BC Aboriginal ChildCare Society

BC First Nations Early Childhood Educator Occupational Standards

2014 First Edition

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This work could not have been undertaken without the time, effort, and the vital contributions of many early childhood educators in Campbell River, Chemainus, Merritt, Nanaimo, and Terrace.

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BCACCS is a provincial Aboriginal non-profit organization dedicated to supporting Aboriginal early childhood development and care (Aboriginal ECDC) programs and services in British Columbia. Our services are provided to Aboriginal children, families and communities in rural, remote and urban locations on and off reserve. We develop and share spiritually enriching, culturally relevant, high quality early childhood tools and services in order to ensure every Aboriginal child in BC has access to quality care. We also provide training (delivered directly to communities), research, advocacy, and an annual professional development conference. In addition, we manage two urban Aboriginal Head Start (AHS) Programs.

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INTRODUCTION AND BACKGROUND

In summer 2013, BC Aboriginal Child Care Society (BCACCS) undertook work for the First Nations Early Childhood Development Council (FNECDC) to develop fair wage principles, a wage grid, and occupational standards for First Nation early childhood educators in the province of British Columbia.

To work within the resources allocated for the project, BCACCS decided that the development of occupational standards would be streamlined by identifying standards already developed for the early childhood sector. After a literature scan that produced 25 documents describing professional standards, the Project Advisory Committee decided that standards developed by the Canadian Child Care Federation (CCCF) and the Child Care Human Resources Sector Council (CCHRSC) most closely reflected the needs of Canadian early childhood educators. These Canadian documents represent the work of several researchers over at least a decade and reflect a comprehensive data collection and analysis.

Although First Nations participants were involved in the CCCF and CCHRSC research, there was not a First Nations focus and both organizations expressed an interest in the research undertaken by BCACCS. The CCCF and CCHRSC both thought the BCACCS research would be an important and valuable addition to their work and influential in the future revision of their standards.

BCACCS acknowledges the central importance of the CCHRSC *Occupational Standards for Early Childhood Educators* (2011) to the development of this document.

With permission from the CCHRSC and CCCF, BCACCS used the CCHRSC *Occupational Standards for Early Childhood Educators* (2011) as a foundation and framework on which to build standards that reflect the unique practice of BC First Nation early childhood educators. While CCHRSC produced three documents: *Occupational Standards for Early Childhood Educators: How to Guide* (2010)*, Occupational Standards for Early Childhood Educators* (2011)*, and Occupational Standards for Child Care Administrators* (2013), only the *Occupational Standards for Early Childhood Educators* (2011) was used to frame the First Nations focus group discussions. While the longer-term plan is to propose the development of national First Nation/Aboriginal standards which would be more inclusive of all Aboriginal populations including Métis and Inuit, this BCACCS project focuses on the knowledge and skills required for early childhood practice in BC First Nations communities. The research undertaken by BCACCS is viewed as the first step in the development of National Aboriginal standards.

The *BC First Nations Early Childhood Educator Occupational Standards* (2014) reflects the input of both First Nations and non-First Nations early childhood educators (ECEs) who attended five focus group discussions in five different BC communities: Nanaimo, Campbell River, Merritt, Chemainus, and Terrace. As well, the Project Advisory Committee provided feedback to the data collected in the meetings and to the project documents developed including *Fair Wage Matrix: Scan and Summary of Relevant Literature* (2013); *Occupational Standards: Scan of Relevant Literature* (2013); and the final *Summary Report: First Nations Early Childhood Occupational Standards and Fair Wage*s (2014).

A Note about Terminology

It should be noted that to clearly indicate the focus on the work of First Nations early childhood educators (First Nations ECEs) the term "First Nations" has been used primarily in this document. The use of "First Nations" reflects those individuals who are living, working, or formally connected to a tribal group or reserve/band community. An example of this includes Stzu'minus First Nation (formerly the Chemainus Band), and Snuneymux'w First Nation (formerly Nanaimo Band). Where the term "Aboriginal" is used in this and related documents, it is intended to reflect the more inclusive First Nation, Métis, and Inuit population. The term "Aboriginal" is used scarcely in this document as the research has been conducted with First Nation ECEs for the First Nation Early Childhood Development Council.

A Note about Layout

The layout of this document is modeled on the CCHRSC Occupational Standards for Early Childhood Educators (2011) that includes a description of both 'tasks' and 'sub-tasks' related to each standard. The intent of this layout is to show the foundational CCHRSC descriptions relevant to all ECE practice with the essential culturally relevant knowledge and skills described in the table immediately following. The reader will also note repetition of knowledge and skills throughout the document. This repetition is necessary to capture the full range of knowledge and skills required for each task and sub-task.

