

Universal Classification Standard

Work Descriptions

The Retention and Recruitment project of Child Care Connections was an examination of the situation in Nova Scotia, looking at the multitude of factors which had an impact on attracting and keeping qualified staff in early childhood care centres. The examination was conducted through a literature review; factors identification forum; development of work descriptions for teacher and director using the Federal Universal Classification Standard as a guide; recommendations development; and action plan. The literature review was of some of the broad sociological influences and contributors to the current recruitment and retention problem now facing the early childhood care sector in general, and specifically, in Nova Scotia. The factors identification forum brought together a variety of early childhood care practitioners and stakeholders to identify the factors which have an impact on retention and recruitment of qualified early childhood care staff in early childhood care centres. The Universal Classification Standard was used in developing work descriptions for teacher and administrator positions, utilizing the expertise of early childhood care teachers and administrators and a Universal Classification Standard consultant. The Work descriptions were rated to the Federal classification standards. The Steering Committee of the project took the information gathered and drafted recommendations. (This report is the result of these actions.) A meeting of the early childhood care organizations took place to develop a plan to implement the recommendations in both the short and long term.

The following job descriptions for Early Childhood Centre Administrator and Early Childhood Teacher developed using the Universal Classification Standard process.

Work Description for Early Childhood Care Teachers

This work description was developed as part of Child Care Connection Nova Scotia's Retention and Recruitment of Qualified Early Childhood Care Staff Project. The project was jointly funded by Connections and the Local Labour Market Partnerships Programs of Human Resources Development Canada. For more information call Connections at 902 423-8199; fax 902 492-8106 or email cccns@istar.ca

Early Childhood Care Teacher

Rated: PM 3-4

Salary Range: \$42,000 to \$45,000

CLIENT-SERVICE RESULTS

Early childhood development and childcare services.

KEY ACTIVITIES

Creates program curriculum and delivers classroom learning programs

Teaches early childhood development programs

Ensures well-being of children

Provides first aid and emergency care

Liaises with other professional and community services

Early Childhood Teacher

WORK CHARACTERISTICS

Factor 1. Responsibility

Element 1. Information for the Use of Others

- Develops and delivers creative classroom learning programs. The information is used by the Director, colleagues, and children to expand upon existing or to create new knowledge, skills and abilities for child development.
- Plans, conducts and evaluates program curriculum by identifying current status of program, determining what, if any program changes are required, writes and presents recommendations in order to permit the Director and applicable Boards to make decisions.
- Facilitates early childhood classroom learning programs to introduce new, or enhance current programs to meet the center's philosophy and goals and objectives to improve services.
- Participates in Center and other committees to provide expertise; to create joint teacher reports for individual child behavior/concerns; to enhance the child's development and to keep current on professional development and related professional sector issues.
- Develops written documentation and conducts interviews on each individual child's development. Disseminates this information to the appropriate responsible primary caregiver to aid in the enhancement of the child's progress and to foster positive caregiver/child interactions.
- Researches and provides information on specific areas of child development requested by the primary caregiver to ameliorate child specific developmental issues.
- Facilitates and participates on operational center committees to create joint teacher information reports for individual child behaviour/concerns; to promote a collaborative working approach; to enhance the child's development and permit appropriate administrative decision making.
- Prepares written evaluation reports on Early Childhood Education students to aid their particular training institutions and supervisors in order to complete mandatory practicum needs.
- Prepares equipment/supply forms for the Director in order to restock, repair, replace or purchase center program tools and center operational requirements.
- Prepares incident/accident and suspected child abuse reports for the Director in order to meet center, appropriate community services and legislative requirements.
- Prepares written and verbal briefings and reports on individual children for colleagues, the director, professional associates, hearing/speech pathologists, child psychologists and government community services in order to aid in the monitoring and decision making of the child's developmental progress.
- Prepares and maintains records on all prescription drugs. These drugs are administered in accordance with physician directions and at the request of the primary caregiver. Records are maintained in order to meet Community Services requirements.

