

# **Occupational Standards**

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## **for Early Childhood Educators**



**Child Care  
Human Resources  
Sector Council**

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Occupational Standards for Early Childhood Educators.  
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## OCCUPATIONAL STANDARDS

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**The Child Care Human Resources Sector Council (CCHRSC) is a pan-Canadian organization dedicated to moving forward on human resources (HR) issues in the child care sector. The CCHRSC brings together national partners and other sector representatives to help develop a confident, knowledgeable, skilled and respected workforce valued for its contribution to early childhood education and care.**

### **A) Goals**

The goals of the CCHRSC are to:

- Build and share knowledge to advance HR and labour market issues;
- Create tools to promote good HR management practices;
- Foster the development of a skilled workforce;
- Provide leadership and coordination on HR issues; and
- Engage sector stakeholders to ensure a comprehensive, coordinated and responsive approach.

### **B) Definition**

The term ‘child care’ has often been used to describe the sector in which early childhood educators work. There has been much discussion over the past few years about what the name of the sector, as well as the titles for occupations within the sector, should be. It is understood that the discipline or knowledge base is early childhood education and care. Therefore, for the purposes of this document, the term ‘early childhood educator’ (ECE) will be used to define a person who provides education and care.



# GUIDE TO THE OCCUPATIONAL STANDARDS

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# INTRODUCTION

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## Introduction to occupational standards

### A) What are occupational standards?

Occupational standards describe what a person in a particular occupation must know and be able to do to be considered ‘capable’ in the occupation—that is, the level of skills and knowledge required to do their job effectively, safely and properly.

These occupational standards are intended for ECEs working in an early childhood education and care environment. They apply to any ECE who provides education and care in programs for children aged 0-12 in a variety of age groupings, including infant and toddler care, preschool-aged care, school-aged care and inclusive care, in any of the following:

- Publicly funded child care settings
- Privately operated child care settings
- Home-based child care settings
- Family resource programs
- Other early childhood settings (e.g., nursery schools, kindergartens)

### B) Why have occupational standards?

The development of occupational standards by the people doing the job enables them to take ownership of their occupation. They, rather than outsiders, define acceptable professional behaviour and the knowledge, skills and abilities required for competent practice.

Occupational standards also serve a wide range of other purposes within the child care sector, including:

#### For early childhood educators

- Offering a foundation for career development
- Identifying training gaps in the required occupational skill set
- Enhancing occupational recognition
- Enhancing job mobility

#### For employers

- Identifying key tasks and roles
- Identifying professional development needs
- Facilitating objective job descriptions
- Providing guidance for recruitment

#### For early childhood education faculty

- Identifying areas where expertise is required
- Providing the basis for curriculum, training development and education

#### For sector organizations

- Forming the basis of certification programs
- Forming the basis of program accreditation
- Creating professional development opportunities

#### For the stakeholders

- Identifying the skills required for specific occupations
- Providing nationally-recognized, sector-driven benchmarks of best practices
- Providing career development information for practitioners ladder to administration

### C) What do occupational standards consist of?

To facilitate understanding of the nature of the occupation, the occupational standards document is presented as follows:

#### Section

The largest division within the analysis, each section reflects a distinct operation relevant to the occupation.

#### Task

A task is defined as a distinct, observable and measurable activity. When specific tasks are combined, they make up the logical and necessary steps required to complete a specific assignment within a section.

**Context Statement**

Defines the parameters of the task.

**Sub-Task**

The smallest practical division of any work activity.

When specific sub-tasks are combined, they fully describe all duties constituting a task.

**Required skills and abilities**

The elements of skill and abilities an individual must acquire to adequately perform a sub-task. Skills and abilities may be acquired through formal education, on-the-job learning, self-study or experience.

**Required core knowledge**

The core knowledge an individual must acquire to adequately perform a sub-task. Knowledge may be acquired through formal education, on-the-job learning, self-study, experience or professional development.

**D) To whom do these occupational standards apply?**

These standards cover the broad range of tasks that can be performed by ECEs.

However, the occupational standards are not meant to replace individual job descriptions; they are to be used for guidance in defining skill levels and knowledge for ECEs in specific settings or positions. Early childhood educators may perform tasks in a number of key areas of the occupational standards, but not necessarily in all areas. For example, in large operations other individuals may be employed or designated to perform specific tasks.

# DEVELOPMENT

## OF THE OCCUPATIONAL STANDARDS

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**More than 900 ECEs with extensive knowledge and experience in early childhood education developed and validated these occupational standards through interviews, online surveys, regional workshops and provincial/territorial validation exercises.**

It is important to note the following standards are a revision of the Occupational Standards for Child Care Practitioners developed by the Canadian Child Care Federation in 2003. This revision was completed to ensure that the occupational standards for ECEs were as reflective of the current roles and responsibilities as possible.

The occupational standards development process began early in 2009 with a literature review of existing provincial and international standards to determine the scope of the occupation and the approach to analyzing the occupation. Key informant interviews were conducted with leaders in early childhood education from across the country to identify occupational trends, qualifications and education, and issues affecting the early childhood educator. This information was used to gain insight from ECEs themselves regarding trends and changes in the profession, including how well graduates are prepared for working in the occupation. A total of 748 online surveys were completed by ECEs across the country. The survey responses aided in the definition of the scope for the occupational analysis and served to engage a wide cross-section of ECEs.

Each of these steps in the development process served to clarify that all distinct sectors of early childhood education—infant care, school-aged care, family child care, special needs and inclusion, and early childhood care in kindergarten settings—are essential to include in the definition of early childhood educator.

Using this broad definition, three occupational analysis workshops were held in Edmonton, Toronto and Montreal, during which the 43 participants developed the pan-Canadian occupational standards. The development of the occupational standards was followed by 12 validation workshops conducted in English and French with more than 150 participants from all provinces and territories.



# SCOPE OF THE

## EARLY CHILDHOOD EDUCATOR

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**An ECE is an individual who is responsible for the development, delivery and evaluation of the care and education of children ages 0-12 years in a variety of age groupings, including infant and toddler care, preschool-aged care, school-aged care and inclusive care. Early childhood educators may work in a variety of settings, including publicly-funded child care settings, privately-operated child care settings, home-based child care settings and family resource programs. The administrative/business skills required for home-based child care are not included in these standards; these are covered in the Occupational Standards for Child Care Administrators (CCHRSC 2006).**

In smaller operations, particularly home-based child care, ECEs function as educator, caregiver and administrator. Some ECEs work with a variety of age groups, while others specialize in a particular age or group setting. As the early childhood environment changes, more and more child care settings are requiring educators with higher or more specialized skills to work with children with special and multiple needs.

The role of the ECE includes the planning and delivery of inclusive play-based learning and care programs for children in order to promote the well-being and holistic development of children. This includes the delivery of programs from infancy to preschool children and school-aged children, including children with special needs, ECEs are also responsible for the assessment of the programs and of the progress of children in the programs, as well as communicating with the parents or persons with legal custody of the children in the programs in order to improve the development of the children.

Regardless of the setting, ECEs facilitate daily experiences that support and promote each child's physical, language, emotional, cognitive and creative development and behaviour while respecting inclusion principles and the diversity of the population.

In the delivery of programming, ECEs complete a variety of health and safety procedures and comply with quality standards, current laws and regulations associated with a healthy and safe environment. They follow health and safety practices to develop and maintain a safe environment for children by performing regular equipment and facilities inspections.

As a part of holistic approach, ECEs form collaborative partnerships with children's families that honour the family's role as primary caregiver and respect each family's composition, language and culture. They also establish relationships with and use the resources of the children's communities to support the achievement of program objectives.

Early childhood educators advocate for support from governmental agencies and associations for children and their families by communicating clear, accurate information. They work as members of teams to develop learning environments that support productive work and meet professional needs, recognize and capitalize on the strengths of fellow team members and provide mutual support, collaboration and assistance.

Early childhood educators demonstrate professionalism by participating in ongoing professional development and learning, by following a Code of Ethics, maintaining required certifications and registrations, and respecting the rights of children and their families by maintaining confidentiality while maintaining appropriate records and documentation.



# ANALYSIS

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# SECTION A

## CHILD DEVELOPMENT, LEARNING AND CARE

### Task A.1

### Facilitate the development and behaviour of children.

#### Context Statement:

Early Childhood Educators facilitate daily experiences that support and promote each child's physical, language, emotional, cognitive, social and creative development and behaviour using applicable observation tools while respecting inclusion principles and diversity issues.

#### Sub-Task A.1.1

#### USE A VARIETY OF OBSERVATION AND DOCUMENTATION TECHNIQUES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) document observations using a range of methods (e.g., notes, photos, videos);</li><li>b) seek information from parents' observations of their children;</li><li>c) categorize observations into development domains;</li><li>d) interpret observations;</li><li>e) communicate observations with team and families;</li><li>f) use non-biased language (e.g., open-ended sentences, non-judgemental terminology).</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) child development theories;</li><li>2) effective communication skills to understand and interpret children's behaviours;</li><li>3) theories and approaches about observation and documentation techniques.</li></ul>

## Sub-Task A.1.2

### FACILITATE COGNITIVE DEVELOPMENT OF CHILDREN.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) assess and interpret developmental stage of children;</li> <li>b) observe the children's play and interactions;</li> <li>c) interpret observations;</li> <li>d) identify strategies to further promote cognitive development;</li> <li>e) gather information about the child's cognitive development from team members, family and relevant others.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) cognitive development related to age of the children;</li> <li>2) multiple intelligences;</li> <li>3) program and quality standards regarding observation techniques and cognitive development;</li> <li>4) communication skills to obtain information about the child;</li> <li>5) resources in the environment (e.g., colleagues, materials, students).</li> </ul>

### Sub-Task A.1.3

#### FACILITATE LANGUAGE DEVELOPMENT OF CHILDREN.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ol style="list-style-type: none"> <li>observe and interpret language development during play and interactions;</li> <li>communicate with the child (e.g., non-verbal techniques, home language(s));</li> <li>determine language(s) spoken in the home;</li> <li>determine language ability according to age and stage of development;</li> <li>identify factors affecting language capacity (e.g., environmental, intellectual, cultural, physiological);</li> <li>identify beliefs and practices that affect language use and development.</li> </ol>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>language development for second language learners;</li> <li>child development theories;</li> <li>language development theories according to developmental stages and ages;</li> <li>developmental practices for promoting and supporting language development;</li> <li>resources in the environment (e.g., colleagues, materials, students);</li> <li>multiple intelligences;</li> <li>program and quality standards regarding observation techniques and language development;</li> <li>cultural diversity theories and approaches.</li> </ol>