Next Steps

As noted previously, the BCACCS Occupational Standards project is considered to be an important first step toward the development of a national set of Aboriginal Early Childhood Educator Occupational Standards. BCACCS acknowledges that further discussions across the country are essential to create a set of standards that reflects the practice of all Aboriginal ECEs including First Nation, Métis and Inuit educators. Further, in discussions with ECEs in the project focus groups and at a BCACCS conference workshop in 2014, there were many suggestions about how the standards could be used in early childhood programs in British Columbia. A more detailed discussion, suggestions for helpful tools, and a list of next steps is included in "*Summary Report: Occupational Standards and Fair Wages for First Nations Early Childhood Educators*" (2014).

Our responsibility is far-reaching and sometimes overwhelming. *We have to make sure that our programs reflect the values of our community. If we, as a community, don't teach children about their language and their culture and traditions and share these teachings with their families, it could all be lost. We do this work because it is so important... we are responsible for the education and development of the citizens of our future—they will be the holders of our language, culture, and the traditional knowledge and teachings of our Elders.*

—participant

SECTION A

Child Development, Learning, and Care

Child Development, Learning, and Care

TASK A.1

Facilitate the Development and Behaviour of Children

Context Statement: Early childhood educators facilitate daily experiences that support and promote each child's physical, language, emotional, cognitive, social, creative development, and behaviour using applicable observation tools while respecting inclusion principles and diversity issues.

Subtask A.1.1
Facilitate the Development and Behaviour of Children

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Document observations using a range of methods (e.g., notes, photos, videos); seek information from parents' observations of their children. • Categorize observations into development domains. • Interpret observations. • Communicate observations with team and families. • Use non-biased language (e.g., open-ended sentences, non-judgemental terminology).	• Child development theories. • Effective communication skills to understand and interpret children's behaviours. • Theories and approaches about observation and documentation techniques.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use observation and assessment strategies that are holistic in nature and inclusive of cultural, spiritual, cognitive, physical, social, and emotional development. o Develop teams and include families as fits with First Nations protocols and approaches.	o Holistic approaches to First Nations ECE observing and assessing development. Such approaches will be more inclusive of cultural, spiritual, cognitive, physical, and emotional development. o Inclusive approaches to working with First Nations "teams" and families. o Culturally appropriate communication techniques when working with First Nations families.

Subtask A.1.2
Facilitate Cognitive Development of Children

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Document observations using a range of methods (e.g., notes, photos, videos). • Seek information from parents' observations of their children. • Categorize observations into development domains. • Interpret observations. • Communicate observations with team and families. • Use non-biased language (e.g., open-ended sentences, non-judgemental terminology).	• Child development theories. • Effective communication skills to understand and interpret children's behaviours. • Theories and approaches about observation and documentation techniques.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use approaches to child development that are consistent with First Nations family, community, cultural values, and beliefs. o Plan and implement opportunities for culturally and community relevant learning in the First Nations ECE program. o Use observation and assessment documentation techniques that are appropriate for First Nations families and culture and language.	o The cultural and traditional teachings of the First Nations community in which they work and understand how to implement relevant and appropriate activities to promote and sustain acquisition of cultural and traditional knowledge. o The influence of family, community, and culture on child development, specifically how First Nations children may develop in unique ways as a result of the influence of First Nations ways of knowing and being.

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Subtask A.1.3
Facilitate Language Development of Children

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Observe and interpret language development during play and interactions. • Communicate with the child (e.g., non-verbal techniques, home language(s). • Determine language(s) spoken in the home. • Determine language ability according to age and stage of development. • Identify factors affecting language capacity (e.g., environmental, intellectual, cultural, physiological). • Identify beliefs and practices that affect language use and development.	• Language development for second language learners. • Child development theories. • Language development theories according to developmental stages and ages. • Developmental practices for promoting and supporting language development. • Resources in the environment (e.g., colleagues, materials, students). • Multiple intelligences. • Program and quality standards regarding observation techniques and language development. • Cultural diversity theories and approaches.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
O Prioritize development and implementation of strategies to support First Nations language development. O Demonstrate recognition and value of the interconnectedness of language, culture, and spiritual experiences on First Nations child development. O Provide a range of First Nations language learning opportunities using appropriate and meaningful techniques and resources.	O The historical context of the loss of language and culture and the impact on First Nations peoples. O The unique circumstances of language, the range of influences on language development and acquisition, and approaches that support and promote the development of first and second languages in First Nations communities. O How culture and language influence all aspects of child development—most particularly emotional and spiritual development in relation to a strong self and cultural identity.

