LOWER SIMILKAMEEN INDIAN BAND
TEEPEE TOTS DAYCARE
EARLY CHILDHOOD EDUCATOR

PROGRAM
The Health/Social Department, in collaboration with the LSIB Ntamtqen Snma?maya?tn and broader community, is responsible for increasing the capacity and sustainability of the Department and enhance engagement/ownership of the health of the Smelqmix people. The Department in cooperation with Ntamtqen Snma?maya?tn develops and implements health and educational programs that incorporate the traditions, values and strengths of the Smelqmix people.

The Lower Similkameen Indian Band recognizes the value placed on lifelong learning and will strive to incorporate a multi-generational approach as part of the learning.

PURPOSE OF THE POSITION
To plan and implement activities/interventions for children, families and community to enhance child development as well as to collaborate as a part of a multidisciplinary team to ensure that children have access to the services they need. This position plays an important role to promote the early childhood stages of growth and development of the Kindergarten 4 (K4) children within the Ntamtqen snma?maya?tn School.

SUPERVISION RECEIVED
The Early Childhood Educator operates under the direct supervision of the Health and Social Team Lead.

SUPERVISION EXERCISED
The Early Childhood Educator does not supervise employees.

DUTIES AND RESPONSIBILITIES
• Conducts developmental assessments of each K4 student using appropriate tools and personal skills and knowledge;
• Develops and maintains yearly, monthly, and daily instructional plans;
• Plans and implements activities/interventions for each family/child including referrals to specialized services;
• Keeps records regarding access to provincial services and wait lists;
• Collaborates in planning, preparation and carrying out activities for the K4 curriculum.
• Ensures monthly evaluations are conducted on various program activities and prepares monthly reports regarding program statistics;
• Demonstrates appropriate and effective teaching strategies which will support the learning of children involved in the program;
• Maintains a safe learning environment in the school, fieldtrips or other school-sponsored activities;
• Orders instructional equipment and supplies for classroom use and maintains an inventory when required;
• Resolves conflict with program participants or parents;
• Monitors areas of responsibility for opportunities for improvement and innovation and works proactively to implement these;
• Attends departmental meetings and events as required;
• Participates in relevant training and workshops identified by the Team Lead to enhance program services;
• Ensures that service quality standards are maintained and consistently delivered in all areas of responsibility;
• Develops effective working relationships with parents and co-workers by assisting in the resolution of issues and complaints and refers them to the Team Lead when required;
• Maintains strict confidentiality and exercises sound judgment and discretion when dealing with sensitive issues;
• Presents a professional, positive and helpful attitude at all times when interacting with children, families, community and co-workers;
• Promotes a safe work place; ensures that all established safety procedures are followed;
• Carries out other duties essential to the position as directed by the Team Lead

FINANCIAL RESPONSIBILITY
The Early Childhood Educator does not have financial responsibility.

EDUCATION AND EXPERIENCE
• Diploma or certificate in Early Childhood Education; and
• Minimum 1 year of experience working in a daycare or other ECE environment;
• Experience planning and implementing curriculum and achieving outcomes;
• Clean criminal record check with Vulnerable Sector required;
• Valid standard first aid and CPR certificate;

KNOWLEDGE, SKILLS AND ABILITIES
• Thorough knowledge of activities/interventions to enhance child development;
• Thorough knowledge of program administration;
• Advanced interpersonal and organizational skills and extremely detail-oriented;
• Advanced verbal and written communication skills;
• Ability to provide, obtain or follow clear, concise and accurate information orally and in writing (including spelling, grammar, context and structure);
• Ability to connect and build relationships with children in a positive way to encourage engagement and participation and have fun;
• Ability to establish and maintain respectful, cooperative and productive working relationships with a variety of individuals to complete work assignments;
• Ability to work independently with limited direction, act on own initiative, set own priorities and meet tight, changing or concurrent deadlines;
• Ability to exercise sound judgment and discretion when dealing with sensitive issues;
• Ability to deal effectively and efficiently with occasionally aggressive or demanding individuals to provide or obtain information to clarify or resolve issues;
• Ability to following safe work procedures;
• Strong work ethic including the ability to take initiative; to attend work on a regular and consistent basis, and to demonstrate a collaborative approach to problem solving.

COMMITTEES
Does not sit on committees.

OTHER FACTORS
Culture/Language
Respect for and working knowledge of the Syilx culture.

