

JOB DUTIES AND RESPONSIBILITIES

Early Childhood Educator 11 and or Early Childhood Educator in training

Early Childhood Educators' primary responsibility is the care and education of children. ECEs present, direct, and assess the positive emotional, physical, social, and cognitive development of children in a child care setting by implementing appropriate activities and programs according to each child's individual developmental abilities, interests and needs.

The main areas of responsibility for the Early Childhood Educator are as follows:

1. **Establish and Maintain a Safe and Healthy Learning Environment**
 - A. Safety
 - B. Health
 - C. Learning Environment
 - D. Curriculum

2. **Advance Physical and Intellectual Competence**
 - A. Physical
 - B. Cognitive
 - C. Communication
 - D. Creative

3. **Build Positive Self-Concept and Individual Strength**

4. **Promote Positive Functioning of Children and Adults**
 - A. Social
 - B. Guidance and Discipline

5. **Coordinate Home and Centre Child-Rearing Practices and Expectations**

6. **Supplementary Responsibilities**
 - A. Program Management
 - B. Personal and Professional Development

1. ESTABLISH AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT

ECEs develop and implement a program that promotes the child's needs to learn through safe and healthy practices.

A. Safety

ECEs provide a safe environment to prevent and reduce injuries. They ensure indoor and outdoor areas are free of dangerous conditions and materials, and handle emergencies appropriately if they do occur.

Protect children from physical and emotional harm

Specifically, the ECE will:

- regularly check facility, equipment and toys for hazards and respond appropriately
- record cleaning procedures
- supervise children, including:
 - indoor play
 - outdoor play
 - when appliances in use
 - during outings and field trips
- know how to use safety equipment, such as fire extinguishers and smoke detectors
- practice emergency procedures such as fire drills
- maintain adequate first aid supplies
- ensure safety equipment is in place and operable
- use safe transportation procedures
- ensure children practice kitchen safety
- release children only to authorized individuals

Respond to incidents

Specifically, the ECE will:

- record and report accidents and injuries according to centre policy and licensing regulations
- review safety-related issues
- implement security procedures
- prepare record of ill health
- provide first aid and CPR

B. Health

ECEs model and encourage good health and nutrition habits with children and provide an environment that does not contribute to or cause illness and disease. Indoor and outdoor areas are kept free of materials or conditions that could endanger children's health.

Protect the physical health of children

Specifically, the ECE will:

- follow procedure for maintaining daily health records and administering medication and first aid
- monitor, isolate and report children for symptoms of childhood conditions and illnesses, as per centre and government policy
- review records and update staff regarding children who require special care, such as allergies
- report incidents of suspected abuse or neglect as per Child Abuse Protocol
- recognize and record unusual emotional and physical behaviour and conditions and report according to centre policy
- attend to children's physical needs, such as:
 - diapering
 - toileting
 - eating
 - napping

Protect the emotional health of children

Specifically, the ECE will:

- maintain a clean and healthy environment by performing light housekeeping duties and simple repairs
- reduce tension and stress by maintaining an atmosphere that is positive, relaxed and pleasant
- provide nurturance and affection

Provide nutrition

Specifically, the ECE will:

- plan, prepare, and serve a variety of nutritious snacks and meals, in accordance with Canada's Food Guide
- prepare and provide infant nutrition
- provide diverse experiences which teach and model good health and nutrition practices, incorporating information from a variety of cultures
- accommodate for special nutritional requirements
- supply parents with health and nutrition resources

C. Learning Environment

ECEs use space, materials and routines as resources for constructing interesting and enjoyable environments to encourage exploration and learning. A reliable framework of routines with a broad array of stimulating experiences is used to facilitate children's learning.

Prepare environment

Specifically, the ECE will:

- maintain an attractive and functional environment
- implement activities that encourage physical, social, intellectual, emotional and sensory development at the appropriate level for each child. Activities should be a balance of:
 - active and quiet
 - indoor and outdoor
 - free and structured
 - individual and group
- balance the goals and objectives for each child with those for the group, and develop realistic plans responsive to the needs of all
- implement activities which stimulate children's:
 - curiosity
 - inventiveness
 - problem solving skills
 - communication skills
- demonstrate acceptance of each child using materials, songs, games, pictures, books that celebrate their:
 - background
 - family structure
 - race
 - culture
 - gender

Provide learning

Specifically, the ECE will provide:

- experiences which broaden the child's sense of community
- experiences that are environmentally-sound
- learning opportunities based on everyday routines
- easily accessible materials that children can explore by themselves
- place for each child to store belongings
- for each child's need for:
 - privacy
 - solitary play
 - individual attention
- parents with ideas regarding free or inexpensive toys and equipment and how to use their homes as a learning environment
- children with assistance in self-expression by listening and responding with questions, comments or clarification

Evaluate learning

Specifically, the ECE will:

- adapt programming and equipment to unique settings and situations
- modify environment to provide accessibility

D. Curriculum

ECEs research, implement and evaluate programs that foster inclusive environments and cater to individual developmental needs.