"Parents love to hear their children speak their language. *Lots of time, they are exposed to their language through their children. They learn from their children."*

—participant

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Subtask A.1.4
Facilitate Social Development of Children

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Observe: – The child's interaction with peers and adults. – The child when they are being dropped off and picked up. – The child's stage of social play. – The child's interaction with their environment. – The child's body language, gestures and facial expressions. – The child's peer entry group skills. – How the child manages stress and conflicts. – How the child manages transition times in the program. • Identify triggers that may impact on the child's social behaviour (e.g., transitions). • Facilitate children's problem-solving skills. • Facilitate children's entry skills.	• Child development theories. • Child social development theories. • Multiple intelligences. • Diversity theories and approaches. • Program and quality standards regarding observation techniques and social development. • The child's family and extended network of support. • Resources in the environment (e.g., colleagues, materials, students).
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use culturally appropriate approaches and strategies that reflect the unique play experiences of First Nations children. o Support and promote qualities of humility, generosity, and gratitude. o Prioritize development and implementation of strategies to support inclusive approaches to problem solving, in particular strategies that incorporate a community and collectivist focus to problem solving.	o The unique ways that First Nations children play and the ways they develop through play. o The unique ways that First Nations children approach problem solving (i.e., approaches that use community and collectivist orientations.) o Social expectations in the First Nations communities such as humility, generosity, and gratitude. o The culture and language experiences of First Nations children and the importance of these experiences on the developing social world of the child and family. o The unique circumstances of and influences on First Nations children and their development as they move from one community to another and how to support First Nations children and families through this process.

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Subtask A.1.5
Facilitate Acceptance of Diversity

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Model a positive attitude towards diversity (e.g., family, cultural, special needs). • Provide materials and activities that reflect diversity. • Check and validate perceptions (e.g., why a child does not look an adult in the eye). • Promote positive attitudes towards differences. • Utilize different communication methods.	• Different socio-economic and cultural realities within the program. • Immigrant adjustment process. • Concepts of discrimination, prejudice, homophobia, racism, etc.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use culturally appropriate strategies to support transitions of children from one community to another. o Plan and implement activities that support and promote positive approaches to interpersonal relationships across family groupings and community.	o The unique contexts of the lives of First Nations children and their experiences related to racism. o The unique circumstances of and influences on First Nations children and their development as they move from one community to another and how to support First Nations children and families through this process. o The culture and language experiences of First Nations children and the importance of these experiences on the developing social world of the child and family. o The diversity across family groups and the associated challenges.

"Culture is embedded in everything we do."

—participant

Subtask A.1.6
Facilitate Emotional Development of Children

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Observe: – The child's interactions at drop-off and pick-up. – The child's interactions with family members. – The child during play with other children and adults. • Assess and interpret: – How the child relates to others. – The child's self esteem and autonomy, self-concept and self-identity. – The child's level of comfort or security. – The child's problem-solving strategies. – How the child manages stress and conflict. – How transition times affect the child. – How the child plays within their environment. – If the child displays developmentally appropriate empathy. – The child's self-regulation skills • Implement strategies: – Set goals. – Review. – Evaluate. – Reflect.	• Child development theories. • Child temperament theories. • Multiple intelligences. • Self-regulation skills development theories. • Program and quality standards regarding observation techniques and emotional development. • Planning processes and theories. • Resources in the environment (e.g., colleagues, materials, students).
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use their knowledge about the emotional development of young children and their understandings about First Nations people, families, and community to plan and implement activities and guidance strategies that will support and enhance the development of self-confidence, self-esteem, and self and cultural identity. o Use cultural and language-appropriate resources and techniques that encourage personal, family, and cultural identity and positive esteem.	o About the ways in which the historical and cultural contexts of First Nations people, families, and communities affect the development of self-esteem, self-confidence, self identity, and cultural identity. They understand the implications of these factors on the emotional development and cultural identity of the children. o The culture and language experience of First Nations children and the importance of these experiences on the emotional development of the child and family.