Factor 1. Responsibility

Element 2. Responsibility for the Well Being of Individuals

- Custody, professional care, physical safety and security of children on a daily basis. Assesses and determines the appropriate release of children to authorized individuals.
- Facilitates a continuous enriched environment to stimulate and promote positive emotional, social and cognitive areas of child development. This is a continuous requirement and is a team effort.
- Monitors the total program and environment to ensure protection, care and safety of each specific child's needs to individual food allergies and sensitivities and exposure to various products used in the learning program.
- Administers emergency first aid to the children using skilled, current first aid techniques. This responsibility, when required, is intense.
- Conducts fire drills to provide for the health, safety and protection of the children. These are conducted in accordance with the center policies and legislative requirements.
- Maintains confidentiality of children's medical information to ensure individual child protection.
- Monitors and provides constant, vigilant supervision for the children at all times, indoors and outdoors, to ensure the protection of the children from harm and to ensure child/teacher ratios are met. This is a shared responsibility.
- Helps colleagues ensure safety of each other while performing the physical requirements of lifting children and performing related physically demanding activities with the children. This is a shared responsibility.
- Provides for the essential personal needs in the care of children. Nurtures and supports the children, on a continuous basis, through comfort, affection, toileting hygiene, emotional security, napping, dressing and undressing and behaviour management. This is done on a daily basis and is a shared responsibility.
- Administers prescription drugs as directed by the physician with written permission from the primary child caregiver. This responsibility is at the request of the primary caregiver to support the physical health and safety of the child.
- Prepares and serves snacks and meals to meet the nutritional needs of each individual child, with specific attention to food intolerance or allergies. This is done on a daily basis and is a shared responsibility.
- Monitors the health and well being of the children's physical, emotional and psychological signs and behaviour to alert appropriate authorities and caregivers of possible health issues and potential physical/ psychological child abuse. Contact with the child is on a continuous basis. Reporting is a direct legislative requirement for the well being of the child.
- Appraises health signs for possible medical interventions and makes appropriate referrals to prevent the possible spread of a communicable disease/illness. This is daily requirement and is a shared responsibility.
- Provides one to one care on a daily basis to children with special needs. This care requires the establishment of a direct relationship with each child in order to understand his/her unique circumstances and needs. Care is provided on a daily basis pertinent to the individual's case.

Factor 1. Responsibility

Element 3. Leadership of Human Resources

- Provides direction to new employees, students and interns in order to adapt to the center. This is a shared responsibility.
- Establishes goals and priorities for students/interns to meet their formal, institutional practicum requirements (a shared responsibility).
- Facilitates and evaluates progress of students and interns. This is a shared responsibility.
- Leads and directs volunteers to complete assigned tasks in the center on a daily basis. This is a shared responsibility.
- Mentors, motivates and supports the moral of colleagues using a team approach. This is a shared responsibility.
- Chairs or facilitates committees and meetings with colleagues to enhance professional development. This is a shared responsibility.
- Participates and represents the center as a member of working groups, committees and meetings with various community groups.
- Plans parent/teacher meetings, interviews, special events to motivate and promote involvement of direct client users to the center environment and cultures.
- Ensures the environment is safe and healthy for staff and children in accordance with applicable occupational health and safety standards. This is a shared responsibility.

Factor 1. Responsibility

Element 4. Responsibility for Money

Acquiring Funds:

- Collects, issues receipts and secures payment for services as directed.
- Participates in fund raising events to augment the center's budget.

Spending:

- The work includes spending petty cash for supplies/materials.
- This spending of funds is authorized by the Director.

Factor 1. Responsibility

Element 5. Responsibility for Physical Assets and Products

- The work requires maintaining, servicing, cleaning, care and custody of classroom equipment. This includes and is not limited to furniture, art supplies, puzzles and books. This equipment is used daily; can easily be replaced. These responsibilities are shared.
- Custody of confidential records. Some original records cannot easily be replaced. This is a shared responsibility.
- Uses computer and related equipment, software, telephone, reference texts. These items can be replaced through a local supplier and is a shared responsibility.
- Safeguards center first aid kit supplies. These items can easily be replaced.
- Custody and humane care of small animals used in learning programs. These items cannot easily be replaced.

Factor 1. Responsibility

Element 6. Ensuring Compliance

- Ensures participants follow established rules and guidelines throughout the learning programs.

Factor II: Skill

Element 7. Skill: Job Content Knowledge

- The work requires knowledge of theories and principles of cognitive development to assess the content of existing training material, develop and deliver appropriate learning programs to children in order to improve and provide childhood skill development.
- Develops learning objectives, daily programming and activities. These objectives and programs must be age specific and include physical, cognitive, social, emotional and creative development.
- Evaluation techniques to observe and assess performance and impact of the programs.
- Group facilitation skills to deliver the development programs.
- Theories, techniques and practices of behaviour management techniques; redirection, positive role modelling, positive reinforcement to enhance positive self esteem and encourage appropriate social behaviour.
- Knowledge of current research in Early Childhood Education to augment current programs .
- Consultation, problem solving techniques and interpersonal skills to advise and guide children and primary caregivers on child development issues and appropriate strategies to foster positive resolutions.
- Leadership techniques when working with project teams, clients and primary caregivers.
- Knowledge of first aid techniques and CPR in order to handle emergencies.
- Knowledge of nutritional food guidelines specifically designed for children to meet their individual health requirements.
- Knowledge of principles, practices and methodologies for dealing with children with special needs.
- Communication techniques and principles in order to facilitate the transfer of learning's in childhood development.

