

PREKINDERGARTEN EDUCATIONAL ASSOCIATE 1**PURPOSE:**

A Prekindergarten Educational Associate, in collaboration with the teacher and other professionals, assists students in acquiring the knowledge and skills required to achieve appropriate levels of independence in daily routines as well as in academic, behavioural, and social domains. Under the direction of professional staff, the Prekindergarten Educational Associate may also have a partnership role in collaborating with parents and the community.

DUTIES AND RESPONSIBILITIES:

Under the direct supervision of a teacher or other professional staff, Prekindergarten Educational Associates work directly with students individually or in small groups. Duties and responsibilities include, but are not limited to, the following:

⇒ Prekindergarten specific

- Facilitate children's development through play, exploration, inquiry, and investigation
- Assist the teacher with documentation of learning (including photographing children, recording children's words, describing children's actions)
- Develop positive relationships with families and caregivers through conversations that highlight children's strengths
- Assist in planning, organizing, and attending family events and activities
- Support community programming and partnerships
- Participate in SRPSD professional development workshops
- Assist the teacher in implementing recommendations from other professionals (SLP, ED Psych, OT)
- Share observations of children's interests with teacher and discuss appropriate response
- Interact with children during meaningful play to inspire and enhance learning opportunities
- Participate actively as a player partner to nurture positive relationships and foster conversation
- Use conversation and interactions intentionally and purposefully to extend children's learning

⇒ Assist with the Student Learning Program

- Assist students to achieve the outcomes identified in the Inclusion and Intervention Plan (IIP);
- Assist students with knowledge and skill acquisition and the transfer of those skills and knowledge to real world situations;
- Participate in collaborative team meetings for students;
- Assist in the development and implementation of strategies to foster appropriate behavior and support change of inappropriate behaviours;
- Engage in self-initiated or recommended professional/personal learning as it relates to various roles in supporting student learning, programming, school initiatives and well-being; and
- Engage and interact with students and colleagues in a positive professional manner.

⇒ Supervision and Personal Care

- Supervise and engage with students in all locations in which their learning program occurs in a variety of settings and locations in the school and school community (pool, kitchen, outdoor equipment, etc.);
- Assist students with mobility;
- Assist students with snacks, meals and feeding requirements; and
- Assist students with personal care needs which include, but are not limited to, tube feeding, toileting, mobility, and personal hygiene;
- Prepare healthy and nutritious meals and/or snacks.

⇒ Communication and Collaboration

With the guidance and upon the request of the teacher and/or principal:

- Collaborate with parents and other professionals engaged in student learning programs;
- Observe and discuss the progress of students with the appropriate teachers; and
- Participate in home visits.

⇒ Transportation

- Transport students to and from school;
- Assist in securing students on the school bus and accompany them on the bus when required; and
- Transport students to school-based activities in the community.

⇒ School Community Leadership

- Participate in developing the school Learning Improvement Plan (LIP) and support the process for ongoing renewal of the LIP.

⇒ Physical

- Assist students using standard techniques and equipment required for lifting, moving, and securing;
- Perform heavy work (exerting up to 100 lbs. of force occasionally and/or up to 50 lbs. of force frequently, and/or up to 20 lbs. of force constantly);
- Engage with students through a variety of techniques, including, but not limited to stooping, kneeling, crouching, crawling, reaching, handling, etc.
- Use appropriate physical defensive interventions and restraint techniques with students when necessary

⇒ Comply with any and all applicable Board Policies, guidelines and practices, and legislation and regulatory requirements.

⇒ Perform other related duties as assigned.

QUALIFICATIONS:

EDUCATION, TRAINING & EXPERIENCE:

- ⇒ Successful completion of Grade 12;
- ⇒ Experience in the delivery of human services. (Human Services in this context refers to social work, health care, justice, counselling and community development).
- ⇒ One of the following:

- A one-year post-secondary Educational Associate certificate;
- A two year Early Childhood Education Diploma;
- A two year Youth Care Worker Diploma;
- An equivalent post-secondary education to the above mentioned certificates and diploma programs, from a recognized institution as approved by the Board of Education.

RECOMMENDED LICENCES & COURSES WHICH WOULD BE AN ASSET:

- ⇒ Valid driver's licence.
- ⇒ First Aid/CPR.
- ⇒ Food Safe Course.

KNOWLEDGE, SKILLS & ABILITIES:

- ⇒ Knowledge of and ability to operate within Board policies and procedures.
- ⇒ Ability to supervise learning and school-related activities in a variety of settings and locations.
- ⇒ Ability to assist students in the development of:
 - Basic life skills including dressing, feeding, and personal care;
 - Gross and fine motor skills;
 - Communication skills;
 - Behaviour management strategies; and
 - Skills that foster successful student engagement and inspire completion of learning activities, assignments, and assessment activities.
- ⇒ Demonstrated knowledge and skill in the use of standard techniques required for lifting, moving, and securing.
- ⇒ Demonstrate a high regard for all children and youth that honours diversity.
- ⇒ Ability to maintain a positive, encouraging, supportive approach when interacting with all students, consistent with the belief that we can help all children learn and become independent.
- ⇒ Ability to plan and organize activities.
- ⇒ Ability to maintain accurate records and documentation and provide recommendations to the supervisor.
- ⇒ Ability to understand and carry out oral and written instructions.

KNOWLEDGE, SKILLS & ABILITIES (continued):

- ⇒ Ability to work collaboratively in a positive manner as part of a team.
- ⇒ Working knowledge of technology and software associated with the duties and responsibilities of this position.
- ⇒ Ability to work independently with minimal on-site supervision demonstrating sound judgement and decision making skills to ensure quality of work meets expected standards.
- ⇒ Ability to establish and maintain professional and effective working relationships with all staff, students, parents and the general public demonstrating tact and diplomacy.
- ⇒ Ability to do heavy work (exerting up to 100 lbs. of force occasionally and/or up to 50 lbs. of force frequently, and/or up to 20 lbs. of force constantly).

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- ⇒ Ability to conduct oneself in a manner appropriate to an educational institution that provides services to children including demonstrating strict attention to confidentiality of school operations and student information.

ADDITIONAL INFORMATION:

- ⇒ A security background check including both a Criminal Record Check and a Vulnerable Sector check will be required.
- ⇒ Must participate in applicable safety training, work-related professional development, in-service, or courses of study.
- ⇒ Duties may involve hours outside of the regular work schedule. Flex time language from the CUPE agreement will be followed.
- ⇒ Access to a private vehicle may be required.
- ⇒ May be required to administer medication in accordance with the appropriate Board Policy and/or Administrative Procedures – Medication and Student Health.

CONCLUSION:

The duties and responsibilities listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the role expectations, if the work is similar, related, or a logical assignment to the position.

This position description does not constitute an employment agreement between the Board of Education and the employee, and is subject to change by the Board of Education as the needs of the employer and requirements of the position change.

**SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION EMBRACES THE
FOLLOWING VALUES AND BELIEFS:**

- **Everyone is a Learner;**
- **Excellence for Every Learner;**
- **Lifelong and Continuous Learning;**
- **Health, Safety and Wellness;**
- **Accountability, Honesty, Integrity and Respect;**
- **A Positive, Healthy and Enjoyable Work and Learning Environment;**
- **An inclusive and diverse workforce and student population.**

Saskatchewan Rivers Public School Division Employees are expected to be exemplary role models at all times.