

Job Class Profile: Early Childhood Education Supervisor**Pay Level: CG-29 Point Band: 622-675**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	4	4	4	4	3	4	3	4	3	
Points	187	67	25	19	90	87	62	86	32	655

JOB SUMMARY

The Early Childhood Education Supervisor performs supervisory work in the daily supervision of staff and programs at an Early Childhood Education Centre. Duties include supervision of the Early Childhood Education Workers, the daily planning of the program for all children and supervising and participating in the activities of a group of children. Work also involves assisting in the coordination of activities for students-in-training assigned to the centre for practical work experience.

Key and Periodic Activities

- Supervises the Early Childhood Education Workers and the children under their care; provides instruction and demonstrates various program activities; participates in in-service training programs.
- Arranges for demonstration exercises for students-in-training to observe; assists Early Childhood Education Workers in the evaluation of student performance; discusses student performance with Instructors.
- Plans, implements and supervises the ongoing day care program in consultation with other staff and in accordance with established policies and procedures.
- Participates in staff meetings to plan program activities, to discuss student performance and children's activities.
- Monitors and participates in the program activities of a specific group of children.
- Attends and participates in parent meetings and other advisory committee meetings as required.
- Assumes responsibility for the operation of the Early Childhood Education Centre during the absence of the Manager.
- Assists with planning staff development activities.

SKILL**Knowledge****General and Specific Knowledge:**

- Early Childhood Education trends and best practices.
- Early Childhood Education program planning

Formal Education and/or Certification(s):

- Minimum: 2 year Diploma in Early Childhood Education (ECE)

Years of Experience:

- Minimum: 3 years experience working in a day care centre

Competencies:

- Ability to develop programs to meet the needs of children and family
- Supervisory skills

Interpersonal Skills

- A range of interpersonal skills are utilized including listening to information from parents regarding needs of children; asking questions to gather additional information regarding needs of children; providing routine information and direction to Early Childhood Education Workers regarding program activities; providing care, comfort and nurturing to children; instructing and demonstrating ECE practices to students; and gaining the cooperation of others to complete work activities.
- Communications occur with Early Childhood Education Workers and students; children and parents; Centre Manager and with Early Childhood Education Instructors regarding student performance.
- The most significant contacts would be with the Early Childhood Education Workers, students and Instructors.

EFFORT**Physical Effort**

- Occasionally, work demands result in considerable fatigue, requiring periods of rest.
- Lifting and moving of children weighing up to 50 lbs is required on a regular basis.
- Physical effort including sitting, standing and walking is required on a regular basis as is physical strength and endurance (i.e. lifting children and pushing/pulling wagons and carts) and working in awkward or cramped positions requiring bending and kneeling.
- Gross motor skills requiring strength and coordination as well as maintaining physical balance are regularly required when performing activities with children.

Concentration

- **Visual** concentration includes observing children on a constant basis to ensure their health and safety.
- **Auditory** concentration is required to discuss program planning activities with staff; to listen to parents and children and to discuss student performance with Early Childhood Education Instructors.
- Other **sensory demands** such as touch is used when participating in activities with children.
- **Repetition requiring alertness** is evident when monitoring program activities.
- **Time pressures** exist when scheduling parent meetings.
- **Higher than normal levels of attentiveness or alertness** for the health and safety of others is evident when participating in activities with children to ensure their health and safety.

Complexity

- Tasks and activities are different with some unrelated processes requiring a range of skills and knowledge especially as it relates to administrative and daily program planning functions.

- Tasks can range from those that are repetitive to those that have no guidelines or procedures. As well work tasks do require some interpretation regarding children's program activities.
- Typical challenge or issue would relate to the daily supervision of staff and/or the planning of daily children's program activities in consultation with staff and in accordance with established policies and procedures.
- References available to address typical challenges include Child Care Services Regulations; Early Childhood Education Program standards; internal policies and procedures

RESPONSIBILITY

Accountability and Decision-Making

- Work tasks and activities are generally controlled or prescribed as guidance is received from a manager who reviews work for compliance with policies and procedures. Daily work tasks are performed independently.
- Independent decisions are made regarding any staffing related issues and daily program activities for the children. Assumes overall responsibility for daily operations in the absence of the Manager.
- Exercises discretion with respect to children's daily programming while ensuring the health and safety of the children; contacting parents regarding any children issues and the ECE faculty regarding student progress with meeting course objectives/outlines.
- High degree of independent discretion and judgment is exercised with respect to the health and safety of children.

Impact

- Results of work tasks and activities are directly felt within the immediate work area, department, organization and on the children and parents.
- Results of work tasks and activities directly impact on processes and systems of the Early Childhood Education Centre in terms of program planning and activities; human resources in terms of staff supervision; material resources required for program activities; health and safety of children and staff and on corporate image. Students can also be impacted based on the evaluations of the ECE Workers regarding meeting course objectives.
- Consequences of mistakes or errors are directly felt within the immediate work area, department, organization and on children and parents. Consequences typically impact directly on the health and safety of children; facilities and possibly a negative impact on corporate image.
- Typical time frame required to identify and resolve consequences of mistakes is within hours of problems being identified.

Development and Leadership of Others

- Typically responsible for supervisory activities for a small size work group of employees (1 to 4 employees).
- Development and leadership activities include the provision of advice, guidance, feedback and training to Early Childhood Education Workers; orientation to new staff; delegating and allocating tasks; organizing, coordinating, reviewing and checking the work of staff as well as

providing input into performance assessments, staffing and recruitment.

WORKING CONDITIONS

Environmental Working Conditions

- Safety precautions such as hand washing are required to ensure a healthy, clean and safe environment for the care of children.
- Significant likelihood of minor illnesses.
- Regularly exposed to bodily fluids and waste, infectious diseases, and odours (i.e. from working with young children). May occasionally be exposed to wet or slippery surfaces.