Kwanlin Dun First Nation

A. Position Title: **Early Childhood Educator**

Department: **Education and Social Development**

Supervisor: **Manager, Dusk'a Head Start Family Learning Centre**

Date: **January 2020**

B. Job Summary:

The Kwanlin Dün Education and Social Development Department is committed to supporting citizens and their families in the pursuit of establishing a good quality of life. Program services and delivery are rooted in the values; beliefs and traditions preserved and passed down through generations of the people of KDFN. Every citizen is given the opportunity to expand their education and to discover and develop their strengths in order to reach their full potential and be confident, culturally skilled, lifelong learners.

The Dusk'a Head Start Family Learning Centre is licensed early childhood education facility for children 18 months to pre-kindergarten. It is renowned for its programming with an emphasis on wholistic programming, individualized child development, family, First Nation culture and language; education and school readiness. Programming at Dusk'a has a culturally authentic approach, and supports the spiritual, intellectual and physical development of all attending children, while supporting parents and guardians as their primary caregivers.

Reporting to the Manager, Dusk'a Head Start Family Learning Centre (Manager), the Early Childhood Educator (ECE) is responsible for the creation and implementation of a developmentally and culturally based programs to care for young children, which support the emotional, spiritual, physical, cognitive and social needs of the children and their families. As an active team member, the ECE will provide a caring, stimulating, safe and enjoyable learning environment, in support of early cultural and aboriginal language learning, in accordance with applicable authorities.

A client-centered, team approach is central to quality service delivery and to the establishment and implementation of departmental mandates.

C. Main Duties:

1. Development and implementation of early learning programming for children and their families which includes:

- Planning, carrying out and assessing of developmentally appropriate activities and experiences, in cooperation with other team members for children that stimulate children's curiosity, inventiveness, problem-solving and communication skills through the application of play-based methodologies and provides for a balance of active/quiet, indoor/outdoor, free play/directed activities and individual/group activities that will encourage appropriate development of each child;
- Providing an effective daily program and classroom routines which incorporates inclusive practice to meet both the needs of the group and individual children;
- Incorporating cultural learning and aboriginal language opportunities throughout the daily programming, ensuring the 6 components of Aboriginal Head Start is reflected;

- Establishing realistic behaviour expectations for each child and addressing behaviours immediately through positive guidance methods such as positive reinforcement, redirection and positive language;
- Planning for and providing daily activities that promote a child's appreciation of their own and others' cultures and values;
- Encouraging and assisting children gain independence through the use of decision-making and self-help skills;
- Engaging the children in a variety of program activities, including indoor and outdoor activities, field trips, visits from Elders and community presenters, cultural practices and access to community services and programs;
- Providing for opportunities that foster healthy adult-child interaction, supporting positive attachment and resiliency skills and development;
- Maintaining knowledge and awareness of Best Practices, as promoted by the Centre and Early Childhood research and incorporate, where possible, within daily programming;
- Maintaining ethical standards of the Child Care profession and the Dusk'a Head Start Learning Centre including the maintenance of continued child care designation as required by the profession & Yukon Child Care Services;
- Seek assistance from Dusk'a management as needed, and
- Keep a plan available for use by a substitute ECE in the event of absence.

2. Quality supervision of children in program delivery by:

- Ensuring that all children are supervised at all times;
- Attending to children's physical needs such as diapering, toileting, eating and napping;
- Communicating clearly and effectively in a manner that children understand;
- Providing a warm, safe and caring environment that is kept orderly, clean and appealing, that allows the child to grow and explore;
- Ensuring one is familiar with children's allergies, special conditions and other individual health specific information is in the file, modifying programming or diet as necessary;
- Using observations to expand play and plan activities that recognize individual strengths;
- Providing opportunities for children to display and share their accomplishments.