## Sub-Task A.1.4

### FACILITATE SOCIAL DEVELOPMENT OF CHILDREN.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) observe:             <ul style="list-style-type: none"> <li>• the child's interaction with peers and adults;</li> <li>• the child when they are being dropped off and picked up;</li> <li>• the child's stage of social play;</li> <li>• the child's interaction with their environment;</li> <li>• the child's body language, gestures and facial expressions;</li> <li>• the child's peer entry group skills;</li> <li>• how the child manages stress and conflicts;</li> <li>• how the child manages transition times in the program;</li> </ul> </li> <li>b) identify triggers that may impact on the child's social behaviour (e.g., transitions);</li> <li>c) facilitate children's problem-solving skills;</li> <li>d) facilitate children's entry skills.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) child development theories;</li> <li>2) child social development theories;</li> <li>3) multiple intelligences;</li> <li>4) diversity theories and approaches;</li> <li>5) program and quality standards regarding observation techniques and social development;</li> <li>6) the child's family and extended network of support;</li> <li>7) resources in the environment (e.g., colleagues, materials, students);</li> </ul>

## Sub-Task A.1.5

### FACILITATE ACCEPTANCE OF DIVERSITY.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) model a positive attitude towards diversity (e.g., family, cultural, special needs);</li> <li>b) provide materials and activities that reflect diversity;</li> <li>c) check and validate perceptions (e.g., why a child does not look an adult in the eye);</li> <li>d) promote positive attitudes towards differences;</li> <li>e) utilize different communication methods.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) differing socioeconomic and cultural realities within the program;</li> <li>2) immigrant adjustment process;</li> <li>3) concepts of discrimination, prejudice, homophobia, racism, etc.</li> </ul>

## Sub-Task A.1.6

### FACILITATE EMOTIONAL DEVELOPMENT OF CHILDREN.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <p>a) observe:</p> <ul style="list-style-type: none"> <li>the child's interactions at drop-off and pick-up;</li> <li>the child's interactions with family members;</li> <li>the child during play with other children and adults;</li> </ul> <p>b) assess and interpret:</p> <ul style="list-style-type: none"> <li>how the child relates to others;</li> <li>the child's self-esteem and autonomy, self-concept and self-identity;</li> <li>the child's level of comfort or security;</li> <li>the child's problem-solving strategies;</li> <li>how the child manages stress and conflict;</li> <li>how transition times affect the child;</li> <li>how the child plays within their environment;</li> <li>if the child displays developmentally appropriate empathy;</li> <li>the child's self-regulation skills;</li> </ul> <p>c) implement strategies:</p> <ul style="list-style-type: none"> <li>set goals;</li> <li>review;</li> <li>evaluate and reflect.</li> </ul>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>child development theories;</li> <li>child temperament theories;</li> <li>attachment theories;</li> <li>multiple intelligences;</li> <li>self-regulation skills development theories;</li> <li>program and quality standards regarding observation techniques and emotional development;</li> <li>planning processes and theories;</li> <li>resources in the environment (e.g., colleagues, materials, students).</li> </ol>

## Sub-Task A.1.7

### FACILITATE CREATIVE DEVELOPMENT OF CHILDREN.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ol style="list-style-type: none"> <li>facilitate children in the planning and follow-through of activities;</li> <li>structure the environment and activities around creative learning;</li> <li>provide open-ended activities with varied stimulating materials;</li> <li>facilitate children's problem-solving skills;</li> <li>set up the environment to promote creative development;</li> <li>provide activities that enable the children to express their creativity;</li> <li>demonstrate creativity, spontaneity and flexibility.</li> </ol>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>resources in the environment (e.g., colleagues, materials, students);</li> <li>active learning principles (e.g., key experiences);</li> <li>multiple intelligences;</li> <li>multiple teaching strategies;</li> <li>program and quality standards regarding observation techniques and creative development.</li> </ol>

## Sub-Task A.1.8

### FACILITATE PHYSICAL DEVELOPMENT OF CHILDREN.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) observe and interpret:             <ul style="list-style-type: none"> <li>• the child's gross motor skills;</li> <li>• the child's fine motor skills;</li> <li>• how the child interacts with peers;</li> </ul> </li> <li>b) identify if the child may have physical challenges or disabilities;</li> <li>c) identify individual circumstances that could affect physical development (e.g., premature birth);</li> <li>d) implement strategies:             <ul style="list-style-type: none"> <li>• set goals;</li> <li>• review;</li> <li>• evaluate and reflect.</li> </ul> </li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) child development theories;</li> <li>2) multiple intelligences;</li> <li>3) each child and their individual circumstances;</li> <li>4) program and quality standards regarding observation techniques and physical development;</li> <li>5) resources in the environment (e.g., colleagues, materials, students).</li> </ul>



**Task A.2****Develop, implement and evaluate programs.****Context Statement:**

In partnership with families, Early Childhood Educators research information to develop and implement programs that meet the developmental needs of the children within their settings, as determined by the age groups and stages of development of children with which they work. Through the use of a variety of observation methods and techniques, ECEs note the progress of each child within the various domains of child development.

**Sub-Task A.2.1****RESEARCH A VARIETY OF CURRICULUM MODELS.**

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) research appropriate information about a range of curriculum approaches and models;</li> <li>b) analyze information from each model to determine the best fit with individual program needs.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) child development theories;</li> <li>2) curriculum theories;</li> <li>3) diversity of family contexts;</li> <li>4) professional research tools and approaches (e.g., books, publications, reputable Internet sites);</li> <li>5) philosophy of the program;</li> <li>6) requirements of the program.</li> </ul>

Sub-Task A.2.2	
IMPLEMENT INCLUSION POLICY.	
Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) develop inclusionary practices for program delivery;</li><li>b) implement inclusionary practices into programs;</li><li>c) implement an inclusive environment for children;</li><li>d) promote inclusion within the program.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) inclusion policies and procedures;</li><li>2) principles of universal design and how they support inclusion of all children;</li><li>3) different aspects of inclusion (e.g., cultural, general, sexual orientation, special needs);</li><li>4) variety of diverse family compositions.</li></ul>

## Sub-Task A.2.3

### DEVELOP INFANT PROGRAM.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ol style="list-style-type: none"> <li>develop a program based on:             <ul style="list-style-type: none"> <li>observations;</li> <li>developmental needs of children;</li> <li>interests of children;</li> <li>community resources;</li> </ul> </li> <li>set up a physical environment that supports the child's learning and development;</li> <li>find resources and materials based on the child's interests and needs;</li> <li>set up a safe physical environment for activities;</li> <li>develop a written plan that includes activities;</li> <li>collaborate with parents in developing individual infant program plans;</li> <li>respect and respond to parents' expectations for their child;</li> <li>create an emotional bond with the child based on social and emotional needs;</li> <li>post the plan and review ongoing progress;</li> <li>exchange information and share observations daily on the infant's experience (e.g., eating, sleeping, milestones, play).</li> </ol>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>child development theories;</li> <li>individual children and their families;</li> <li>variety of diverse family compositions;</li> <li>developmentally-enriched activities to develop skills;</li> <li>attachment theories;</li> <li>temperament theories;</li> <li>related regulations, standards of practice, quality standards and licensing requirements;</li> <li>organizational values, policies and procedures;</li> <li>development of infant programs;</li> <li>principles of establishing a developmentally-appropriate environment.</li> </ol>

## Sub-Task A.2.4

### DEVELOP TODDLER PROGRAM.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ol style="list-style-type: none"> <li>develop a program based on: <ul style="list-style-type: none"> <li>observations;</li> <li>developmental needs of children;</li> <li>interests of children;</li> <li>community resources;</li> </ul> </li> <li>set up a physical environment that supports the child's learning and development;</li> <li>find resources and materials based on the child's interests and needs;</li> <li>respect and respond to parents' expectations for their child;</li> <li>follow continuum of development to enrich skills and abilities;</li> <li>offer a variety of activities and allow for revisiting;</li> <li>create an emotional bond with the child based on social and emotional needs;</li> <li>document and share program plan or make learning visible through a variety of means;</li> <li>involve parents in developing program plan;</li> <li>set up a safe physical environment for activities;</li> <li>provide parents with updates on their child's progress and development;</li> <li>support each child's full participation.</li> </ol>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>child development theories;</li> <li>individual children and their families;</li> <li>related regulations, standards of practice, quality standards and licensing requirements;</li> <li>organizational values, policies and procedures.</li> </ol>

## Sub-Task A.2.5

### DEVELOP PRE-SCHOOL PROGRAM.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ol style="list-style-type: none"> <li>develop a program based on:             <ul style="list-style-type: none"> <li>observations;</li> <li>developmental needs of children;</li> <li>interests of children;</li> <li>community resources;</li> </ul> </li> <li>set up a physical environment that supports the child's learning and development;</li> <li>find resources and materials based on the child's interests and needs;</li> <li>follow continuum of development to enrich skills and abilities;</li> <li>offer a variety of activities and allow for revisiting;</li> <li>create an emotional bond with the child based on social and emotional needs;</li> <li>document and share program plan or make learning visible through a variety of means;</li> <li>take parents' suggestions into consideration;</li> <li>respect and respond to parents' expectations for their child;</li> <li>set up a safe physical environment for activities;</li> <li>organize field trips based on philosophy of the program;</li> <li>promote environmentally-friendly activities (e.g., recycling, composting);</li> <li>facilitate the transition of children from child care to the school system;</li> <li>provide parents with updates on their child's progress and development.</li> </ol>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>child development theories;</li> <li>individual children and their families;</li> <li>related regulations, standards of practice, quality standards and licensing requirements;</li> <li>organizational values, policies and procedures;</li> <li>provincial/territorial early learning curriculum framework or program standard, as it applies;</li> <li>principles of equity to support of each child's full participation;</li> <li>strategies to engage each child's unique strengths into the program.</li> </ol>

## Sub-Task A.2.6

### DEVELOP KINDERGARTEN-AGE PROGRAM.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ol style="list-style-type: none"> <li>develop a program based on: <ul style="list-style-type: none"> <li>observations;</li> <li>developmental needs of children;</li> <li>interests of children;</li> <li>community resources;</li> <li>length and type of program (e.g., full days, alternative days, half days);</li> </ul> </li> <li>set up a physical environment that supports the child's learning and development;</li> <li>find resources and materials based on the child's interests and needs;</li> <li>follow continuum of development to enrich skills and abilities;</li> <li>offer a variety of activities and allow for revisiting;</li> <li>create an emotional bond with the child based on social and emotional needs;</li> <li>document and post program plan;</li> <li>take parents' suggestions into consideration;</li> <li>respect and respond to parents' expectations for their child;</li> <li>incorporate child's goals;</li> <li>set up a safe physical environment for activities;</li> <li>organize field trips based on philosophy of the program;</li> <li>promote environmentally-friendly activities (e.g., recycling, composting);</li> <li>develop communication strategies between the school and the centre, if applicable;</li> <li>provide parents with updates on their child's progress and development.</li> </ol>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>child development theories;</li> <li>individual children and their families;</li> <li>related regulations, standards of practice, quality standards and licensing requirements;</li> <li>organizational values, policies and procedures;</li> <li>policies and procedures of school, school board and Ministry/Department of Education;</li> <li>principles of equity to support of each child's full participation;</li> <li>kindergarten framework/curriculum.</li> </ol>