Subtask A.1.7
Facilitate Creative Development of Children

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Facilitate children in the planning and follow-through of activities. • Structure the environment and activities around creative learning. • Provide open-ended activities with varied stimulating materials. • Facilitate children's problem-solving skills. • Set up the environment to promote creative development. • Provide activities that enable the children to express their creativity. • Demonstrate creativity, spontaneity, and flexibility.	• Resources in the environment (e.g., colleagues, materials, students). • Active learning principles (e.g., key experiences). • Multiple intelligences. • Multiple teaching strategies. • Program and quality standards regarding observation techniques and creative development.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Provide access to materials, community members, and other resources to support creative activities that reflect children's family, community, and cultural experiences.	o The creative pursuits of the local First Nations communities and culture. o First Nations community members who can share their creative endeavours and other cultural activities.

"ECEs must be aware of protocols related to songs, stories, and regalia. *For example in Stzu'minus, we use objects that resemble artifacts but that do not reflect the artifacts of particular families."*

—participant

Subtask A.1.8
Facilitate Physical Development Of Children

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Observe and interpret: – The child's gross motor skills. – The child's fine motor skills. – How the child interacts with peers. • Identify if the child may have physical challenges or disabilities. • Identify individual circumstances that could affect physical development (e.g., premature birth). • Implement strategies – Set goals. – Review. – Evaluate. – Reflect.	• Child development theories. • Multiple intelligences. • Each child and their individual circumstances. • Program and quality standards regarding observation techniques and physical development. • Resources in the environment (e.g., colleagues, materials, students).
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Provide equipment, facilities, and opportunities that reflect the community and culture where the program is located.	o The physical artifacts and architecture of the community and the community members who can share information about such materials and physical facilities in the community.

Subtask A.1.9
Spiritual Development of Children
(NEW TASK, First Nations ECE Specific)

First Nations ECEs are able to:	*First Nations* ECEs know:
O Provide opportunities that develop a broad and deep connection to the culture, language, and spiritual life of the First Nations community. O Integrate experiences that connect children and others to the land and the natural environment. O Provide access to culturally and spiritually relevant materials, artifacts, and experiences including those that support the development of the language of the community. O Provide access to community members and other resources and support program activities that reflect the spiritual life of the community.	O The integral nature of culture, language, spiritual development, and connection to the land and natural environment and how these relate to the First Nations ways of knowing and being. O The culture and language experiences of First Nations children and the importance of these experiences on the spiritual development of the child and family. O The ways in which spiritual activities within a culture and community influences human development. O The spiritual beliefs of the local communities. O The community members who are knowledgeable about the traditional beliefs and spiritual activities of their community.

"We allow children to learn about things that the dominant society might be afraid of.

Things like learning about the river by observing it. Teaching goes on all the time—children learn to listen, learn about culture, blessings. These aspects of our lives are integrated into everything we do."

—participant

TASK A.2

Develop, Implement, and Evaluate Programs

Context Statement: In partnership with families, early childhood educators research information to develop and implement programs that meet the developmental needs of the children within their settings, as determined by the age groups and stages of development of children with which they work. Through the use of a variety of observation and evaluation methods and techniques, ECEs note the progress of each child within the various domains of child development.

Subtask A.2.1
Research a Variety of Curriculum Models

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Research appropriate information about a range of curriculum approaches and models. • Analyze information from each model to determine the best fit with individual program needs.	• Child development theories. • Curriculum theories. • Diversity of family contexts. • Professional research tools and approaches (e.g., books, publications, reputable Internet sites). • Philosophy of the program. • Requirements of the program.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Research ways to support culture, language, and spiritual aspects of family and community life into the program and curricula. o Identify if curricula is sensitive to the children's culture, language, and spiritual life.	o Curricula that facilitates the children's culture, language, and spiritual development.

*"In our program, **we are just beginning to expand our cultural activities.** We have a long way to go but we are getting there!"*

—participant

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Subtask A.2.2
Implement Inclusion Policy

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Implement inclusionary practices into programs. • Implement an inclusive environment for children. • Promote inclusion within the program.	• Inclusion policies and procedures. • Principles of universal design and how they support inclusion of all children. • Different aspects of inclusion (e.g., cultural, general, sexual orientation, special needs). • Variety of diverse family compositions.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use approaches and techniques that are sensitive to and respectful of diverse families and communities.	o Broad range of aspects of inclusion relevant to First Nations communities such as literacy (of children and adults) as well as family and cultural beliefs related to inclusionary practice. o Approaches and techniques that are sensitive to and respectful of diverse beliefs and values in First Nations communities.