3. Reporting and communication by:

- Providing daily communication, verbal or written, to parents/caregivers regarding their child's experiences while attending the Centre;
- Facilitating a supportive relationship with children, their families and community members, encouraging parental/caregiver involvement, where possible, in all areas of program;
- Providing parents/caregivers with support and guidance regarding child care concerns and relevant community resources;
- Participating in community activities provided through the Centre;
- Following procedures for maintaining daily health records and administering first aid as necessary;
- Reporting accidents, injuries, illnesses and workplace occupational health and safety issues to the management of Dusk'a promptly, according to regulations, procedures and accepted practice;
- Submitting documentation with Dusk'a management approval, as required, to CDC or Child Care Services;
- Maintaining current, accurate and confidential files for each child/family in accordance with KDFN legislation & policy;
- Maintaining confidentiality regarding all information related to the children, families, and personnel and fulfill obligations to respect protection of privacy;
- Reporting all concerns, incidents or alleged incidents of child abuse as required to the Manager and/or proper authorities, following the Centres procedures, KDFN protocols, policy or legislation;

- Collecting statistical data, including attendance records and recording individual contacts with participants and caregivers;
- Respond to information requests as supported by Dusk'a management.

4. Other:

- Opening and closing the Centre as scheduled;
- In cooperation with other team members and CDC staff, participates in developing and maintaining an open and welcoming environment supporting family/community participation in the Centre's programming and services.
- Attending and participating in staff meetings, special planning groups and professional development activities as set out by Dusk'a management.
- Works in cooperation with assigned Supported Child Care Workers (SCCW) designated to children requiring additional physical, emotional, language or other supports;
- Adhere to regulations, policies and procedures governing the Dusk'a Head Start Centre, Kwanlin Dün First Nation, and Child Care Services
- If qualified, driving the Centre's van for outings, ensuring car seats are appropriately installed for each child and maintaining mileage records;
- Participates in the annual performance process and carries out an annual professional development plan, identifying training needs annually and as required
- Performs other related duties, as assigned.

This job description accurately reflects the current job duties. Please note that the job duties are subject to change based on organizational needs.

D. Education and Experience

- Level 3 Early Childhood Educator designation with a willingness to maintain and continue education. Child Care Services Unit (Yukon) is responsible for assessing educational transcripts to determine the level certification for child care professionals who work in licensed child care programs in Yukon.
- Experience working in a First Nations' early learning setting, or First Nations' cultural capacity would be an asset;
- Recent successful experience working in a child care setting with children 18 months – 5 years of age;
- Experience planning, developing and implementing a variety of recreational, social, life skill and parenting programming and activities relevant to First Nation children which meet group and individual needs;
- Experience working successfully as a member of a team;
- First Nation language fluency or working to develop language fluency would be an asset.

Knowledge, skills and abilities require for success include:

Strong knowledge base of Yukon First Nation culture, tradition, and community

Knowledge of Yukon Aboriginal Peoples history with formalized education systems, residential school and on-going inter-generational effects specific to education and social programming and familiarity with Kwanlin Dün First Nation history, culture, demographics, goals and aspirations is required for success in this position.

Management Skills:

- Proven time management and organizational skills;
- Classroom management skills; ability to plan, organize and implement daily programming, and enhance cultural awareness and appreciation
- Collaboration skills & abilities to effectively engage with KDFN children, their families/care givers and community
- Collaboration and advocacy skills & abilities;

- Basic administrative management skills (monitoring, reporting, record keeping)

Interpersonal Skills:

- Strong oral communication skills and good written abilities;
- Strong listening skills and good observational skills;
- Ability to effectively resolve problems and deal with conflict or difficult situations with children and adults;
- Tact, diplomacy and confidentiality
- Ability to establish acceptance and trust with child, family & at community level;
- An appreciation for and respect of First Nations culture, teachings and systems
- Cross cultural sensitivity, awareness and understanding;
- Evidence of strong self-care strategies.
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E. Key Personal Contacts and Nature of Contacts:

Contact	Nature of Contact
Manager	Immediate supervisor; to receive direction/evaluation, collaborate, exchange information, problem solve, plan and answer inquiries.
Learning Centre Children	To provide a safe, healthy, welcoming learning environment that meets individual needs.
Parents, Caregivers and Extended Family	To exchange information; discuss daily and special events; share information regarding child's progress and experiences.
Elders	To receive knowledge and coordinate activities between Elders, staff, community and children.
Dusk'a Staff & Child Development Centre (CDC) Staff	To exchange information and collaborate; to Consult, exchange information, for referrals and activity coordination.
Kwanlin Dün Community	To share culture, language and children's learning experiences.
Kwanlin Dün Staff	To collaborate with and assist with programming and Centre's needs.
Child Care Inspectors, YG	Exchange information.
Elementary School Primary Staff And Administration	To collaborate in programming and transitional activities.
Other Yukon First Nations; Service/Program Providers	To share information and collaborate with programming.

F. Direction/Decision Making:

The Early Childhood Educator, in collaboration with the Manager and other program providers, works to meet/surpass the goals and objectives of this position. The incumbent is expected to work with considerable independence in ensuring that departmental resources, policies, programs and

services are fairly and consistently applied. The position must be prepared to deal with a variety of issues including specifics of individual children and family situations. The position is expected to adhere to policies and procedures, while using independent judgment and direction from the Manager in resolving issues not easily resolved through the application of these policies. The position is accountable to the Manager for the delivery of an early learning classroom program.

G. Impact and Accountability:

This position is accountable to the Manager for the programming and welfare of young children at a vulnerable and impressionable stage of development. Programming and interaction impacts the future well-being of the children and KDFN community. The decisions made in this position have a direct impact on the health, safety and well-being of young children.

The impact of this position on the organization as a whole, and on individual KDFN's children is significant. This position is held accountable for the quality, relevance, safety, delivery and management of early learning classroom programming and services, Failure to comply with policies, regulations and accepted practices could result in harm to children and ultimately in the loss of reputation and licensing of the Centre. This position has the capacity to greatly impact the potential for KDFN's youngest generation of citizens to become confident, culturally skilled, lifelong learners.

H. Positions Supervised:

Directly: None

Indirectly: Volunteers, Elders and community service providers, practicum students

I. Working Conditions:

The position is located in an early learning, professional environment. Work will be regularly carried out within the Kwanlin Dün community and KDFN traditional territory. Programming and supervision duties will take place in a classroom, outdoors (ie: yard, playground, nature trails) or at programming facilities located within the City of Whitehorse. Appropriate clothing should be worn and adherence to safety protocols to mitigate risk. The incumbent may be required to work occasional evenings and weekends. Lifting, bending, crawling/crouching is required regularly.

Employees may be required to work with emotional or upset children/parents/caregivers. Situations may need to be evaluated for child welfare and safety considerations and handled with wisdom, diplomacy and tact. The position may interact with individuals with different values, beliefs or experiences and will work with angry or emotional children/parents/caregivers) and must be professional in their response.

J. Conditions of Employment:

Mandatory confidentiality is a condition of employment for all staff. Failure to comply will result in discipline and may result in dismissal. All employees are expected to follow the Constitution of the Kwanlin Dün First Nation, the acts, regulations, policies, procedures and guidelines in a harmonious and cooperative manner, creating a team approach in their duties for KDFN's future success.

- Completion of an acceptable criminal records check, with vulnerable sector search;
- Signed conflict of interest and compliance with personnel/human resource policies;
- Standard first aid & CPR;
- Valid Driver's 5 license, class 4 is an asset;
- Medical health requirements: TB Test, Immunization Record, "Fit for Work" designation from medical doctor.

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.
I has been designed to indicate the general nature and level of work to be performed by the employee. It is not designed to contain or be interpreted as a comprehensive inventory of all duties and responsibilities assigned to this job.

Supervisor: I have reviewed (with the Incumbent, where applicable) the duties and responsibilities assigned to this position. Signature: Date	**Incumbent** (where applicable): I have read the foregoing position description and understand that it is a general description of the duties assigned to the position occupied by me. Signature: Date

Manager, Human Resources: (Comments) Signature: Date	**Executive Director**: I approve this position description as being representative of the work required to be performed and that the responsibility levels identified have been delegated to this position. Signature: Date