## Sub-Task A.2.7

### DEVELOP SCHOOL-AGE PROGRAM.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ol style="list-style-type: none"> <li>engage children in the development of plans;</li> <li>develop a program based on: <ul style="list-style-type: none"> <li>observations;</li> <li>developmental needs of children;</li> <li>interests of children;</li> <li>community resources;</li> <li>length and type of program (e.g., before and after school, full days, professional development days);</li> </ul> </li> <li>implement programs that are free of racism, sexism and homophobia;</li> <li>encourage awareness of social justice issues to support the child's moral development;</li> <li>set up a physical environment that supports the child's learning and development;</li> <li>find resources and materials based on the child's interests and needs;</li> <li>follow continuum of development to enrich skills and abilities;</li> <li>offer a variety of activities and allow for revisiting;</li> <li>create an emotional bond with the child based on social and emotional needs;</li> <li>respect children's transition to adolescence;</li> <li>document and share program plan or make learning visible through a variety of means;</li> <li>take parents' suggestions into consideration;</li> <li>respect and respond to parents' expectations for their child;</li> <li>incorporate the child's goals;</li> <li>set up a safe physical environment for activities;</li> <li>organize field trips based on philosophy of the program;</li> <li>promote environmentally-friendly activities (e.g., recycling, composting);</li> <li>communicate and collaborate with other partners (e.g., schools, other professionals);</li> <li>provide parents with updates on their child's progress and development.</li> </ol>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>child development theories;</li> <li>individual children and their families;</li> <li>related regulations, standards of practice, quality standards and licensing requirements;</li> <li>organizational values, policies and procedures;</li> <li>policies and procedures of school, school board and Ministry/Department of Education;</li> <li>principles of equity to support of each child's full participation.</li> </ol>

## Sub-Task A.2.8

### DEVELOP MULTI-AGE PROGRAM.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ol style="list-style-type: none"> <li>develop a program based on: <ul style="list-style-type: none"> <li>observations;</li> <li>broad range of developmental needs of children;</li> <li>interests of children;</li> <li>community resources;</li> </ul> </li> <li>set up a physical environment that supports the child's learning and development;</li> <li>find resources and materials based on the child's interests and needs;</li> <li>set up and maintain environment according to the skills and abilities of the children across the age range, taking safety aspects into consideration;</li> <li>program according to ages and developmental levels within the multi-age room;</li> <li>create an emotional bond with the children based on social and emotional needs;</li> <li>maintain ratios for multi-age groups;</li> <li>consider input from parents;</li> <li>respect and respond to parents' expectations for their children;</li> <li>promote environmentally-friendly activities (e.g., recycling, composting);</li> <li>provide parents with updates on their child's progress and development.</li> </ol>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>child development theories;</li> <li>individual children and their families;</li> <li>related regulations, standards of practice, quality standards and licensing requirements;</li> <li>organizational values, policies and procedures;</li> <li>strategies to engage each child's unique strengths into the program;</li> <li>principles of equity to support of each child's full participation.</li> </ol>



## Sub-Task A.2.9

### MODIFY ENVIRONMENT TO PROVIDE ACCESSIBILITY.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) provide accessibility for children and their parents;</li> <li>b) adapt the environment to suit the specific needs of the child and the group;</li> <li>c) collaborate with colleagues and administration to prepare and maintain the setting;</li> <li>d) engage in ongoing reflective evaluation.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) specific needs of the children and their families;</li> <li>2) inclusion policy of the program;</li> <li>3) core principles of reflective evaluation.</li> </ul>

## Sub-Task A.2.10

### IMPLEMENT PROGRAM.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ol style="list-style-type: none"> <li>prepare the materials and environment;</li> <li>introduce activities to the children;</li> <li>promote activities to address the needs of all children (e.g., plan for diversity);</li> <li>respect and respond to parents' expectations for their children</li> <li>vary play, routine and transitional periods (e.g., free play, directed play, projects, outdoors);</li> <li>use a variety of teaching/instruction strategies to support learning during play and small-group activities such as:               <ul style="list-style-type: none"> <li>observing;</li> <li>asking open-ended questions;</li> <li>giving children time to answer;</li> <li>encouraging children to take turns;</li> <li>providing positive encouragement, coaching and guidance;</li> <li>demonstrating;</li> <li>modelling;</li> <li>scaffolding;</li> <li>demonstrating flexibility;</li> <li>transitioning between activities;</li> </ul> </li> <li>explain rules and guidelines;</li> <li>ensure sufficient supplies;</li> <li>follow daily routines;</li> <li>adapt schedule when required.</li> </ol>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>child development theories;</li> <li>related regulations, standards of practice, quality standards and licensing requirements;</li> <li>organizational values, policies and procedures;</li> <li>program evaluation methods (e.g., best practices, quality standards);</li> <li>definition of learning, learning process and strategies to support learning;</li> <li>principles of equity to support of each child's full participation;</li> <li>evaluation analysis methods and strategies for program improvement and enrichment;</li> <li>reflective practice.</li> </ol>

## Sub-Task A.2.11

### EVALUATE PROGRAM.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ol style="list-style-type: none"> <li>observe and interpret:             <ul style="list-style-type: none"> <li>children's engagement in activities;</li> <li>children's ability to remain attentive;</li> </ul> </li> <li>actively interact with the children in a positive manner;</li> <li>identify if activity meets each child's:             <ul style="list-style-type: none"> <li>physical development;</li> <li>emotional development;</li> <li>moral development;</li> <li>social development;</li> <li>language development;</li> <li>cognitive development;</li> <li>sexual development and gender identity;</li> </ul> </li> <li>engage in reflective practice;</li> <li>seek and integrate feedback from parents;</li> <li>seek and integrate opinions from team;</li> <li>seek and integrate feedback from children;</li> <li>check that program meets guidelines and quality standards;</li> <li>draw relevant conclusions in written observations and discussions;</li> <li>make connections between observed behaviour and written observations and discussions;</li> <li>adjust program plan based on observations;</li> <li>prepare documentation (e.g., learning stories, language samples, children's drawings, emergent writing);</li> <li>provide parents with updates on their child's progress and development.</li> </ol>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>child development theories;</li> <li>developmentally-enriching activities;</li> <li>safety guidelines, policies and practices;</li> <li>program evaluation methods;</li> <li>evaluation analysis methods and strategies for program improvement and enrichment.</li> </ol>

**Task A.3****Support the holistic development of all children.****Context Statement:**

Early Childhood Educators recognize, promote and support the overall learning and development of children. They work to create trusting bonds and relationships with the children and create learning and development portfolios to document the development of each child.

**Sub-Task A.3.1****BUILD MEANINGFUL RELATIONSHIPS WITH THE CHILDREN.**

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) empathize with the children;</li> <li>b) engage in active listening;</li> <li>c) engage in respectful communication (e.g., positive language, tone of voice, position self at child's level, body language);</li> <li>d) provide opportunities for children to experience success;</li> <li>e) respond to the child's cues (e.g., verbal and non-verbal);</li> <li>f) encourage the children (e.g., choices, problem solving, decision making);</li> <li>g) provide reassurance and support;</li> <li>h) demonstrate consistency in behaviour and consequences;</li> <li>i) develop a trusting bond with the child (e.g., teach respect of self, promote attachment, feeling of security, self-awareness and feeling of belonging).</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) child development theories;</li> <li>2) attachment theories;</li> <li>3) individual children's relationships with parents;</li> <li>4) effective communication skills;</li> <li>5) diverse approaches.</li> </ul>

## Sub-Task A.3.2

### IDENTIFY AND EXPAND UPON LEARNING OPPORTUNITIES/TEACHABLE MOMENTS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) observe children and interpret observations to plan curriculum;</li> <li>b) identify and respond to learning opportunities/teachable moments;</li> <li>c) demonstrate flexibility and spontaneity to take advantage of learning opportunities/teachable moments;</li> <li>d) engage in active listening with the children;</li> <li>e) observe and respond to children's feelings, interests and abilities;</li> <li>f) enter play to stimulate children's thinking and elaborate learning;</li> <li>g) choose/provide materials with properties that are related to the child's explorations in the indoor and outdoor environment;</li> <li>h) choose/provide materials with properties that are inclusive of all children and families in the group;</li> <li>i) plan activities that incorporate sensory and motor areas, physical knowledge skills and cognitive and social play levels;</li> <li>j) use a variety of resources available within the program;</li> <li>k) sustain play by providing opportunities for repeated practice;</li> <li>l) foster child-initiated activities.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) child development theories;</li> <li>2) philosophy of the program;</li> <li>3) learning theories.</li> </ul>

### Sub-Task A.3.3

#### IDENTIFY AND SUPPORT THE CHILD'S INDIVIDUAL LEARNING AND DEVELOPMENT.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) observe children and interpret observations;</li> <li>b) document the child's learning and development;</li> <li>c) describe the child's representation (how the child demonstrates what he/she knows or explores);</li> <li>d) identify individual goals and objectives based on results of developmental observations;</li> <li>e) identify individual needs of the child;</li> <li>f) share observations with parents;</li> <li>g) engage in reflective practice;</li> <li>h) understand exceptionalities, special needs and differing abilities;</li> <li>i) develop individual programs and activities based on learning needs and styles of each child;</li> <li>j) develop activities within the program plan to help the child meet their goals and objectives;</li> <li>k) assess, interpret and record progress toward developmental goals and objectives;</li> <li>l) evaluate plan and make revisions if necessary;</li> <li>m) recommend to families the community agencies and resources available.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) child development theories;</li> <li>2) individual learning styles;</li> <li>3) available community and professional resources.</li> </ul>

## Sub-Task A.3.4

### IDENTIFY AND SUPPORT DIVERSITY, EQUITY AND INCLUSION.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) gather information about different forms of diversities (e.g., from the community, professional publications, websites);</li> <li>b) meet with children and families to gather important information;</li> <li>c) accommodate different practices within the program;</li> <li>d) respect differences in families' parenting practices;</li> <li>e) provide materials that are culturally inclusive, diverse and reflect an anti-bias approach;</li> <li>f) provide programs that reflect a diverse population;</li> <li>g) be sensitive and accepting of all children and their cultural, socioeconomic and family differences;</li> <li>h) engage all children in the program;</li> <li>i) promote and model the celebration of differences;</li> <li>j) provide opportunity for all children to learn about other cultures.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) specific cultures and diversities of children within the program and community;</li> <li>2) recognize diversity in race, sexual orientation, income and language;</li> <li>3) professional sources (e.g., books, publications, community groups) on culture and diversity, equity and inclusion;</li> <li>4) their own beliefs and how they affect their work/self-awareness.</li> </ul>

## Sub-Task A.3.5

### MAINTAIN DOCUMENTATION OF THE CHILD'S DEVELOPMENT.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) document program planning;</li> <li>b) develop a file for each child, including examples of the child's activities (e.g., photos, videos);</li> <li>c) record daily observations of the children;</li> <li>d) record behavioural and developmental progress;</li> <li>e) provide parents with updates on their child's progress and development.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) curriculum theories;</li> <li>2) child development theories;</li> <li>3) various observation methods and tools;</li> <li>4) documentation methods and tools.</li> </ul>



**Task A.4****Meet health, safety and well-being needs.****Context Statement:**

Early Childhood Educators develop and maintain settings and environments that promote the health, welfare and safety of all children. They complete a variety of health and safety procedures and comply with quality standards, current laws and regulations associated with healthy and safe environments.