Specifically, the ECE will:

- develop programs for:
 - infants
 - toddlers
 - pre-school
 - kindergarten-age
 - school-age
 - multi-age
- implement inclusion policy
- evaluate programs

2. ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE

ECEs provide a variety of equipment, activities and opportunities to promote children's physical development, cognitive development, creativity and communication skills. ECEs are aware of normal development and challenge children beyond their present capabilities. They recognize signs of developmental delay or difficulty and report these observations accordingly.

A. Physical

ECEs plan activities for children to develop physically, coordinate muscles and movements, and use their senses through indoor and outdoor activities.

Specifically, the ECE will:

- plan, provide and monitor activities for physical skills and sensory development
- maintain realistic expectations based on an understanding of child development
- provide opportunities which encourage children to develop all their senses
- participate in daily indoor and outdoor physical activities with children
- use a variety of activities that incorporate children's cultures, such as:
 - dance
 - music
 - active games

B. Cognitive

ECEs provide activities that are appropriate to the developmental levels and learning styles of children and that develop questioning, probing, exploration and problem solving.

Specifically, the ECE will:

- maintain an environment rich in opportunities to explore and discover
- offer activities and experiences to stimulate children's:
 - curiosity
 - inventiveness
 - problem solving skills
 - communication skills
- use equipment and materials that children can explore and master on their own
- read a wide variety of literature with children daily
- recognize the importance of play and hands-on activities for learning

C. Communication

ECEs provide opportunities for children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings. Children are encouraged to listen, interact and express themselves with other children and adults.

Specifically, the ECE will:

- maintain realistic expectations for each child's understanding and use of speech and language
- conduct stimulating conversation with children, model appropriate language and allow them to speak without interruption
- be respectful of child's first language, encouraging them to teach others new words
- help children to develop, understand and use words to express feelings
- encourage development of listening and comprehension skills
- use and promote active listening skills
- allow children to represent their ideas nonverbally, for example:
 - painting
 - music
 - creative movement
- take advantage of community resources and opportunities for language development
- recognize and respect cultural differences in communication styles, e.g. use of eye contact

D. Creative

ECEs provide experiences that stimulate children to explore and express their imaginative and creative abilities.

Specifically, the ECE will:

- model creativity

- utilize materials and equipment that can be used in more than one way
- provide opportunities for individual expression and interpretation in:
 - art
 - movement
 - language
 - music
 - dramatic play
- place value on:
 - process of creating rather than the end product
 - individual creative expression rather than conformity
- encourage children to try a variety of activities
- acknowledge child's efforts by displaying work and providing meaningful feedback
- encourage detailed and continuing exploration of creative materials

3. BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

ECEs help children experience success, acceptance and increasingly challenging demands. Children are encouraged to know, accept and take pride in themselves and to develop a sense of independence.

Celebrate unique strengths and characteristics

Specifically, the ECE will:

- honour children's cultural and family backgrounds using:
 - celebrations
 - food
 - music
 - pictures
 - equipment
- encourage children to respect and support others
- offer and respect choices in:
 - activities
 - materials
 - foods
- be sensitive to different values and expectations concerning independence and expression of feelings
- have appropriate affectionate contact with children

Support development of each child's self-concept

Specifically, the ECE will:

- help children recognize and accept their feelings and express them in appropriate ways
- express kindness and support when children are having trouble
- help children learn from their mistakes
- offer challenges and allow successes to be experienced

- recognize indicators of difficulties in developing a positive self-concept and report accordingly

4. PROMOTE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS

ECEs encourage the development of social skills through appropriate interaction with others. Guidance is provided in a positive way with realistic limits and expectations.

A. Social

ECEs help children learn to get along with others and encourage feelings of empathy and mutual respect.