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Subtask A.2.3
Develop Infant Program

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:

• Develop a program based on:
  – Observations.
  – Developmental needs of children.
  – Interests of children.
  – Community resources.
• Set up a physical environment that supports the child's learning and development.
• Find resources and materials based on the child's interests and needs.
• Set up a safe physical environment for activities.
• Develop a written plan that includes activities.
• Collaborate with parents in developing individual infant program plans.
• Respect and respond to parents' expectations for their child.
• Create an emotional bond with the child based on social and emotional needs.
• Post the plan and review ongoing progress.
• Exchange information and share observations daily on the infant's experience (e.g., eating, sleeping, milestones, play).
	• Temperament theories.
	• Related regulations, standards of practice, quality standards and licensing requirements.
	• Organizational values, policies, and procedures.
	• Development of infant programs.
	• Principles of establishing a developmentally appropriate environment.

In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Demonstrate skill in various forms of screening and assessment tools that are strengths-based. o Integrate appropriate First Nations culture, language, and spiritual development opportunities. o Use approaches and practices that are sensitive and responsive to First Nations beliefs and values related to infant care and development. o Use approaches and practices that use the land and natural environment as a key place and way for children to learn. o Structure infant programs in ways that are inclusive of family and community.	o The importance of approaches that will build trust and support to form strong emotional bonds with First Nations children and families. o The ways in which personal values and beliefs influence development and implementation of organizational values, policies, and procedures. o Approaches and practices that are sensitive and responsive to First Nations beliefs and values related to infant care and development. o Approaches and practices that integrate First Nations culture, language, spiritual knowledge, tradition, and a connection to the land. o Approaches and practices that promote the land and the natural environment as a key place and way for children to learn. o The unique ways that First Nations programs may be structured (e.g., in community-based First Nations ECE programs parents are often involved through parent advisory committees).

Subtask A.2.4
Develop Toddler Program

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:

• Develop a program based on:
  – Observations.
  – Developmental needs of children.
  – Interests of children.
  – Community resources.
• Set up a physical environment that supports the child's learning and development.
• Find resources and materials based on the child's interests and needs.
• Respect and respond to parents' expectations for their child. Follow continuum of development to enrich skills and abilities.
• Offer a variety of activities and allow for revisiting.
• Create an emotional bond with the child based on social and emotional needs.
• Document and share program plan or make learning visible through a variety of means.
• Involve parents in developing program plan.
• Set up a safe physical environment for activities.
• Provide parents with updates on their child's progress and development.
• Support each child's full participation.
	• Child development theories.
	• Individual children and their families.
	• Related regulations, standards of practice, quality standards, and licensing requirements.
	• Organizational values, policies, and procedures.

In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use culturally sensitive approaches to create trusting relationships with First Nations children, families, and communities. o Integrate personal values with those of the First Nations organization in which they work. o Use culturally appropriate and sensitive strategies to engage First Nations parents in community programs. o Use approaches and practices that are sensitive and responsive to First Nations beliefs and values related to toddler care and development. o Integrate appropriate First Nations culture, language and spiritual development opportunities. o Use approaches and practices that use the land and natural environment as a key place and way for children to learn. o Demonstrate skill in various forms of screening and assessment tools, particularly those typically used in First Nations programs.	o The ways in which their personal and professional values influence their capacity and ability to form strong emotional bonds with children. o The importance of approaches that will build trust and support forming strong emotional bonds with children and families. o Approaches and practices that are sensitive and responsive to First Nations beliefs and values related to toddler care and development. o Approaches and practices that integrate First Nations culture, language, and spiritual knowledge and tradition. o Approaches and practices that integrate First Nations culture, language, spiritual knowledge, tradition, and a connection to the land. o The ways in which personal values and beliefs influence development and implementation of organizational values, policies, and procedures. o Unique ways that First Nations programs may be structured. E.g., in community-based First Nations early childhood programs parents are often involved through parent advisory committees.

