

	<h2>HR Shared Services Project</h2>	<h2>Child Care Sector Job Framework</h2>
Title / Tasks and Outcomes	<h3>Resource Teacher</h3>	<h3>Inclusion Coordinator</h3>
General Accountability	<p>The Resource Teacher is responsible to provide a safe, caring and developmentally appropriate early learning environment for one or more children with special needs between the ages of four (4) months and twelve (12) years. The Resource Teacher works with a multi-disciplinary team (including developmental specialists, teachers, parents) to develop and implement Individual Development Plans (IDP) or Routine Based Plans (RBP) for each child with special needs.</p> <p>The Resource Teacher uses Centre philosophy and policy, and adapts programs and equipment as required to maintain and enhance a standard of care that contributes to the Centre’s reputation for excellence.</p>	<p>The Inclusion Coordinator is responsible to provide a safe, caring and developmentally appropriate early learning environment for one or more children with special needs between the ages of four (4) months and twelve (12) years. The Inclusion Coordinator guides all staff and works with a multi-disciplinary team (including developmental specialists, teachers, parents) to develop and implement Individual Development Plans (IDP) or Routine Based Plans (RBP) for each child with special needs.</p> <p>The Inclusion Coordinator uses Centre philosophy and policy, and adapts programs and equipment as required to maintain and enhance a standard of care that contributes to the Centre’s reputation for excellence.</p>
Child Development and Care	<ul style="list-style-type: none"> • Facilitate the development and behaviour of children with special needs <ul style="list-style-type: none"> ○ Uses a variety of observation and documentation techniques ○ Facilitate cognitive, language, social, emotional, creative and physical development of children ○ Facilitate acceptance of diversity • Develop, implement, evaluate and adapt programs <ul style="list-style-type: none"> ○ Research a variety of curriculum models and developmental disabilities ○ Implement an inclusion policy ○ Oversee the delivery of adaptive strategies and ensures that all developmental programs are delivered as required by professionals (i.e. Occupational Therapists, Psychologists, Speech Pathologists, etc.) ○ Develop, implement, evaluate and monitor an infant, toddler, 	<ul style="list-style-type: none"> • Facilitate the development and behaviour of children with special needs <ul style="list-style-type: none"> ○ Uses a variety of observation and documentation techniques ○ Facilitate cognitive, language, social, emotional, creative and physical development of children ○ Facilitate acceptance of diversity • Develop, implement, evaluate and adapt programs <ul style="list-style-type: none"> ○ Research a variety of curriculum models and developmental disabilities ○ Implement an inclusion policy ○ Oversee the delivery of adaptive strategies and ensures that all developmental programs are delivered as required by professionals (i.e. Occupational Therapists, Psychologists, Speech Pathologists, etc.) ○ Develop, implement, evaluate and monitor an infant, toddler,

	<p>pre-school, kindergarten, school-age or multi-age special needs program as required</p> <ul style="list-style-type: none"> ○ Identifies and implements appropriate interventions for children with special needs ○ Modify environment to ensure accessibility ● Support the holistic development of all children <ul style="list-style-type: none"> ○ Build meaningful relationships with the children ○ Identify and expand upon learning opportunities (teachable moments) ○ Identify and support individual learning and development, diversity, equity and inclusion ○ Maintain documentation of child's development ● Meet health, welfare and safety needs <ul style="list-style-type: none"> ○ Accommodate for children's allergies ○ Administer medication and/or procedures ○ Implement preventative health and safety measures ○ Develop and implement safe travelling practices ○ Provide first aid and CPR ○ Implement emergency and evacuation plans and security procedures and review safety-related issues ○ Follow safe toileting and diapering procedures ○ Identify and report suspected cases of child abuse and neglect ○ Promote a healthy lifestyle ○ Promote environmentally sound practices ○ Actively supervise children at all times, including during outings and field trips ● Meet nutritional needs <ul style="list-style-type: none"> ○ Plan and provide nutritious meals and snacks ○ Prepare and provide infant nutrition ○ Promote healthy eating ○ Accommodate for special nutritional requirements ● Guide children's behaviour <ul style="list-style-type: none"> ○ Establish with colleagues an environment