To Olivia and Caitlin, who need educators who are willing to make all the difference in their world.
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Preface

This fifth edition of Administering for Quality: Leading Canadian Early Childhood Programs is intended to facilitate early childhood educators’ understanding of leadership, professional, and advocacy responsibilities. Considering that each educator’s influence on young children and families is so lasting, it is important to be prepared for this commitment.

Over many years—as an early childhood specialist working with children, families, and professionals in a wide variety of settings; as a professor of leadership, professionalism, advocacy, sociology, and social policy; as a writer on early childhood topics, including Administering Early Childhood Settings: The Canadian Perspective and The Whole Child; and as a senior policy advisor for the Ontario government, making recommendations about the ECE’s role in kindergarten, I appreciate that leadership, collaboration, thoughtful planning, and administration are essential to the success of quality EC programs. This book is built on that conviction. I will note that my role as grandma to Olivia and Caitlin, being personally involved with their parents’ quest for high-quality learning experiences, as well as witnessing their reassurance from their partnership with knowledgeable, career-committed EC professionals, has reinforced the importance of strong leadership at all levels.

Although primarily written for EC programs at the post-secondary level, this book serves as a resource for program improvement and in preparing for credentialing. A rich source of information for leaders at all levels, this book includes up-to-date Canadian statistics, highlighting current research, and identifies a variety of resources including vital web inks.

NEW FEATURES

This fifth edition of Administering for Quality: Leading Canadian Early Childhood Programs emphasizes Canadian research, resources, and policy. Since the previous edition, I have been teaching in the leadership degree program which has broadened my leadership lens. It is my intent to inspire the reader to reflect on moving towards becoming a professional learning community—a place where educators would view each day as a new opportunity to expand their competence and collaboration in moving the program toward a shared vision of excellence.

The monumental transformation of the field is the result of the role of the provincial ministries of education having taken responsibility for early childhood in most provinces. In Ontario, ECEs are working collaboratively with teachers in full-day kindergartens and this has led to the addition of new material throughout the book as well as a new chapter emphasizing collaboration. Unquestionably, there is growing acknowledgement of the importance of leadership and the role of EC director. There are initiatives to develop leadership at all levels through increased professionalism, reflection, and mentoring. As well as being legally accountable for their adherence to regulations and quality standards, ECEs have the ethical responsibility to work in partnership with families to create conditions that foster optimal development for all children.

TERMINOLOGY

A continued struggle faces our profession: to attain recognition for our important work. In part, we struggle with our identity. This is reflected in an inconsistent use of terminology and nomenclature—the terms we use to describe ourselves and the titles others assign to us. Words such as doctor, lawyer, and nurse, evoke a clear set of images about what that profession does and what it stands for. We, in the field of early childhood education, have long debated what to call ourselves. Among the terms used are early childhood educator, child care professional, developmental worker, teacher, caregiver, child care worker, and practitioner. In this book, I use the term early childhood educator. Director describes one who acts as an administrator or supervisor. I more often use the pronoun she for directors, because it continues to be uncommon to find men in these roles.

I have used the term early childhood, which acknowledges a broader range of services, including services for children and families, that foster health, safety, security, success at learning, and social engagement and responsibility.
Educator standards and the use of websites that rate the quality of ECE programs reflect increased accountability and expectations by governments and families who demand quality learning experiences for their young children, whether they are paid for directly through fees or indirectly through taxes that fund the kindergartens. These new expectations and broadened perspectives are woven throughout this edition. Highlights of these understandings include:

- **Chapter 1, “Defining Quality Early Childhood Programs,”** reflects wider values and perspectives in defining quality; it includes multiple rationales for EC programs: social justice, such as children’s rights; economic—public investments in young children and families; and human development—preventing a loss of potential for children.

- **Chapter 2, “Social Policy and Roles of Government,”** provides the reader with updated content on social policy and the roles of the three levels of government.

- **Chapter 3, “Understanding Leadership in Early Childhood Programs,”** underlines the importance of the role of leadership in creating and maintaining high-quality EC programs, as well as the investment of the development of leadership at all levels.

- **Chapter 4, “Understanding a Social Systems Framework,”** introduces a social systems framework by revisiting Brofenbrenner’s ecosystem. The chapter discusses learning communities in which educators and leaders collaborate to improve learning experiences for young children as well as being a culture that supports reflective practice.