**Sub-Task A.4.1****ACCOMMODATE FOR CHILDREN'S ALLERGIES.**

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) gather and post allergy information from families;</li> <li>b) share observations with families;</li> <li>c) collaboratively develop an allergy response plan with parents for each applicable child;</li> <li>d) follow the program's allergy policies;</li> <li>e) seek or administer treatment and first aid when required (e.g., administer EpiPen in the event of anaphylactic reactions);</li> <li>f) report and document allergic reactions.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) signs and symptoms of allergic reactions for individual children;</li> <li>2) when emergency care is required and how to administer care;</li> <li>3) federal/provincial/territorial/municipal regulations and quality standards;</li> <li>4) program policies for administration of medication;</li> <li>5) risks of cross-contamination.</li> </ul>

## Sub-Task A.4.2

### ADMINISTER MEDICATION AND/OR PROCEDURES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) obtain written instructions and permission from parents;</li> <li>b) read labels and administer prescribed medications accurately;</li> <li>c) record dispensing/administering and intake of medication;</li> <li>d) use specialized medical equipment (e.g., asthma masks, catheters, feeding tubes);</li> <li>e) ensure a daily follow-up with parents regarding the dosage of medication administered to the child during the day;</li> <li>f) document medication and procedures.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) federal/provincial/territorial/municipal regulations and quality standards;</li> <li>2) program policy for storing and administering medication;</li> <li>3) specialized equipment and procedures for individual children;</li> <li>4) signs and symptoms of allergic and adverse reactions.</li> </ul>

### Sub-Task A.4.3

#### IMPLEMENT PREVENTATIVE HEALTH AND SAFETY MEASURES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) sterilize and sanitize play materials and equipment;</li> <li>b) use universal hand washing/sanitizing procedures;</li> <li>c) recognize signs of various communicable diseases;</li> <li>d) notify parents/families/health departments of communicable disease outbreak, as required;</li> <li>e) implement exclusion policy, as required;</li> <li>f) conduct a daily health check of each child;</li> <li>g) recognize the effect of personal health on the well-being of the children.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) sanitization and sterilization regulations;</li> <li>2) communicable diseases and program policies;</li> <li>3) universal precautions (e.g., hand washing, handling of body fluids);</li> <li>4) professional sources (e.g., books, publications, reputable Internet sites) and quality standards and practices;</li> <li>5) food safety practices.</li> </ul>

### Sub-Task A.4.4

#### DEVELOP AND IMPLEMENT SAFE TRAVELLING PRACTICES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) transport children using safe practices and CSA-approved equipment;</li> <li>b) follow guidelines for stroller use;</li> <li>c) promote street safety;</li> <li>d) promote and educate children about transportation safety;</li> <li>e) meet provincial/territorial transportation requirements;</li> <li>f) complete and identify safety checklists;</li> <li>g) use developmentally-appropriate transportation (e.g., strollers, car seats, bikes, wagons);</li> <li>h) use appropriate safety equipment (e.g., helmets, seat belts);</li> <li>i) take precautions when planning and implementing field trips and celebrations (e.g., pre-trip visits, consideration of transportation issues).</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) federal/provincial/territorial regulations;</li> <li>2) quality standards and practices;</li> <li>3) safety policies of the program;</li> <li>4) developmentally-appropriate transportation;</li> <li>5) appropriate safety equipment.</li> </ul>

### Sub-Task A.4.5

#### PROVIDE FIRST AID AND CPR.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) identify when first aid and CPR is required;</li> <li>b) maintain certification;</li> <li>c) administer first aid and CPR.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) current first aid and CPR practices.</li> </ul>

### Sub-Task A.4.6

#### IMPLEMENT EMERGENCY AND EVACUATION PLANS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) identify emergency situations;</li> <li>b) keep plans up-to-date;</li> <li>c) educate children and families about the plans;</li> <li>d) practice safety procedures regularly;</li> <li>e) keep children's emergency contact information up-to-date and accessible;</li> <li>f) record/document and report practices and drills, as required;</li> <li>g) respond to emergencies (e.g., tornadoes, hurricanes, snowstorms, extreme heat, floods, chemical spills, power outages);</li> <li>h) contact appropriate emergency departments when necessary (e.g., fire, police, ambulance).</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) emergency and evacuation plans;</li> <li>2) federal/provincial/territorial/municipal regulations;</li> <li>3) quality standards and practices;</li> <li>4) contact information for emergency services personnel.</li> </ul>

### Sub-Task A.4.7

#### IMPLEMENT SECURITY PROCEDURES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) ensure security procedures are followed (e.g., lockdown, serious occurrence procedures, intrusion procedures);</li> <li>b) ensure security procedures are visible;</li> <li>c) operate security equipment (e.g., alarms, locks).</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) security procedures of the program;</li> <li>2) quality standards and practices;</li> <li>3) provincial/territorial/municipal regulations.</li> </ul>

### Sub-Task A.4.8

#### REVIEW SAFETY-RELATED ISSUES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) keep abreast and respond to safety-related information (e.g., product recalls, safety bulletins);</li> <li>b) identify, address and report unsafe equipment, materials, food, practices, policies and procedures;</li> <li>c) debrief and evaluate responses to safety issues and make warranted changes, as required;</li> <li>d) appropriately relay safety concerns.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) professional sources (e.g., books, publications, reputable Internet sites) and quality standards and practices;</li> <li>2) safety-related resources (e.g., websites, agencies, publications);</li> <li>3) related regulations, standards of practice and licensing requirements.</li> </ul>

## Sub-Task A.4.9

### FOLLOW SAFE TOILETING AND DIAPERING PROCEDURES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) implement developmentally-appropriate diapering procedures;</li> <li>b) ensure sanitary conditions are always maintained;</li> <li>c) use proper diaper-handling and disposal procedures;</li> <li>d) use safe lifting procedures;</li> <li>e) promote self-help skills as children are ready;</li> <li>f) supervise children;</li> <li>g) work collaboratively with parents to ensure consistency;</li> <li>h) effectively communicate with parents and children;</li> <li>i) document and report.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) health regulations;</li> <li>2) cultural expectations from parents;</li> <li>3) quality standards and practices;</li> <li>4) child development theories.</li> </ul>

Sub-Task A.4.10	
IDENTIFY AND REPORT SUSPECTED CASES OF CHILD ABUSE AND NEGLECT.	
Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) identify and document signs of abuse and neglect;</li><li>b) maintain confidentiality to protect the child and family while addressing the situation appropriately;</li><li>c) follow proper protocols for reporting abuse and neglect;</li><li>d) inform parents about Canadian legislation and program expectations of behavioural guidance and the rights of the child;</li><li>e) keep lines of communication open with families.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) signs of abuse and neglect;</li><li>2) legislation regarding duty to report;</li><li>3) procedures for reporting abuse and neglect;</li><li>4) policies of confidentiality;</li><li>5) community agencies to support families;</li><li>6) children’s rights.</li></ul>



## Sub-Task A.4.11

### PROMOTE A HEALTHY LIFESTYLE.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) promote and model good hygiene habits;</li> <li>b) promote and model physical exercise;</li> <li>c) promote and model healthy eating habits;</li> <li>d) promote need for adequate sleep and naptime schedules;</li> <li>e) promote children's physical and mental health;</li> <li>f) help the children to develop relaxation techniques;</li> <li>g) collaborate with other professionals and agencies to enhance health in the program;</li> <li>h) provide opportunities for outdoor activities every day;</li> <li>i) support parents in keeping a balanced home life that will promote a balanced environment for their children.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) relaxation techniques;</li> <li>2) professional literature and quality standards;</li> <li>3) hygiene measures;</li> <li>4) strategies for children's health;</li> <li>5) child's family and personal circumstances.</li> </ul>

Sub-Task A.4.12	
PROMOTE ENVIRONMENTALLY-SOUND PRACTICES.	
Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) educate self about environmentally-sound alternatives;</li><li>b) plan, program and implement environmentally-sound activities;</li><li>c) promote and involve parents in environmentally-sound activities within the program;</li><li>d) use environmentally-sound supplies and materials.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) environmentally-sound options;</li><li>2) emerging quality standards and practices;</li><li>3) organizational policies and procedures.</li></ul>

## Sub-Task A.4.13

### ACTIVELY SUPERVISE CHILDREN.

Required skills and abilities	Required core knowledge
<p>ECEs are able to:</p> <ul style="list-style-type: none"> <li>a) position themselves to maximize their view of areas;</li> <li>b) scan facilities frequently to maintain awareness of space and the group dynamic;</li> <li>c) recognize when redirection and intervention is required;</li> <li>d) maintain child-staff ratios;</li> <li>e) anticipate and communicate transition times;</li> <li>f) record and communicate ongoing number of children;</li> <li>g) work collaboratively with team members;</li> <li>h) create environments that do not impede supervision;</li> <li>i) engage children and facilitate play appropriately.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) supervision practices;</li> <li>2) staff-child ratios;</li> <li>3) environment rating scales;</li> <li>4) safety checklists;</li> <li>5) child guidance strategies (e.g., engagement, facilitation);</li> <li>6) quality standards and practices.</li> </ul>

## Sub-Task A.4.14

### SUPERVISE CHILDREN DURING OUTINGS AND FIELD TRIPS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) ensure all emergency contact information for children, medication, first aid supplies and communication devices (e.g., cell phones) are on-hand;</li> <li>b) enhance ratios, when possible;</li> <li>c) assign designated persons (e.g., staff, parents, volunteers) to groups of children;</li> <li>d) meet transportation requirements;</li> <li>e) implement inclusion practices to ensure all children can participate in outings and field trips.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) environment and location that they will be visiting (e.g., potential allergens, hazards);</li> <li>2) supervision practices;</li> <li>3) safety practices and procedures;</li> <li>4) federal/provincial/territorial and program transportation requirements;</li> <li>5) quality standards and practices.</li> </ul>

**Task A.5****Meet nutritional needs.****Context Statement:**

Early Childhood Educators may plan and provide nutritious meals and snacks and promote and demonstrate healthy eating habits for children. They may be responsible for the preparation of food and for the nutrition of children of varying ages and with various dietary needs and considerations. ECEs follow health and safety precautions and safe food-handling practices in the preparation and provision of food.

