Records, Reports and Group Policies	1	2	3	4
Staff	1	2	3	4
The Child	1	2	3	4
The Director	1	2	3	4

Space and Equipment	1	2	3	4
Health Care and Safety Policies	1	2	3	4
The Person and the Organization	1	2	3	4
Legislation and Regulations	1	2	3	4
Community Resources	1	2	3	4
Curriculum and Day Care Programs	1	2	3	4
Diversity in Early Childhood Programs	1	2	3	4
Setting-up a Day Care Program	1	2	3	4
Creativity in Day Care Programs	1	2	3	4
Ethnic Groups and Day Care	1	2	3	4
Mass Media and Day Care	1	2	3	4

APPENDIX C

Statistics of the Use of Day Care in Canada's Provinces 1973-74

APPENDIX C

Statistics of the Use of Day Care in Canada's Provinces 1973-74

TABLE 5.9 Number of Schools (1973-74)

	Nfld	PEI	NS	NB	Ont	Man	Alta	BC	8 provinces
Control									
Church or religious	-	4	1	-	60	5	28	32	130
Corporation	-	2	-	-	57	2	12	3	76
Parents' Co-operatives	-	-	4	1	122	3	80	48	258
Private owner(s)	1	5	3	9	114	17	61	64	274
Other	-	8	2	5	96	6	45	32	194
TOTAL:	1	19	10	15	449	33	226	179	932
Denomination									
Non-sectarian	1	16	9	13	383	27	192	140	781
Anglican	-	-	-	-	14	-	3	3	20
Hebrew	-	-	-	-	9	1	-	2	12
Roman Catholic	-	2	-	1	11	-	9	4	27
United Church	-	1	-	1	12	1	3	13	31
Other	-	-	1	-	20	4	19	17	61
Accommodation in									
Building constructed as school	-	4	1	3	76	3	68	27	182
Church (hall or basement)	1	7	5	-	228	18	96	79	434
Other public rooms	-	3	-	-	31	-	25	13	72
Private home	-	3	3	8	47	7	15	39	122
Other	-	2	1	4	67	5	22	21	122

	Nfld	PEI	NS	NB	Ont	Man	Alta	BC	8 provinces
School sessions									
Morning only	1	8	5	9	204	13	70	84	394
Afternoon only	-	1	-	1	9	3	26	2	42
Separate morning and afternoon groups	-	7	5	4	171	16	120	87	410
All day (same class)	-	3	-	1	65	1	10	6	86
Language of communication									
- First language:									
English	1	19	10	13	438	30	221	176	908
French	-	-	-	2	7	1	3	-	13
Chinese	-	-	-	-	1	-	-	2	3
Hebrew	-	-	-	-	-	-	-	1	1
Other	-	-	-	-	3	2	2	-	7
- Second Language:									
Chinese	-	-	-	-	2	-	-	4	6
English	-	-	-	1	7	1	4	2	15
French	-	3	1	5	38	4	9	10	70
Hebrew	-	-	-	-	4	-	-	-	4
Other	-	1	-	-	8	1	-	1	11
No second language:	1	15	9	9	390	27	213	162	826
School lunches									
Mid-morning snack	1	11	9	8	425	24	127	110	715
Noon meal	-	4	-	-	69	1	9	4	87
Mid-afternoon snack	-	6	4	3	230	14	89	47	393

SOURCE: Canada, Statistics Canada, Private Kindergarten and Nursery Schools 1973-74, 81-221 (Ottawa, 1974), Table 1.

TABLE 6.0 Number of Teachers (1973-74)

	Nfld	PEI	NS	NB	Ont	Man	Alta	BC	8 provinces
Professional training or special diploma									
Teacher training	3	19	6	12	813	38	238	227	1356
Kindergarten or nursery	4	27	5	11	896	34	169	266	1412
Music	2	10	2	4	235	9	68	113	443
Art	4	8	3	7	196	10	53	102	383
Handicrafts	5	8	3	3	187	12	52	93	363
Other	-	1	2	3	205	14	36	59	320
Length of teaching day									
Full day	-	14	9	7	790	34	176	121	1151
Half day	7	38	18	16	1014	46	322	308	1769
TOTAL:	7	52	27	23	1804	80	498	429	2920

SOURCE: Canada, Statistics Canada, Private Kindergarten and Nursery Schools, 1973-74, 81-221 (Ottawa, 1974), Table 2.

TABLE 6.1 Enrolment (1973-74)

	Nfld	PEI	NS	NB	Ont	Man	Alta	BC	8 provinces
Enrolment by age and sex									
- 3 years or less									
Boys	10	33	41	5	4592	225	578	1074	6558
Girls	8	34	35	1	4434	212	578	1036	6338
- 4 years									
Boys	28	85	143	39	4091	349	1886	1805	8426
Girls	30	88	154	53	3770	357	1832	1678	7962

	Nfld	PEI	NS	NB	Ont	Man	Alta	BC	8 provinces
- 5 years									
Boys	-	263	9	148	552	64	2866	539	4441
Girls	-	236	5	138	461	53	2700	520	4113
- 6 years									
Boys	-	2	-	3	85	9	23	26	148
Girls	-	-	-	4	53	3	24	23	107
- 7 years									
Boys	-	-	-	-	77	3	3	7	90
Girls	-	-	-	-	56	-	4	6	66
TOTAL:									
Boys	38	383	193	195	9397	650	5356	3451	19,663
Girls	38	358	194	196	8774	625	5138	3263	18,586
TOTAL:	76	741	387	391	18171	1275	10,494	6714	38,249
Enrolment by program									
Regular kindergarten program	20	664	112	338	641	212	7183	1708	10,858
Nursery school program	56	97	275	53	17,530	1063	3311	5006	27,391
TOTAL:	76	741	387	391	18,171	1275	10,494	6714	38,249

SOURCE: Canada, Statistics Canada, Private Kindergarten and Nursery Schools, 1973-74, 81-221 (Ottawa, 1974), Table 3.

APPENDIX D

(English and French)

Introduction to the New Program Designed for

Day Care Administrators in Canada

APPENDIX D

Introduction to the New Program Designed for Day Care Administrators in Canada

TO THE STUDENT

This program is designed to meet the needs of active administrators of day care programs. It also offers students planning to work in this field the opportunity of acquiring essential knowledge and experience in administration.

The program of studies provides persons who have administrative responsibilities with the opportunity of devoting part of their time to study at a recognized institution while continuing to work in a full time basis.

The training program in day care administration is adaptable to all the provinces of Canada for it combines a theoretical analysis of day care problem areas with a practical approach to the day-to-day problems faced by those administering day care programs. Participants have the advantage of professional guidance from highly qualified resource personnel, particularly those with first-hand field experience. The program makes use of modern group techniques in approaching the problems at hand. For instance, larger groups are broken down into syndicates to permit a more detailed, but also co-operative approach to issues. The participants also have

the chance to concentrate in the area of their special interest and are required to do modest research projects alone, or in association with others.

For each unit of work behavioural objectives are written in an attempt to communicate to you the significant intended learnings in the day care administration course. Hopefully, you and your instructors will achieve about three-quarters of these objectives during class time, while attainment of the remainder will largely depend upon your personal needs and specific interests. Each individual is free, and indeed, encouraged to transcend these basic goals, and to seek other relevant and worthwhile endeavours.

Note. - Suggestions for additions, deletions or revisions will be welcomed.

INTRODUCTION

One of the more serious and persistent problems in our Canadian society has been, and is today, the improvement of the quality of our child day care centers. Hotz (1974) maintained that "if our day care centers are to achieve their maximum potential, then, we must exert maximum effort to obtain trained personnel." "It is" she stated, "particularly in the area of staff training for administrative positions that we need to focus our attention" (p. 13).

Those who have been working as child day care administrators need to look closely at the path they have been following in order to judge more clearly where it is leading. They need to guard against going toward unwanted destinations, and to chart the possibilities for future needs. Certain ideas and ways of thinking may not have received the recognition due them, and others may have been played up beyond their legitimate worth and role. It is especially important that proposed courses for administrators of day care centers be examined because of the felt needs of administrators to improve their skills and status and

because such a course(s) may help satisfy the public clamor for quality day care (see Hepworth, 1975 for further discussion).

There is a growing feeling moreover, in day care circles that local courses, seminars and workshops, held under the auspices of a University and directed toward the solution of immediate local day care problems is a more productive and a more valuable method of insuring administrator improvement (see Rutman, 1971; and Hotz, 1972).

The program herein developed for administrators of day care centers seeks to foster the development of young children through efficient and appropriate administration of centers for young children, it also seeks to provide a basis for the improvement of the professional status of day care personnel in Canada.

The operational base for the course is a Canadian University. The content of the course is divided into units; each unit with its specific objectives, suggested methodologies, references and techniques for evaluation. Thus the course attempts to provide materials which are relevant to practising and potential day care administrators. Also, experts from related fields have been

introduced to strengthen the curriculum and to link what has transpired with current ideas and problems.

Programs which deal with day care administration are not new to the market (see Carmichael, Clark and Leinhard, 1972; Dittman and Parker, 1974). What makes the present program distinct is that it claims that it can provide measurable improvement in the calibre of administration within day care centers.

The detailed analysis of such a program logically falls to five major sections:

(a) the need for a day care administrative training program;

(b) the development of the program;

(c) procedures for validating and evaluating the program;

(d) results of the validation and evaluation of the program;

(e) summary and recommendation.

Each of these topics provides the basis for a separate chapter.

In undertaking such a study it has been necessary to delve deeply into professional literatures to determine the criteria set for training day care personnel in the past and to gain a knowledge of the objectives

and content of various programs. This research proved to be particularly useful.

Also, it has been vitally necessary to examine in minute detail the Pre-School Administration Course offered at Ottawa University, 1973-74 (see Appendix A).

That course furnished new insights into the conditions for establishing and evaluating a new program. Extensive personal contact with present day administrators of day care centers in Ottawa also aided immeasurably in gaining a thorough understanding of the present needs and expectations of administrative day care staff. The Ottawa administrative day care staff readily made available day care statistics, child records, and questionnaires; these gestures facilitated research into their roles.

The collation and assimilation then of this body of material led logically to the development of the day care program and to at least a tentative evaluation of it.

Programme d'Administration des Gardes de Jour au Canada

A l'étudiant

Ce programme est préparé pour répondre aux besoins des administrateurs actuels des programmes de garde de jour. Il offre également aux étudiants qui se préparent à travailler dans ce domaine l'occasion d'acquérir la connaissance et l'expérience essentielles en administration.

Ce programme d'étude à pour but, d'offrir à des personnes qui travaillent à plein temps, et qui ont des responsabilités administratives, l'occasion d'étudier dans une institution reconnue. Ce programme est aussi adaptable à toutes les provinces du Canada, car il résume une analyse théorique des problèmes de garde jour et une administration réelle des prolbèmes encourus par les gens qui gèrent ces programmes dans les gardieries.

Les participants qui oeuvrent déjà, dans le domaine des garderies, pourront profiter des ressources professionnelles offertes dans ce programme. Ce programme utilise également des méthodes modernes de groupe pour étudier les problèmes courants. Ainsi de gros groupes sont divides en petits conseils, pour permettre d'envisager les issues avec plus de participation et

d'une façon plus détaillée. Les participants ont aussi l'occasion de se concentrer dans un domaine qui leur est spécialement intéressant et sont requis de présenter de modestes travaux de recherches, seuls ou en groupe. Des objectifs de comportement sont dressés pour vous communiquer les apprentissages nécessaires à ce cours d'administration de garde de jour.

Les trois-quarts ce ces objectifs doivent être atteints durant les classes, alors que l'obtention du reste de ces objectifs dépendra beaucoup de vos intérêts spécifiques et de vos besoins personnels. Chaque individu est libre, et même encouragé à dépasser les objectifs de base et d'y mettre l'effort qui en vaut la peine.

Note.- vos suggestions pour des additions, des suppressions et des revisions seront appréciées.

INTRODUCTION

Un des problèmes les plus grands et persistants de notre société canadienne d'aujourd'hui reste toujours l'amélioration de la qualité de nos centres de garde de jour. Hotz (1974) déclare que "si nos centres de garderies doivent atteindre leur potentiel maximum, nous devons y mettre l'effort maximum pour obtenir un personnel qualifié. Il est important de porter une attention particulière à l'éducation du personnel pour des postes administratifs" (p. 13).

Les administrateurs de garderies déjà impliqués devront se remettre en question de façon à voir plus clairement les débouchés, pour ne pas errer dans des destinations inutiles, et d'entrevoir les possibilités de besoins futurs. Certaines idées peuvent avoir été mal reçues et d'autres avoir obtenues plus d'emphase que méritait leur rôle.

Il est très important de soigneusement examiner ces cours proposés, car ils peuvent sûrement répondre aux besoins de ces administrateurs dans leur formation et ainsi satisfaire la demande pour des garderies de bonne qualité. On croit dans les milieux de garderies, que des cours, des séminaires et des "workshops" sous

les auspices d'une Université sont les meilleurs moyens d'améliorer les administrateurs. Le programme ci-inclus développé pour les administrateurs de garde de jour, cherche à fomenter le développement de jeunes enfants, et aussi à établir une base pour l'amélioration de Statut professionnel dès administrateurs de garde de jour au Canada.

La base des opérations pour le cours, est une université canadienne. Le contenu du cours est divisé en unités; chaque unité contenant ses objectifs, méthodologie, références et techniques pour l'évaluation. Ainsi donc le course tâche de pourvoir les administrateurs de garde de jour, existants ou potentiels, de matière pertinente. Aussi des experts de domaines connexes ont été initiés au curriculum pour le renforcir et le lier aux idées et problèmes courants.

