

Kwanlin Dun First Nation

A. Position Title: Early Childhood Educator

Department: Education

Supervisor: Dusk'a Head Start Family Learning Centre Manager

Date: June 25, 2010

Status:

Regular Full-time _____

Term Full-time _____

Regular Part-time _____

Casual Part-time _____

The purpose of the Dusk'a Family Learning Centre is to provide a holistic service, folding families/caregivers into the child development process while responding to special and individual child development needs, and building a strong sense of place, belonging and self identity in respect to language and culture. The core program for the Centre is based on the Aboriginal Head Start Program with an emphasis on whole family learning, aboriginal language and culture, and support for individual and special needs.

The services offered by the Centre demand a high level of professional and personal skills with corresponding expectations in regard to professional qualifications and personal wellness.

B. Job Summary:

Reporting to the Dusk'a Learning Centre Manager, the Early Childhood Educator is responsible for creating a caring, stimulating and enjoyable learning environment that meets the individual needs of young children, and for maintaining a safe and healthy physical environment. The Early Childhood Educator is an active team member within the Centre, demonstrates superior program development and intervention skills, maintains effective working relationships with parents/caregivers, colleagues and allied professionals, and adheres to childcare policies, regulations and accepted and best practices. The position actively participates in ongoing program initiatives intended to integrate early learning with whole family learning, and early cultural and aboriginal language learning.

C. Main Duties:

1. Creates a caring, stimulating and enjoyable learning environment that meets the individual needs of young children by:

Planning and Implementing Early Learning Programming, including:

- Planning and implementing in cooperation with other team members and in consultation with CDC staff, an effective daily program to meet the individual needs of young children incorporating routine and transition times, and early cultural and aboriginal language learning;
- Planning and implementing techniques and activities that stimulate children's curiosity, inventiveness, problem-solving and communications skills using play-based, stimulating and enjoyable methodologies;
- Planning for and implementing a daily balance of active/quiet, indoor/outdoor, free play/directed, and individual/group activities that will encourage physical, social, intellectual, emotional and sensory development at an appropriate level for each child;

- Planning and providing daily activities that facilitate an understanding of other people's culture and value systems and encourage learning that is anti-biased and gender neutral.

Using Accepted and Best Practices, including:

- Helping new children to orientate to the Centre and their group;
- Using positive guidance methods such as positive reinforcement, redirection, and positive language on a daily basis;
- Establishing realistic behaviour expectations for each child and immediately addressing problem behaviours without labelling the child;
- Observing and documenting developmental levels of children and encouraging each child's efforts by providing meaningful commentary, and by displaying work;
- Assisting children in expressing themselves by listening and responding with questions, comments or clarification to encourage expansion and exploration of children's ideas and curiosity;
- Encouraging and assisting children to gain independence, e.g. by practicing self-help skills, using decision-making skills, etc.;
- Respecting the need for and providing privacy and solitary play for each child;
- Organizing space, equipment and materials to create an environment that encourages children's exploration;
- Attending to children's physical needs such as diapering, toileting, eating and napping;
- Establishing a daily snack/lunch routine that makes eating pleasant for each child;
- Maintaining up to date files on all assigned children.

Planning and Implementing Programming Initiatives to Promote and Support Whole Family Learning, including:

- Participating -- in cooperation with other team members and in consultation with CDC staff -- in the planning, development and implementation of programming initiatives designed to foster whole family learning;
- Participating -- in cooperation with other team members and CDC staff -- in developing and maintaining an open and welcoming environment supporting family participation in the Centre's programming and services.

2. Assists in promoting good health in children and ensures a safe, healthy physical environment in keeping with child care licensing regulations, by:

- Keeping interior and exterior areas of the Centre free of debris and hazards;
- Maintaining a clean and healthy environment for children and adults by performing light housekeeping duties and providing or arranging for simple repairs of toys or equipment;
- Following Centre procedures for maintaining daily health records and administering first aid as necessary;
- Reporting accidents, injuries, illnesses and occupational health and safety issues to the Learning Centre Manager in a timely manner according to regulations, procedures and accepted practice;
- Disinfecting Learning Centre areas and equipment as required;
- Reporting building maintenance issues to the Administrator in a timely manner.

3. Maintains positive, productive and professional staff and community relations, by:

- Communicating daily, verbally or in writing, with parents/caregivers concerning their child's experiences while attending the Centre;
- Encouraging parental/caregiver involvement in all areas of the program;
- Providing parents/caregivers with support and guidance regarding child care concerns and relevant community resources;
- Participating in community relations activities for the Dusk'a Head Start Family Learning Centre to promote community awareness of programming and services;
- Assisting in carrying out fundraising activities;

- Participating actively as a team member in the programs and services of the Centre;
- Attending and participating in staff meetings or special planning groups for the purpose of program planning, staff relations and information sharing, individual child development assessments, resolution of issues, professional and personal development, and routine business;
- Liaising with the Manager, CDC staff, and other Centre staff on an ongoing basis and as required.

4. Maintains records and routinely informs management and allied agencies as required and/or requested, by:

- Providing routine reports to the Manager and Administrator;
- Reporting any critical concerns that may arise to the Manager and Administrator in a timely fashion;
- Submitting documentation of specific child/children to allied services such as CCSU, CDC etc;

5. Adheres to regulations, policies, procedures and accepted and best practices, by:

- Adhering to regulations, policies and procedures governing the Family Learning Centre, Kwanlin Dun First Nation, and Child Care Services, and follows any amendments that may come into force from time to time;
- Adhering to accepted and best practices in relation to early childhood education for young children;
- Adhering to all professional practices and protocols, policies and regulations regarding confidentiality, the management of personal records, and the release and protection of personal information;
- Adhering to established budget limits, purchasing procedures and financial controls.

