



Support Early Childhood Educator Program and System Services

Scope of Responsibilities

The Support Early Childhood Educator (ECE) will work to enhance the role of the Lead Early Childhood Educator (ECE) by understanding and responding to the children's learning needs, assisting the Lead ECE with the intentional observation of children's interests and curiosities in the learning environment, making this learning visible inside the program through documentation. Additionally, supporting the inclusive needs of children as they navigate the Pre-Primary day, the preparation of materials, the arrangement of learning centres, and the movement of children from one activity to another. The Support ECE will work together with the Lead Educator to create a culturally responsive environment that is respectful, stimulating, safe, and nurturing using the Nova Scotia Early Learning Curriculum Framework (NSELCF). The Support ECE will work as a member of the school team and reports directly to the site Principal.

Competencies Required

The Support Early Childhood Educator shall have the following competencies:

- (a) Demonstrate ethical and respectful professional behaviour;
- (b) Demonstrated ability to work cooperatively in an inclusive and culturally responsive child and family-centred environment;
- (c) Strong interpersonal skills with the ability to act as the Lead ECE when the Lead is absent;
- (d) The ability to apply computer skills using programs such as Microsoft Word, Excel, Outlook, Teams, and Google platforms;
- (e) The ability to apply an awareness of developmentally appropriate practices and child-centred curriculum using the Nova Scotia Early Learning Curriculum Framework (NSELCF);
- (f) The ability to work with a diversity of developmental needs while creating a culture of co-regulation between adults and children in the program to support the navigation of conflict;
- (g) The ability to apply an understanding of developmental observation and authentic assessment;
- (h) The ability to demonstrate responsibility toward the work schedule;
- (i) The ability to work and communicate effectively within the Halifax Regional Centre for Education, with students, parents/guardians, community members and external groups such as government agencies;
- (j) The ability to apply knowledge, experience and commitment in the areas of race relations, cross cultural understanding, human rights and diversity;
- (k) The ability to maintain and promote confidentiality;
- (l) The desire and ability to engage in continuing education and professional development.

Qualifications

- (a) A diploma, certificate or degree in Early Childhood Education from a recognized institution;
- (b) ECE Level 2 classification, or ECE Level 1 classification combined with a minimum of one (1) year experience working with pre-school children in a childcare environment;
- (c) Recent experience (within past 5 years) working with pre-school children;
- (d) Current certification in First Aid;
- (e) Physical abilities consistent with requirements of the job which may include personal and physical care, modeling physical play, bending, lifting, squatting, sitting on the floor and moving quickly, which could include running, to support children;
- (f) Training and/or experience in a play-based learning environment is an asset.

Specific Job Components

The Support Early Childhood Educator shall perform tasks as are assigned by the Lead Early Childhood Educator and/or the Principal. These tasks may vary, from time to time, with the evolution of the program and may include but not be limited to the following:

- (a) Work cooperatively under the direction of the Lead Early Childhood Educator (ECE) and act as the Lead ECE in their absence;
- (b) Support a welcoming and culturally responsive learning environment that depicts the story of the educators, children and their families, living together in the classroom;
- (c) Make a positive contribution to early learning programming and to the school community;
- (d) Provide support to the Lead ECE through thoughtful daily observations of all children's developmental growth to build RBIPs and ISPs as required with support from the Pre-Primary Team;
- (e) Support the observation, authentic assessment and documentation of the children's developmental progress using the Early Learning Planning Cycle as per the NS Early Learning Curriculum Framework;
- (f) Participate in training and professional development as appropriate;
- (g) Support the Lead ECE in reflecting the children's lives in ongoing displays and celebrations throughout the year;
- (h) Work cooperatively with parents and community-based providers as part of the program;
- (i) Care for all children in the program inclusive of their medical, behavioural, cognitive, language, physical and social and emotional needs, such as but not limited to toileting, feeding and hygienic needs;
- (j) Collaborate with the Lead ECE regarding the culturally and developmentally responsive curriculum plan using the NSELCF, visual routines, busing procedures and learning environment set up to ensure a safe and nurturing environment is cultivated;
- (k) Support the Lead ECE in developing a truly inclusive and culturally sensitive environment for the children and families participating in the program;
- (l) Participate in training as required. At minimum, 12 hours of professional development must be completed annually to maintain ECE classification;
- (m) Work with the leadership team and medical professionals to develop a Plan of Care for children as required. Administer medication and carry out medical procedures in accordance with regional and provincial policies and protocols (e.g. diabetic, AED, G-Tube, Seizure, suctioning);
- (n) In collaboration with the Lead ECE participate in the overall program evaluation (i.e. EECD Quality Assessment Review Tool).
- (o) Other duties as required.