## Early Learning and Group Care Summaries

**Registered Early Childhood Educator (RECE)**

RECEs work in group childcare centres where they plan, develop, and implement an inclusive, play-based, child interest led, developmentally appropriate program for the children that is responsive to cultural diversity and reflects children's interests. They provide all children with opportunities for engagement, exploration and expression and spend a significant portion of the day outside. RECEs provide a welcoming and nurturing environment by engaging in supportive and respectful interactions with children to ensure they feel a sense of security and belonging. They build collaborative, positive relationships with families through regular contact and support and guide and support ECE Assistants, Supply Educators and Program Assistants in program activities.

**ECE Assistant**

ECE Assistants work in group child care centres where they assist the Early Childhood Educators (RECEs) in providing a nurturing, developmentally appropriate, high quality, inclusive child care program in a group setting that is responsive to cultural diversity and reflects children's interests. They meet the diverse needs of the children in their care by leading them in activities to stimulate their intellectual, physical and emotional growth; applying their knowledge of current pedagogy (e.g. How Does Learning Happen & 4 Foundations). ECE Assistants provide and maintain an environment that protects the health, security and well-being of children by engaging in supportive and respectful interactions with children. They establish and maintain collaborative relationships with their co-workers and ensure positive communications with parents.

**School Age Educator**

School Age Educators develop and facilitate a before and after school program for children 4-12 years of age. They apply their knowledge of 'How Does Learning' Happen, a play-based learning curriculum approach to families, community and oustside agencies, with confidence and clarity. They design and implement an inclusive, emergent curriculum that is often sponataneous and responsive to the immediate interests of the children in their learning environment. They build collaborative, positive relationships with families through regular contact and support and guide and support ECE Assistants, Supply Educators and Program Assistants in program activities.

**Forest and Nature School Educator**

Educators in our Forest & Nature Program foster meaningful connections to the outdoors for children through innovative programs and transformative learning experiences. Children in the program are provided with regular and repeated access to the same natural space, which supports a pedagogical framework of play-based, emergent, and inquiry-driven learning. Educators build strong relationships between children and the land and amongst all children attending programs. They provide a welcoming and nurturing environment by engaging in supportive and respectful interactions with children to ensure they feel a sense of security and belonging. They build collaborative, positive relationships with families through regular contact and support and guide and support ECE Assistants, Supply Educators in program activities

**Intergenerational RECE**

In our Intergenerational Programs, young children and mature adults share their days in a mutually respective environment. It brings young people and ‘young at heart’ adults together to interact, engage, educate, support, and provide care for one another. Opportunities are provided for children and seniors to enjoy activities together in various spaces (child care centre, senior centre, parks) and develop a sense of community.  Intergenerational RECEs facilitate intergenerational activities, enriching the experience of children and seniors alike. They plan, develop, and implement an inclusive, play-based, child interest led, developmentally appropriate program for the children that is responsive to cultural diversity and reflects children's interests. They provide all children with opportunities for engagement, exploration and expression and spend a significant portion of the day outside. Intergenerational RECEs provide a welcoming and nurturing environment by engaging in supportive and respectful interactions with children to ensure they feel a sense of security and belonging. They build collaborative, positive relationships with families through regular contact and support and guide and support ECE Assistants, Supply Educators and Program Assistants in program activities.

**Group Program Assistant**

Program Assistants work in group childcare centres assisting the teaching team in supporting a child(ren) with special needs who is/are attending a licensed child care program. They assist in providing optimal opportunities for the child(ren) to fully participate in all activities and facilitate and engage other children in activities in order to create opportunities for peer interactions. Program Assistants implement program activities and recommended strategies provided by Educators and Resource Consultants.  They assist in maintaining an environment that protects the health, security and well-being of the child(ren) by engaging in supportive and respectful interactions. They establish and maintain collaborative relationships with their co-workers and ensure positive communication with Educators.

**Group Assistant Program Coordinator**

Under the guidance of the Program Supervisor, this role coordinates training/ coaching and mentoring, monitors and supports Centre CCEYA compliance; assists with staff supervision and time and attendance reporting to ensure the provision of nurturing child care in cooperation with parents, colleagues, and community professionals, by offering an inclusive and responsive, high quality, early learning environment that is developmentally appropriate, safe, and meets the needs of the children in their care. Head Educators Assistant Program Coordinators provide leadership to Educators and follow requirements of all municipal, provincial and federal regulations, including policies and procedures identified in the Child Care and Early Years Act (CCEYA) and the policies and procedures of Andrew Fleck Children’s Services.

**Group Program Coordinator**

Under the guidance of the Program Director this position plans and directs the program of the child care centre, is accountable for the care of the children, supervises staff, and is responsible for license compliance. The program coordinator has responsibility for the day -to -day operations of the centre, including: enrolment, staffing, training and development, employee relations, parent relations, health and safety, and electronic data management. The program coordinator monitors and coordinates the provision of nurturing, inclusive care and developmentally appropriate education to meet the needs of children in a group setting within a safe and healthy environment. Follows requirements of all municipal, provincial and federal regulations; follows policies and procedures identified in the child care and early years act (CCEYA); and follows the policies and procedures of Andrew Fleck Children’s Services.

**Group Program Supervisor**

This position plans, directs and oversees the program of a large- scale child care centre and

the Forest and Nature program at AFCS. This position is accountable for the high- quality

early learning and care of children, parent relations, enrolment, staff hiring, staff

development, performance reviews, and overall supervision of the daily operations of the

large centre. The Supervisor is accountable to foster a positive work and early learning

environment and for the day-to-day operations of the Centre. This position also

provides/initiates leadership support to smaller scale child care centres, and newly acquired

childcare centres of AFCS and leads the development of Assistant Program Coordinators for

succession planning and capacity growth. Accountable for compliance with all CCEYA

legislation, provincial and municipal regulations, and AFCS policies.

**Director Early Learning and Child Care**

Early Learning and Child Care Directors are responsible for various Early Learning and Care programs, including Kindergarten, and School Age Program, EarlyON, OFNS, and Group child care programs with infant, toddler and preschool, and Intergenerational programs.  Each Director has a portfolio of programs budgeting approximately 5 million. The Director oversees delivery of all program services through leadership of staff, planning and development of programs and services, assessment and evaluation of services, development and management of informational and financial resources, development of policies in compliance of CCEYA and effective communication with agencies, families, government representatives and the wider community.