Factor II: Skill

Element 8. Contextual Knowledge

Own Work Unit

- Knowledge of own responsibilities and those of unit colleagues in order to carry out the programs in a co-operative team environment.
- Center Knowledge
- Mandate, mission statement, code of ethics, values and services of the center. Operating policies and procedures to carry out the programs and to answer inquiries from current and potential clients and from the general public.

Other/Legislation/Regulations

- Knowledge of Provincial Acts and regulations related to Childcare to adhere to appropriate legislative requirements.
- Knowledge of related Government services in order to obtain assistance when required.
- Knowledge of community, cultural components to provide programs respecting diversity.

Factor II: Skill

Element 9. Communication

Communication Out

- Verbal and conflict resolution skills to deliver learning activities. Difficulties are encountered with children who may be angry, frustrated, and unable to articulate needs.
- Interviewing skills to elicit information from the children. This is very difficult because of the various age groups and developmental level of the child.
- Verbal, writing and presentation skills are required to enhance the programs and to adapt and convey messages in working with the children. This work requires transforming and adapting language to the capability of children who have difficulty expressing their needs and who have varying levels of receptivity.
- Verbal skills to provide interpretation of legislation, policies and guidelines to primary caregivers and to the general public.
- Verbal and writing skills to convey client information to other professionals, agencies, speech therapists, child psychologists, primary caregivers, director and colleagues.
- Writing skills to document observations of the children in order to meet regulatory requirements.

Communication In

- Observation of verbal, non-verbal cues and active listening to interpret messages and needs of the children. This is very difficult particularly with the various age groups and capabilities of the children. Reading the body language is also required in order to understand and meet the needs of the behaviour.
- Observation and active listening skills to understand and determine enquiries and requests from primary caregivers. This can be difficult with clients who cannot articulate their requests or needs particularly in sensitive situations. Reading the body language of clients is required in order to provide assistance or guidance in dealing with a developmental issue.

Factor II: Skill

Element 10. Motor and Sensory Skills

- Dexterity and co-ordination is required when dressing children requiring buttoning, zippering, assembling puzzles, use of scissors, changing diapers.
- Equilibrium and co-ordination are required when bending, lifting, kneeling, standing, working with the children as well as in set-up of classroom equipment and moving of furniture required in program activities.
- Acute hearing, smell and eyesight is required when working with the children to interpret children needs. Fast and immediate response is necessary to protect the children from potential harm.
- Sensory skills to determine safe temperatures for food and liquids and for detecting odours.
- Equilibrium and co-ordination are required in climbing or manoeuvring within children's indoor or outdoor equipment.

Factor III. Effort

Element 11. Intellectual Effort

- Effort is required to develop, design, deliver and evaluate child development programs.
- Difficulties arise in attempting to achieve a balance of activities that meet the social, intellectual and emotional needs of each individual child. Budget restraints are an additional difficulty.
- Effort is required to research and respond in a timely fashion to concerns and demands of primary caregivers to assist them in dealing with specific child development issues. The diversity of the primary caregivers and the children being served contributes to the complexity and difficulty of effort.
- Effort is required to create a positive learning environment based on the needs and interests of the children. Creating this environment is performed under time constraints, scarce resources and constant interruptions.
- Effort is required to structure child development program activities to adhere to provincial regulations and policies of the center. Time and resource constraints contribute to increase the effort.
- Effort is required to continuously develop appropriate program activities in order to reflect current theories of child development, family and cultural values. Time, financial constraints contribute to the challenge and increase the effort.
- Effort is required when facing an ethical dilemma to determine the best course of acting in accordance with a code of ethics. There is a requirement to thoroughly understand the issue and to consider the views of a number of interested parties who may or may not have the same expectation of the outcome. Client and time pressures contribute to this effort.