6. Maintaining personal and professional performance standards in keeping with position requirements by:

- Attending courses, workshops, trainings and consultations as required and/or requested in order to maintain a standard of excellence in the following key areas:
 - early childhood education;
 - interpersonal relations;
 - teamwork, and;
 - positive role modeling to client children, families and the community at large

7. Performs other related duties as assigned.

D. Qualifications:

Education & Experience:

- Level III Early Childhood Education Certification;
- Knowledge of early childhood development theory, principles and practices;
- Ability to provide a supportive and caring environment for children;
- Child supervision skills;
- Experience working with children and delivering children's programming specific to children's needs;
- Awareness of social issues affecting First Nations *and* non-First Nations children;
- Knowledge of recreational, social and life skills, and parenting programming and activities relevant to First Nations and small northern communities;
- Knowledge of disciplinary theories and practices for children;
- Knowledge of regulations, policies and procedures governing the Dusk'a Head Start Family Learning Centre;
- Knowledge of Kwanlin Dun history, culture, demographics, goals and aspirations.

Management Skills:

- Strong organizational skills;
- Strong written and oral communication skills;
- Ability to plan, organize and implement programs to meet goals and objectives;
- Ability to work with minimal supervision;
- Ability to read, understand and follow health and safety regulations, guidelines and procedures;
- Conflict management and dispute resolution abilities.

Interpersonal Skills:

- Ability to motivate others;
- Ability to resolve conflicts and deal tactfully with others;
- Ability to understand group dynamics;
- Ability to establish and maintain positive working relationships with children, parents and colleagues;
- Ability to foster trust and acceptance at the community level;
- Ability to maintain confidentiality;
- Cross cultural knowledge, awareness, sensitivity and understanding;
- Proven interpersonal skills in working with young children;
- Proven ability to act as a positive role model for young children;
- Ability to work effectively as part of a team;
- Must have sound judgment, personal initiative, and be energetic, courteous and reliable.

Specific Skills:

- Ability to plan, develop and implement programs and activities that meet the individual needs of young children with an emphasis on integrating early cultural and aboriginal language learning, and whole family learning with Aboriginal Head Start programming;
- Ability to work in a cross-cultural environment;
- Ability to work in a team environment;
- Ability to operate a variety of equipment, including telephone, facsimile, computer, calculator, and photocopier.

E. Key Personal Contacts and Nature of Contacts

<u>Contact</u>	<u>Nature of Contact</u>
Dusk'a Head Start Family Learning Centre Manager	To receive direction, consult, recommend, refer, plan, provide reports, and inform when emergencies arise.
Learning Centre Children	To provide a safe and healthy physical environment and for creating a learning environment that meets the individual needs of assigned children
Parents, Caregivers and extended family	To exchange information; discussing the daily and special events; sharing information on children's welfare and learning experiences.
Elders	To exchange information and coordinate activities between Elders and Learning Centre children.
Centre staff	To exchange information and coordinate activities.
Child Development Center	Coordination, consultation and referrals as directed.
Child Care Inspectors, YTG	Exchange information as directed.

F. Direction/Decision Making:

Goals, objectives and long-term priorities for this position are established by the Learning Centre Manager in conjunction with Childhood Development Centre personnel. The incumbent is responsible for the day-to-day implementation of the Learning Centre program and for achieving program objectives. The position meets regularly with the Learning Centre Manager with respect to program and operational issues and plans.

G. Impact/Accountability:

The position is strictly accountable as a positive role model for young children at a vulnerable and impressionable stage in their development. Interaction with young children through developmental programming impacts the future well being of the children and the community.

The decisions made by the position have a direct impact on the health, safety and well being of the children.

The position has a direct impact on the success of the Dusk'a Learning Centre service in Kwanlin Dun on an ongoing basis. Poor planning or decision-making and the failure to comply with policies, regulations and accepted practices could result in harm to children, in health and safety concerns and ultimately, in the loss of reputation and licensing of the Centre.

H. Positions Supervised:

None

I. Working Conditions:

This position requires daily work with children aged 18 months to 12 years old, and is subject to frequent interruptions. The incumbent must maintain focus, attentiveness, alertness and personal tolerance in an energized working environment and be capable of coping with and relieving stress through personal self-care strategies.

The position is expected to respond appropriately to emergency or crisis situations of varying degrees.

Physical effort is required when lifting and carrying children as well as when supervising children involved in outdoor and cultural activities.

J. Conditions of Employment:

As an employee of Kwanlin Dun First Nation the incumbent must be aware of policies in regard to conflict of interest and confidentiality. Failure to comply with policies governing employment with Kwanlin Dun First Nation will result in dismissal.

Employees are expected to follow guidelines and direction in a harmonious and cooperative manner, creating a team approach to their duties.

Specific Conditions:

Medical/Health Requirements:

- Doctor's Note stating "fit for work"
- Immunization Record
- TB Test

Other Requirements:

- Level III Early Childhood Education Certification.
- Acceptance of Oath of Confidentiality; Conflict of Interest Guidelines and KDFN Personnel Policies

- Valid First Aid Certificate
- Acceptable Criminal Record Check
- Valid Drivers License
- Other_____

K. Position Approval:

I approve this position description as being representative of the work I require to be performed and that the responsibility and authority levels identified have been delegated to this position.

Human Resources

Date

I have reviewed the duties and responsibilities assigned to the position.

Supervisor

Date

I have reviewed the position description and understand that it is a general description of the duties assigned to the position occupied by me.

Employee

Date