**Sub-Task A.5.1****PLAN AND PROVIDE NUTRITIOUS MEALS AND SNACKS.**

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) show an interest in and provide varied and nutritious types of food;</li> <li>b) follow <i>Canada's Food Guide</i> and <i>Food Guide for First Nations, Inuit and Métis</i>;</li> <li>c) develop and prepare balanced meals;</li> <li>d) promote culinary activities with the children;</li> <li>e) adapt menus and meals to the age group, culture, needs, portion sizes, etc.;</li> <li>f) respect any food restrictions (e.g., allergies, intolerances, vegan and vegetarian diets);</li> <li>g) respect and respond to family dietary practices;</li> <li>h) integrate cultural nutrition practices;</li> <li>i) follow food safety principles and rules.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) <i>Canada's Food Guide</i> and <i>Food Guide for First Nations, Inuit and Métis</i>;</li> <li>2) public health laws and regulations;</li> <li>3) cooking techniques and safe food-handling practices;</li> <li>4) nutritional value of the various types of food;</li> <li>5) developmental nutritional needs and children's preferences;</li> <li>6) vegetarian/vegan diets.</li> </ul>

## Sub-Task A.5.2

### PREPARE AND PROVIDE INFANT NUTRITION.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) follow the parents' plan for feeding, including food introduction;</li> <li>b) serve food in safe conditions (e.g., milk and food temperature);</li> <li>c) adhere to the baby's biological clock (i.e., feeding according to baby's hunger);</li> <li>d) adapt menus and meals to the infant's stage of development;</li> <li>e) pay attention to any food restrictions (e.g., allergies, intolerances);</li> <li>f) preserve nutritional integrity of foods (e.g., proper cooking, preparing, heating and storage procedures);</li> <li>g) facilitate the transition between breastfeeding/bottle and solid foods;</li> <li>h) encourage the bond with the infant through feeding and holding.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) policies and procedures of the program;</li> <li>2) public health laws and child care regulations;</li> <li>3) food-preparation techniques (e.g., formula preparation);</li> <li>4) nutritional value of the various types of food;</li> <li>5) safety measures;</li> <li>6) bottle-feeding procedures</li> </ul>

## Sub-Task A.5.3

### PROMOTE HEALTHY EATING.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) show a positive attitude and take positive forms of action (e.g., show respect for the child's appetite, rhythm and tastes);</li> <li>b) develop individualized and positive strategies;</li> <li>c) promote an environment that is conducive to healthy eating;</li> <li>d) follow <i>Canada's Food Guide</i> and <i>Food Guide for First Nations, Inuit and Métis</i>;</li> <li>e) provide parents with information about nutritious and safe food choices;</li> <li>f) keep parents informed about child's food intake;</li> <li>g) apply health and safety principles and rules;</li> <li>h) use mealtime as an opportunity for learning about healthy eating;</li> <li>i) create a positive social and emotional atmosphere at mealtimes;</li> <li>j) incorporate dietary diversities.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) <i>Canada's Food Guide</i> and <i>Food Guide for First Nations, Inuit and Métis</i>;</li> <li>2) public health laws and regulations;</li> <li>3) cooking techniques;</li> <li>4) nutritional value of the various types of food;</li> <li>5) quality standards and practices;</li> <li>6) eating habits and issues based on individual child's age, development and cultural diversity.</li> </ul>

## Sub-Task A.5.4

### ACCOMMODATE FOR SPECIAL NUTRITIONAL REQUIREMENTS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) obtain information from the family about any specific nutritional needs for the child;</li> <li>b) post and adhere to any specific nutritional requirements for the child;</li> <li>c) make all of the children aware of any specific food requirements and safety rules (e.g., allergies, food restrictions);</li> <li>d) acknowledge cultural needs and traditions in menu planning and food preparation.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) cultural diversity, food restrictions and allergies;</li> <li>2) nutritional requirements of various age groups;</li> <li>3) child development theories.</li> </ul>



**Task A.6****Guide children's behaviour.****Context Statement:**

Early Childhood Educators use a variety of behaviour guidance techniques that are proactive and appropriate to the ages and stages of development, recognizing individual competency of children to positively guide behaviour.

**Sub-Task A.6.1****ESTABLISH AN ENVIRONMENT TO FOSTER POSITIVE BEHAVIOUR IN THE PROGRAM.**

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) select guidance strategies based on:               <ul style="list-style-type: none"> <li>• observations;</li> <li>• developmental needs of the child;</li> <li>• interests of the child;</li> <li>• community resources;</li> <li>• philosophy of program;</li> </ul> </li> <li>b) incorporate parents' expectations for their child's behaviour;</li> <li>c) create an emotional bond with the child based on social and emotional needs;</li> <li>d) engage in reflective practice;</li> <li>e) arrange the environment to suit the child's needs and interests;</li> <li>f) create play areas that are compatible with one another (e.g., quiet play versus active play);</li> <li>g) establish play areas that address the needs of all children and their overall development;</li> <li>h) make materials available to the child.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) child development theories;</li> <li>2) program and room-planning techniques;</li> <li>3) professional sources (e.g., books, publications, reputable Internet sites) and quality standards and practices;</li> <li>4) organizational philosophy.</li> </ul>

## Sub-Task A.6.2

### GUIDE AND OBSERVE CHILDREN.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) engage with the child (e.g., interact with the child at eye level);</li> <li>b) use observation tools;</li> <li>c) ask open-ended questions;</li> <li>d) interpret results of observations and respond;</li> <li>e) provide active learning activities;</li> <li>f) share observations with parents and colleagues;</li> <li>g) document behaviour frequency, duration and types.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) observation methods and tools;</li> <li>2) individual child's behaviour;</li> <li>3) individual child's skills.</li> </ul>

## Sub-Task A.6.3

### IMPLEMENT POSITIVE BEHAVIOUR GUIDANCE.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) build positive, trusting relationship with the child;</li> <li>b) model positive social skills;</li> <li>c) observe children to identify possible reasons for behaviour;</li> <li>d) use positive language when responding to the child's behaviour;</li> <li>e) act consistently and positively (e.g., follow through with expectations for individual children within the program);</li> <li>f) establish behavioural management methods that are consistently applied by all staff;</li> <li>g) identify needs of the child;</li> <li>h) facilitate patterns of interactions (i.e., social dynamics of the group);</li> <li>i) provide clear directions (e.g., use positive voice tone and body language);</li> <li>j) recognize effects of physical environment, schedules and routines on behaviour;</li> <li>k) establish and model conflict resolution methods;</li> <li>l) give the child strategies to develop self-control and self-regulation;</li> <li>m) reinforce positive behaviour;</li> <li>n) promote self-esteem;</li> <li>o) foster development of the child's autonomy;</li> <li>p) involve the parent in the process, as needed, to promote change.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) conflict resolution approaches;</li> <li>2) democratic intervention approaches;</li> <li>3) observation methods and tools.</li> </ul>

### Sub-Task A.6.4

#### FACILITATE APPROPRIATE LANGUAGE.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) help the child to verbalize their feelings and needs and expand their current vocabulary;</li> <li>b) listen actively to the child's language;</li> <li>c) recognize and reformulate the child's vocabulary;</li> <li>d) use an appropriate linguistic model (e.g., vocabulary, syntax).</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) communication methods;</li> <li>2) language used in the home.</li> </ul>

### Sub-Task A.6.5

#### FACILITATE CONFLICT RESOLUTION.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) properly decode the verbal and non-verbal codes and cues used by the child;</li> <li>b) listen to the child;</li> <li>c) place themselves at the child's level and maintain visual contact;</li> <li>d) show respect for the child's emotions expressed or suppressed;</li> <li>e) provide a positive setting;</li> <li>f) promote the child's autonomy.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) cultural codes and cues;</li> <li>2) conflict resolution methods.</li> </ul>

### Sub-Task A.6.6

#### FACILITATE EMPATHY.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) reflect the child's emotions;</li> <li>b) make comforting gestures;</li> <li>c) facilitate discussion of differences (e.g., family composition, physical abilities, sexual orientation, cultural holidays) with the child;</li> <li>d) demonstrate empathy.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) cultural and physical differences.</li> </ul>

### Sub-Task A.6.7

#### USE AND PROMOTE ACTIVE LISTENING SKILLS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) demonstrate openness and availability to the child;</li> <li>b) reformulate the child's emotions and needs;</li> <li>c) provide one-on-one moments with the child;</li> <li>d) encourage the children to listen to one another (e.g., speaking at the appropriate time in discussions).</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) active listening skills.</li> </ul>

### Sub-Task A.6.8

#### USE NATURAL OR LOGICAL CONSEQUENCES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) observe and intervene consistently in dealing with the child's actions;</li> <li>b) apply consequences while respecting the child's development;</li> <li>c) take follow-up action;</li> <li>d) act on the basis of clear, constant, consistent, concrete and appropriate limits;</li> <li>e) ensure the team is consistent in their practices.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) child development theories;</li> <li>2) the child's individual development;</li> <li>3) meaning of natural and logical consequences.</li> </ul>

### Sub-Task A.6.9

#### PROTECT CHILDREN FROM PHYSICAL AND EMOTIONAL HARM.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) ensure the working environment is safe;</li> <li>b) follow the standards for outdoor facilities;</li> <li>c) ensure equipment and materials are suited to the age level;</li> <li>d) ensure the children have clear instructions;</li> <li>e) apply a code of conduct to prevent physical and psychological violence.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) safety measures, laws and regulations;</li> <li>2) child development theories.</li> </ul>

## Sub-Task A.6.10

### FACILITATE PROBLEM-SOLVING SKILLS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) introduce problem-solving strategies appropriate to the age group and environment;</li> <li>b) lead the child to think and come up with their own solutions that are age appropriate;</li> <li>c) encourage the child's self-sufficiency by guiding them in learning how to solve problems;</li> <li>d) demonstrate flexibility and creativity in order to adapt to situations;</li> <li>e) respect the child's responses and choices;</li> <li>f) provide a safe environment while the child works towards solutions to their problems;</li> <li>g) share power between staff and children.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) problem-solving techniques;</li> <li>2) democratic intervention techniques.</li> </ul>

## Sub-Task A.6.11

### FACILITATE COPING SKILLS.

Required skills and abilities	Required core knowledge
<p>ECEs are able to:</p> <ul style="list-style-type: none"> <li>a) treat each child as unique;</li> <li>b) create a significant link with the children;</li> <li>c) respect and respond to the children's needs;</li> <li>d) give the children the opportunity to bring a transitional object;</li> <li>e) prepare the group to receive a new child;</li> <li>f) encourage the gradual integration of the new child in the environment;</li> <li>g) promote collaboration among the parent, the child and the educator;</li> <li>h) welcome and integrate the family into the environment;</li> <li>i) engage children in discussions regarding issues of change (e.g., new baby, moving);</li> <li>j) demonstrate adaptability and flexibility;</li> <li>k) create a welcoming and safe environment.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) ecological approach (e.g., child surrounded by significant people, peers, family members and service organizations);</li> <li>2) signs and symptoms of child stress.</li> </ul>



# SECTION B

## EQUIPMENT AND FACILITIES

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### Task B.1

### Develop and maintain a safe environment.

#### Context Statement:

Early Childhood Educators perform regular equipment and facilities inspections, monitor and perform minor maintenance activities, and follow health and safety practices to develop and maintain a safe environment for children.