Factor III. Effort

Element 12. Sustained Attention

- Sustained attention is required to respond quickly to constant demands and remain vigilant and attentive to the children. Sustained attention is required, depending on the age of the children, 1/3 - 3/4's of the day when attending to the personal needs of an infant, children with special needs, emergency care and administration of prescription medications. It can be very difficult to remain focused with conflicting demands of attention from other children, interruptions from colleagues and noise levels. Inattention could result in not meeting the physical and safety needs of the child.
- Daily program activities outside the classroom, in the playground and during field trips require constant supervision more than 2/3's of the time. Distractions include competing demands and needs of the children, noise, and constant distractions in the surrounding environment. Lack of attention could result in accidents, injury, or a lost child.
- Sustained attention is required when dealing with primary caregiver requests for attention. Approximately 10-15% of the normal working day is devoted to this activity. Lack of attention may lead to a lack of understanding and loss of goodwill with the client. Distractions include interruptions from other children, colleagues and noise.

Factor III. Effort

Element 13. Psychological/Emotional Effort

- Remaining professional during primary caregiver meetings and interviews particularly when there is disagreement with program methodologies or evaluations. Some control can be exercised on the frequency and duration of these instances.
- Controls own emotions and demonstrates appropriate sensitivity and calmness when dealing with a child who is sick, hurt, upset, tired or frustrated throughout the day. The time varies with each child and there is no control over the frequency.
- Patience, empathy and compassion are required when dealing with children experiencing personal major family issues of divorce, death, illness. The time spent varies with each child and there is no control over frequency.
- Composure and calmness is required during and after an emergency situation. Effort is required to deal with upset children and to maintain professionalism. These situations are not planned so there is no control over timing, duration or frequency of the emergencies.

Factor III. Effort

Element 14. Physical Effort

- Bending, lifting, kneeling, standing, stretching, pushing, pulling is required for classroom set up and cleaning. This effort takes approximately 20-30% of the normal working day.
- Sitting for extended periods of time on child size chairs or on the floor is required to perform play activities. This effort is required for approximately 10-20 minutes per activity.
- Bending to a child's level to make eye contact when speaking and listening to a child. This effort is required 2-3 minutes per situation throughout the day.
- Bending and lifting of children to aid and comfort, to dress or change clothing and diapers. This effort is required throughout the day 3-5 minutes per situation.
- Walking and standing 3-4 hours at a time when leading and conducting learning activities indoors/outdoors. This occurs on a daily basis.
- Assisting, pushing a child in a wheelchair to permit participation of the child in learning activities. This effort is required throughout the day for 2-3 minutes per activity.
- Lifting and assisting children including children with physical disabilities on outings who cannot walk due to being injured, disabled, fatigued, or upset. This effort is required approximately twice a week for 15-30 minutes per incident.

Factor IV. Working Conditions

Element 15. Work Environment

Psychological Environment

- There is a lack of control over the demands of children and pace of work in the Center. Constant interruptions sometimes of an emergency nature occur throughout the day.
- Client consultations may produce unrealistic requests or expectations contributing to the stress factors in the Center.
- The work involves continuous attention to children with no allowance for personal privacy or needs of the staff; attending to personal needs is contingent on another staff member being available to assume the additional work.
- Constant effort to concentrate is required to obtain information and clarify needs from the children when many children are talking, crying and playing all at the same time. Continuous distractions increase the effort to stay alert and focused.

Physical Environment

- The work involves continuous exposure to Center noise and constant interruptions in an open work environment. These conditions occur throughout the entire workday.
- The work requires constant upkeep to maintain a clean, healthy and comfortable environment for children. This is a daily occurrence.

Factor IV. Working Conditions

Element 16. Risks to Health

- The work involves prolonged exposure to noise which can create headaches and fatigue.
- Lifting, bending and carrying children, equipment and furniture may result in back injury.
- Constant exposure to children's communicable diseases may result in contracting these diseases. Exposure is continual throughout the day.
- Exposure to potential of blood borne/infected bodily fluids can lead to life threatening illnesses.
- Climbing and reaching to protect children on indoor/outdoor equipment; sitting on child size furniture and being hit, kicked, bitten by children may result in bruises, skin abrasions, back injury or muscle strain.
- High stress levels resulting from constant, conflicting and changing demands from primary caregivers and children may result in burnout and mental fatigue.

Early Childhood Centre Administrator/Director

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Rated: PM 5-6

Salary Range: \$55,000 - \$65,000

CLIENT-SERVICE RESULTS

Child hood development and childcare services to primary caregivers, children, employees and the community.