Ces programmes ne sont pas nouveaux sur le marché (voic Carmichael, Clark and Leinhard, 1972). Ce qui distingue ce programme des autres est l'amélioration concrète du calibre d'administration à l'intérieur des centres de garde de jour. L'analyse détaillée d'un tel programme doit logiquement être séparée en cinq catégories majeures.

(a) le besoin du programme de formation des administrateurs des garde de jour;

(b) le développement du programme.

(c) les procédures de validité et d'évaluation du programme.

(d) les résultats de la validité et de l'évaluation du programme.

(3) Sommaire et recommendation.

Chacun de ces sujets devient la base d'un chapître.

Pour l'entreprise d'une telle étude il fut nécessaire de remonter assez loin, dans la formation antérieure du personnel de garde de jour, à des textes professionnels, afin de déterminer les critères de cette formation, et d'acquérir une connaissance des objectifs et le contenu de différents programmes. Cette recherche s'est avérée particulièrement valable.

Il est aussi essentiel d'examiner en détail le cours d'Administration Pré-scolaire offert à l'Université d'Ottawa, 1973-74 (voir appendice A). Ce cours a donné un aperçu des conditions d'établissement et d'évaluation d'un nouveau programme. Un vaste contact personnel avec les présents administrateurs de garde de jour d'Ottawa, a beaucoup contribué à obtenir une compréhension des besoins et des exigeances du

personnel administratif. Ces gens ont aimablement mis à notre disposition les statistiques des centres, les dossiers des enfants et les questionnaires; ce qui a énormément facilité nos recherches dans leurs rôles.

La collation et l'assimilation de ces matières a logiquement mené au développement du programme de garde de jour et à une tentative de son évaluation.

APPENDIX E

(English and French)

Specific Behavioural Objectives to

Coincide with the Day Care Program

APPENDIX E

Specific Behavioural Objectives to Coincide with the Day Care Program

Categories for the Cognitive Domain, the Affective Domain and the Psychomotor Domain were based upon the works of Bloom, Krathwohl and Masin respectively (1964).

1. The COGNITIVE DOMAIN: includes objectives dealing with thinking, knowing, recall, problem-solving and the development of intellectual abilities.

Knowledge 1.0

Knowledge is the ability to recall previously learned material (information, methods, structures, etc.).

At the termination of this course the candidate should be able to:

1(a) define the terms Day Care Center, Administrator Leadership Style, Special Needs Child, Single-Parent Family.

1(b) identify resource personnel who could be of assistance either at the center or in helping to develop the center.

1(c) state the main guidelines and standards for setting up and/or running a day care center in Canada.

1(d) recall case histories or reference books, materials, which may assist other administrators in their problem-solving processes.

1(e) trace the historical development of day care centers in Canada.

1(f) list the criteria necessary for a quality day care program and center.

Comprehension 2.0

Comprehension is the ability to understand the meaning of material (information, methods, structures, etc.) such that the learner can make use of it when asked specifically to do so.

The student will be able to:

2(a) describe the different types of day care available in Canada (Family Day Care, Group Day Care, Infant Day Care, Part-time Day Care, etc.).

2(b) identify at least 5 major problem areas confronting administrators of day care centers.

2(c) name and describe the basic objectives of this Day Care Administration Course.

2(d) contrast past and present roles of administrators of child day care services.

2(e) differentiate the various leadership styles and identify the style(s) which suits you and your staff.

2(f) discuss the rationale for up-grading of staff of child day care centers.

2(g) translate research findings in Administration to given day care situations.

2(h) compare the Day Care Programs of at least three countries.

2(i) discuss what constitutes good staff relations.

2(j) understand the basic principles of working with parents.

Application 3.0

Application is the ability to utilize previously learned material in new situations where the method of solution is not specified.

The student will be able to:

3(a) solve administrative problems by applying a given theoretical structure to specific cases.

3(b) relate the content and concepts of the Administration Course to her/his daily working environment.

3(c) utilize her/his understanding of child psychology to suggest appropriate learning activities and materials for the various groups of children.

3(d) examine the methods used by specialists in dealing with Special Needs Children, Poverty Children, Problem Children, etc.

3(e) apply the suggestions on duplicated hand-outs, the activities present in class and information derived from readings and guest speakers to your center's situation.

3(f) re-examine national day care guidelines 7, 8, 13, 14, 15, 27, 28, 42, 47 to ensure that standards are being fulfilled.

3(g) detect conditions where staff members or the environment may jeopardize the safety of our children.

3(h) apply the common principles of communication when dealing with staff and public; and be aware of the principles of human relationships.

3(i) develop a teacher recruitment program and interview applicants.

3(j) plan and conduct meaningful staff meetings including orientation.

3(k) set-up and supervise childrens' programs ages 6 months to 10 years of age.

3(l) plan effective parent orientation and education programs.

3(m) develop an efficient and effective system for records.

3(n) exhibit efficient and effective procedures for office and center programs.

Analysis 4.0

Analysis is the ability to break down material into its basic parts so that its organizational structure and the relationship between ideas are clarified.

The candidate will be able to:

4(a) write and communicate to others the general operating and personnel policies for your specific program.

4(b) determine the qualifications, educational background, experience, and personal qualities to be used in the job description for the hiring of your staff.

4(c) allocate and schedule duties and responsibilities of teachers, child care associates, volunteers, and supporting employees.

4(d) participate meaningfully in professional organizations which act on behalf of young children and their welfare, so that they may develop to their full potential.

4(e) examine at least three medical, safety and insurance policies and justify your choice from among the three.

Synthesis 5.0

Synthesis is the ability to draw from several sources to formulate new structures not clearly evident before.

The candidate will be able to:

5(a) formulate and communicate to others the purposes, standards and philosophy of Child Day Care Administration.

5(b) synthesize from readings and research possible directions for child day care centers in Canada.

5(c) propose a list of criteria for publishing an operating manual for a given center, including staff line relations.

5(d) interpret and utilize a model designed to assist administrators in planning activities for their day care program.

5(e) propose considerations for evaluating this program and the candidate's progress.

5(f) develop a problem area common to day care centers and suggest at least three alternative ways of dealing with the problem.

5(g) integrate previous knowledge and skills with those obtained through the course.

5(h) formulate a concise series of center rules which will effectively transmit to staff the administrator's expectations in the center.

5(i) produce a chart which shows the administrator's role and responsibilities.

5(j) create a staff card which shows the range of tasks having quantitative and qualitative measures.

5(k) prescribe ways and means of getting parents and the public involved in day care programs.

5(l) suggest effective and efficient ways of keeping within a budget.

5(m) specify activities which will foster creative and/or expressive learning to occur in children and staff.

Evaluation 6.0

Evaluation is the ability to judge the worth of material, based on definitive criteria.

The student will be able to:

6(a) evaluate the Day Care Administration Program given specific criteria to follow.

6(b) assess the value of each unit of work in relation to the whole course.

6(c) compare the intended objectives with the objectives actually attained, and give constructive advice as to possible changes.

6(d) critique the educational aims and practices contained in a variety of A.V. materials.

6(e) appraise the practicability of offering this course as a University credit.

6(f) identify those areas pertaining to day care which need to be included or elaborated upon in this program.

6(g) judge the relevancy of the guest speakers to the presentation of the course.

6(h) construct a list of recommended readings for this course.

6(i) select from the variety of teaching methods to be used in the presentation of the course, those most suitable for the candidate understanding and learning.

6(j) construct an individual performance task card in administration studies and determine attainable standards of achievement.

2. The AFFECTIVE DOMAIN: includes objectives which deal with values, attitudes, interests, the development of appreciations.

It is hoped that by, or at the conclusion of this Day Care Administration Program the candidate will be able to:

(a) show the importance she/he attaches to Administration of Day Care Programs by seeking out readings in literature on her/his own accord.

(b) display a receptive, questioning attitude towards the subject.

(c) inculcate an interest in the discipline to her/his staff.

(d) possess a genuine enthusiasm for self-improvement through continued study in her/his given work.

(e) appreciate the necessity for up-grading her/his knowledge and skills.

(f) exhibit a positive attitude toward acquiring greater competence in the administration of her/his center.

(g) encourage imaginative and creative ideas from the staff.

(h) realize the worth of the administration training as it contributes to the overall efficiency of the day care program.

(i) participate actively in class discussions and in lessons taught.

(j) complete assigned work on time.

(k) recognize the value of individual contributions or experiences to the ultimate success of the administration program.

(l) practice co-operation in group activities.

(m) feel motivated to seek out additional administrative personnel and attempt to motivate them into up-grading their knowledge and skills.

3. **The PSYCHOMOTOR DOMAIN: deals with objectives having to do with manipulative and motor skills.**

During and/or at the conclusion of this Administration Course, the candidate will be able to:

(a) demonstrate a particular leadership style in class.

(b) display skillful execution of first-aid done through simulation.

(c) execute the procedures to be followed in case of an emergency at the center (flood, fire, cave-in, etc.).

(d) manifest a knowledge, understanding and ability to be able to draw up meaningful charts for parent, staff and board communications.

OBJECTIFS DE COMPORTEMENT SPECIFIQUES QUI COINCIDENT AVEC LE PROGRAMME DE GARDE DE JOUR

Les catégories touchant le domaine de connaissances le domaine affectif et le domaine psychomoteur sont basés sur les ouvrages de Bloom, Krathwohl et Masin, respectivement (1964).

1. LE DOMAINE DE LA CONNAISSANCE: comprend des objectifs se rapportant à la pensée, au savoir, à la mémoire, à résoudre les problèmes et au développement des capacités intellectuelles.

le Savoir 1.0

Le savoir c'est la capacité de se rappeler les matières apprises (information, méthodes, structures, etc.).

A la fin de ce cours le candidat doit pouvoir:

1(a) définir les termes suivants: Centre de Garde de jour, Style de "leadership" administratif, l'enfant à besoins spéciaux, Famille à parent unique.

1(b) identifier le personnel-ressource qui serait apte à enrichir le centre ou qui pourrait aider au développement du centre.

1(c) énoncer les directions et les standards pour établir ou diriger un Centre de Garde de Jour au Canada.

1(d) se rappeler de cas, de lèvres de références, de matières aptes à aider d'autres administrateurs à résoudre leurs problèmes.

1(e) tracer le développement historique des centres de garde de jour au Canada.

1(f) faire une liste des critères, pour un programme et un centre de garde de jour, efficaces.

Compréhension 2.0

La compréhension de l'étudiant consiste dans sa facilité à interpréter le sens de la matière (information, méthode, structure, etc.) de façon à pouvoir s'en servir utilement sur demande.

L'étudiant pourra:

2(a) décrire les différents genres de centres de garde de jour existants au Canada (Le groupe au milieu familial, Le groupe de jour, Bébés en groupe, Le groupe à temps partiel).

2(b) identifier au moins 5 cas de problèmes majeurs que peuvent affronter les administrateurs de gardes de jour.

2(c) nommer et décrire les objectifs de base de ce cours d'administrateurs de gardes de jour.

2(d) faire la part des rôles passés et présents des administrateurs de centres de garde de jour.

2(e) différencier les multiples styles de direction et d'identifier le style adaptable à vous et votre personnel.

2(f) discuter de façon raisonnable des méthodes d'amélioration du personnel de centres de Garde de Jour.

2(g) transposer le résultat de recherches en Administration à des situations réelles.

2(h) comparer les méthodes de programmes de garde de jour d'au moins 3 pays.

2(i) discuter de facteurs pour des bonnes relations du personnel.

2(j) comprendre les principes de base pour le travail avec les parents.

Application 3.0

Application veut dire la capacité de se servir des matières déjà apprises alors que la ligne de conduite n'est pas indiquée.

L'étudiant pourra:

3(a) résoudre les problèmes administratifs en appliquant des structures théoriques à chaque cas individuel.

3(b) relier le contenu du cours d'administration à son entourage de travail journalier.

3(c) se servir de sa connaissance de psychologie de l'enfant pour suggérer des activités et matières d'apprentissage pour divers groupes d'enfants.

3(d) examiner les méthodes employées par les spécialistes avec les "enfants" a besoins spéciaux; "les enfants pauvres", les enfants problèmes, etc.

3(e) appliquer à la situation de votre centre au moyen de pamphlets, l'information acquise par des activités de classe, des lectures, ou d'orateur invité.

3(f) ré-examiner les directives des gardes de jour 7, 8, 13, 14, 15, 27, 38, 42 et 47 afin d'assurer leur exécution.

3(g) déceller des conditions qui pourraient risquer la sécurité des enfants, que ce soit de la part du personnel ou de l'environnement.

3(h) mettre en pratique les moyens de communication avec le personnel et le public; et être conscients des principes de relations humaines.

3(i) développer un programme de recrutement de professeurs et d'entrevues de candidates.

3(j) planifier et diriger des réunions significatives de personnel.

3(k) organiser et surveiller les programmes pour enfants agés de 6 mois à 10 ans.

3(l) planifier des programmes efficaces pour l'orientation et l'éducation de parents.

3(m) développer un efficace et effectif système des dossiers

3(n) étaler des procédures efficaces et effectives pour la gérance des programmes de bureau et de centres.

Analyse 4.0

L'analyse est la capacité d'analyser minutieusement les structures d'organisation afin de clarifier les relations dans les idées.

L'étudiant devra:

4(a) <u>écrire et transmettre</u> aux autres, les règles générales et les politiques du personnel pertinentes à votre organisation.

4(b) <u>discerner</u> chez les candidats à votre personnel les qualités d'éducation, d'expérience et de caractère nécessaires à leur embauchage.

4(c) <u>céduler et distribuer</u> les charges et responsibilités des professeurs, child care assoc. des volontaires et des employés de soutien.

