

Sample of inclusive language and expectations to be inserted into Job Descriptions for early learning and care programs

Remember:

Should you choose to use these as job description inserts, they may be incorporated into one or more existing centre positions.

Remember that ALL of these inserts should show up somewhere in your centre's job descriptions.

Child Care Assistants

Following the lead of *Early Childhood Educators*, the expectation is that the Child Care Assistant will become competent in all areas of responsibility to function within the program with only minimal guidance.

Note: These apply to all classified Child Care Assistants including support staff (ex Cook, Caretaker, Driver, etc.)

Program

- Assists with the implementation of an anti-bias curriculum by promoting diversity and acceptance of individual differences.
- Is aware of the goals & objectives for individuals as well as those for the group (Meeting the needs of individuals within the context of the group).
- Assists with the integration of individual plan (IP) goals into the daily program & routines.
- Assists with the modification of activities and equipment to accommodate individual needs and capabilities (Taking what is already being done and adapting it).
- Utilizes specialized materials and equipment appropriately for the specific needs of individual children (May require some level of instruction or training).
- Assists with structuring the environment and facilitating social situations in order to maximize the physical and social inclusion of all children.
- Seeks and accepts mentorship from ECEs in regards to inclusion strategies during routines and activities in the daily program.

Safety and Health

- Ensures that health and personal care needs are met daily for children of all abilities (Allergies, URIS health care plans, IPs, etc.)

Guidance and Behaviour (children)

- Participates as a team member, by assisting with the implementation of individual guidance & behavior management plans.

Parents

- Promotes the centre's inclusion philosophy to all families.

Professionalism

- Advocates for full inclusion.
- Understands and adheres to the centre's inclusion policies & procedures.
- Demonstrates positive attitudes and inclusive practices, assisting with the facilitation of the learning & development of all children.
- Seeks professional development opportunities regarding inclusive practices.

Early Childhood Educators

Program

- Implements an anti-bias curriculum by promoting diversity and acceptance of individual differences.
- Plans a balance of goals & objectives for individuals with those for the group (meeting the needs of individuals within the context of the group).
- Implements individual plans (IPs) by integrating identified goals into the daily program & routines.
- Modifies activities and equipment to accommodate individual needs and capabilities (taking what is already being done and adapting it).
- Utilizes specialized materials and equipment appropriately for the specific needs of individual children (may require some level of instruction or training).
- Implements innovative and evidence based teaching methods & strategies to best meet individual needs and capabilities.
- Structures the environment and facilitates social situations in order to maximize the physical and social inclusion of all children.
- Consults with specialists and other professionals regarding additional support needs.
- Conducts child observations and prepares reports as assigned.
- Acts as a mentor for Child Care Assistants in regards to inclusion strategies during routines and activities of the daily program.

Safety and Health

- Ensures that health and care needs are met daily for children of all abilities (Allergies, URIS health care plans, IPs, etc.).

Guidance and Behaviour (children)

- Participates as a team member in the implementation of individual guidance & behavior management plans.

Parents

- Promotes the centre's inclusion philosophy to all families.
- Uses family centered practices in all dealings with parents and guardians.

Professionalism

- Advocates for full inclusion.
- Understands and adheres to the centre's inclusion policies & procedures.
- Demonstrates positive attitudes and inclusive practices, facilitating the learning & development of all children.
- Keeps current with inclusive practices through on-going professional development.

Inclusion Specialist

Job Summary

Ensures that children with additional support needs, regardless of funding, have every opportunity for meaningful involvement and equal access to the benefits of the program by coordinating the provision of developmental services.

Qualifications

Early Childhood Educator level III (Not an entry level position). Post Diploma specialization in inclusive child care preferred. Currently these include the University of Winnipeg's **Bachelor of Arts in Developmental Studies (Stream C-Inclusion)** or Red River College's **Studies in Special Needs Child Care post-diploma certificate**.

Accountability

Identify accountability of this position and where it fits within the organizational structure. This is considered a supervisory position.

Salary

ECE with specialized training (see MCCA salary scale <http://www.mccahouse.org/eceworkforce.htm>).

In addition to the responsibilities detailed in this centre's job description for *Early Childhood Educator*, the Inclusion Specialist may be responsible for the following:

Program

- Models inclusive attitudes and acts as a mentor to all staff regarding the centre's inclusion policies and procedures.
- Provides resources to assist staff and to increase their comfort level in implementing inclusive practices.
- Ensures that management staff and board of directors are informed and updated in regards to the centre's inclusion program.
- Ensures that activities and equipment are modified to accommodate individual needs and capabilities (taking what is already being done and adapting it).
- Ensures that specialized materials and equipment are utilized appropriately for the specific needs of individual children (may require some level of instruction or training).
- Implements and encourages innovative and evidence based teaching methods & strategies to best meet individual needs and capabilities.