KEY ACTIVITIES

Leads and manages center services, programs and business functions

Creates center policies, practices and procedures

Develops and implements marketing strategies for the center

Generates and secures funding requests and proposals

Manage the center's human and financial resources

Ensures well-being of children

Liaises with other professional and community services and agencies

Early Childhood Centre Director/Administrator

Work Characteristics

Factor 1. Responsibility

Element 1. Information for Use of Others

- Researches, creates and presents promotional/educational materials for center, general public, government and community. These materials are used to increase awareness of childcare and for use of public, government, agencies and other centers in promotional, advocacy and educational activities.
- Researches, develops position papers and represents the center at meetings with community representatives, government and other agencies on significant childcare and development issues. Information and position papers are used by other centers, boards, government and agencies to facilitate input into child development strategies and initiatives.
- Develops and creates center responses to childcare inquiries from general public and potential clients in order to facilitate informed decision making processes and to disseminate data on specific programs and services.
- Researches, creates and presents reports to government and other agencies in order to facilitate funding requests and proposals. This information is used by government and agencies for action, planning or compliance.
- Reviews and analyses data, evaluation reports and audit findings related to childcare projects and child development programs. Information is used by center staff, boards and related agencies to make and implement decisions, develop strategies or to determine corrective action.
- Develops, creates and presents reports and briefing notes on child development concerns for various child related agencies including children with special needs or cases of suspected child abuse in order to meet compliance legislation and to facilitate decision making for appropriate corrective action.
- Develops frameworks for the evaluation of child development programs and projects. The information is used by center staff, boards, government and other related agencies to facilitate input into strategic decisions and directions in child care and child development programs.
- Develops administrative policies and procedures for primary caregivers, center staff and related interested parties in order to facilitate operational activities of the center; decision making and assessment for use by current and potential clients and for use by center staff. Policies and procedures include center philosophy, approaches to discipline, release of children to authorized individuals, use of equipment, health and safety of children, emergency procedures, handbooks, application forms, program plans, fee schedules, wait lists, orientation, and enrollment.
- Creates newsletters, brochures and notices for primary caregivers, staff, community and government in order to increase awareness of child development programs, policies, events and activities within the center and the community.
- Plans and prepares agendas for primary caregivers, staff and community meetings in order to address child development program issues.

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- Selects, validates and inputs information related to child care delivery to an electronic or written database for child care agencies, government, and center. This information is used to generate reports, statistics, center operating activities and to assist in strategic planning and monitoring of decision making processes.
- Establishes frameworks for the creation of program curriculum in order to permit appropriate delivery of child development programs and to ensure consistency with the center philosophy. This information is used by staff and other centers to plan and conduct early childhood classroom learning programs.
- Plans, prepares and interprets reports and financial information in order to ensure center compliance with requirements of government organizations and other related agencies. This information is used by governments, centers, boards and related child to monitor activities and permit planning and decision making.
- Participates in center committees and various external committees to provide expertise and exchange information in order to keep current on professional development and related professional sector issues.
- Develops written and verbal briefings on individual children for primary caregivers, colleagues, professional associates, hearing/speech pathologists, child psychologists and government community services in order to aid in the monitoring and decision making of the child's development.
- Develops and negotiates tenders, contracts and leasing agreements for use with governments, private sector companies and individual service contracts in order to obtain products and services.

Factor 1. Responsibility

Element 2. Responsibility for the Well-Being of Individuals

- Custody, professional care, physical and psychological safety and security of children on a daily basis. Assesses and determines the appropriate release of children to authorized individuals.
- Facilitates the psychological, emotional, social and cognitive areas of child development. This is a continuous requirement and is a team effort.
- Monitors the total program and center environment to ensure protection, care and safety of each child's needs to food allergies, sensitivities and exposure to various products used throughout the center and in the learning programs.
- Provides a continuous enriched environment to stimulate and promote positive physical, emotional, social, cognitive, expressive and receptive language skills.
- Administers emergency first aid to the children using skilled, current first aid techniques. This responsibility, when required is intense.
- Conducts fire drills to provide for the health, safety and protection of the children. These are conducted in accordance with the center policies and legislative requirements.
- Maintains confidentiality of children's medical information to ensure individual child protection.
- Monitors the health and well-being of the children's physical, emotional and psychological signs and behavior to alert appropriate authorities and caregivers of possible health issues and potential physical/psychological child abuse. Contact with the child is on a case by case basis.
- Reporting is a direct legislative requirement for the well-being of the child.
- Advice and counseling, on a case by case basis to primary caregivers in order to establish a relationship with the primary caregiver. Advice may be provided as a remedial measure for specific personal development issues of the child. Counseling times vary and may take one to several hours each session.