#### Sub-Task B.1.1

#### CHECK FOR PHYSICAL HAZARDS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) inspect play materials, equipment and environment (both indoors and outdoors);</li><li>b) address and remove any physical hazards.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) developmentally-appropriate play materials and equipment;</li><li>2) potential hazards.</li></ul>

## Sub-Task B.1.2

### MAINTAIN AND IMPLEMENT SAFETY STANDARDS AND PROTOCOLS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) perform inspections by completing checklists and forms;</li> <li>b) consider developmental needs and abilities of all children within the group;</li> <li>c) follow safety procedures and policies;</li> <li>d) record issues, concerns and incidents and report when necessary.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) safety standards as per provincial/territorial regulations;</li> <li>2) child development theories;</li> <li>3) related regulations, standards of practice and licensing requirements.</li> </ul>

## Sub-Task B.1.3

### USE DEVELOPMENTALLY-APPROPRIATE EQUIPMENT.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) identify developmentally-appropriate equipment;</li> <li>b) make informed equipment choices to prepare balanced learning environments;</li> <li>c) observe and evaluate the use of the equipment;</li> <li>d) make equipment purchase recommendations.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) curriculum theories;</li> <li>2) skills and abilities of children;</li> <li>3) child development theories;</li> <li>4) interests of children.</li> </ul>

## Sub-Task B.1.4

### ADAPT PROGRAMMING AND EQUIPMENT TO UNIQUE SETTINGS AND SITUATIONS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) find creative means to meet the development needs and interests of the children;</li> <li>b) be flexible, responsive and proactive.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) child development theories;</li> <li>2) different learning styles and skill mastery;</li> <li>3) professional sources (e.g., books, publications, community resources) and quality standards and practices.</li> </ul>

Task B.2

Operate and maintain facilities.

Context Statement:

Early Childhood Educators create and maintain indoor and outdoor physical and learning environments that promote the health, safety and well-being of children and adults. ECEs rotate indoor and outdoor play materials and equipment, maintain inventories of equipment and supplies and regularly monitor the safety of the environment and materials.

Sub-Task B.2.1	
MAINTAIN EQUIPMENT, MATERIALS AND FURNISHINGS.	
Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) maintain safe play materials and equipment;</li><li>b) follow directions and instructions for use;</li><li>c) maintain a sense of order so that materials are found easily and injuries are prevented (e.g., tripping);</li><li>d) assemble and disassemble equipment;</li><li>e) assess priorities for children and program;</li><li>f) research and source equipment;</li><li>g) plan and prepare supplies for activities;</li><li>h) maintain adequate inventory.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) developmentally-appropriate theories and equipment.</li></ul>

## Sub-Task B.2.2

### MAINTAIN INDOOR AND OUTDOOR PHYSICAL ENVIRONMENT.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) identify any physical hazards;</li> <li>b) document and report major concerns;</li> <li>c) control/maintain adequate noise, temperature, air quality and humidity levels;</li> <li>d) properly store hazardous substances;</li> <li>e) solve minor issues;</li> <li>f) conduct daily playground safety checks prior to playground use;</li> <li>g) maintain safety standards;</li> <li>h) maintain cleanliness of outdoor facilities;</li> <li>i) ensure walkways, play areas, paths, driveways and doorways are clear and free of hazards;</li> <li>j) take action, as necessary (e.g., remove unsafe equipment).</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) health and safety protocols and procedures;</li> <li>2) federal/provincial/territorial regulations and requirements (e.g., CSA);</li> <li>3) importance of components of the environment and their impact on children (e.g., natural light, views of the outdoors, natural materials, different colours and textures, soft furnishings);</li> <li>4) outdoor safety protocols and procedures;</li> <li>5) related regulations, standards of practice and licensing regulations (e.g., playground safety).</li> </ul>

### Sub-Task B.2.3

#### MONITOR CLEANLINESS AND SANITATION OF ALL AREAS USED BY CHILDREN.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) identify areas that need to be cleaned;</li> <li>b) follow health and hygiene standards issued by the government and licensing authorities;</li> <li>c) control and prevent the spread of communicable illnesses and infections;</li> <li>d) check play materials and equipment to ensure cleanliness and sanitation;</li> <li>e) properly store hazardous substances;</li> <li>f) read and interpret step-by-step instructions;</li> <li>g) follow hygiene and cleanliness procedures, as required;</li> <li>h) communicate concerns and actions with the early childhood team.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) cleaning and sanitary practices;</li> <li>2) regulations and requirements (e.g., federal/provincial/territorial/municipal, Occupational Health and Safety Act).</li> </ul>

# SECTION C

## FAMILY AND COMMUNITY RELATIONS

### Task C.1

### Form collaborative partnerships with families.

#### Context Statement:

Early Childhood Educators form collaborative partnerships with children's families that honour their role as the child's primary caregiver, respect their parenting practices, and provide meaningful opportunities for families to determine their children's early learning and care experiences. ECEs adapt their programs to the needs of diverse families, respecting each family's composition, language and culture. They help connect families with needed resources, furthering the child's healthy development and learning.

#### Sub-Task C.1.1

#### BUILD AND MAINTAIN MEANINGFUL RELATIONSHIPS WITH FAMILIES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) empathize with parents;</li><li>b) communicate ongoing successes and concerns;</li><li>c) discuss program and individual needs;</li><li>d) discuss expectations;</li><li>e) respect that parents are the experts on their own children;</li><li>f) seek out additional information to assist in understanding parents and families;</li><li>g) respect different family structures (e.g., same sex, single parent);</li><li>h) create a welcoming environment for all families;</li><li>i) encourage input from parents in developing individual plans or addressing concerns as they arise.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) appropriate social interaction skills;</li><li>2) inclusive practices (e.g., different family structures, cultural practices);</li><li>3) challenges facing families (e.g., shift-work, income disparity, rural/urban);</li><li>4) quality standards and practices;</li><li>5) the distinction between the role of the ECE and the parent;</li><li>6) philosophy of the program.</li></ul>

## Sub-Task C.1.2

### ORIENT FAMILIES TO THE PROGRAM.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) discuss goals and objectives of the program;</li> <li>b) discuss program philosophy, policies, procedures, expectations and daily routines before child enters the program;</li> <li>c) explain orientation process and materials;</li> <li>d) solicit information and answer questions from families about their children;</li> <li>e) discuss considerations for the individual child;</li> <li>f) discuss transition plan for bringing the child into the program and any planned changes that will impact the child;</li> <li>g) consider the family's needs, cultural and/or religious practices and preferences related to childrearing</li> <li>h) consider the family's goals for the child upon entrance into and duration in the program;</li> <li>i) modify routines, foods and activities (to the extent possible) to reflect and respect family practices and preferences.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) related regulations, standards of practice and licensing requirements;</li> <li>2) organizational values, policies and procedures.</li> </ul>



## Sub-Task C.1.3

### COMMUNICATE WITH FAMILIES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) use a variety of communication strategies (e.g., invitations to program activities, newsletters, bulletins, notices, websites);</li> <li>b) provide families with information about significant proposed changes or decisions that may affect them or their children and ensures that families are informed when there are changes in policies or procedures;</li> <li>c) give parents opportunities to provide their input;</li> <li>d) continuously engage the family in information-sharing about the child's daily experiences.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) quality standards and practices;</li> <li>2) effective communication strategies;</li> <li>3) organizational philosophy, values, policies and procedures;</li> <li>4) needs of families.</li> </ul>

## Sub-Task C.1.4

### COLLABORATE WITH PARENTS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) involve the family in identifying and achieving expectations for the child;</li> <li>b) nurture parents as advocates for their children;</li> <li>c) conduct parent conferences to review progress;</li> <li>d) respond promptly when concerns are expressed;</li> <li>e) explore and consider options when differences of opinion occur;</li> <li>f) obtain required permission from parent for resource support;</li> <li>g) work with other professionals to support children and families seeking information and resources;</li> <li>h) identify and recommend community resources available to children and their families;</li> <li>i) demonstrate understanding of their roles as advocates for children, families and their communities.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) observation methods and tools;</li> <li>2) availability of resources and support agencies;</li> <li>3) interpersonal communication techniques.</li> </ul>

## Sub-Task C.1.5

### PROVIDE FAMILY RESOURCES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) carry out survey of needs and wants of parents;</li> <li>b) suggest and solicit topics for resources (e.g., workshops, newsletters, bulletin boards);</li> <li>c) research topics for resources;</li> <li>d) advise parents of resources through newsletters, memos, postings, parent boards, etc.;</li> <li>e) engage ‘experts’ on topics or facilitate workshops.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) research methods;</li> <li>2) family needs;</li> <li>3) presentation and facilitation techniques.</li> </ul>



Task C.2

Use community resources.

Context Statement:

Early Childhood Educators establish relationships with and use the resources of the children’s communities to support the achievement of program objectives, including the establishment of reciprocal relationships with agencies that support goals for curriculum, health promotion, children’s transitions, inclusion and diversity. ECEs must possess a familiarity with the resources available within their communities and network with these resources to form partnerships and develop awareness programs.

Sub-Task C.2.1	
ACCESS AND ENGAGE COMMUNITY RESOURCES, FACILITIES AND SERVICES.	
Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) collect information on the resources in the area;</li><li>b) post contact information for families;</li><li>c) identify community affiliations of the program and staff;</li><li>d) identify potential community partners;</li><li>e) utilize community facilities and services (e.g., libraries, parks);</li><li>f) recruit resources;</li><li>g) network with community members to implement programs and develop partnerships;</li><li>h) maintain positive partnerships;</li><li>i) communicate effectively.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) resources, facilities and services within the area;</li><li>2) program, families and children’s needs.</li></ul>

## Sub-Task C.2.2

### RAISE AWARENESS OF COMMUNITY EVENTS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) encourage parents to get involved and participate in community events;</li> <li>b) demonstrate enthusiasm for program and related organizations (e.g., at booths and kiosks);</li> <li>c) advocate for programs, organizations and professions that are concerned with the development of families using the program.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) demographics and needs of the community.</li> </ul>

## Sub-Task C.2.3

### INVOLVE VOLUNTEERS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) orient volunteers to the program (e.g., parents, students, family members);</li> <li>b) assign tasks to volunteers;</li> <li>c) build relationships with volunteers;</li> <li>d) adhere to organizational policies and procedures for volunteers.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) related regulations, standards of practice and licensing requirements.</li> </ul>

Task C.3

Advocate for children and families.

Context Statement:

Early Childhood Educators advocate for children and their families by establishing ties between parents and various resources and by advocating for support from governmental agencies and associations. They identify the needs of children and families through clear communication of accurate information.

Sub-Task C.3.1	
MAKE CONNECTIONS BETWEEN FAMILIES AND RESOURCES.	
Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) collaborate with parents to identify needs of children and family dynamics;</li><li>b) advocate on behalf of families;</li><li>c) collaborate and plan with outside agencies;</li><li>d) promote awareness to parents and families;</li><li>e) provide information on resources, as required;</li><li>f) exhibit confidence when presenting a message;</li><li>g) sensitively communicate with families;</li><li>h) support parents when requested.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) their roles and responsibilities and those of others in the program setting;</li><li>2) availability of resources and organizations.</li></ul>

## Sub-Task C.3.2

### RESPECT THE RIGHTS OF THE CHILD.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) ensure families' cultural practices, traditions and home language(s) are respected in practice and policy;</li> <li>b) provide children with meaningful and developmentally-appropriate opportunities to express their views;</li> <li>c) ensure children's opinions and views are listened to by the adults in a respectful manner;</li> <li>d) encourage children to respect the rights of others, cooperate with each other, consider the views of others in a respectful fashion and honour diversity;</li> <li>e) recognize when children's rights have been violated and take appropriate action.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) children's rights as outlined in <i>United Nations' Convention on the Rights of the Child</i>;</li> <li>2) program policies regarding the rights of children;</li> <li>3) standards of practice and laws.</li> </ul>



Task C.4

Provide an inclusive environment.