4(d) <u>participer</u> activement à des organisations professionnelles qui représentent les jeunes enfants et leur bien-être, afin qu'ils puissent développer pleinement leur potentiel.

4(e) <u>examiner et justifier</u> votre choix d'au moins trois assurances-vies, médicales et sécuritaires.

<u>Synthèse 5.0</u>

La synthèse est une méthode de raisonnement pour reconstruire un tout à partir d'éléments variés.

Le candidat devra pouvoir:

5(a) formuler et communiquer aux autres les desseins, la qualité et la philosophie du programme d'Administration des gardes de jour.

5(b) synthétiser à partir de lectures et de recherches les directives pour les centres de garde de jour au Canada.

5(c) proposer une liste de critères pour la publication d'un manuel de directions pour un centre quelconque, y incluant les relations du personnel.

5(d) interpréter et utiliser un plan modèle préparé pour aider aux administrateurs dans la planification des activités pour leur programme garde de jour.

5(e) proposer une façon d'évaluer ce programme et le progrès du candidat.

5(f) développer un problème d'intérêt commun aux centres de garde de jour et suggérer au moins trois différentes manières de le régler.

5(g) intégrer au cours des connaissances et talents antérieurs.

5(h) formuler d'une façon concrète des règlements pour le centre qui transmettront effectivement au personnel les aspirations du directeur du centre.

5(i) composer un organigramme qui dénote clairement le rôle et les responsabilités du Directeur.

5(j) inventer une carte pour l'employé qui lui démontre l'étendue des tâches dans la mesure de qualité et de quantité.

5(k) découvrir des moyens d'impliquer les parents et le public en général dans les programmes de la garde de jour.

5(l) suggérer des moyens efficaces de respecter les normes d'un budget.

5(m) spécifier des méthodes pour fomenter la créativité et l'apprentissage d'expression chez l'enfant comme chez l'employé.

Evaluation 6.0

L'évaluation est la capacité de juger de la valeur d'une chose, basée sur des critères véritables.

L'étudiant pourra:

6(a) évaluer le programme d'Administration de garde de jour selon les critères données.

6(b) évaluer la valeur de chaque unité de travail relativement au reste du cours.

6(c) comparer les objectifs visés aux objectifs atteints, et donner une opinion constructive quant aux changements possibles.

6(d) critiquer les buts éducatifs et les pratiques contenus dans une variété de matières A.U.

6(e) évaluer la viabilité d'offrir ce cours pour des crédits universitaires.

6(f) identifier les items qui ont rapport au programme qui doivent y être inclus ou élaborés.

6(g) juger de la nécessité d'orateurs invités à la présentation de ce programme.

6(h) préparer une liste de lectures pour ce programme.

6(i) choisir parmi plusieurs méthodes d'enseignement de ce cours celle qui sera la plus profitable à l'étudiant.

6(j) préparer une carte individuelle de rendement en étude d'administration et y indiquer les résultats.

2. LE DOMAINE AFFECTIF: comprend des objectifs de valeurs, attitudes, intérêts et développement d'appréciation.

Il est souhaitable qu'à la fin de ce Programme d'administration de Garde de jour que le candidat sera en mesure de:

(a) démontrer l'importance qu'il ou elle attache au Programme en se renseignant de son propre gré par des lectures pertinentes.

(b) déployer une attitude acceuillante et intelligente envers le sujet.

(c) inculquer un intérêt de discipline envers son personnel.

(d) posséder un enthousiasme réel pour un perfectionnement personnel par une application assidue à son travail et à ses recherches.

(e) comprendre la nécessité de parfaire ses connaissances et talents.

(f) démontrer une attitude affirmative envers une compétence plus adéquate dans l'administration de son centre.

(g) encourager l'imagination et la créativité de son personnel.

(h) réaliser la valeur de ce programme d'administration et de son efficacité pour un meilleur rendement.

(i) participer activement aux discussions en classe et aux leçons données.

(j) compléter les travaux à temps.

(k) reconnaître la valeur des contributions ou expériences personnelles au succès de ce programme d'administration.

(l) co-opérer dans les activités de groupe.

3. LE DOMAINE PSYCHOMOTEUR: comprend les objectifs qui ont à voir avec les talents manuels et les réactions motrices.

Pendant et/ou à la conclusion de ce cours d'Administration de garde de jour le candidat pourra:

(a) démontrer en classe un leadership réel.

(b) déployer une talentueuse exécution simulée de premiers soins.

(c) exécuter les procédures à suivre dans des cas d'urgence qui pourraient se produire au centre (sel, innondation, feu, etc.).

(d) témoigner d'une connaissance, une compréhension et une capacité de pouvoir tracer des tableaux significatifs pour les parents, le personnel et le Conseil de communications.

APPENDIX F

(English and French)

Content and Suggested Readings for

Day Care Administration Course

APPENDIX F

Content and Suggested Readings for Day Care Administration Course

(1 Session = 3 hours)

UNIT 1 : THE PERSON AND THE ORGANIZATION

Personality and motivation applied to

(a) The Styles of Leadership

(b) Authority and Responsibility

(c) Group Effectiveness

(d) Self-Development

REFERENCES:

Adler, A.A. - Science of living (Ed.) by Heinz L. Ansbacher, New York: Doubleday and Company, 1969.

* Dubin, R. - Human relations in administration, 3rd Edition, N.J., Prentice-Hall, 1968.

Morgan, L.R. - Motivation, Westinghouse Learning Corporation, U.S.A. 1972, pp. 1-30.

Schein, E. - Organizational psychology, Englewood Cliffs, N.J., Prentice-Hall, 1972.

* Schmidt, W.H. et al. - Looking into leadership, Washington, D.C., Leadership Resources Inc., 1966, pp. 1-12.

(1 Session)

UNIT 2 - THE DIRECTOR

(a) Qualifications

(b) Educational Background

(c) Experience

(d) Personal Qualities

(e) Director's Professional Philosophy

(f) Job Description: Director's

(g) Responsibilities: In executing the schools Policies and Programs;
In relation to the staff;
In school Operations.

(h) Self-Evaluation of the Administrator

(i) Board Meetings

REFERENCES:

Canadian Pediatric Society - Standards for child development programs including day care centers and family day homes, Day Care Centers Committee, 1973, pp. 21-25, Chapter IV.

Carmichael, Clark, Leonhard - Administration of schools for young children, Los Angeles, Southern California Association for the Education of Young Children, 1972, pp. 37-42.

* Dittman, L.L. and Parker, R.K. - (EDS) Day Care: staff training #5, Washington, D.C., U.S. Department of Health, Education and Welfare, 1973, pp. 18-25.

Hartman, B. and Hewes, D. - A workbook for administrators, San Francisco, R & E Research Associates, 1972, pp. 158-161.

Host, M.S. and - Administration #7, Washington, D.C., U.S. Department of Health, Education and Welfare, 1971.

(2 Sessions)

UNIT 3 - THE CHILD

(a) Culture and the Human Organism

(b) Learning and Motivation

(c) The Self-Concept

(d) Physical Growth and Motor Development

(e) Social and Emotional Development

(f) Child Rearing Practices

(g) Special Needs Children

(h) Poverty Children in Canada

REFERENCES:

Butler, A. L. - Early childhood education: Planning and administering programs, Toronto, D. Van Nostrand Co., 1974, pp. 1-30.

- Alternatives in quality child care, Washington, D.C., Day Care and Child Development Council of America, 1972, pp. 41-56.

* Fein, Clarke-Stewart - Day Care in context, Toronto, John Wiley and Sons, 1973, pp. 53-136; pp. 177-184.

McCandless, Boyd - Children - behaviour and development, Toronto, Holt, Rinehart and Winston Inc., 1967, Ch. 1, 3, 6, 9, 10.

Prescott, E. - Et al., Day care as a child rearing environment, Washington, D.C., National Association for the Education of Young Children, Vol. II, pp. 42-45.

* Zigler, E. - Director, #8 Day care serving children with special needs, Washington, D.C., U.S. Department of Health, Education and Welfare, 1972.

Host, M.S. and Heller, P.B. - #7 Administration, Washington, D.C., U.S. Department of Health, Education and Welfare, 1971, pp. 69-84.

(2 Sessions)

UNIT 4 - HEALTH CARE AND SAFETY POLICIES

(a) Medical

(b) Dental

(c) Nutritional

(d) Mental Health

(e) Teacher's Observation of Pupil's Health

(f) Health Education for Staff and Parents

(g) Responsibility for Safety

(h) Fire and Building Safety

REFERENCES:

Butler, A.L. - Early childhood education: Planning and administering programs, Toronto, D. Van Nostrand Co., 1974, pp. 126-148.

* Canadian Council on Social Development - National Guidelines - Day Care: growing, learning, caring, Ottawa, 1973, pp. 17-25.

* Canadian Paediatric Committee - Standards for child development programs including day care centers and family day homes, Ottawa, 1973, pp. 35-38; Appendix B and C.

Hartman, B. and Hewes, D. - A workbook for administrators, San Francisco, 1972, pp. 133-145.

Maternal and Child Health Service - Nutrition and feeding of infants and children under three in group day care, Maryland, U.S. Department of Health, Education and Welfare, 1971.

(2 Sessions)

UNIT 5 - STAFF

(a) Teacher Qualifications

(b) Job Description Including Contract

(c) Staff-Line Relations

(d) Aides and Students

(e) Volunteers

(f) Appraisal of Personnel

(g) Getting People to do their Job

(h) Professional Development

REFERENCES:

Carmichael, Clark, Leonhard - Administration of schools for children, Los Angeles, Southern California Association for the Education of Young Children, 1972, pp. 45-51.

Granto, S. - (Project Manager), #8 Day Care serving children with special needs, Washington, D.C., U.S. Department of Health, Education and Welfare, 1972, pp. 11-15.

* Hartman, B. and Hewes, D. - A workbook for administrators, San Francisco, R & E Research Associates, 1972, pp. 73-95.

Host, M.S. and Heller, P.B. - #7 Day care administration, Washington, D.C., U.S. Department of Health, Education and Welfare, 1971, pp. 19-45.

* Palmer, M.W. - (ED) Day care aides: A guide for in-service training, Chicago, Illinois, The Training Center of the National Federation of Settlements and Neighborhood Centers, 1968.

* Parker, R.K. and Dittman, L.L. - #5 Staff training, Washington, D.C., U.S. Department of Health, Education and Welfare, 1973.

Payne, J.S. - Et al. Head start a tragi-comedy with epilogue, New York, Behavioural Publications, 1973, pp. 1-18; pp. 121-160.

Pollock, R. - Staff-line relations: Looking into leadership, New York, Leadership Resources Inc., 1966, pp. 1-15.

(3 Sessions)

UNIT 6 - PARENTS AND DAY CARE

(a) The Role of Parents in Day Care

(b) Parent Conferences and Meetings

(c) The Single Parent Family

(d) Teaching Parents to Teach their Children

(e) Parent Volunteers

REFERENCES:

Butler, A.L. - Early childhood education: Planning and administering programs, Toronto, D. Van Nostrand Co., 1974, pp. 183-206.

Carmichael, Clark, Leonhard - Administration of schools for young children, Los Angeles, Southern California Association for the Education of Young Children, 1972, pp. 75-81.

Fein, Clarke-Stewart - Day care in context, Toronto, John Wiley and Sons Inc., 1973, pp. 185-199.

McFadden, D.N. - Early childhood development programs and services: Planning for action, Columbia, Ohio, Battelle Memorial Institute, 1972, pp. 75-83.

(4 Sessions)

UNIT 7 - DAY CARE CENTER PROGRAMS

(a) Philosophy, Aims, Objectives and Needs

(b) Content

(c) Learning Experiences

(d) Methodologies

(e) Evaluation

REFERENCES:

* Canadian Paediatric Society - Standards for child development programs including day care centers and family day homes, Ottawa, Day Care Centers Committee, 1973, Appendix A.

Cohen, M. - Et al. Cuz there ain't no day care (or almost none she said), Vancouver, B.C., Press Gang Publishers, 1973, pp. 97-98, 100, 102, 103-107, 110-113.

Fein, Clarke-Stewart - Day care in context, Toronto, John Wiley and Sons Inc., 1973, pp. 199-228.

* Hartman, B. and Hewes, D. - A workbook for administrators, San Francisco, R & E Research Associates, pp. 32-39; 99-102.

McFadden, D.N. - (ED) Early childhood development programs and services: Planning for action, Columbia, Ohio, Battelle Memorial Institute, 1972, pp. 27-63.

* Palmer, M.W. - (ED) Day care aides: A guide for in-service training, Chicago, Illinois, National Federation of Settlements and Neighborhood Centers, 1968.

Prescott, E. - Day care as a child rearing environment, Washington, D.C., National Association for the Education of Young Children, 1972, Vol. II, pp. 16-20; 38-41.

Taba, H. - Curriculum development: Theory and practice, New York, Harcourt, Brace and World, 1962.

Tyler, R. - Basic principles of curriculum and instruction, Chicago, University of Chicago Press, 1969.

(2 Sessions)

UNIT 8 - SPACE AND EQUIPMENT

(a) Prospecting for Space

(b) Location of Facilities

(c) Designing New Space, Attractiveness

(d) Indoor Space - Furnishings

(e) Criteria for Space and Equipment

(f) Housekeeping

(g) Outdoor Space

(h) The Best Equipment, Toys at the Best Price

REFERENCES:

* Butler, A.L. - Early childhood education, Toronto, D. Van Nostrand Co., 1974, pp. 72-100.

* The Canadian Council on Social Development - Day care: growing, learning, caring, Ontario, National Guidelines for the Development of Day Care Services for Children, pp. 26-29; 43-46.