Factor 1. Responsibility

Element 3. Leadership of Human Resources

- Evaluates the performance of staff and provides feedback, sets goals, develops and approves staff training and development plans and provides on-the-job coaching. Responsibility is not shared.
- Shared responsibility for orientation and adaptation of new staff to the center including understanding and upholding codes of conduct.
- Plans, coordinates and evaluates work of volunteers, interns, students and external contractors involved in center related activities.
- Provides leadership to staff in developing center's vision, mission and priorities and in the development of center service standards.
- Creates and facilitates a positive working environment for the center staff in order to achieve
- greater operational efficiency and to contribute to the professional growth of staff.
- Provides direction to interns, volunteers and students in order to adapt to the center. This is shared responsibility.
- Chairs and/or facilitates committees and meetings with colleagues to enhance professional development. This is a shared responsibility.
- Participates and represents the center as a member of working groups, committees and meetings with various community groups.
- Plans parent/teacher meetings, interviews, special events to motivate and promote involvement of primary caregivers and other client users to the center environment and culture.
- Motivates and contributes to maintaining morale of staff, boards, private and public sector organizations within a team environment. This is a shared responsibility.
- Ensures the environment is safe and healthy for staff, children, external contractors, volunteers, interns and students.
- Identifies staff recruitment needs for the center, creates work descriptions, plans and establishes goals and work plans. Coordinates, schedules, assigns and monitors and evaluates the work of staff, students, interns, contractors and students.
- Mentors colleagues using a team approach. This is a shared responsibility.

Factor 1. Responsibility

Element 4. Responsibility for Money

Planning and Controlling

- Assesses budgetary operational needs for the center. Plans, controls budget allocations and monitors expenditures of salary, operations and maintenance costs.
- Establishes priorities and budget allocation levels for all operating center budgets. Provides financial planning, forecasting, reporting and advice.
- Prepares cost benefit and risk analysis for the development of new programs; purchase of equipment, upgrading of current existing programs and equipment.

Managing Money Flow

- Manages the negotiation of fees for services and manages the recovery of costs and fees from clients for childcare services.
- Prepares and makes bank deposits for the center.
- Acquires funds from center fund raising activities and solicits funds from other funding agencies or organizations.
- Processes accounts payable and receivable.

Spending Funds

- Calculates and makes payments for staff payroll including payments such as employment insurance deductions for the federal and provincial governments.
- Creates financial documents, verifies authorization and payment for services.
- Verifies that goods and services are received and that the price is correct.
- Tendering and contracting for goods and services.
- Negotiates discounts and negotiates for obtaining goods and services at the highest quality and best price.
- Ensures center facility and equipment, liability is adequate to full replacement value.
- Commits and expends funds for equipment, operations and maintenance, supplies, staff, students and contract work.

Factor 1. Responsibility

Element 5. Physical Assets and Products

- Operates, maintains and cares for computer and related equipment, software, telephones, reference texts to perform own work and computer and related equipment used by center staff. These items can be easily replaced but at considerable cost.
- Maintains active hard copy of children's files which are used for reference by all teaching staff and contain original documentation which cannot easily be replaced.
- Custody and safeguards active hard copy staff files used by the center director. Some items can be replaced but would be time-consuming to do so.
- Custody and safeguards active hard copy databases of financial documents, files, reports, budgets. These are replaceable but would be time-consuming to do so.
- The work requires responsibility for the custody, care, maintenance, servicing and cleaning of classroom equipment and related learning aids and products. This includes and is not limited to furniture, art supplies, toys, books which are used to provide learning programs and services to clients. These items can be easily replaced but at considerable cost.
- Custody and care for maintenance, servicing, and cleaning of center motor vehicle used by the center staff for services to children. Vehicle can be replaced but at considerable cost.
- Custody, care and accountability for maintenance, servicing of kitchen equipment. Equipment can be replaced but at considerable cost.
- Custody, delivery and storage of food goods for use of the clients. Some specific food products for clients are difficult to replace.
- Custody of databases used by the center for client registration and teaching resources. Some original documents cannot easily be replaced.
- The work requires custody of medications and related medical supplies. Certain medications may be difficult and costly to replace.

Factor 1. Responsibility

Element 6. Ensuring Compliance

- Reviews contract and related goods or services provided to the center and ensures the contract or has complied with the terms and conditions of the contract in order to authorize financial commitment and payment. Full authority to approve or deny payment or to request further action.
- Mediates issues or disputes with primary caregivers, agencies or governments.
- Performs compliance reviews on payment agreements to ensure payment fees and schedules for services performed and received are adhered to by primary caregivers.