to foster positive behaviour in the program ○ Guide and observe children ○ Implement positive behaviour guidance ○ Facilitate appropriate language, conflict resolution, empathy, problem solving and coping skills 	<p>pre-school, kindergarten, school-age or multi-age special needs program as required</p> <ul style="list-style-type: none"> ○ Modify environment to ensure accessibility ● Support the holistic development of all children <ul style="list-style-type: none"> ○ Build meaningful relationships with the children ○ Identify and expand upon learning opportunities (teachable moments) ○ Identify and support individual learning and development, diversity, equity and inclusion ○ Maintain documentation of child's development ● Meet health, welfare and safety needs <ul style="list-style-type: none"> ○ Accommodate for children's allergies ○ Administer medication and/or procedures ○ Implement preventative health and safety measures ○ Develop and implement safe travelling practices ○ Provide first aid and CPR ○ Implement emergency and evacuation plans and security procedures and review safety-related issues ○ Follow safe toileting and diapering procedures ○ Identify and report suspected cases of child abuse and neglect ○ Promote a healthy lifestyle ○ Promote environmentally sound practices ○ Actively supervise children at all times, including during outings and field trips ● Meet nutritional needs <ul style="list-style-type: none"> ○ Plan and provide nutritious meals and snacks ○ Prepare and provide infant nutrition ○ Promote healthy eating ○ Accommodate for special nutritional requirements ● Guide children's behaviour <ul style="list-style-type: none"> ○ Establish with colleagues an environment to foster positive behaviour in the program ○ Guide and observe children ○ Implement positive behaviour guidance ○ Facilitate appropriate language, conflict resolution, empathy, problem solving and coping skills ○ Use and promote active listening skills ○ Use natural or logical consequences
--	--	---

	<ul style="list-style-type: none"> ○ Use and promote active listening skills ○ Use natural or logical consequences ○ Protect children from physical and emotional harm 	<ul style="list-style-type: none"> ○ Protect children from physical and emotional harm
Equipment and Facilities	<ul style="list-style-type: none"> ● Develop and maintain a safe environment <ul style="list-style-type: none"> ○ Check for physical hazards ○ Maintain and implement safety standards and protocols ○ Use developmentally appropriate equipment ○ Adapt programming and equipment to unique settings and situations ● Operate and maintain facilities <ul style="list-style-type: none"> ○ Maintain equipment, materials and furnishings ○ Maintain indoor and outdoor physical environment ○ Monitor cleanliness and sanitation of all areas used by children 	<ul style="list-style-type: none"> ● Develop and maintain a safe environment <ul style="list-style-type: none"> ○ Check for physical hazards ○ Maintain and implement safety standards and protocols ○ Use developmentally appropriate equipment ○ Adapt programming and equipment to unique settings and situations ● Operate and maintain facilities <ul style="list-style-type: none"> ○ Maintain equipment, materials and furnishings ○ Maintain indoor and outdoor physical environment ○ Monitor cleanliness and sanitation of all areas used by children
Family and Community Relations	<ul style="list-style-type: none"> ● Form collaborative partnerships with families <ul style="list-style-type: none"> ○ Build and maintain meaningful relationships with families ○ Orient families to programs ○ Communicates and collaborates with parents ○ Provide family resources ● Use community resources <ul style="list-style-type: none"> ○ Access and engage community resources, facilities and services ○ Raise awareness of community events ○ Involve volunteers ● Advocate for children and families <ul style="list-style-type: none"> ○ Make connections between families and resources ○ Respect the rights of the child ● Provide an inclusive environment <ul style="list-style-type: none"> ○ Leads collaboration with parents to identify strengths, needs and interests of the child ○ Collaboratively develop and implement inclusion plans with other professionals and parents 	<ul style="list-style-type: none"> ● Form collaborative partnerships with families <ul style="list-style-type: none"> ○ Build and maintain meaningful relationships with families ○ Orient families to programs ○ Communicates and collaborates with parents ○ Provide family resources ● Use community resources <ul style="list-style-type: none"> ○ Access and engage community resources, facilities and services ○ Raise awareness of community events ○ Involve volunteers ● Advocate for children and families <ul style="list-style-type: none"> ○ Make connections between families and resources ○ Respect the rights of the child ● Provide an inclusive environment <ul style="list-style-type: none"> ○ Leads collaboration with parents to identify strengths, needs and interests of the child ○ Collaboratively develop and implement inclusion plans with other professionals and parents