* Canadian Paediatric Society - Standards for child development programs including day care centers and family day homes, Ontario, Day Care Centers Committee, 1973, Appendix E (Equipment and Materials).

Carmichael, Clark, Leonhard - Administration of schools for young children, Los Angeles, California, 1972, pp. 20-23.

Kritchesky, S. - Planning environments for young children: Physical space, Washington, D.C., NAEYC, 1969.

(1 Session)

UNIT 9 - RECORDS, REPORTS AND GROUPING POLICIES

(a) Admission Policies

(b) Attendance

(c) Grouping Policies

(d) Policies on Records

(e) Sample Forms of Records, (Entrance, Health Developmental, etc.).

(f) Evaluation Reports on Children and Staff

(g) When a Child Leaves: The Follow-Through Report

(h) Reporting to Parents

REFERENCES:

Butler, A.L. - Early childhood education: Planning and administering programs, Toronto, D. Van Nostrand Co., 1974, pp. 101-125; 168-180.

* Cohen, D. and Stern, V. - Observing and recording the behaviour of young children, New York Teacher's College Press, 8th Edition, 1968.

* Carmichael, Clark, Leonhard - Administration of schools for young children, Los Angeles, Southern California Association for the Education of Young Children, 1972, pp. 83-88.

Hewes, D. and Hartman, B. - ECE - A workbook for administrators, San Francisco, R & E Research Associates, 1972, pp. 39-60; 96-99.

* Shang, R. - Reporting to parents, Teacher's College, Columbia University, 1970.

(4 Sessions)

UNIT 10 - BUSINESS MANAGEMENT OF DAY CARE SERVICES

(a) How Programs are Financed

(b) Cost of Operating a Center

(c) Purchasing Materials

(d) Budgets

(e) Payroll Re Hours Worked, Sick Leave, etc.

(f) Fees for Day Care Centers and Subsidies

(g) Financial Reporting

(h) Transportation

(i) Insurance Policies

(j) Preparation of Formal Reports

(k) Operations Manual (including an Organizational Chart)

REFERENCES:

Canadian Council on Social Development - Day care, Ottawa, Publications and Information Branch, Canadian Council on Social Development, 1972, pp. 106-108.

Clifford, H. - Let's talk day care, Edmonton, The Canadian Mental Health Association, 1972, pp. 151-168.

* Hepworth, P.H. - Day care services for children, Ontario, The Canadian Council on Social Development, 1975, Vol. II, pp. 93-95; 100-105; 145-149.

* Hewes, D. and Hartman, B. - ECE - A workbook for administrators, San Francisco, R & E Research Associates, 1972, pp. 60-73; 116-133.

* Host, M.S. and Heller, P.B. - #7 Administration, Washington, D.C., U.S. Department of Health, Education and Welfare, 1971, pp. 133-163.

Payne, J.S. - Et al. Head start: A tragi-comedy with epilogue, New York, Behavioural Publications, 1973, pp. 19-26; 161-171.

(2 Sessions)

UNIT 11 - LEGISLATION AND REGULATIONS

(a) Legal Standards for Selling up a Day Care Center - (Provincial and Municipal Regulations)

(b) Legal Responsibilities

(c) Getting Incorporated

(d) Ruling of Internal Revenue, Re Non-Profit Organizations

(e) Child Abuse

(f) Divorced or Separated Parents Rights Re their Child in Day Care

REFERENCES:

Canadian Council on Social Development - Day care: growing, learning, caring, National Guidelines for the Development of Day Care Services for Children, 1973, pp. 46-51.

Canadian Council on Social Development - (Report of a National Study) Day care, Ottawa, Canadian Council on Social Development, pp. 14-22.

Cohen, M. - Et al. Cuz there ain't no day care (or almost none she said), Vancouver, B.C., Press Gang Publishers, 1973, pp. 53-55; 77-80.

Hepworth, P.H. - Day care services for children, Ottawa, The Canadian Council on Social Development, 1975, Vol. II, pp. 47-80.

(3 Sessions)

UNIT 12 - COMMUNITY RESOURCES

(a) Volunteer Groups

(b) Cultural Growth for Children

(c) Recreational Facilities

(d) Referral Services (Re Mental and/or Physical Handicaps or Difficulties)

(e) Alternative Types of Day Care Programs

(f) Public Relations

(g) Governmental Agencies Available to Day Care

REFERENCES:

Canadian Council on Social Development - (Report of a National Study) Day care, Ottawa, The Canadian Council on Social Development, 1972, pp. 75-78.

Hewes, D. and Hartman, B. - ECE - A workbook for administrators, San Francisco, R & E Research Associates, 1972, pp. 151-157.

* Host, M.S. and Heller, P.B. – #7 Administration, Washington, D.C., U.S. Department of Health, Education and Welfare, 1971, pp. 99-121.

Sale, J.S. – Et al. Open the door...see the people, California, Children's Bureau Office of Child Development, Pacific Oaks College, 1972, pp. 166-173.

Sayons, R. – Day care establishing community services, Ottawa, Vanier Institute of the Family, 1971, pp. 16-28.

ADMINISTRATION COURSE LEAFLETS AND PAMPHLETS LIST

1. Charts of Nursery Administration and Kinds of Programs:

   - Sources of Equipment and Supplies
   - Nursery Check List

2. Playspace and Teacher's Responsibilities:

   - Playground and Equipment
   - Leaflets on Play (Day Nurseries Branch)
   - Suggested Guide for Staff Duties

3. Nutrition:

   - Department of Health Leaflet List
   - Day Nurseries Branch Nutrition Leaflets
   - Nutrient Value of Some Common Foods

4. Trips with Groups of Young Children:

   - Nature Leaflet

5. Leaflets on Programs:

   - Day Care (Vanier Institute Publication)
     (Women's Bureau Pamphlet)
   - Parent Co-operative Nurseries

6. Legislation and Regulations:

   - Day Nurseries Act
   - Preliminary } Applications
   - Formal }
   - Form 7
   - Budget Samples
   - Leaflet List

7. Records :

   - Samples of Application Forms
   - Health Record Forms
   - Permission Forms
   - Brochures
   - Teacher Contracts

ARTICLES

1. ALAN MOFFIT, Program development in day care, unpublished paper, Psychology Department, Carleton University and Canadian Council on Social Development, Mimeo, 1973.

2. BUREAU OF MUNICIPAL RESEARCH, Day care: A growing problem, B.M.R. Comment, No. 123, April 1971, 14 p. (Suite 406, 4 Richmond St. E., Toronto, 1).

3. CLIFFORD HOWARD, An Overview of Canadian Day Care Services, In-day care: A resource for the contemporary family, ED. by Roslyn Burshtyn, Ottawa, Vanier Institute of the Family, 1970, p. 56-62.

4. DALY, MARGARET, Do Canadian women really want day care centers?, Homemakers' Digest, 7:3, May-June 1972.

5. GROTHERG, EDITH H., What does research teach us about day care for children over three?, Children Today, January-February 1972, p. 13-17.

6. LAW, NORMA R., Deprivation is relative! Special Issue: Early childhood education, The Journal of Education, Faculty of Education, University of British Columbia, Vancouver, B.C., January 12, 1966, p. 29-33.

7. ROBERT KNIGHTS, Day care and exceptional children, unpublished paper, Psychology Department, Carleton University and Canadian Council on Social Development, Mimeo, 1973.

FILM RESOURCES

1. AMERICAN HOME ECONOMICS ASSOCIATION: Films on family relations and child development, Washington, D.C., 20009, 1600 20th St. N.W., 1960, 50¢.

2. ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL: Films for early childhood education, Washington, D.C., 20009, 3615 Wisconsin Avenue, 1968, 16 p., 50¢.

3. "Blue Book Audio-Visual Materials": Educational screen and audio-visual guide magazine, Chicago, Illinois, Annual, $1.

4. CANADA, DEPARTMENT OF NATIONAL HEALTH AND WELFARE: Film Library Catalogue, Ottawa, 1967.

5. CHILD WELFARE LEAGUE OF AMERICA: Film List, New York, N.Y. 10010, 44 East 24th Street.

6. DIFFOR, JOHN W.: ED, Educators guide to free films, Randolph, Wisconsin, Educators Progress Service, P.O. Box 497, Annual, $9.50.

7. Educational Film Guide, 1954-1958, New York, H.W. Wilson, 1958, 448 p., Annual Supplements through 1962, $20.

8. NATIONAL FILM BOARD OF CANADA: Films on the family, Montreal, P.Q., Box 6100, Montreal 3.

9. NATIONAL FILM BOARD OF CANADA: Guide to N.F.B. films, Montreal, P.Q., Box 6100, Montreal 3.

10. U.S. CHILDREN'S BUREAU: Selected films on child life, Children's Bureau Publication No. 376, Washington, D.C. 20402, Government Printing Office, 1965, 114 p., 40¢.

11. U.S. OFFICE OF ECONOMIC OPPORTUNITY: OEO film guide, Washington, D.C. 20506, Project Head Start, Office of Economic Opportunity.

12. U.S. OFFICE OF EDUCATION: Directory of 16 millimeter film libraries, Washington, D.C. 20402, Government Printing Office; Biannual.

13. U.S. PUBLIC HEALTH SERVICE: NATIONAL INSTITUTE OF MENTAL HEALTH: Selected mental health films, Public Health Service Publication No. 1591, Washington, D.C. 20402, Government Printing Office, 1967, 119 p., 40¢.

REPORTS

1. ANDREW FLECK CHILD CENTER, Family day care demonstration project - A team approach, Ottawa, 1973.

2. CANADA, DEPARTMENT OF NATIONAL HEALTH AND WELFARE, Canadian day care survey, Ottawa, 1972.

3. CANADIAN COUNCIL ON SOCIAL DEVELOPMENT, Day care, report of a national study, Ottawa, The Council, 1972.

4. CHRISHOLM, BARBARA A., Commentary - day care recommendations, Report of the Royal Commission on the Status of Women in Canada, Ottawa, 1971.

5. CANADIAN COUNCIL ON SOCIAL DEVELOPMENT, Day care guidelines, 55 Parkdale Avenue, P.O. Box 3505, Station C, Ottawa, Ont., K1Y 4G1, ISBN 0-88810-183-X, 1973.

6. Day care, Summary of provincial day care legislation and a report of a survey of campus day care facilities, 1972, 133 p., ISBN 0-88810-043-4, $2.50.

7. HEALTH, EDUCATION AND WELFARE, Models for day care licensing, Washington, D.C., 1974.

8. ONTARIO MINISTRY OF COMMUNITY AND SOCIAL SERVICES, Day care for your child, Toronto, 1973.

9. Proceedings - Canadian conference on day care, June 20-23, 1971, and Dr. James Gripton's report on the CCSD National Day Care Study, Reports and Recommendations, 1972, 71 p., ISBN 0-88810-063-9, $1.00.

10. UNITED COMMUNITY SERVICES OF THE GREATER VANCOUVER AREA PLANNING COMMITTEE, Report of the Committee on pre-school enrichment programs - Vancouver, April 1968, p. 12, 1625 W. 8th Avenue, Vancouver, B.C.

11. WORTH, WALTER H., Before six: A report on the Alberta early childhood education study, Edmonton, Alberta School Trustees Association, 1966, 87 p.

Contenu des lectures suggérées pour le cours d'administration des gardes de jour

(un session = trois heures)

Unité 1 - La personne et l'organisation (un session)

(a) Les genres de "Leadership"

(b) Autorité et Responsabilité

(c) Efficacité de Groupe

(d) Auto-développement

Unité 2 - La Directeur (un session)

(a) Qualifications

(b) Dossier scolaire

(c) Expérience

(d) Qualités de caractère

(e) Philosophie professionnelle de Directeur

(f) Description de tâches: Directeur

(g) Responsabilités: dans l'exécution des règlements et Programmes de l'école

Direction de l'école

(h) Auto-évaluation du Directeur

(i) Réunions du Conseil

Unité 3 - L'enfant (deux sessions)

(a) Culture et organisme humain

(b) Apprentissage et Motivation

(c) Conception de soi

(d) Croissance physique et croissance motrice

(e) Développement émotif et social

(f) Pratiques d'éducation d'enfants

(g) Enfants à besoins spéciaux

(h) Enfants pauvres au Canada

Unité 4 (deux sessions) - Soins de Santé et politiques de Sécurité

(a) Médical

(b) Dentaire

(c) Nutritive

(d) Santé Mentale

(e) Observations du professeur sur la santé de l'enfant

(f) Programme d'éducation de Santé pour parents et professeurs

(g) Responsabilité pour la sécurité

(h) Sécurité des bâtiments ou locaux et de feu.

Unité 5 (deux sessions) - Personnel

(a) Qualités de professeur

(b) Description de tache incluant le Contrat

(c) Relations interpersonnelles

(d) Aides et étudiants

(e) Volontaires ou bénévoles

(f) Evaluation du personnel

(g) Motivation du personnel

(h) Développement professionnel

Unité 6 (trois sessions) - Les parents et les gardes de jour

(a) le rôle des parents dans les gardes de jour

(b) Conférences et réunions de parents

(c) Les familles à parent unique

(d) Apprendre aux parents à enseigner à leurs enfants

(e) Parents bénévoles

Unité 7 (quatre sessions) - Programmes de gardes de jour

(a) Philosophie, Buts, Objectifs and Besoins

(b) Contenu

(c) Expériences d'apprentissage

(d) Méthodologies

(e) Evaluation

Unité 8 (deux sessions) - Espace et Equipement

(a) Prospecter des locaux

(b) Location de facilités

(c) Décoration de nouveaux locaux

(d) Espace intérieur, Ameublements

(e) Critères pour espace et équipement

(f) Entretien

(g) Espace extérieur

(h) Le meilleur équipement, jouets et au meilleur prix

Unité 9 (un séssion) - Dossiers - Rapports, Règlements de Groupe

(a) Règlements d'admissibilité

(b) Assiduité

(c) Règlements de Groupe

(d) Règlements en dossiers

(e) Exemplaires de dossiers (Inscription, développement de santé, etc.)