Factor 2. Skill

Element 7: Job Content Knowledge

- Theories, principles, policies and practices of early childhood development in order to manage delivery of child development programs.
- Program evaluation and techniques to manage the development, implementation and effectiveness of the center's programs.
- Conflict resolution and problem-solving techniques to manage program delivery and for effective primary caregiver consultations.
- Principles and techniques of group dynamics to provide leadership and to facilitate an effective team-based working environment.
- Negotiation techniques for dealing with primary caregivers, government and other agencies in order to foster and create positive resolution and directions of childcare issues.
- Fund raising techniques and practices to generate supplementary funding resources for the center.
- Financial administration including budgeting, forecasting and monitoring of center expenditures to manage the operations of the center.
- Recruitment, interviewing skills and performance evaluation in order to carry out human resources activities for the center.
- Computer skills (databases, email) to produce documents, to input and access data and to communicate with staff, other centers, boards, governments and agencies.
- Presentation methods and techniques to represent the center at meetings for child care development issues and concerns. This knowledge is required to deal with government, boards, and other related groups.
- Marketing theories and practices to create awareness of childcare and to promote the services and programs of the center.

Factor 2. Skill

Element 8. Contextual Knowledge

Own Work Unit

- Knowledge of roles and responsibilities of staff within the center in order to delegate work and to implement changes.

Own Center

- Mandate, programs, mission statements, philosophies, policies of the center to ensure effective management and delivery of programs.
- Knowledge of community demographics, cultural climate, other community facilities and programs in order to maximize planning for client services and needs.

Other/Legislation/Regulations

- Mandate, roles and responsibilities of other agencies and government services to obtain assistance when dealing with childcare issues and in order to provide a comprehensive service to clients.
- Knowledge of community, cultural components to provide programs respecting diversity.
- Knowledge of provincial, municipal day care acts and regulations respecting fire, employment, labour, child welfare in order to adhere to required government legislation.
- Academic institutions in order to participate in internship programs and to provide input into focus groups on curriculum and practicum requirements.

Factor 2. Skill

Element 9. Communication

Communication Out

- Written and verbal skills are required to prepare briefing notes, provide advice and direction on center programming to staff, primary caregivers and organizations and agencies.
- Verbal and written skills to make presentations to staff and outside childcare organizations.
- Interviewing skills to elicit information from the children and to adapt messages to the children. This is very difficult because of the various age groups and developmental levels of the children.
- The work requires transforming and adapting language to the capability of children who have difficulty expressing their needs and who have varying levels of receptiveness and attention spans.
- Verbal and conflict resolution skills to facilitate problem resolution with primary caregivers related to center operating policies and procedures and on specific child development concerns.
- Skills are required to adapt communication to ensure understanding with individuals who have
- differing views and interpretations of the issues.
- Verbal and writing skills to provide interpretation of legislation, policies and guidelines to staff, primary caregivers and to the general public.
- Verbal and writing skills to convey client information to other professionals, agencies, speech therapists, child psychologists, primary caregivers and colleagues.
- Writing skills to document observations of the children in order to meet regulatory requirements.

Communication In

- Observation of verbal, non-verbal cues and active listening to interpret messages and needs of the children. This is very difficult particularly with the various age groups and capabilities of the children. Reading the body language is also required in order to understand and meet the needs of the children.
- Observation and active listening and interpretation skills to understand and determine enquiries and requests from primary caregivers. This can be difficult with clients who cannot articulate their requests or needs particularly in sensitive situations and cultural differences. Reading the body language of clients is required in order to provide assistance or guidance in dealing with a particular issue.
- Reading and interpretation skills to comprehend and assimilate information in legislative, reports and correspondence in order to determine specific information that is required to address issues or requests which require a response to boards, government, colleagues and clients.
- Listening and interpretation skills to understand multiple staff concerns. Difficulty may be encountered by lack of clarity or conflicting needs.

Factor 2. Skill

Element 10. Motor and Sensory Skills

- Dexterity and coordination skills are required to operate a computer keyboard and calculator for input of center related data for the preparation of reports, documents, letters, memos, and electronic communication.
- Auditory discrimination is required to respond to the emotional climate, discern messages of stress in children and staff voices. The work requires fast and immediate response in potentially hazardous situations.
- Equilibrium and coordination are required when lifting children in order to ensure safety of child and self.