Context Statement:

Early Childhood Educators provide an inclusive environment for children and families through the integration and acceptance of unique and diverse familial and cultural realities. ECEs also ensure the acceptance and complete inclusion of children with special needs through program modification and the development of inclusion plans.

Sub-Task C.4.1	
COLLABORATE WITH PARENTS TO IDENTIFY STRENGTHS, NEEDS AND INTERESTS OF THE CHILD.	
Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) obtain information about strengths, needs and interests of the children when they register and on an ongoing basis;</li><li>b) plan meetings with families to discuss their children’s strengths and needs;</li><li>c) respect and include the family when planning special events;</li><li>d) demonstrate empathy.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) individual children and their families;</li><li>2) interpersonal communications techniques;</li><li>3) observation methods and tools;</li><li>4) value of diversity;</li><li>5) the child’s immediate environment, as well as the broader physical, socioeconomic and cultural context in which the family lives;</li><li>6) availability of community resources.</li></ul>

## Sub-Task C.4.2

### COLLABORATE WITH PARENTS AND OTHER PROFESSIONALS TO DEVELOP AND IMPLEMENT INCLUSION PLANS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) establish a partnership with the professionals;</li> <li>b) engage in active listening;</li> <li>c) implement recommendations;</li> <li>d) attend meetings and take follow-up action;</li> <li>e) demonstrate adaptability and flexibility;</li> <li>f) work with team to prepare a development support plan.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) availability of professional services;</li> <li>2) how to prepare a development support plan.</li> </ul>

# SECTION D

## PROFESSIONAL RELATIONSHIPS

### Task D.1

### Work as a member of a team.

#### Context Statement:

Early Childhood Educators work as members of teams to develop learning environments that meet the needs of all children, staff and families. They establish and maintain relationships that support productive work and meet professional needs, recognize and capitalize on the strengths of fellow team members, share a vision and goal for their work, and provide mutual support, collaboration and assistance. These teams may include teachers, social workers, speech language pathologists, occupational therapists, physiotherapists, psychologists and other community practitioners.

### Sub-Task D.1.1

#### CREATE PARTNERSHIPS WITH COLLEAGUES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) demonstrate integrity in all professional relationships;</li><li>b) support colleagues and work collaboratively as a team through effective communication strategies;</li><li>c) make time for discussion with co-workers;</li><li>d) be non-judgemental;</li><li>e) offer assistance when needed;</li><li>f) share resources and responsibilities;</li><li>g) recognize strengths and limitations of self and co-workers;</li><li>h) support colleagues to complete their work duties.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) roles and responsibilities of self and others;</li><li>2) Code of Ethics;</li><li>3) effective communication skills;</li><li>4) conflict resolution skills;</li><li>5) importance of creating a positive team environment.</li></ul>

## Sub-Task D.1.2

### PARTICIPATE IN MEETINGS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) be prepared for meetings;</li> <li>b) contribute to the development of a meeting agenda;</li> <li>c) express ideas and concerns clearly and concisely and stay on topic;</li> <li>d) engage in active listening;</li> <li>e) respect the opinions of others;</li> <li>f) demonstrate positive communication skills;</li> <li>g) contribute to discussions and share information;</li> <li>h) resolve interpersonal conflicts and differences in a respectful manner.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) the issues at hand;</li> <li>2) standard meeting protocols;</li> <li>3) conflict resolution skills;</li> <li>4) their roles and responsibilities and those of team members;</li> <li>5) positive communication techniques.</li> </ul>

### Sub-Task D.1.3

#### LIAISE WITH STAKEHOLDERS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) use effective communication skills;</li> <li>b) facilitate conflict resolution;</li> <li>c) develop an action plan;</li> <li>d) document discussions or actions;</li> <li>e) share knowledge and opinions.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) availability of resources;</li> <li>2) interprofessional and multigenerational issues;</li> <li>3) child development theories;</li> <li>4) roles and responsibilities of other professionals.</li> </ul>

### Sub-Task D.1.4

#### DEMONSTRATE LEADERSHIP.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) offer solutions to issues;</li> <li>b) demonstrate a positive attitude;</li> <li>c) use organizational skills;</li> <li>d) acknowledge the strengths of others;</li> <li>e) demonstrate initiative;</li> <li>f) delegate tasks.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) team-building techniques;</li> <li>2) conflict-resolution skills.</li> </ul>

Sub-Task D.1.5	
FOLLOW POLICIES AND PROCEDURES.	
Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) provide input into the development of policies and procedures;</li><li>b) familiarize self with existing policies and procedures;</li><li>c) provide comments and feedback to policies and procedures;</li><li>d) suggest potential policies and procedures for development.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) current legislation, policies and procedures;</li><li>2) policy development procedures.</li></ul>

**Task D.2****Mentor others.****Context Statement:**

Early Childhood Educators often act as mentors and informal advisors for fellow ECEs who are new to the profession, as well as for students of early childhood education programs completing their practicum placements. As mentors, they share their professional experiences, coach the practices of those they are mentoring and guide others with positive attitudes, patient demeanours and open-minds. ECEs serve as resource persons, role model best practices and foster a positive regard for their profession.

**Sub-Task D.2.1****SUPPORT AND GUIDE COLLEAGUES AND STUDENTS.**

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) complete appropriate forms;</li> <li>b) observe the work of colleagues and students;</li> <li>c) provide positive and constructive feedback;</li> <li>d) provide a welcoming environment;</li> <li>e) engage in active listening;</li> <li>f) role model positive behaviours;</li> <li>g) demonstrate leadership;</li> <li>h) provide assistance, as required.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) related regulations, standards of practice and licensing requirements;</li> <li>2) effective communication techniques;</li> <li>3) mentoring principles.</li> </ul>

### Sub-Task D.2.2

#### FACILITATE MENTEES' PROFESSIONAL DEVELOPMENT.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) be sensitive and empathetic;</li> <li>b) provide immediate feedback;</li> <li>c) observe work of the mentee;</li> <li>d) provide positive reinforcement;</li> <li>e) explain expectations;</li> <li>f) offer suggestions for improvement;</li> <li>g) facilitate self-evaluation;</li> <li>h) complete evaluation forms.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) quality standards and practices;</li> </ul>

### Sub-Task D.2.3

#### ACT AS A RESOURCE.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) be non-judgemental;</li> <li>b) model positive behaviours;</li> <li>c) provide information to others;</li> <li>d) network with others.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) related regulations, standards of practice and licensing requirements;</li> <li>2) organizational values, policies and procedures;</li> <li>3) community support systems and resources.</li> </ul>



# SECTION E

## PERSONAL AND PROFESSIONAL DEVELOPMENT

### Task E.1

### Conduct self professionally.

#### Context Statement:

Early Childhood Educators demonstrate professionalism on the job by adhering to policies and procedures enforced by their facilities and regulatory bodies. They follow a Code of Ethics and maintain confidentiality to respect the rights of the children and families. ECEs conduct themselves in a professional manner by following dress codes, managing their time effectively and upholding required certifications and registrations.

#### Sub-Task E.1.1

#### MAINTAIN PROFESSIONALISM.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) maintain professional demeanour (e.g., dress appropriately, use appropriate tone of voice, be respectful of others, punctuality);</li><li>b) apply due diligence;</li><li>c) exhibit a non-judgemental attitude;</li><li>d) be open-minded and accepting of constructive feedback;</li><li>e) adhere to division of personal life and professional life.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) organization's expectations for professional conduct;</li><li>2) importance of being aware of their behaviours and attitudes when interacting with the public;</li><li>3) quality standards and practices.</li></ul>

## Sub-Task E.1.2

### FOLLOW POLICIES AND PROCEDURES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) adhere to various policies and procedures (e.g., public health policies, education and child care Acts, behaviour management policies);</li> <li>b) participate in the development of new policies and procedures;</li> <li>c) participate in the revision of existing policies and procedures;</li> <li>d) follow through when policies and procedures have been violated.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) organizational and regulatory body (e.g., provincial/territorial) policies and procedures;</li> <li>2) quality standards and practices.</li> </ul>

## Sub-Task E.1.3

### USE A CODE OF ETHICS TO GUIDE PRACTICE.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) recognize and follow requirements outlined in an applicable Code of Ethics (e.g., program, association);</li> <li>b) apply ethical decision-making.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) Code of Ethics;</li> </ul>

### Sub-Task E.1.4

#### MAINTAIN CONFIDENTIALITY.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) build trusting relationships with children and families;</li> <li>b) respect the privacy of self and others;</li> <li>c) share information on a 'need-to-know' basis;</li> <li>d) recognize consequences of breaching confidentiality.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) federal/provincial/territorial privacy legislation;</li> <li>2) importance of confidentiality.</li> </ul>

### Sub-Task E.1.5

#### MAINTAIN REQUIRED PROFESSIONAL CERTIFICATIONS AND/OR REGISTRATIONS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) participate in required training;</li> <li>b) successfully complete required examinations;</li> <li>c) provide proof of certification and/or registration to employer.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) required professional certifications and/or registrations;</li> <li>2) other requirements according to provincial/territorial standards (e.g., first aid, CPR, WHMIS, medical certificates).</li> </ul>

Sub-Task E.1.6	
KEEP UP-TO-DATE WITH LEGISLATIVE REQUIREMENTS.	
Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) keep abreast of changes to licensing and other legislated requirements;</li><li>b) communicate concerns related to licensing and other legislated requirements.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) provincial/territorial licensing and other legislated requirements.</li></ul>

**Task E.2****Maintain a work/life balance.****Context Statement:**

Early Childhood Educators must maintain a work/life balance to ensure that the stresses of work do not negatively impact their quality of life and health (both mental and physical). They must be able to acknowledge and work within their own professional and personal limitations.