(f) Rapport d'évaluation des enfants et du Personnel

(g) Au départ d'un enfant: un suivi continu

(h) Information aux Parents

Unité 10 (quatre séssions - La Gestion des Gardes

(a) Le financement des programmes

(b) Frais d'opération d'un Centre

(c) Achats de Matériel

(d) Budgets

(e) Traitement des heures travaillées, conges de maladie, etc.

(f) Frais d'utilisation de la garderie et subventions

(g) Rapports financiers

(h) Transport

(i) Polices d'assurance

(j) Préparation de rapports officiels

(k) Manuel d'opérations (incluant un organigramme)

Unité 11 - (deux sessions) Législation et Reglements

(a) Exigences légales

Standards légaux pour l'ouverture d'un centre de garde de jour (Règlement Provinciaux et Municipaux)

(b) Responsabilités légales

(c) Incorporation

(d) Règlement sur l'Impôt re: les organisations non rémunérées

(e) (Abus de l'enfant?) "Child Abuse" (Maltraitement de l'enfant)

(f) Parents divorcés ou séparés légalement re: leurs droits sur leur enfant en garde de jour

Unité 12 - (trois sessions) Ressources Communautaires

(a) Groupes bénévoles

(b) Avancement culturel pour les enfants

(c) Facilités de récréation

(d) Services de Recommendation (re handicappes mentaux ou/et physiques et difficultes)

(e) Genres varies de Garde de jour

(f) Relations publiques

(g) Agences gouvernementales disponibles aux gardes de jour

Voir la version anglaise du cours pour les lectures supplementaires et les références. Toute tenative sera faile en vue d'acquerir et d'utiliser la documentation française lorsque'elle est nécessaire.

APPENDIX G

Survey Questionnaire on the Professional Requirements of Day Care Staff in Ontario

APPENDIX G

Survey Questionnaire on the Professional Requirements of Day Care Staff in Ontario

GENERAL INFORMATION

NAME: _____

ADDRESS: _____

PHONE: _____

BUSINESS ADDRESS: _____

POSITION: _____

NUMBER OF YEARS EXPERIENCE IN DAY CARE: _____

INFORMATION ON DAY CARE ADMINISTRATOR NEEDS

1. HAVE YOU TAKEN ANY COURSES IN DAY CARE (EARLY CHILDHOOD EDUCATION) BETWEEN 1968 TO SEPTEMBER 1974? YES ___ NO ___

   a. NUMBER OF COURSES TAKEN? _____

   b. NAME OF COURSE(S) _____

   c. YEAR TAKEN _____

   d. PLACE TAKEN _____

2. DO YOU FEEL THE NEED FOR FURTHER COLLEGE OR UNIVERSITY COURSES IN EARLY CHILDHOOD EDUCATION AND/OR ADMINISTRATION OF DAY CARE CENTERS?

YES ___ NO ___ ECE ___ ADCC ___

COLLEGE ___ UNIVERSITY ___

3. PLEASE EXAMINE CAREFULLY THE COURSE OUTLINE GIVEN YOU AND LIST NUMERICALLY THOSE AREAS WHICH YOU FEEL SHOULD BE GIVEN PRIORITY IN A COURSE DESIGNED FOR DAY CARE ADMINISTRATORS (You may add your own topics to this list)

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

APPENDIX H

(English and French)

Summary of the Essential Components of the Day Care Administration Program

APPENDIX H

Summary of the Essential Components of the Day Care Administration Program (For a detailed list of Content and Readings, see Appendix F and for Behavioural Objectives see Appendix D).

UNIT 1	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
The Person and the Organization	Leadership styles are adaptable to situations	A(d), A(e), A(m) C1(a) C2(b), C2(c), C2(e), C5(a), C5(e), C5(f), C5(g), C6(b), C6(d)	Information needs to be passed on thus the lecture method was chosen. Variations such as group discussion may be used to clarify Authority & Responsibility, or simulations may be used to demonstrate Styles of Leadership	Overhead projectuals on organizational charts, styles of leadership and lines of authority	A. Problem-Solving: (a) A problem of human organization (b) Technical problem i.e. of program, finances, etc. E. Pre-test on Role of Day Care Administration (a) Description of problem (b) Analysis of problem (c) Discussion of possible solutions (d) Plan of action for resolving the problem

UNIT 2	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
The Director	Self-Evaluation is an essential component of administrative growth and development	A(a), A(e), A(f), A(h), C2(d), C2(e), C3(d), C5(a), C5(c), C5(i), C5(m), C6(b), C6(j), P(d)	Many areas in Unit 2 lend themselves well to discussion (student controlled) e.g. Experience, Job Description, and Responsibilities. Variety may be added to the unit by introducing Role-Playing for Board Meetings or for Personal Qualities	Overhead transparencies on: - Objectives of program - Qualifications - Personal Qualities Guest Lecturer- A well-known experienced Director of Day Care openly on The Role of the Director	A. Turn to the objectives for the course. Go through them one by one, and evaluate your own strengths & weaknesses ...as well as you can now. A. Formulate in writing the philosophy and duties of you and your staff in Day Care. E. Student Self-Evaluation

UNIT 3	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
The Child	Canadian children deserve Quality day care services	A(i), C1(a), C1(d), C2(g), C3(c), C3(d), C5(f), C5(m), C6(b)	Most of the administrators who will take this course will already have taken at least one course in ECE or they will have had children under their supervision for years. For this reason, the structured discussion method is suggested here. Variation may be used by having	Films: Children of Change (31 min.) from N.Y. University Film Library $7.50 Children Without (29 min.) N.Y. University Film Library $6.00 Organizing Free Play (20 min.) Modern Talking; Picture Service, 1212 Ave of the Americas, N.Y., N.Y.10036-Free They Need These Days (25 min.) A-V Education Service, University of Minnesota, Minneapolis 55455 - Free Guest Lecturer - M.S.W. from the Family Service Center	A. Who are special needs children? How can we help them? A. Define Problem-Child and state procedures for dealing with such children E. Other students in the course will grade the assignment according to a set criteria

UNIT 4	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
Health Care and Safety Policies	Health care and safety policies are everybody's business	A(j), C1(b), C1(c), C1(f), C3(b), C3(d), C3(e), C4(e), C5(f), C6(b), C6(d), C6(g), P(b), P(c)	The lecture method is suggested here to relate regulations and policies concerning Health and Safety. Of course, small group discussion may also be used to relate their personal experiences concerning their day care centers	Pamphlets on Nutrition available from Day Nurseries Branch in Ottawa Dept. of Health & Welfare Department Nurse or Building Inspector may also be asked to be available for question period	A. Formulate procedures for emergency situations in your center E. Comparative evaluation by one another in the course

UNIT 5	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
Staff	Getting people to do their jobs without a fuss	A(c), A(g), A(k), A(m), C2(e), C2(f), C2(l), C3(a), C3(b), C3(f), C3(h), C3(i), C4(a), C4(b), C5(f), C5(h), C5(j), C6(b), P(b), P(d)	Simulation Games may be used as a possible tool for decision making. Through the use of this technique administrators would be forced to make quick decisions on complex problems (and analyze the possible repercussions)	Filmstrip - <u>For Adults in Child Training</u> International Film Bureau, 332 South Michigan Ave., Chicago, Illinois 60604 Films - <u>Teachers Aides: A New Opportunity</u> (21 min.) Garland Jr. College, Boston, Massachusetts - Free <u>Role-Playing in Human Relations Training</u> National Education Association, 1201 16th St., N.W. Washington, D.C., 20036	A. Develop a personnel policy booklet to be distributed to your staff <u>State:</u> Position Education Required Traits Desirable Job Description of Responsibilities Terms of Employment (hours, vacation, sick leave, etc.) E. Instructor-Student Appraiser

UNIT 6	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
Parents and Day Care	The institution is only a temporary parent	A(b), A(f), A (k), C1(a), C1(c), C2(f), C2(m), C3(a), C3(g), C3(k) C4(c), C5(k), C6(b), P(a), P(d)	Role-playing was suggested here to help administrators sense the problems parents face when they have their child in day care	Films - The Family National Film Board of Canada, P.O. Box 6100, Montreal 3 Family Relations & Child Development American Home Economics Association, 1600 20th St. N.W., Washington, D.C. 20009 When Should Grown-ups Stop Fighting Modern Talking Picture Services, 1212 Ave of the Americas, N.Y., N.Y.	A. What are the best methods of conducting parent-child orientation for your center? Substantiate your answers. E. Class evaluation

UNIT 7	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
Day Care Center Programs	Continuous evaluation is needed of our day care programs if they are going to meet the needs of the children they serve	A(f), C1(f), C2(a), C2(c), C2(g), C2(h), C3(c), C3(j), C5(b), C5(d), C6(b)	Discussion - Because most of the candidates will already be involved in managing day care centers they, themselves will be a good source of reference for the "ideal Day Care Center Program"	Reference to reading - refer to reading list Appendix F	A. Class project- Identify unique characteristics of the following types of programs: 1. Child Care Centers with Public Funding 2. Church Nursery Schools 3. Federally Funded Compensating Programs 4. Infant-Toddler Day Care 5. Co-operative Nursery Schools 6. Private Nursery Schools E. Students participating in a class discussion and exchange of information

UNIT 8	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
Space and Equipment	The needs of those living and working together must govern the design of facilities in which a creative learning program can take place	C1(c), C1(f), C3(3), C3(f), C5(b), C6(b)	Case Study - Studies which have researched the effects of environment upon children. An alternative teaching method here would be the examination of catalogues, pamphlets, etc. which display equipment, toys, etc. for young children. Workshop - Producers or salespersons are offered an opportunity to display equipment etc. and discuss the advantages, price, etc. connected with the materials.	Film - Planning Creative Equipment for Young Children University of California, Public Film Rental Library, 2272 Union St. Berkeley, California. A visit to a plant or store which will give an educational explanation on children's toys.	A. What are some of the features you will design in your day care center to satisfy children's needs, to satisfy staff needs? E. Long term evaluation of fulfillment of objective.

UNIT 9	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
Records, Reports and Grouping Policies	The keeping of accurate records is essential for any business enterprise	A(f), C1(c), C1(e), C2(1), C2(m), C3(a), C3(d), C3(1), C3(m), C4(a), C6(a)	Case Study - Analysis of cases which did or did not keep records in order and the consequences. or Students may wish to discuss their thoughts on record keeping at this time.	Overheads of a good budget plan. Samples of different types of records needed in a day care center.	A. How do you relate necessary information to your child's parents and to staff? A. How do you organize your work so records, reports, agendas, etc. can be handled even with all the interruptions that happen during the day? E. Ask your staff to verbally evaluate the efficiency of your Record System.

UNIT 10	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
Business Management of Day Care Services	Day care is also a business as it should set and keep high standards	A(b), A(j), C1(c), C2(b), C2(g), C3(a), C3(d), C3(e), C5(b), C5(l), C6(b), C6(g)	Lecture Method - Question-Period given so that students may obtain on-the-spot information from a qualified source.	Guest Lecturer - -Noted Public Accountant who can communicate technical language into understandable terms.	A. Investigate all the possible types of insurance available for your center. A. Prepare an Operations Manual for your center. A. Prepare a Formal Report on your center. E. Long range evaluation - did you accomplish your objective within the year.

UNIT 11	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
Legislation and Regulations	Every administrator should be knowledgeable of the legislation and regulations which govern day care centers	A(b), C1(b), C1(c), C3(b), C3(d), C4(a), C6(b), C6(g)	Lecture method combined with Question-Period	Canadian Councils National Guidelines for Day Care Centers. Guest Lecturer- Professor of Law from the University or an outside lawyer knowledgeable about day care and its problems.	A. Examine the regulations and legislation governing day care centers. Are there any regulations you would like to see changed or amended? State your reasons. A. Describe the process for getting a center incorporated. A. Research paper on Child Abuse and conclusions as to how it might be avoided.

UNIT 12	MAIN IDEA	BEHAVIOURAL OBJECTIVES	TEACHING METHODS	LEARNING RESOURCES	ASSIGNMENTS & EVALUATION
Community Resources	Community Resources play an essential role in helping a day care center function to its maximum.	A(k), A(l), C1(b), C3(d), C3(g), C4(c), C4(d), C5(b), C5(k), C6(b)	Case Study - Students are presented with case histories and asked to formulate solutions to given problems. Workshop Session- Wherein resources people are invited to discuss availability of facilities to your center.	Pamphlets on resources in the community available from the Dept. of Social Services. A visit to at least three of the available resource places.	A. List all the available community resources which your center can utilize. A. What is the role of day care in your community? Self-evaluation of the rapport between your center and the community resources.

Note.- The division of the course into 55 hours of class time, 15 hours of discussion, 16 hours of practicum and 6 hours of workshops is merely a suggestion. It should be observed that in Appendix H time has not been allocated so that the instructor may move according to the needs of her/his students. Sessions are mentioned in Appendix F.

At the termination of this course, each member should be able to:

(a) Formulate and communicate to others the purposes, standards and philosophy of early childhood education.

(b) Write and communicate to others the general, operating, and personnel policies for a specific school or program.

(c) Write a job analysis for each staff member; allocate and schedule duties and responsibilities of teachers, child care associates, volunteers, and supporting employees.

(d) Develop a teacher recruitment program and interview applicants.

(e) Plan and conduct meaningful staff meetings, including orientation.

(f) Set-up and supervise the children's program.

(g) Plan effective parent orientation and education programs.