Specifically, the ECE will:

- maintain an environment which encourages positive social interaction
- teach positive ways of interacting by encouraging:
 - friendships
 - play
 - sharing
 - taking turns
 - co-operation
 - helpfulness
- have realistic expectations of children's behaviour
- build positive relationships with each child individually and encourage positive relationships with other adults in the centre
- respect each child's rights to privacy and property and teach them to respect this of others
- facilitate empathy
- support children's attempts to resolve differences with others
- encourage children to express their feelings and assert their rights in socially acceptable ways

B. Guidance and Discipline

ECEs provide an environment in which children learn and practice appropriate behaviours. Children need to know what is expected of them and for the expectations to be realistic considering their individual needs.

Set realistic behaviour expectations

Specifically, the ECE will:

- recognize and accept a variety of cultural expectations regarding guidance and discipline
- gear explanations to each child's level of understanding
- select appropriate method for giving positive guidance, such as:
 - positive reinforcements

- redirection
- positive language
- encourage self-control
- anticipate confrontations and defuse provocative behaviour

Address behaviour

Specifically, the ECE will:

- facilitate coping skills
- use natural or logical consequences
- follow established behaviour management guidelines
- ensure response to behaviour is consistent with other staff's responses
- teach children how to use language to resolve difficulties and conflicts
- address problem behaviour without labeling, threatening or embarrassing the child
- evaluate the physical environment to ensure it facilitates positive behaviour management
- provide parents with resources related to:
 - child rearing
 - guidance
 - discipline

5. COORDINATE HOME AND CENTRE CHILD-REARING PRACTICES AND EXPECTATIONS

ECEs maintain an open, friendly and informative relationship with each child's family. They encourage involvement in the program while recognizing that each family has primary responsibility for its own children.

Welcome and provide orientation for new families

Specifically, the ECE will:

- respect the unique make-up of each family, including their:
 - culture
 - social background
 - child-rearing methods
 - religious beliefs and practices
- encourage parent involvement and participation in centre's ongoing activities
- offer parents information about community resources and services

Collaborate with parents and professionals

Specifically, the ECE will:

- develop and implement inclusion plans
- follow-up on referrals and work with families to meet goals
- suggest activities and materials that parents can share with children at home
- regularly inform parents about children's experiences
- communicate with parents regarding updated information and important events in the children's lives

6. SUPPLEMENTARY RESPONSIBILITIES

ECEs manage the program using an organized approach to planning, record keeping and conducting oneself.

A. Program Management

ECEs are competent organizers, planners, record keepers and managers and use all available resources to ensure an effective operation. They also make connections with others to further the objectives of the program.

Administrative duties

Specifically the ECE will:

- follow policies and procedures
- complete daily program log book/record
- record daily attendance
- record facility maintenance and safety checks- communicate to management if needed
- plan a long-range program
- record observations regarding each child's growth, behaviour and progress and use this information to plan an appropriate, responsive program
- ensure program is in accordance with licensing regulations

Work with others

Specifically the ECE will:

- follow program's child care philosophy and describe its goals and objectives to others
- advocate on behalf of children and families
- raise awareness of community events
- involve volunteers
- liaise with stakeholders
- network with peers
- support and guide colleagues, students and mentees

B. Personal and Professional Development

ECEs conduct themselves as professionals and seek out opportunities to further their personal and professional growth.

Personal

Specifically, the ECE will:

- work as a member of a team
- demonstrate:
 - leadership

- honesty
- trustworthiness
- respect
- maintain confidentiality
- maintain physical and mental well-being
- demonstrate ethical and professional behaviour
- maintain appropriate work habits, such as punctuality and regular attendance

Professional

Specifically, the ECE will:

- engage in ongoing self-assessment to identify needs for professional growth
- keep informed about developments in the profession and related legislation
- maintain required professional certifications, registrations and membership with the Manitoba Child Care Association
- advance knowledge through:
 - educational courses
 - seminars
 - workshops
- attend regular staff meetings to discuss:
 - program planning
 - staff communication
 - individual child development assessments
 - general business
- share own expertise with other staff members
- participate in peer evaluation and accept feedback in a constructive way
- Communicate or gain support from peers or management when school and or work becomes tough or stressful

ECE11/LEAD STAFF NAME: _____ (PLEASE PRINT)

ECE11/LEAD STAFF NAME: _____ (PLEASE SIGN OR INITIAL)

SUPERVISOR NAME: _____ (PLEASE PRINT)

SUPERVISOR NAME: _____ (PLEASE SIGN OR INITIAL)

DIRECTOR NAME: _____ (PLEASE PRINT)

DIRECTOR NAME: _____ (PLEASE SIGN OR INITIAL)