**Sub-Task E.2.1****ENGAGE IN ONGOING SELF-ASSESSMENT.**

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) assess personal physical and mental health;</li> <li>b) assess personal job satisfaction;</li> <li>c) accept advice;</li> <li>d) find solutions to issues and concerns;</li> <li>e) maintain a positive attitude.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) signs and symptoms of fatigue and stress;</li> <li>2) physical and emotional requirements of the profession.</li> </ul>

## Sub-Task E.2.2

### MAINTAIN PHYSICAL HEALTH.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) use proper lifting techniques;</li> <li>b) recognize signs and symptoms of illness;</li> <li>c) recognize personal health limitations.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) requirements for annual medical care and immunizations;</li> <li>2) importance of personal health and safety;</li> <li>3) principles of ergonomics;</li> <li>4) their rights and responsibilities under health and safety legislation, labour standards legislation, and collective agreements.</li> </ul>

## Sub-Task E.2.3

### MAINTAIN MENTAL WELL-BEING.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) regularly self-assess personal mental health;</li> <li>b) take breaks, scheduled vacations and sick leave, as required;</li> <li>c) utilize coping strategies;</li> <li>d) recognize personal limits.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) available support services;</li> <li>2) coping strategies;</li> <li>3) their rights and responsibilities under health and safety legislation, labour standards legislation, and collective agreements;</li> <li>4) human resource policies of their organization.</li> </ul>

**Task E.3****Participate in professional development.****Context Statement:**

Early Childhood Educators pursue, on an ongoing basis, the knowledge, skills and self-awareness needed to be professionally competent by participating in life-long professional development and continuous learning activities. They share and exchange ideas with their peers and fellow professionals to encourage collaboration to enhance recognition of and respect for their profession. ECEs engage in professional development activities to continually enhance the quality of their skills, knowledge and experience and the profession as a whole.

**Sub-Task E.3.1****DEVELOP AND IMPLEMENT A PROFESSIONAL DEVELOPMENT PLAN.**

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) conduct a self-evaluation;</li> <li>b) set goals and objectives;</li> <li>c) source methods to achieve goals and objectives;</li> <li>d) set a timeframe for achieving goals and objectives;</li> <li>e) develop a plan for achieving goals and objectives;</li> <li>f) participate in goal-setting and decision-making.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) professional development activities and resources;</li> <li>2) methods for upgrading their knowledge and education.</li> </ul>

Sub-Task E.3.2	
EVALUATE PROGRESS BASED ON THE PROFESSIONAL DEVELOPMENT PLAN.	
Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) conduct a self-evaluation;</li><li>b) receive feedback from team;</li><li>c) monitor timelines;</li><li>d) identify strengths and weaknesses;</li><li>e) find solutions to problems;</li><li>f) make revisions to professional development plan;</li><li>g) use and promote reflective practice.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) basic expectations of professional tasks;</li><li>2) available professional and personal supports and resources;</li><li>3) reflective practice.</li></ul>



### Sub-Task E.3.3

#### PARTICIPATE IN PROFESSIONAL WORKSHOPS, COURSES AND ONGOING LEARNING.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) be receptive to new ideas;</li> <li>b) embrace learning opportunities;</li> <li>c) actively participate in workshops and learning opportunities;</li> <li>d) share learning outcomes and concepts with others (e.g., co-workers);</li> <li>e) read about and research new trends and concepts;</li> <li>f) seek professional development opportunities;</li> <li>g) create own professional development plan;</li> <li>h) research applicable professional development opportunities.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) reflective practice;</li> <li>2) importance of professional development;</li> <li>3) available professional development resources;</li> <li>4) recertification requirements, where applicable.</li> </ul>

### Sub-Task E.3.4

#### NETWORK WITH PEERS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) communicate verbally and in written form;</li> <li>b) initiate conversations among internal and external peer groups;</li> <li>c) share ideas;</li> <li>d) engage in active listening;</li> <li>e) be receptive to new ideas;</li> <li>f) use technology to communicate with peer groups (e.g., online forums, email communication).</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) peer groups (e.g., colleagues, professional organizations, networks).</li> </ul>

**Task E.4****Advocate for the profession.****Context Statement:**

Early Childhood Educators advocate for the resources required to deliver quality programs by creating public awareness and obtaining recognition for their profession. They frequently distribute information about the profession in the form of written communication, open houses, seminars and presentations to educate the public and advocate for increased recognition and improved working conditions.

**Sub-Task E.4.1****PARTICIPATE IN PROFESSIONAL ORGANIZATIONS.**

<b>Required skills and abilities</b>	<b>Required core knowledge</b>
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) recognize value of affiliation with professional organizations (e.g., associations, unions);</li> <li>b) maintain professional memberships, as required;</li> <li>c) actively participate in professional organization activities;</li> <li>d) share ideas with other members.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) membership requirements, benefits and expectations.</li> </ul>

Sub-Task E.4.2	
PROMOTE THE PROFESSION.	
Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) build leadership capacity within the profession;</li><li>b) share learning and knowledge;</li><li>c) provide resources and informational materials;</li><li>d) distribute promotional materials (e.g., flyers, posters);</li><li>e) participate in outreach activities.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) community demographics and needs.</li></ul>

# SECTION F

## RECORD KEEPING

### Task F.1

### Maintain records for legislation and regulations.

#### Context Statement:

Early Childhood Educators are required by provincial and territorial legislative and regulatory authorities to maintain records and documentation pertaining to activities and circumstances within their facilities and related to individual children. They must utilize effective documentation and filing skills to ensure that all pertinent and required information is recorded, submitted and filed according to established protocols. When required, ECEs may report activities and incidents related to individual children to parents.

### Sub-Task F.1.1

#### RECORD DAILY AND MONTHLY ATTENDANCE.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"><li>a) record time in and out;</li><li>b) ensure sign-in of who drops off and picks up children, if required;</li><li>c) record absences;</li><li>d) document when children will leave and return to the program;</li><li>e) file forms appropriately.</li></ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"><li>1) related regulations, standards of practice and legislative requirements;</li><li>2) program policies and procedures.</li></ul>

### Sub-Task F.1.2

#### RECORD AND REPORT ACCIDENTS, INCIDENTS AND OCCURRENCES, AS REQUIRED.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) complete appropriate forms;</li> <li>b) document and report specifics of accidents, incidents or occurrences, as required by own jurisdiction.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) related regulations, standards of practice and legislative requirements;</li> <li>2) program policies and procedures.</li> </ul>

### Sub-Task F.1.3

#### RECORD CLEANING PROCEDURES.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) fill out forms as per legislated requirements;</li> <li>b) record cleaning of play materials, equipment, surfaces, materials and facilities.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) related regulations, standards of practice and legislative requirements;</li> <li>2) program policies and procedures.</li> </ul>

### Sub-Task F.1.4

#### PREPARE RECORD OF ILL HEALTH.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) monitor and record symptoms of ill health;</li> <li>b) report ill health to parents;</li> <li>c) monitor and record absences due to communicable illnesses;</li> <li>d) inform relevant government agencies, as required.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) related regulations, standards of practice and legislative requirements;</li> <li>2) signs and symptoms of ill health;</li> <li>3) program policies and procedures.</li> </ul>

### Sub-Task F.1.5

#### RECORD MEDICAL PROCEDURES AND THE ADMINISTRATION OF MEDICATION.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) record time and dosage of medication administered;</li> <li>b) record time and delivery of medical procedures;</li> <li>c) record observations according to policy.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) related regulations, standards of practice and legislative requirements;</li> <li>2) program policies and procedures.</li> </ul>

### Sub-Task F.1.6

#### MAINTAIN UP-TO-DATE CHILDREN'S RECORDS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) communicate regularly with parents to obtain up-to-date information;</li> <li>b) ensure all emergency contact details are current;</li> <li>c) ensure health and allergy information is current;</li> <li>d) obtain signed permission forms for various activities (e.g., photos field trips).</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) related regulations, standards of practice and legislative requirements;</li> <li>2) program policies and procedures.</li> </ul>

### Sub-Task F.1.7

#### RECORD FACILITY MAINTENANCE AND SAFETY CHECKS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <ul style="list-style-type: none"> <li>a) complete safety checks as per organizational policy;</li> <li>b) submit safety checks to appropriate authorities;</li> <li>c) follow up with concerns.</li> </ul>	<p><i>ECEs know:</i></p> <ul style="list-style-type: none"> <li>1) related regulations, standards of practice and legislative requirements;</li> <li>2) program policies and procedures.</li> </ul>



### Sub-Task F.1.8

#### COMPLETE THE CHILD'S DAILY LOG FOR PARENTS.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <p>a) complete daily activity documentation (e.g., food intake, toileting/diapering, napping, unusual occurrences), as required by provincial/territorial legislation and policies.</p>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>1) related regulations, standards of practice and legislative requirements;</li> <li>2) program policies and procedures.</li> </ol>

### Sub-Task F.1.9

#### COMPLETE DAILY PROGRAM LOG BOOK/RECORD.

Required skills and abilities	Required core knowledge
<p><i>ECEs are able to:</i></p> <p>a) record:</p> <ul style="list-style-type: none"> <li>• number of children in attendance;</li> <li>• safety drills;</li> <li>• medication administration;</li> <li>• special instructions for individual children;</li> <li>• visitors to the program;</li> </ul> <p>b) ensure log book/record is completed at the end of the day;</p> <p>c) ensure log book/record is read at the beginning of the day.</p>	<p><i>ECEs know:</i></p> <ol style="list-style-type: none"> <li>1) related regulations, standards of practice and legislative requirements;</li> <li>2) program policies and procedures.</li> </ol>



# APPENDIX A

## ACKNOWLEDGEMENTS

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# APPENDIX B

## GLOSSARY OF TERMS

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# GLOSSARY OF TERMS

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For the purposes of this document, several key words and phrases have been used that are meant to be broadly inclusive and should be considered in the context described below:

**Child assessment:** The process of noticing children’s learning and development, recognizing its significance and responding in ways that foster learning.

**Child care:** Any program that provides group care to children not of common parentage, under 12 years of age, for a continuous period in settings such as child care centres, home-based child care, nursery schools, school readiness programs and preschool programs.

**Child care setting:** Any location where child care is delivered.

**Diversity:** Variety, difference, ‘unlikeness’. Diversity encompasses the broad range and magnitude of experiences, needs and strengths of individuals and groups, which together make up the whole spectrum of humanity. (Honouring Diversity Within Child Care and Early Education: An Instructor’s Guide by Gyda Chud and Ruth Fahlman)

**Early childhood educator:** An adult who provides remunerated care and education on a regular basis for children who are not part of their immediate family.

**Early learning and care:** Any series of programs designed to provide care and learning experiences for young children.

**Family:** A group of individuals who are related by affection, kinship, dependency or trust, including single-parent families, same-sex families and multi-generational families.

**Family child care setting:** Any early childhood education and care program delivered from the private home of the caregiver.

**Inclusion:** A philosophical stance and an approach to practice that assumes all individuals have equal worth and rights. In early childhood education settings, this means that all children will be accepted and served within a program with the implication that special or minority needs will not be stigmatized or marginalized. Inclusion means to bring people in rather than exclude them—in thought, word, or deed. (Honouring Diversity Within Child Care and Early Education: An Instructor’s Guide by Gyda Chud and Ruth Fahlman)

**Parent:** The person(s) primarily responsible for the day-to-day care of children and taking on commonly understood parenting roles, including biological or adoptive parents, step parents, legal guardians or extended family (e.g., grandparents, aunts, uncles).

**Program:** May refer to a specific age grouping, or to an early learning and care setting.

**Program Development:** The process undertaken by an ECE in planning and implementing the interactions, experiences, activities, routines and events within the pedagogical or curriculum model used in the early learning and care setting.