(h) Understand basic principles of working with parents.

(i) Develop an efficient and effective system for records.

(j) Develop efficient and effective procedures for office and educational programs.

(k) Apply common principles of communication when dealing with staff and the public; be aware of the principles of human relationships.

(l) Appraise skills and techniques in evaluation of school, staff, and self.

(m) Participate meaningfully in professional organizations which act on behalf of young children and their welfare, so that they may develop to their fullest potential.

APPENDICE H

Sommaire des parties essentielles du Programme d'Administration des Gardes de Jour

Unité 1	Idée Principale		Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluations
La personne et l'organisation	Styles de Leadership adaptables	OBJECTIFS DE COMPORTEMENT	On a choisi la méthode des cours pour transmettre l'information nécessaire Des discussions de groupe peuvent être employées pour simplifier Authorité et Responsabilité ou des simulations peuvent être employées pour démontrer Styles de Leadership	Equipement de projection pour organigrammes, styles de "Leadership" et lignes d'authorité	A. Solution des problèmes d'organisation humaine b) Problèmes techniques du programme, finances, etc. E. Test sur le rôle de l'Administration des gardes de jour a) Description du problème b) Analyse du problème c) Discussion de solution possible d) Plan d'action pour résoudre le problème

Unité 2	Idée Principale		Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluations
Le Directeur	L'auto-évaluation est une partie essentielle à l'avancement et au développement administratifs.	OBJECTIFS DE COMPORTEMENT	Plusieurs domaines dans l'unité 2 se prêtent bien aux discussions par exemple: Expérience, Description de tâches et Responsabilités. Pour animer le cours des rôles peuvent être joués dans les Réunions du Conseil ou dans les Qualités de caractère	Diapositives sur: - Objectifs du programme - Qualifications - Qualités de caractère Conférencier invité Un directeur d'expérience et bien connu dans le domaine des gardes de jour sur le Rôle du Directeur	A. Vérifier les objectifs du cours. Repassez-les une à une, et évaluez vos forces et vos faiblesses.... connues. A. Formulez par écrit votre philosophie et vos tâches et celles de votre personnel de Garde de jour E. auto-évaluation de l'étudiant

Unité 3	Idée Principale	OBJECTIFS DE COMPORTEMENT	Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluations
L'enfant	Les enfants Canadiens méritent des centres de garde de jour de bonne qualité!		La plupart des administrateurs qui prendront ce cours auront déjà pris au moins un cours en ECE ou auront été surveillants d'enfants pendant plusieurs années. Pour cette raison la méthode de discussion structurée est suggérée. Pour de la variété on peu utiliser des	Films	A. Qui sont les enfants à besoins spéciaux? Comment peut-on les aider? A. Définissez l'enfant problème et indiquez les procédures à suivre avec de tels enfants E. Selon des critères établies votre travail sera évalué par vos confrères de cours

Unité 4	Idée Principale		Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluations
Soins de santé et Lois de Sécurité	Les soins de santé et les lois de sécurité sont l'affaire de tous	OBJECTIFS DE COMPORTEMENT	La méthode de cours est suggérée pour transmettre les règlements concernant Santé et Sécurité Cependant on peut se servir de discussions pour expliquer des expériences personnelles concernant les centres	Pamphlets sur la nutrition obtenus du Ministère de la Santé Une informière du Ministère ou un Inspecteur de Bâtiments peut aussi être disponible pour des périodes de questions	A. Formuler des procédures pour les situations urgentes à votre centre E. Une évaluation comparative par un autre étudiant du cours

Unité 5	Idée Principale		Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluations
Personnel	Jouez des rôles Plusieurs des problèmes qu'ont à envisager les administrateurs incluent des décisions spontanées Solutions des problèmes requièrent: Focus sur les Relations Focus sur les Méthodes Jouer des rôles se prête bien dans ces domaines	OBJECTIFS DE COMPORTEMENT		Films	A. Développez un pamphlet des règlements de personnel à être distribué à votre personnel. Citez: Poste Education requise Traits de caractère désirables Description de tâches et Responsabilités Conditions d'emploi (heures, vacances, congé de maladie) etc. E. Evaluation éducateur-étudiant

Unité 6	Idée Principale	OBJECTIFS DE COMPORTEMENT	Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluations
Parents et Garde de jour	l'institution n'est qu'un parent temporaire		Pour sensibiliser les administrateurs aux problèmes des parents qui ont des enfants dans un centre il est suggéré de jouer des rôles	Films	A. Quelles sont les meilleures méthodes de diriger une orientation de parent-enfant pour votre centre? Justifiez vos réponses E. Classez l'évaluation

Unité 7	Idée Principale	OBJECTIFS DE COMPORTEMENT	Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluations
Programme de Garde de jour	Une évaluation continue est nécessaire à notre programme de garde de jour s'ils veulent rencontrer les besoins des enfants qu'ils desservent		Discussion - Comme la plupart des candidats seront déjà engagés dans la gérance d'un centre ils seront une excellente source de références pour un "Programme d'administration de Garde de jour" idéal		A. Projet de classe - Identifiez des caractéristiques saillantes des types de programme suivants 1. Centres de Garde de jour avec Fonds Publiques 2. Maternelle Paroissaile 3. 4. 5. Maternelles co-opératives 6. Maternelles privées E. Participation et échange dans les discussions en classe

Unité 8	Idée Principale		Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluations
Espace et Equipement	Les besoins de ceux qui vivent et travaillent ensemble doivent diriger le choix de locaux propices à la créativité et à un programme d'apprentissage	OBJECTIFS DE COMPORTEMENT	Cas-type- Des recherches qui révèlent les effets de l'environnement chez l'enfants Une méthode alternative serait l'examen de pamphlets, catalogues etc, où l'on trouve l'équipement, les jouets etc pour jeunes enfants "Workshop" ou Atelier Des vendeurs ou représentants ont la chance de présenter leur équipement etc, de discuter les avantages, les prix etc. reliés à ces matériaux	Une vitite à une usine ou un magasin qui décrivent les jouets d'enfants Films	A. Quelles sont les caractéristiques dans les plans de votre centre pour satisfaire aux besoins du personnel E. Evaluation à long terme de l'accomplissement d'un objectif

Unité 9	Idée Principale	OBJECTIFS DE COMPORTEMENT	Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluations
Dossier Rapport et politiques de groupement	Il est essentiel pour un bureau d'affaire d'avoir des dossiers à jour		Etude de cas Analyser les cas qui ont ou qui n'ont pas été suivis et les conséquences ou Les étudiants peuvent vouloir discuter de la tenue des dossiers	Utiliser un projecteur afin de faire connaître le budget. Exemples de different genres de dossiers nécessaire à un centre du jour.	A. Comment transmettre les renseignements necessaire aux parents de l'enfant et au personnel. A. Comment organiser le travail soit des dossiers, des rapports, de l'ordre du jour, etc. pour qu'ils soient tenus malgre les nombreux arrêts durant une journeé. E. Demander au personnel d'évaluer le rendement du système des dossiers.

Unité 10	Idée Principale	OBJECTIFS DE COMPORTEMENT	Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluations
Gestion d'un Centre de Garde de jour	Les gardes de jour sont une entreprise et doivent avoir des buts fixes et valables		Cours Période de Questions pour que les étudiants puissent obtenir sur-le-champs l'information nécessaire d'une source valable	Conférencier invité Un comptable renommé qui peut transmettre un language technique dans des termes compréhensifs	A. Investiger toutes les possibilités d'une assurance pour votre centre. A. Préparer un manuel d'opérations pour votre centre A. Préparer un rapport officiel sur votre centre E. Evaluation à long-terme - Avez-vous accompli votre objectif durant cette année?

OBJECTIFS DE COMPORTEMENT

Unité 11	Idée Principale	Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluations
Législation et Règlements	Chaque administrateur devrait connaître la législation et les règlements qui dirigent les centres de Garde de jour	Cours accompagnés de périodes de Questions	Conférencier invité - Professeur de Droit de l'Université ou un avocat de l'extérieur qui connaît les fonctions et les problèmes d'un centre	A. Examinez les règlements et la législation des centres. Y a-t-il des règlements que vous aimeriez voir changés ou amendés? Donnez vos raissons A. Décrivez le procédé d'incorporation d'un centre A. Faites une recherche sur "Child Abuse" et tirez vos vonclusions sur comment l'éviter

Unité 12	Idée Principale	Méthodes d'Apprentissage	Ressources d'Apprentissage	Tâche et Evaluation
Ressources Communautaires	Des ressources communautaires jouent un rôle important dans la fonction maximum d'un centre	Cas-type Les étudiants doivent formuler des solutions à des problèmes donnés dans des dossiers de cas-type Ateliers de travail où des personnes-ressources sont invités pour discuter des facilités disponibles à votre centre	Pamphlets sur les ressources disponibles de votre ministère des Affaires Sociales Une visite à au moins 3 places ressources	A. Faites une liste de toutes les ressources communautaires disponibles, utiles à votre centre A. Quel est le rôle de votre centre dans la communauté? Faites une auto-évaluation de vos rapports avec les ressources communautaires

OBJECTIFS DE COMPORTEMENT

Au terme de ce cours chaque membre devrait pouvoir:

a) Formuler et communiquer aux autres les buts, standards, et la philosophie de l'éducation de jeunes enfants.

b) Ecrire et communiquer aux autres les opérations générales, règlements de personnel d'une école ou programme particuliers.

c) Décrire les tâches de chaque membre du personnel; céduler et attribuer les tâches et responsabilités des professeurs, associés des soins aux enfants, bénévoles et personnel de soutien.

d) Développer un plan de recruitement de professeurs et d'entrevues de candidats.

e) Organiser et diriger des réunions de personnel valables, et les orienter.

f) Préparer et surveiller un programme pour enfants.

g) Planifier un programme efficace d'orientation et d'éducation des parents.

h) Comprendre les principes de base du travail avec les parents.

i) Développer un efficace et effectif système de dossiers.

j) Développer des procédures efficaces et effectives pour les bureaux et programmes d'éducation.

k) Mettre en pratique les moyens de communication avec le personnel et le public et être conscients des relations humaines.

l) Evaluer les talents et les techniques de l'école, du personnel et de soi-même.

m) Participer à des organisations professionnelles qui agissent en faveur de jeunes enfants et de leur bien-être affin qu'ils puissent se développer au maximum de leur potentiel.

APPENDIX I

Officials Responsible for Day Care in Each Canadian Province and Territory

Officiers Charges de Programmes de Garde D'Enfants

APPENDIX I

Officials Responsible for Day Care in Each Province

Officiers Charges de Programmes de Garde D'Enfants

Mrs. Vivian Hoyes
Director of Day Care
and Homemaker Services
Department of Social
Services
Confederation Building
St. John's, Newfoundland
A1C 5T7

Mr. Ken Pierce
Day Care Co-ordinator
Division of Child and
Family Services
Department of Social
Services
P.O. Box 2000
Charlottetown,
Prince Edward Island
C1A 7N8

Miss Elizabeth Bissett
Acting Director of Day
Care Services
Family and Child
Welfare Division
Department of Social
Services, P.O. Box 696
Halifax, Nova Scotia
B3J 2T7

Mr. Norman Pierce
Administrator of Day Care
Department of Social
Services,
P.O. Box 6000
Fredericton,
New Brunswick
E3B 5H1

M. Paul Angers
Chef, Service de garderies
Ministère des Affaires
sociales
1005, chemin Ste-Foy
7ième étage
Québec, P.Q.
G1A 1B9

Ms. Marna Ramsden
Acting Director
Day Nurseries Branch
Ministry of Community and
Social Services
12th floor, 700 Bay Street
Toronto, Ontario
M5G 1Z6

Miss Linda Ens
Acting Director
Day Care Branch
Department of Social
Services
1920 Broad Street
Chateau Tower
Regina, Saskatchewan
S4P 2Y3

Mrs. Catarina Versaevel
Day Care Director
Department of Social
Services and Community
Health, 5th Floor
7th Street Plaza
10030 - 107 Street
Edmonton, Alberta
T5J 3E4

Mr. Drew Perry
Deputy Director
Child Day Care Program
Department of Health and Social Development
Third Floor
267 Edmonton Street
Winnipeg, Manitoba
R3C 1S2

Mr. Bryan Watt
Co-ordinator
Family Support Services
Family and Children's Services Division
Ministry of Human Resources
Parliament Buildings
Victoria, British Columbia
V8W 3A2

Mr. James Davie
Director of Child Welfare
Department of Social Welfare
P.O. Box 2703
Whitehorse, Yukon
Y1A 2C6

Miss Trudy Usher
Superintendent of Child Welfare
Department of Social Development
P.O. Box 1320
Yellowknife, Northwest Territories
XOE 1HO

Mr. Eric Haffenden
Day Care Consultant
Social Services Department
City of Calgary
P.O. Box 2100
Calgary, Alberta
T2P 2M5

Mr. David E. Gilbert
Director of Day Care
Edmonton Social Services
City of Edmonton
6th Floor, CN Tower
Edmonton, Alberta
T5J OK1

APPENDIX J

Validation and Evaluation Questionnaire Sent/Given to Day Care Administrators Throughout Canada

APPENDIX J

Validation and Evaluation Questionnaire Sent/Given to Day Care Administrators Throughout Canada

This program has been designed with you the day care administrator in mind. Kindly read the program carefully and critically before attempting to complete the validation and evaluation questionnaire.

The following code will be used throughout the evaluation. Please circle or check your response:

1 = strongly disagree

2 = disagree

3 = acceptable

4 = agree

5 = strongly agree

Your cooperation, time and effort are greatly appreciated. Within the near future, this program or a modified version of it could be offered in your area.