Personal Attributes
The Early Childhood Educator maintains strict confidentiality in performing his/her duties and demonstrates the following personal attributes: Integrity, Respect, Trust, Honesty, Compassion, Accountability

WORKING CONDITIONS
Physical Demands
• Potential for work in inclement weather conditions;
• Extended periods of standing or walking;
• Potential for conflict from parents;
• May be required to attend meetings and community events outside of normal office hours and may be required to travel out of town for meetings.

Tools/Equipment
Uses office tools and equipment such as computers, laptops, scanners, photocopiers, calculators, fax machines, cell phones, telephones;
Uses computer applications such as databases, electronic mail, spreadsheets, word processing.

Time Management
• Deadlines for preparing reports as directed by the Team Lead;
• Frequently encounters emergencies and potentially stressful situations.
COMPETENCIES
Core Competencies
Respect/Collaboration
Trust & Honesty/Building Trust
Compassion
Accountability/Taking Initiative

Education Focused Competencies
Planning, Organizing and Co-ordinating
Conflict Management
Customer Service
Delivering Results (Productivity and Personal Growth)
Functional Knowledge and Skills
Teamwork and Co-operation
Communication (Written and Oral)
Technology

COMPETENCIES DEFINED

CORE COMPETENCIES
Respect/Collaboration
RESPECT: Treats all people with dignity, respect and fairness. Resolves interpersonal conflicts constructively. Shares time, energy and knowledge with others to ensure they can succeed.
INCLUSIVENESS: Demonstrates awareness and respect of cultural and individual values. Appreciates and leverages the strengths of others to accomplish goals, regardless of background. Listens to ideas from others, even when different from own. Is careful to ensure all sides are heard before reaching a conclusion.

Trust & Honesty/Building Trust
HONEST: Behaves and expresses oneself in an open and honest manner. Is consistent in word and actions. Tells the truth even when it is difficult. Shares information accurately, completely and appropriately.
COMMITTED: Follows through on assignments and commitments. Supports LSIB goals and initiatives. Adheres to all policies and procedures.

Compassion Genuinely cares about people; is concerned with their problems; is available and ready to help; demonstrates real empathy with the joys and pains of others.

Accountability/Taking Initiative Responds appropriately on own to improve outcomes, processes or measurements. Assumes responsibility and leadership when asked. Accomplishes goals independently, with little need for supervision. Takes ownership and accountability for own performance. Seeks out and/or accepts additional responsibilities in the context of the job. Identifies problems, obstacles or opportunities and takes appropriate action to address current or future problems or opportunities. Proactively doing things and not simply thinking about future actions.

EDUCATION FOCUSED COMPETENCIES
Planning, Organizing and Co-ordinating involves proactively planning, establishing priorities and allocating resources. It is expressed by developing and implementing increasingly complex plans. It also involves monitoring and adjusting work to accomplish goals and deliver to the organization’s mandate.
Conflict Management is the ability to develop working relationships that facilitate the prevention and/or resolution of conflicts within the organization.

Customer Service is the ability to anticipate and meet the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement. Understanding and meeting the needs of clients (clients are individuals or groups who use the department’s services).

Delivering Results (Productivity and Personal Growth) Strives to consistently achieve excellence in all tasks and goals. Maintains focus and perseveres in the face of obstacles. Uses time efficiently and responds quickly and constructively when confronted with challenges. Prioritizes tasks based on importance. Ensures job knowledge and skills are current and valuable. Receptive to feedback.

Functional Knowledge and Skills Demonstrates skills and knowledge relevant to one’s own function or work group. Applies current best practices in discipline or specialty area. Stays aware of major developments in discipline or specialty area. Recognized by customers and team members for functional knowledge and skills.

Teamwork and Co-operation is the ability to work co-operatively within diverse teams, work groups and across the organization to achieve group and organizational goals.

Communication (Written and Oral) Provides regular, consistent, and meaningful information. Listens carefully to others and ensures message is understood. Ensures important matters are shared with all appropriate parties. Communicates in a clear and concise manner. Uses appropriate grammar, pronunciation and tone to enhance understanding. Demonstrates professionalism through body language, including eye-contact and posture. Tailors’ communication style to needs of the recipient.

Technology is the ability to accurately and thoroughly utilize office technology and to demonstrate practical knowledge of information management, email management and privacy protection issues.