- **Chapter 5, “Planning and Evaluating the Program Goals,”** introduces the readers to a discussion of how program philosophies are linked to the vision of what EC programs want to achieve. New emphasis is given to incorporating a family-focused philosophy. Readers are encouraged to define their personal educational philosophy. A number of tools are reviewed to assess program quality from a variety of perspectives, including one focusing on evaluating environmental quality that underlies adult learning.

- **Chapter 6, “Human Resources Management,”** emphasizes the importance of getting new employees off to a healthy start through a comprehensive orientation with a focus on pedagogy. Findings from the national study *You Bet We Still Care!* focused on wages and working conditions are included. The emergence of standards of practice and public accountability for performance, ongoing professional development strategies such as mentorship, and the developmental stages of ECEs are discussed.

- **Chapter 7, “Promoting Professionalism,”** highlights that leaders need to be intentional in their efforts to nurture ECEs’ reflective practice and to structure opportunities. The chapter introduces a professional portfolio providing an important benchmark in the development of an educator.

- **Chapter 8, “Policies and Procedures to Create Safe and Healthy Learning Environments,”** highlights links between achieving quality practices with current research that are reflected in program policies and practices.

- **Chapter 9, “Financial Matters,”** describes the iron triangle formula for financial policy, the links between financial decision making and quality, and strategies for building financial stability for EC programs.

- **Chapter 10, “Advocating for Canada’s Children,”** provides a rationale for rectifying the gulf between the often-touted high-quality programs and the much larger number of barely good enough programs experienced by many children. The reader is introduced to advocacy objectives such as working for equality and social justice using strategies such as social media.

**INSTRUCTIONAL FEATURES**

The following pedagogical features are included in each chapter:

- **Objectives.** At the beginning of each chapter, learning outcomes are suggested.

- **Exhibits/focus boxes.** Figures, charts, and tables are used to summarize research. Boxes highlight material, provide samples, and help organize, illustrate, and simplify information.

- **Reflection exercises.** These are provided in each chapter to give readers the opportunity to consider chapter theory.
Key terms and concepts. These are identified in boldface type on first use, and definitions are located in a glossary at the end of the book.

Activities. Student activities are designed to stimulate the reader to foster critical thinking and reflection, and to apply concepts to practice.

Recommended readings. Suggestions for further reading are given for each chapter.

Weblinks. This feature provides access to further resources.

Appendix. A list of government and professional organizations, including Internet addresses, is given at the end of the book.

A special request to readers of this book: Please let me know how you like the book and how I can make it better. I can be reached at George Brown College, School of Early Childhood.

Karen Chandler
School of Early Childhood
George Brown College

INSTRUCTOR’S MANUAL
The Instructors Manual includes Quizzes with Answer Key for Quizzes, Chapter Summaries, Recommended Readings, Weblinks, and Transparency Masters. The Instructor’s Manual is available in PDF format from the Pearson Online catalogue to instructors who adopt the textbook.

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First of all, I would like to acknowledge the students at George Brown College who continue help me formulate my ideas and who teach me a great deal about life. Those in the leadership stream have broadened my awareness of cultivating leadership at all levels. The many children, families, and professionals I work with challenge my thinking and broaden my understanding. I have endless opportunities to discuss ideas and strategies with my colleagues at the School of Early Childhood at George Brown College.

This book could not have been written without the colleagues in the EC field who contributed through their research and publications, and their recommendations and advice. Among the individuals and reviewers who contributed their time and expertise to the development of this edition, special thanks go to many: Bill Vizard for his ability to translate concepts into the diagrams throughout the book; Carolyn Ferns, Shani Helfon, of the Child Care Research and Resource Unit; Melinda Bruce, Melanie Dixon, Maya Chivi, Ontario College of Early Childhood Educators; Mary Gross-Prowse, Government of Newfoundland and Labrador; Marc Battle, Red River Community College; Petr Vamua, Research Consultant; Pat Dickenson of Charles Start University; Phil Cowperthwaite, Cowperthwaite Mehta Chartered Accountants; Elaine Winick, Sue Hunter, George Brown College; Alana Powell, Victoria Bito and Munirah Salman, graduates of George Brown College; Sharon Hope Irwin, SpeciaLink; Christine McLean, College of the North Atlantic; and Anna Sayeed, my leadership intern from Sheridan College. Thank you also to the reviewers who provided feedback during the early stages of the development.

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Karen Chandler