

<b>Position Title:</b> <i>Aboriginal Head Start Resource Worker</i>	<b>Date Created:</b> 2012
<b>Team:</b> <i>Early Learning Program</i>	<b>Date Approved:</b>
<b>Date Amended:</b> August 21, 2019	

**A. Position: Aboriginal Head Start Resource Worker**

**B. Immediate Supervisor: Early Learning Program Lead**

**C. Position Summary:** The Aboriginal Head Start Resource Worker is accountable to the United Native Friendship Centre and responsible to the policies and direction as determined by the UNFC Board of Directors and Executive Director. The Aboriginal Head Start Resource Worker will ensure that the goals and objectives and overall policy of the UNFC are adequately met, providing support to the all of the programs.

**D. Roles:** To ensure the effective transition and development of children with special needs and support their families. This includes but is not limited to supporting, educating, and working with the program’s children, parents and staff, as well as, other professionals in the service field.

**E. Qualifications:**

- Diploma in Early Childhood Education or equivalent and a Resource Teacher Certificate;
- Consideration may be given to individuals with a two year Diploma in Early Childhood Education, experience as a Resource Teacher and courses towards a Resource Teacher Certificate (with a commitment to complete program as per Ministry requirements)
- Effective oral and written communication skills
- Must be willing to learn the Aboriginal Head Start Program goals and objectives.
- Sensitive to the culturally based activities, teachings and practices of UNFC (ie. Smudge, Drumming, Ceremonies etc.)
- Must be familiar with the Ontario Childcare and Early Years Act
- Satisfactory Vulnerable Sector and Criminal Reference check
- Immunizations must be up to date
- Current First Aid/CPR and WHMIS

## **F. Responsibilities:**

- Work independently to carry out daily tasks to coordinate, instruct and support the children and staff for smooth functioning of the program.
- Provides direct services to children with special needs in one or more of the following areas: Cognitive development, Communication skills, Social and Emotional Development, Self-Help/Adaptive Skills, Fine and Gross Motor Skills
- Conduct initial and follow-up meetings with parents enrolling their children who are experiencing challenges to their development.
- In partnership with families, initiate referrals and coordinate/case manage outside professional services for the children as needed.
- Develop close working relationship with parents, families and partner agencies.
- Administer preschool screens to children in the program.
- Advise and support staff regarding concerns for any of the children.
- Working as a team, help develop and carry out children's Individual Program Plan (IPP) with family members, Coordinator, Head Teacher, Early Childhood Educators (ECE) and other involved professionals.
- Working with Early Childhood Educators, help plan daily activities to stimulate children's development.
- Possess ability/knowledge to provide or direct parents and staff to needed resources and information.
- Provide on-going training and advice to assist staff in supporting the full inclusion and development of children with special needs.
- Maintain records of assessments, observations, meetings and planned programming (such records are identified as "Individual Program Plans") for each child in the program.
- If requested, provide home visits and attend meetings to support families (transition to school, consultations with outside professionals, etc).
- Follow policies and procedures as outline in the Day Nurseries Act (parent guide, sanitary practices, behaviour management, serious occurrence, etc.)
- Other related duties as outlined by the AHS Coordinator or Head Teacher.
- Other related duties as requested

## **G. Evaluation:**

The position will be evaluated after completion of 3 and 6 month probationary periods and then on an annual basis thereafter. It will be based on the UNFC standards of performance and specific goals of the program as agreed upon by the Board of Directors and the Executive Director. In addition to these, regular formal assessment evaluations will be an ongoing process.