(French version follows)

Evaluation Questionnaire

1 = strongly disagree
2 = disagree
3 = acceptable
4 = agree
5 = strongly agree

1. The intent of the program is clearly stated? 1 2 3 4 5

   Comment -

2. The learning objectives of the program are clear? 1 2 3 4 5

   Comment -

3. The learning objectives for the program are well developed? 1 2 3 4 5

   Comment -

4. The objectives stated in this program are realistic? 1 2 3 4 5

   Comment -

5. The demands required in the Cognitive Area (knowledge) are acceptable? 1 2 3 4 5

   Comment -

6. The demands stated in the Affective Domain (emotional) are acceptable? 1 2 3 4 5

Comment -

7. The objectives in this program are related to broader behavioral patterns over a period of time? 1 2 3 4 5

Comment -

8. The stated objectives in this program coincide with your needs? 1 2 3 4 5

Comment -

9. The material in this day care administration program makes provision for learning which is stimulating and challenging? 1 2 3 4 5

Comment -

10. The chosen materials for the day care administration program are closely related to the overall objectives of the day care program? 1 2 3 4 5

Comment -

11. The content of this day care administration course is meaningful in that it relates to the every day life situation of the day care administrator? 1 2 3 4 5

Comment -

12. The program contained a fair balance of materials? 1 2 3 4 5

Comment -

13. The scope of this program is broad enough to allow for individual differences? 1 2 3 4 5

Comment -

14. The learning levels are appropriate to the suggested audience? 1 2 3 4 5

Comment -

15. The program is well organized and developed in a coherent sequence? 1 2 3 4 5

Comment -

16. Some learnings within the Units require prerequisites before other learnings can occur? 1 2 3 4 5

Comment -

17. The teaching methods of this day care administration program are directly related to the objectives of the program? 1 2 3 4 5

Comment -

18. The suggested methods are appropriate to each topic? 1 2 3 4 5

Comment -

19. The methods chosen for delivery of the materials can accommodate the specified audience? 1 2 3 4 5

Comment -

20. Sufficient support staff have been suggested to augment the program? 1 2 3 4 5

Comment -

21. The day care administration program suggests learning activities which are practical? 1 2 3 4 5

Comment -

22. The suggested activities for the day care program coincide with the written goals? 1 2 3 4 5

Comment -

23. Sufficient references are supplied to supplement the day care program? 1 2 3 4 5

Comment -

24. The day care program encourages the learner to be involved in evaluation and further planning of the content? 1 2 3 4 5

Comment -

25. This day care administration program requires quality work from its trainees? 1 2 3 4 5

Comment -

26. The program makes provision for personal expansion and improvements? 1 2 3 4 5

Comment -

27. The day care administration program stressed skill-type outcomes? 1 2 3 4 5

Comment -

28. Allowance is made for continuous self-development and evaluation as an extension of this program? 1 2 3 4 5

Comment -

29. The expectation level of performance for this program is not too high? 1 2 3 4 5

Comment -

30. The procedures for evaluation for each unit were appropriate? 1 2 3 4 5

Comment -

31. The length and scope of this program are adequate for the given time frame? 1 2 3 4 5

Comment -

32. The style of writing is clear and concise in this day care administration program? 1 2 3 4 5

Comment -

33. The minimum restrictions of this program allow for maximum flexibility? 1 2 3 4 5

Comment -

34. The program contains up-to-date materials on recent developments in day care? 1 2 3 4 5

Comment -

35. The program is an instructional package, that is, it has prescribed media, books and control strategies? 1 2 3 4 5

Comment -

36. This program is flexible enough to appeal to both beginning and advanced trainees? 1 2 3 4 5

Comment -

37. This program should make you more competent and efficient in your role as a day care administrator? 1 2 3 4 5

Comment -

38. All major areas in the day care administration field have been included in this program? 1 2 3 4 5

Comment -

39. This program should be given at a university in your area? 1 2 3 4 5

Comment -

Ce programme a été rédigé pour vous, administrateurs de garde du jour. Lisez attentivement ce programme, en l'evaluant, avant d'essayer de compléter la valideté et l'évaluation du questionnaire.

Le code suivant est utilisé pour l'évaluation. Veuillez encercler ou cocher la réponse qui convient.

1. désapprouve fortement
2. passable
3. acceptable
4. j'approuve
5. j'approuve fortement

Votre coopération, votre temps et l'effort deployé sont grandement appréciés. Bientôt, ce programme ou une version modifiée pourrait vous être presentée.

Le Code :

1. désapprouve fortement
2. passable
3. acceptable
4. j'approuve
5. j'approuve fortement

1.	L'idée du programme est précise?	1 2 3 4 5
2.	Les objectifs d'apprentissage dans le programme sont clairs?	1 2 3 4 5
3.	Les objectifs d'apprentissage dans le programme sont bien développés?	1 2 3 4 5
4.	Les objectifs mentionnés sont réalistes?	1 2 3 4 5
5.	Les demandes dans le domaine cognitif (connaissance) sont acceptables?	1 2 3 4 5
6.	Les demandes mentionneés dans le domaine affectif (émotionel) sont acceptables?	1 2 3 4 5
7.	Les objectifs dans ce programme sont reliés à un modèle de comportement plus etendu pendant une certaine période de temps?	1 2 3 4 5
8.	Les objectifs mentionnées dans ce programme correspondent aux besoins?	1 2 3 4 5
9.	L'administration de la garde du jour fait l'approvisionnement de matériaux d'apprentissage stimulants et apportant des défis?	1 2 3 4 5

10.	Le matériel choisi pour le programme d'administration est étroitement relié aux objectifs globaux du programme de la garde du jour?	1 2 3 4 5
11.	Le contenu du cours de l'administration de la garde du jour est relié aux situations récues chaque jour au centre?	1 2 3 4 5
12.	Le programme contient un bon équilibre dans le materiel?	1 2 3 4 5
13.	L'étendu de ce programme est assez large et permet les différences individuelles?	1 2 3 4 5
14.	Les niveaux d'apprentissages sont reliés aux auditoires suggérés?	1 2 3 4 5
15.	Le programme est bien organizé et se developpe à travers une méthode cohérante?	1 2 3 4 5
16.	Certains apprentissages a l'intérieur d'unités requierts des prérequis avant de continuer à d'autres?	1 2 3 4 5
17.	Les méthodes d'enseignement à ce centre d'administration sont directement reliées aux objectifs du programme?	1 2 3 4 5
18.	Les méthodes suggéreés sont appropriées à chaque sujet?	1 2 3 4 5
19.	Les méthodes choisies pour transmettre le matériel accomodent les auditoires spécifiques?	1 2 3 4 5
20.	Suffisamment de personnel de soutient ont été suggeré pour augmenter le programme?	1 2 3 4 5

21.	L'administration de garde du jour suggeré des activites d'apprentissage qui sont pratiques?	1 2 3 4 5
22.	Les activites suggerés à la garde du jour sont relieés avec les buts définis?	1 2 3 4 5
23.	Suffisamment de références ont été fournier pour approvisionner la garderie du jour?	1 2 3 4 5
24.	Le programme de la garde du jour encourage l'apprentis à s'impliquer dans l'évaluation et dans le contenu à venir de le plannification?	1 2 3 4 5
25.	Ce centre d'administration requiert un travail de qualité de la part des apprentis?	1 2 3 4 5
26.	Le programmes permet l'extension et l'amelioration de chaque individu?	1 2 3 4 5
27.	Le programme l'administration appui sur les habiletés	1 2 3 4 5
28.	Ou permet un développement and une evaluation personnel qui peut élargir le programme?	1 2 3 4 5
29.	L'attente de rendement du programme n'est pas trop élevé?	1 2 3 4 5
30.	La méthode d'evaluation pour chaque unité étest adéquate?	1 2 3 4 5
31.	L'étendue (la longrieu et la largeur) de ce programme est adéquat pour le temps qui nous est permis?	1 2 3 4 5
32.	Le style littéraire est clair et précis dans ce programme d'administration du centre?	1 2 3 4 5

33.	Les restrictions minimes dans ce programme permettent une flexibilité maximale?	1	2	3	4	5
34.	Le programme contient des travaux à date concernant les développements récents dans les garde du jour?	1	2	3	4	5
35.	Le programme est une bagage d'instruction; il conseille des média, des livre, et des méthodes de control?	1	2	3	4	5
36.	Ce programme est assez flexible et paraît agréable aux apprentis avancés ou commençant?	1	2	3	4	5
37.	Ce programme devrait vous rendre plus compétent et plus apte à bien remplir un rôle d'administrateur dans un centre de garde du jour?	1	2	3	4	5
38.	Les champs principaux du centre administration ont été inclus dans ce programme?	1	2	3	4	5
39.	Ce programme devrait être offert à une Université dans ce domaine?	1	2	3	4	5

APPENDIX K

Administrators Across Canada who Participated in the Validation and Evaluation of the Day Care Administration Program

APPENDIX K

Administrators Across Canada who Participated in the Validation and Evaluation of the Day Care Administration Program

British Columbia

Ms. Reggy Conway
108-10344 East
Whalley Ring Road
Victoria, B.C.

Mrs. Goldy Maycock
45 West 8th Avenue
Vancouver, B.C.

Mrs. Gloria Black
144A West 16th Avenue
North Vancouver, B.C.

Mrs. Betty Bryant
Day Care Services
Ministry of Human
Resources
Parliament Buildings,
Victoria, B.C.

Mrs. Wilma Thomas,
Centennial Day Care
Centre
612 David Street
Victoria, B.C.

Alberta

Susan Costea
Medicine Hat Day Care Services
824-11 Street South East
Medicine Hat, Alberta
T1A 1T7

Beryl Skinner
Alexandra Children's Centre
922-9th Avenue South East
Alexandra, Alberta
T2G 0S5

Jennifer Lownob
Mount Royal College
4825 Richard Road
Calgary, Alberta

Brian Nicholas
AWASIS Day Care Centre
Box B, Site 9,
Grande Prairie, Alberta
T8V 2Z9

Lynn G. Hautmann
Glengarry Day Care Centre
13315-89th Street
Edmonton, Alberta

Saskatchewan	Manitoba
1. Mrs. L. Hendersen Southwest Day Care Centre 514 Lillooet S.W. Moose Jaw, Saskatchewan S6H 4Z5	1. Nor'West Cooperative Health and Social Service Sunshine Day Nursery 102-61 Lyndall Avenue Winnipeg, Manitoba R2P OT3
2. Mrs. Isobel Rice Prince Albert Child Care Co-operative 229-8th Street East Prince Albert, Saskatchewan. S6V OV9	2. Dorothy Karasewich Freight House Day Nursery 505 Ross Avenue Winnipeg, Manitoba R3A 1P5
3. Mrs. A.J. Wolf Child Care Co-operative Limited, 101 College Avenue East Regina, Saskatchewan S4N OV5	3. Jan Lucas Western Day Care Incorporated 1925 Saskatchewan Ave W. Portage La Prairie, Manitoba. R1N OV8
4. Mrs. Diane Main Tracy's Day Care Centre Limited 2815-5th Avenue Regina, Saskatchewan S4T OL2	4. Mr. Drew Perry Child Day Care Office 267 Edmonton Street Winnipeg, Manitoba R3C 1S3
5. Mrs. Anice Park Saskatoon Nursery School 1406-8th Avenue, North Saskatoon, Saskatchewan S7K 2X7	5.

Ontario

1. Ms Cathie Macey
Raggedy Ann Day Care Centre
401 Duckworth Street
Barrie, Ontario
L4M 1L3

2. Ms Mercedes Chacin de Fuchs
Margaret Fletcher Day Care Centre
100 Devonshire Place
Toronto, Ontario

3. Janet Clark
YMCA
3150 Eglinton Ave East
Scarborough, Ontario

4. Mme Shirley Curotte
Garderie de Rockland
945 Giroux
Rockland, Ontario

5. Mr. John Roy
1145 King Street West
Hamilton, Ontario

Quebec

1. Andrée Richer
Le Petit Cheval
8000 8e Ave
St-Michel
Montréal, Québec
H1Z 2V9

2. M. Farandole
449 Coischatel
Sherbrooke
Montréal, Québec

3. Sr. Barette
Centre de Développement de l'Enfant de Lachine
337-44e Avenue
Lachine, Québec

4. Sunnybrook Parent Participation Preschool
260 Spring Garden Road
Dollard-des-Ormeaux,
Québec

5. Mme LaFrance
Centre de Jour Saint-Lambert
510 avenue Mercille
Saint Lambert (Chambly),
Québec

New Brunswick	Prince Edward Island
Mrs. Liliane Thomas, Department of Social Services P.O. Box 6000 Fredericton, N.B.	The Little School c/o Mrs. Josephine Edge 334 Myrtle Street Summerside, P.E.I.
Mrs. Claudette Bradshaw Department of Social Services P.O. Box 6000 Fredericton, N.B.	Park Day Care Mrs. June McDonald 208 Kensington Road Sherwood, P.E.I.
Ms. Carole-Jayne Watson Department of Social Services P.O. Box 6000 Fredericton, N.B.	Parkdale Sherwood Head Start c/o Alice Taylor 1 Dennis Crescent Parkdale, P.E.I.
Mrs. Elizabeth Payne Department of Social Services P.O. Box 6000 Fredericton, N.B.	Teddy Bear Day Care c/o Mrs. Susan Flynn 283 Fitzroy Street Charlottetown, P.E.I.
Rev. Robert P. Briand Department of Social Services P.O. Box 6000 Fredericton, N.B.	Montique Montessori School c/o Mrs. Kathleen Rochon Interpretive Centre of Montique Charlottetown, P.E.I.