Record Keeping	<ul style="list-style-type: none"> ● Maintain records for legislative and regulatory purposes <ul style="list-style-type: none"> ○ Record daily and monthly attendance ○ Record and report accidents, incidents and occurrences as required ○ Record cleaning procedures ○ Prepare record of ill health ○ Record medical procedures and the administration of medication 	<ul style="list-style-type: none"> ● Oversee the maintenance of records for legislation and regulations, including <ul style="list-style-type: none"> ○ Daily and monthly attendance ○ Record and report accidents, incidents and occurrences as required ○ Record cleaning procedures ○ Record of ill health ○ Medical procedures and the administration of medication

	<ul style="list-style-type: none"> ○ Maintain up-to-date children’s records, including IPP or RBP goals, developmental outcomes, and learning activities ○ Record facility maintenance and safety checks ○ Complete child’s daily log for parents ○ Complete daily program log book/record 	<ul style="list-style-type: none"> ○ Up-to-date children’s records, including IPP or RBP goals, developmental outcomes, and learning activities ○ Facility maintenance and safety checks ○ Child’s daily log for parents ○ Complete daily program log book/record
Professional Relationships	<ul style="list-style-type: none"> ● Work as a member of a professional team <ul style="list-style-type: none"> ○ Create partnerships with colleagues ○ Participate in meetings ○ Liaise with stakeholders ○ Demonstrate leadership ○ Follow policies and procedures ● Mentor others <ul style="list-style-type: none"> ○ Support and guide colleagues and students ○ Facilitate mentee’s professional development ○ Act as a special needs resource 	<ul style="list-style-type: none"> ● Work as a member of a professional team <ul style="list-style-type: none"> ○ Create partnerships with colleagues ○ Participate in meetings ○ Liaise with stakeholders ○ Demonstrate leadership ○ Follow policies and procedures ● Mentor others <ul style="list-style-type: none"> ○ Support and guide colleagues and students ○ Facilitate mentee’s professional development ○ Act as a special needs resource
Personal and Professional Development	<ul style="list-style-type: none"> ● Conducts self professionally <ul style="list-style-type: none"> ○ Maintains professionalism ○ Follows policies and procedures and uses a code of ethics to guide practice ○ Maintains confidentiality ○ Maintain required professional certifications and/or registrations ○ Keeps up to date with legislative requirements ● Maintains a work/life balance <ul style="list-style-type: none"> ○ Engage in ongoing self-assessment ○ Maintain physical and mental well-being ● Participates in professional development <ul style="list-style-type: none"> ○ Develop and implement a professional development plan ○ Evaluate progress based on the professional development plan ○ Participate in professional workshops, courses and ongoing learning ○ Network with peers ● Advocate for the profession <ul style="list-style-type: none"> ○ Participate in professional organizations ○ Promote the profession 	<ul style="list-style-type: none"> ● Conducts self professionally <ul style="list-style-type: none"> ○ Maintains professionalism ○ Follows policies and procedures and uses a code of ethics to guide practice ○ Maintains confidentiality ○ Maintain required professional certifications and/or registrations ○ Keeps up to date with legislative requirements ● Maintains a work/life balance <ul style="list-style-type: none"> ○ Engage in ongoing self-assessment ○ Maintain physical and mental well-being ● Participates in professional development <ul style="list-style-type: none"> ○ Develop and implement a professional development plan ○ Evaluate progress based on the professional development plan ○ Participate in professional workshops, courses and ongoing learning ○ Network with peers ● Advocate for the profession <ul style="list-style-type: none"> ○ Participate in professional organizations ○ Promote the profession
Education Qualifications	<ul style="list-style-type: none"> ● Grade 12 or equivalent through the General Education Development program ● Completion of a diploma or bachelor’s degree program in Early 	<ul style="list-style-type: none"> ● Grade 12 or equivalent through the General Education Development program ● Completion of a bachelor’s degree program in Early Childhood