Factor III. Effort

Element 11. Intellectual Effort

- Effort is required in preparing the center's working plans including staff consultations, determining time frames, calculating financial and human resources and developing budgets.
- Effort increases when working with conflicting demands, expectations and deadlines.
- Effort is required to develop plans for program delivery by consulting stakeholders (primary caregivers, staff, boards, community, government departments and agencies) with the added difficulty of budget, time constraints, priorities and differing agendas of stakeholders.
- Effort is required to provide an information retrieval service to clients and potential clients, staff and external stakeholders. Time pressures, constant interruptions and distractions from telephone calls, staff, client demands increase the effort.
- Effort is required to determine options for delivery of child development programs. This involves evaluating current programs, assessing new trends, consulting with stakeholders, and creating new programs and center initiatives. Time, financial constraints contribute to the challenge and increase the effort.
- Effort is required in managing human resources. Selecting staff, budget constraints and turnover levels contribute to increase this effort to achieve optimal human resources management.
- Effort is required to solve ethical dilemmas within the center by adhering to the childcare code of ethics and center philosophy with concurrent demands.
- Effort is required to verify records (attendance, financial status) to respond appropriately and accurately to stakeholders. Interruptions, time pressures, limited resources and concurrent demands contribute to increase this effort.
- Manages staff, children and primary caregiver relations. This requires an understanding of individual and group dynamics and the development of strategies to foster and strengthen these relationships. Effort is required to assess the differing perspectives and facilitate mutually beneficial solutions.

Factor III. Effort

Element 12. Sustained Attention

- Chairs or participates in lengthy committee meetings and stakeholder consultations. Sustained attention is required when dealing with admissions and the child's progress. Lack of attention or distractions from telephone calls, colleagues, urgent situations may lead to gaps in the analytical process and loss of goodwill with the clients. This activity takes up to 25 % of total work time.
- Sustained attention is required in preparing reports and inputting data to ensure accuracy of the data/content of the documents. There are continuous interruptions from telephone calls, colleagues, stakeholders, drop-in clients and center conversations. This represents about 20 % of the total work time.

Factor III. Effort

Element 13. Psychological/Emotional Effort

- Mental effort and composure is required to manage emotional reactions and to maintain professional demeanor when dealing with primary caregiver meetings and interviews when there is disagreement with center philosophy, program methodologies or child evaluations. Some control can be exercised on the frequency and durations of these instances.
- Mental exertion is required to maintain composure while providing support to children under duress. There is not control over the frequency or duration of these incidents.
- Effort is required to maintain composure and impartiality when chairing or facilitating committees or meetings dealing with contentious operational issues. Little control can be exercised over the reactions of others in these circumstances.

Factor III. Effort

Element 14. Physical Effort

- Sits for prolonged and sustained periods (up to four hours) before a computer when reviewing documents either in hard copy format or at a computer screen or keyboarding at a computer terminal. Managing files requires standing for prolonged periods while filing, bending and stretching to put files away on a daily basis.
- Bending, lifting, kneeling, standing, stretching, pushing, pulling is required for classroom setup and cleaning, approximately 2 hours per week.
- Bending and lifting of children to aid and comfort. Sitting at child's eye level for extended periods of time on child size chairs or on the floor.

Factor IV. Working Conditions

Element 15. Work Environment

Psychological Environment

- Work requires continuous exposure to multiple and conflicting demands, shifting priorities and short time frames to meet the demands of the children, staff, primary caregivers and other stakeholders. This occurs on a daily basis and specific issues cannot be predicted resulting in lack of control over the pace of work.
- Work requires addressing complaints from difficult clients about the programs and services provided by the center to their specific child. Clients may have unrealistic requests or expectations which contributes to the stress factors in the center and some issues can be ongoing.
- The work requires dealing with contentious, sensitive issues dealing with potential child abuses situations. This situation may occur intensely for a period of time until the case has been dealt with by the appropriate authorities.

Physical Environment

- The work involves continuous exposure to center noise and constant interruptions in an open work environment.
- The work requires exposure to glare from computers when accessing or keyboarding information and data for periods of 2-3 hours per day.
- There is a lack of control over the demands of children and pace of work in the center. Emergency situations can occur requiring immediate and intense attention.

Factor IV. Working Conditions

Element 16. Risks to Health

- High stress levels resulting from the need to constantly deal with multiple demands from children, staff, primary caregivers and other stakeholders. Exposure is continual throughout the day.
- Exposure to children's communicable diseases may lead to contracting these diseases. Exposure is continuous throughout the day.
- Exposure to potential of blood borne/infected bodily fluids can lead to life threatening illness.
- Lifting, bending, and carrying children, equipment and furniture may result in back injury.
- Sitting at a desk, keyboarding for several hours may cause eyestrain and muscular pain.