Yukon

1. Donna L. Bach
   Happy Hours Playschool
   254 Range Road
   Whitehorse
   Yukon Territory

2. Mr. Ross N. Findlater
   Box 2703
   Whitehorse, Yukon
   Y1A 2C6

North West Territories

1. Ms. Ruth Spence
   Director
   Y M C A
   Box 1058
   Yellowknife, N.W.T.

2. Ms. Trudy Usher
   Chief Family and
   Children's Services
   Department of Health
   and Social Services
   Yellowknife, N.W.T.
   X1A 2L9

Newfoundland

Mrs. Joan Innes
35 Gorman Avenue
Kilbride, Nfld.

Ms. Linda Parsons
833 Cook Crescent
Labrador City, Labrador

Ms. Bernice Blake
P.O. Box 7188
St. John's, Nfld.

Ms. Deanna Rose
P.O. Box 548
Harbour Grace, Nfld.

Ms. Louise Metcalfe
Teach-a-Tot Day Care
Centre
St. John's, Nfld.

Nova Scotia

North End Day Care Centre
43 Strathlane
Dartmouth, N.S.

Ms. Sharon Hope Irwin
Town Daycare Centre
South West Avenue
Glace Bay, N.S.

Evangeline Child Care
Centre
10 Prospect Street
Kentville, N.S.

APPENDIX L

Validation and Evaluation Questionnaire Given to Day Care Administrators in Ottawa, Followed by a List of Evaluators

APPENDIX L

Validation and Evaluation Questionnaire Given to Day Care Administrators in Ottawa

This program has been designed with you the day care administrator in mind. Kindly read the program carefully and critically before attempting to complete the validation and evaluation questionnaire.

The following code will be used throughout the evaluation. Please circle or check your response:

1 = strongly disagree

2 = disagree

3 = acceptable

4 = agree

5 = strongly agree

Your cooperation, time and effort are greatly appreciated. Within the near future, this program or a modified version of it could be offered in your area.

Evaluation Questionnaire

1 = strongly disagree
2 = disagree
3 = acceptable
4 = agree
5 = strongly agree

1.	The intent of the program is clearly stated?	1 2 3 4 5
2.	The learning objectives of the program are clear?	1 2 3 4 5
3.	The learning objectives for the program are well developed?	1 2 3 4 5
4.	The objectives stated in this program are realistic?	1 2 3 4 5
5.	The demands required in the Cognitive Area (knowledge) are acceptable?	1 2 3 4 5
6.	The demands stated in the Affective Domain (emotional) are acceptable?	1 2 3 4 5
7.	The objectives in this program are related to broader behavioral patterns over a period of time?	1 2 3 4 5
8.	The stated objectives in this program coincide with your needs?	1 2 3 4 5
9.	The material in this day care administration program makes provision for learning which is stimulating and challenging?	1 2 3 4 5
10.	The chosen materials for the day care administration program are closely related to the overall objectives of the day care program?	1 2 3 4 5

11.	The content of this day care administration course is meaningful in that it relates to the every day life situation of the day care administrator?	1	2	3	4	5
12.	The program contained a fair balance of materials?	1	2	3	4	5
13.	The scope of this program is broad enough to allow for individual differences?	1	2	3	4	5
14.	The learning levels are appropriate to the suggested audience?	1	2	3	4	5
15.	The program is well organized and developed in a coherent sequence?	1	2	3	4	5
16.	Some learnings within the Units require prerequisites before other learnings can occur?	1	2	3	4	5
17.	The teaching methods of this day care administration program are directly related to the objectives of the program?	1	2	3	4	5
18.	The suggested methods are appropriate to each topic?	1	2	3	4	5
19.	The methods chosen for delivery of the materials can accommodate the specified audience?	1	2	3	4	5
20.	Sufficient support staff have been suggested to augment the program?	1	2	3	4	5
21.	The day care administration program suggests learning activities which are practical?	1	2	3	4	5
22.	The suggested activities for the day care program coincide with the written goals?	1	2	3	4	5

23. Sufficient references are supplied to supplement the day care program?	1	2	3	4	5
24. The day care program encourages the learner to be involved in evaluation and further planning of the content?	1	2	3	4	5
25. This day care administration program requires quality work from its trainees?	1	2	3	4	5
26. The program makes provision for personal expansion and improvements?	1	2	3	4	5
27. The day care administration program stressed skill-type outcomes?	1	2	3	4	5
28. Allowance is made for continuous self-development and evaluation as an extension of this program?	1	2	3	4	5
29. The expectation level of performance for this program is not too high?	1	2	3	4	5
30. The procedures for evaluation for each unit were appropriate?	1	2	3	4	5
31. The length and scope of this program are adequate for the given time frame?	1	2	3	4	5
32. The style of writing is clear and concise in this day care administration program?	1	2	3	4	5
33. The minimum restrictions of this program allow for maximum flexibility?	1	2	3	4	5
34. The program contains up-to-date materials on recent developments in day care?	1	2	3	4	5
35. The program is an instructional package, that is, it has prescribed media, books and control strategies?	1	2	3	4	5

36. This program is flexible enough to appeal to both beginning and advanced trainees?	1 2 3 4 5
37. This program should make you more competent and efficient in your role as a day care administrator?	1 2 3 4 5
38. All major areas in the day care administration field have been included in this program?	1 2 3 4 5
39. This program should be given at a university in your area?	1 2 3 4 5

APPENDIX L

Administrators in Ottawa who Participated in the Validation and Evaluation of the Day Care Administration Program

Ottawa, Ontario

1. Andrew Fleck Child Centre
   195 George Street
   Admin. Mrs. C. Birchard

2. Bettye Hyde Cooperative
   66 Bolton Street
   Admin. Mrs. L. Noon

3. Bel-Air Village Day Centre
   2112 Bel-Air Drive
   Admin. Mrs. A. Hargest

4. Borden Farm Child Developmental Centre
   170 Chesterton Drive
   Admin. Mrs. F.V. Buchanan

5. Britannia United Cooperative, 985 Pinecrest Road
   Admin. Mrs. S. Melamed

6. Capital Day Care Centre
   1230 Bank Street
   Admin. Mrs. B. Thompson

7. Captain Kid Day Care Ltd
   119 Mann Avenue
   Admin. Ms. J. Osborne

8. Captain Kid Day Care Centre
   1757 Russell Road
   Admin. Ms. Marti Weaver

9. Carleton University Day Care
   Rm 199, Loeb Building
   Rideau Campus
   Admin. Mrs. K. Liston

10. Centre des Petits
    145 Presland Road
    Admin. Sr. Lucille Barrette

11. Century School After 4
    8 Redpine Drive
    Admin. Ms. B. Beswick

12. Charmaine Carven Child Developmental Centre
    2071 Jasmine Crescent
    Admin. Mrs. C. Baptist

13. Children's Aid Society Centre, 1370 Bank Street
    Admin. Mrs. J. Griffin

14. Churchill Day Nursery
    724 Churchill Avenue
    Admin. Mrs. J. De Schutter

15. City View Day Care Centre Inc., 1475 Merivale Road
    Admin. Mrs. S. Mayotte

16. Demonstration School for Young Children
    Algonquin College
    1385 Woodroffe Avenue
    Admin. Ms. H. Bégin

17. Developmental Centre
(Special Children)
171 Donald Street
Admin. Mr. K. Ward

18. Dr. Ernest Cousture Child Care Centre
2185 Riverside Drive
Admin. Mrs. J. Foster/
Ms. Judi Depatie

19. Emmanuel United Nursery School
691 Smyth Road
Admin. Ms. Barbara
Amundrad

20. Esther By Child Developmental Centre
1550 Caldwell Avenue
Admin. Ms. L. Butler

21. Florence Day Nursery
79 Florence Street
Admin. Mrs. J. Vlameng

22. Foster Farm Child Care Centre
1065 Ramsey Crescent
Admin. Mrs. S. Clement

23. Glebe Parents Day Care Centre
690 Lyon Street
Admin. Mr. K. Bisback

24. Gloucester Family Day Care, 1700 Blair Road
Box 8333 R.R. #4
Admin. Mrs. M. Hardwick

25. Hillel Academy Day Care
453 Rideau Street
Admin. Mrs. D. Borenstein

26. James Street Day Care Centre
163 James Street
Admin. Petra Pupp

27. Kingsway French Centre
630 Island Park Drive
Admin. Ms. F. Haman

28. Le Petit Poucet
1705 Boyer Road
Admin. Ms. L. Hermeston

29. Lower Town Child Care Centre
380 Murray Street
Admin. Mrs. J. McKenna

30. March Township Day Care Centre
1000 Teron Road
Admin. Mrs. R. Cowherd

31. McLeod-Stewarton Day Nursery
507 Bank Street
Admin. Ms. D. Tye

32. Meadowlands Cooperative
1186 Meadowlands Drive
Admin. Mrs. D. Watson

33. Merivale Cooperative
105 Slack Road
Admin. Mr. E. Yost

34. North Gower Nursery
R.R. #3 North Gower
Admin. Mrs. M. Peart

35. Nepean Child Care Ltd
1339 Meadowlands Drive East
Admin. Mrs. D.S. King

36. Newin Day Nursery
275 St Laurent Blvd
Admin. Mrs. H.J. Newin

37. Overbrook Day Care
149 King George Street
Admin. Ms. H. Blair

38. Ottawa Montessori Centre
62 Mapel Street
Admin. Mrs. G. Reid

39. Pinecrest Cooperative
1061 Pinecrest Avenue
Admin. Mrs. H. Olszewski

40. Protestant Children's Village
983 Carling Avenue
Admin. Ms. E. Williams

41. River Parkway Pre-School Centre
2101 Algonquin Avenue
Admin. Mrs. A. Schweizer

42. St-Anthony's Children's Centre
414 Booth Street
Admin. Mrs. H. Evan

43. St-Christopher's Nursery School
Steele Street
Cardinal Heights
Admin. Ms. Mabel Bennette

44. St-Gabriel Day Care Centre
55 Appleford Street
Admin. Mrs. A.M. O'Brien

45. St-Luke's Infant and Toddler Centre
320 Elgin Street
Admin. Ms. H. Greatrex

46. St-Martin's Nursery School
2120 Prince Charles Road
Admin. Mrs. L. Cox

47. St-Paul's Day Care Centre
194 Prince Albert Street
Admin. Ms. M. Phillips

48. St-Peter's Nursery School
15 Parkgen Drive
Admin. Mrs. E. Stewart

49. St-Thomas Apostle Nursery School
2345 Alta Vista Drive
Admin. Mrs. S.L. Cox

50. Stittsville Cooperative
31 Graham Street
Admin. Mrs. D. Rice

51. Sunnyhill Nursery
604 Laurier Avenue West
Admin. Mrs. D. Wallingford

52. University of Ottawa Day Care Centre
219 Nicholas Street
Admin. Mrs. S. Boudreau

53. Vankleek Hill Centre
Derby Street
Admin. Mrs. M. Seaman

54. Westboro Cooperative
411 Dovercourt Avenue
Admin. Ms. J. Glustein

55. West-End Cooperative
Nursery
1470 Raven Avenue
Admin. Mrs. J. Hale

56. Whitehaven Centre
920 Hanlon Avenue
Admin. Mrs. V. Martin

57. Woodvale Day Care
Centre
205 Greenbank Road
Admin. Ms. C. VanUrk

58. Woodroffe Programs
Centre
235 Woodroffe Avenue
Admin. Mrs. A.L. Boyer

59. YM-YWCA Day Care
180 Argyle Avenue
Admin. Mrs. K. Richardson

60. York Street Centre
310 York Street
Admin. Mr. J. Mack

APPENDIX M

Raw Data Collected from Questionnaires Given to Sample A in Ottawa (60 persons) and Sample B Throughout Canada (50 persons)

APPENDIX M

Raw Data Collected from Questionnaires Given to Sample A in Ottawa (60 persons) and Sample B Throughout Canada (50 persons)

5 = strongly agree
4 = agree
3 = acceptable
2 = disagree
1 = strongly disagree

Question	(60 persons in Ottawa)						(50 persons throughout Canada)					
Score	5	4	3	2	1	No Response	5	4	3	2	1	No Response
1	46	10	4						42	8		
2	53	4	2		1		25	20		5		
3	50	10						25	20	5		
4	15	10	27	6	2			30	14	3		3
5	31	7	9	8	2	5	7	10	28	5		
6	40		18		2		7	10	28	5		
7	60							33	12	5		
8	19	22	16			3	27	18	2	3		
9	19	9	17	15				30	17	3		
10	56	2	2				27	13	10			
11	60						40	7	3			
12	20	20		20			10	13	18	6	3	
13	54	5	2				5	9	36			
14	30	20		5	5		19	16	8	3		4
15		45	7	5	3		29	16	5			
16	40			18			19	10	11	4	6	
17	60							35	13	2		
18	60							31	16			3
19	21	39					10	17	9	8	6	
20	30	13	5	14				18	20	10	2	
21		29	20	4	7			31		19		
22		60						50				
23		27	19	11	4			34	10			6
24		40	9	11				20	15	15		
25		34	26					38	6	3		3
26		50	10					43		7		
27	45	9	6				14	18	18			
28		23	15	22			3	6	16	16		9
29	20	19	10	6	5		6	15		17	3	9

APPENDIX M

(Continued)

Question Score	5	4	3	2	1	No Response	5	4	3	2	1	No Response
30		45	10	5				40		6		4
31		39	15	3	1	2		14	10	20	6	
32			60					41		6	3	
33		36	14	4	6		6	4	35			5
34			51	9					27	20	3	
35	21	20	4	15			30	15	5			
36		40	18	2				44		6		
37		50	5	1	4			44		6		
38	10	6	11	3	5	25		26	11	5		8
39	36	6	6	12			20	13	7	10		
	896	749	418	200	47	2310	307	861	475	225	32	50