and Professional Certification	<p>Childhood Education and proof of current Level II or III certification in Early Childhood Education</p> <ul style="list-style-type: none"> • Completion of courses and workshops relevant to supporting the participation of children with special needs in an early child care environment • Current First Aid and CPR Certificate • Child Abuse Registry Check (for any person over the age of 13) • Criminal Record Check (for any person who is over the age of 18) 	<p>Education and proof of Level II or III certification in Early Childhood Education</p> <ul style="list-style-type: none"> • Completion of courses and workshops relevant to supporting the participation of children with special needs in an early child care environment • Current First Aid and CPR Certificate • Child Abuse Registry Check (for any person over the age of 13) • Criminal Record Check (for any person who is over the age of 18)
Experience	<ul style="list-style-type: none"> • Minimum of four (4) years of experience demonstrated proficiency in child care standards of practice in a licensed child care setting • Completion of work experience related to supporting the participation of children with special needs in an early child care environment 	<ul style="list-style-type: none"> • Minimum of four (4) years of experience demonstrated proficiency in child care standards of practice in a licensed child care setting • Completion of work experience related to supporting the participation of children with special needs in an early child care environment
Specialized Knowledge	<ul style="list-style-type: none"> • Promotes ethical practices and attitudes of the Nova Scotia Child Care Association • Understands and applies relevant legislation which includes, but is not limited to, the following: <ul style="list-style-type: none"> ○ Nova Scotia Department of Community Services Food and Nutrition Standards ○ Fire Inspection ○ Employment Standards Act of Nova Scotia ○ Nova Scotia Occupational Health and Safety, including WHMIS ○ Nova Scotia Day Care Act and Regulations 	<ul style="list-style-type: none"> • Promotes ethical practices and attitudes of the Nova Scotia Child Care Association • Understands and applies relevant legislation which includes, but is not limited to, the following: <ul style="list-style-type: none"> ○ Nova Scotia Department of Community Services Food and Nutrition Standards ○ Fire Inspection ○ Employment Standards Act of Nova Scotia ○ Nova Scotia Occupational Health and Safety, including WHMIS ○ Nova Scotia Day Care Act and Regulations
Skills and Abilities	<ul style="list-style-type: none"> • Above average ability to work independently, multi-task, organizational skills • Takes initiative to anticipate issues and is consistently responsive and responsible to address issues and concerns at work • Research skills and the ability to develop and communicate appropriate interventions and strategies • Ability to mentor and coach peers 	<ul style="list-style-type: none"> • Above average ability to work independently, multi-task, organizational skills • Takes initiative to anticipate issues and is consistently responsive and responsible to address issues and concerns at work • Research skills and the ability to develop and communicate appropriate interventions and strategies • Ability to mentor and coach peers
Personal Characteristics	<ul style="list-style-type: none"> • Flexible, patient, professional, prompt and reliable attendance at work • Creative, enthusiastic, neat and appropriate personal appearance and attire 	<ul style="list-style-type: none"> • Flexible, patient, professional, prompt and reliable attendance at work • Creative, enthusiastic, neat and appropriate personal appearance and attire

Working Conditions	<ul style="list-style-type: none"> • The Research Teacher works in a noisy and busy environment with regular interruptions requiring the ability to change priorities quickly and tolerate stress • Regular business hours with occasional requirement for evening and weekend work • Regular outdoor work is required, including during inclement weather 	<ul style="list-style-type: none"> • The Inclusion Coordinator works in a noisy and busy environment with regular interruptions requiring the ability to change priorities quickly and tolerate stress • Regular business hours with occasional requirement for evening and weekend work • Regular outdoor work is required, including during inclement weather
Physical Requirements	<ul style="list-style-type: none"> • Lifting to 60 lbs. • Outdoor work, including snow shovelling and salting walkways • Exposure to illness and noise 	<ul style="list-style-type: none"> • Lifting to 60 lbs. • Outdoor work, including snow shovelling and salting walkways • Exposure to illness and noise