- Encourages positive interactions by modeling inclusive practices & strategies for all children and staff.
- Assists in the development of individual plans (IPs) and monitors their implementation, ensuring that identified goals are integrated into the daily program & routines.
- Ensures that social situations and the structure of the environment maximize the physical and social inclusion of all children.
- Liaises with other professionals by attending such meetings as developmental assessments, IP meetings, therapies, etc.
- Ensures that records of child observations are consistently maintained and prepares written progress reports at least semi annually.
- Assesses the development of all children and initiates referrals when necessary.
- Facilitates open & effective communication among parents, staff, specialists and schools (Be sure to receive informed consent).
- Ensures that strategies are in place to support a smooth transition to school or another program.
- Seeks various sources of funding to promote projects that meet inclusive goals.

Parents

- Provides opportunities for parental involvement & support allowing parents to take an active role in decision-making regarding their child.
- Uses family centered practices in all dealings with parents and guardians.
- Provides parents with appropriate resource material based on the needs of their family (Community resources, seminars, developmental resource materials, etc.).

Professionalism

- Advocates for full inclusion and is actively involved in inclusion advocacy efforts.
- Demonstrates critical problem-solving skills in order to eliminate the barriers to inclusion.
- Demonstrates and encourages reflective thinking in daily practice.
- Is familiar with legislation, funding parameters and developments that affect services to children with additional support needs.
- Keeps current with inclusive practices through on-going professional development. Irwin, Lero and Brophy (2004, p.24) suggest that “Child care centres employ an in-house resource teacher (i.e. inclusion specialist) when four or more children with special needs are enrolled, or when any children have extremely high special needs”. Furthermore, they recommend that this work is done by “trained and experienced ECEs”. *Therefore, it may be appropriate for large centres to create more than one Inclusion Specialist position.*

Centre Director

Job Summary

An individual who is in charge of the daily management of the centre. The director oversees all aspects of the program and is accountable to the centre administration.

Although the director's duties are primarily managerial, the director is also responsible for the quality, inclusive care and education of all children through his or her leadership and guidance of staff. The director advocates for full inclusion and is actively involved in inclusion advocacy efforts.

I: Program Management

A: Health and Safety

- Actively follows the centre's policy regarding the development of individual health care plans.

B: Curriculum

- Actively follows and promotes the principle of full participation, ensuring that children with additional support needs can participate in all activities and routines all of the time.
- Actively follows and promotes the principle of same hours of attendance available for all children, ensuring that children with additional support needs are not limited to schedules that do not apply to typically developing children.
- Promotes collaborative goal-setting among therapists, parents, and staff.
- Collaborates with many community agencies related to inclusion.

C: Families

- Actively promotes involvement of parents of children with additional support needs in IP meetings and training, regular activities of the centre, and collaborative meetings with therapists for goal setting.
- Encourages parents in their role as advocates for their children.
- Actively follows and promotes the principle of maximum feasible parent participation*, ensuring that parents of children with additional support needs have every opportunity to be active on the board of directors or committees but are not shamed into being involved.
- Uses family centered practices in all dealings with parents and guardians.

II: Organizational Management

A: Centre Administration

- Actively follows and promotes the centre's inclusion policy which states '*all children*', ensuring that enrollment is not denied based on the need for additional supports.
- Ensures that the centre's inclusion policy is visible to visitors and available to staff, parents and community.
- Actively follows and promotes the principle of natural proportion, ensuring that the proportion of children with additional support needs is roughly that of their natural proportion in the general population (10-15%).
- Actively follows the centre's policy regarding transition to school for children with additional support needs.
- Actively recruits board members and parent committee members who are supportive of inclusion and educates them on issues, policy and trends in inclusion.

B: Government Regulating Body

- Is an inclusion leader by creating awareness of inclusion to government.
- Is an inclusion leader by participating in task forces, committees and working groups.
- Is an inclusion leader by promoting broad participation in advocacy for inclusion.

III: Financial Management

- Seeks various sources of funding to promote and enhance the inclusion of children with additional support needs.

IV: Human Resource Management

A: Personnel Policies, Practices and Procedures

- Attracts suitable staff who demonstrate a positive attitude and an understanding and commitment to inclusion.
- Arranges specific training for staff based on the additional support needs of individual children in the program.
- Implements policies that reward staff development, skills and credentials related to inclusion.

B: Career Development and Training

- Is an inclusion leader within the centre, providing in-services on inclusion and modeling participation in professional development and advocacy activities to staff.
- Promotes inclusion training through funding of workshops, career laddering, etc.
- Facilitates inclusion training at in-services, workshops, conferences or community college.

V: Public Relations

- Is an inclusion leader by providing workshops to the ECE field, community, and education system.
- Is an inclusion leader by participating in task forces, committees and working groups.

Board of Directors

- Initiates the development and implementation of an appropriate philosophy and proactive policies that value and support high-quality inclusive care.
- Initiates the development and implementation of policies that safely include children requiring individual health care plans.
- Incorporates goals for inclusion in strategic planning and budgeting.
- Advocates for and actively promotes inclusion within the centre as well as in the community.
- Keeps abreast of inclusion issues and trends at meetings by establishing a regular agenda item and arranging speakers.
- Actively recruits parents of children with additional support needs for board positions and committees.