Subtask A.2.5
Develop Preschool Program

Required Skills and Abilities ECEs are able to:		Required Core Knowledge ECEs know:

• Develop a program based on:
  – Observations.
  – Developmental needs of children.
  – Interests of children.
  – Community resources.
• Set up a physical environment that supports the child's learning and development.
• Find resources and materials based on the child's interests and needs.
• Respect and respond to parents' expectations for their child.
• Follow continuum of development to enrich skills and abilities.
• Offer a variety of activities and allow for revisiting.
• Create an emotional bond with the child based on social and emotional needs.
	• Document and share program plan or make learning visible through a variety of means.
	• Take parents' suggestions into consideration.
	• Respect and respond to parents' expectations for their child.
	• Set up a safe physical environment for activities.
	• Organize field trips based on philosophy of the program.
	• Promote environmentally friendly activities (e.g., recycling, composting).
	• Facilitate the transition of children from child care to the school system.
	• Provide parents with updates on their child's progress and development.
		• Child development theories.
		• Individual children and their families.
		• Related regulations, standards of practice, quality standards and licensing requirements.
		• Organizational values, policies, and procedures.
		• Provincial/territorial early learning curriculum framework or program standard, as it applies.
		• Principles of equity to support of each child's full participation.
		• Strategies to engage each child's unique strengths into the program.

In addition to the above skills, *First Nations* ECEs are able to:	In addition to the above knowledge, *First Nations* ECEs know:
o Use culturally sensitive approaches to create trusting relationships with First Nations children, families, and communities. o Integrate personal values with those of the First Nations organization in which they work. o Use culturally appropriate and sensitive strategies to engage First Nations parents in community programs. o Use approaches and practices that are sensitive and responsive to First Nations beliefs and values related to preschool child care and development. o Integrate appropriate First Nations culture, language and spiritual development opportunities. o Use approaches and practices that use the land and natural environment as a key place and way for children to learn. o Demonstrate skill in various forms of screening and assessment tools, particularly those typically used in First Nations programs.	o The ways in which their personal and professional values influence their capacity and ability to form strong emotional bonds with First Nations children and families. o The ways in which personal values and beliefs influence development and implementation of organizational values, policies, and procedures, and how these values fit with First Nations values. o Approaches and practices that are sensitive and responsive to First Nations beliefs and values related to preschool child care and development. o Approaches and practices that integrate First Nations culture, language, and spiritual knowledge and tradition. o Approaches and practices that integrate First Nations culture, language, spiritual knowledge, and tradition, and a connection to the land. o Approaches that will build trust and support forming strong emotional bonds with First Nations children and families.

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Subtask A.2.6
Develop Kindergarten-Age Program

Required Skills and Abilities ECEs are able to:	Required core knowledge ECEs know:
• Develop a program based on: – Observations. – Developmental needs of children. – Interests of children. – Community resources. • Set up a physical environment that supports the child's learning and development. • Find resources and materials based on the child's interests and needs. • Follow continuum of development to enrich skills and abilities. • Offer a variety of activities and allow for revisiting. • Create an emotional bond with the child based on social and emotional needs. • Document and post program plan. • Take parents' suggestions into consideration. • Respect and respond to parents' expectations for their child. • Set up a safe physical environment for activities. • Organize field trips based on philosophy of the program. • Promote environmentally friendly activities (e.g., recycling, composting). • Develop communication strategies between the school and the centre, if applicable • Provide parents with updates on their child's progress and development.	• Child development theories. • Individual children and their families. • Related regulations, standards of practice, quality standards, and licensing requirements. • Organizational values, policies, and procedures. • Policies and procedures of school, school board, and Ministry/ Department of Education. • Principles of equity to support of each child's full participation. • Kindergarten framework/ curriculum.

In addition to the above skills, *First Nations* ECEs are able to:	In addition to the above knowledge, *First Nations* ECEs know:
o Use culturally sensitive approaches to create trusting relationships with First Nations children, families, and communities. o Integrate personal values with those of the First Nations organization in which they work. o Use approaches and practices that are sensitive and responsive to First Nations beliefs and values related to kindergartener care and development. o Integrate appropriate First Nations culture, language, and spiritual development opportunities. o Use approaches and practices that use the land and natural environment as a key place and way for children to learn. o Use culturally appropriate and sensitive strategies to engage First Nations parents in community programs. o Demonstrate skill in various forms of screening and assessment tools, particularly those typically used in First Nations programs.	o The unique ways that First Nations programs may be structured (e.g., the ways in which their personal and professional values influence their capacity and ability to form strong emotional bonds with First Nations children and families). o The ways in which personal values and beliefs influence development and implementation of First Nations organizational values, policies, and procedures. o Approaches and practices that are sensitive and responsive to First Nations beliefs and values related to kindergartener care and development. o Approaches and practices that integrate First Nations culture, language, spiritual knowledge, and traditions. o Approaches and practices that integrate First Nations culture, language, spiritual knowledge, tradition, and a connection to the land. o The importance of approaches that will build trust and support forming strong emotional bonds with First Nations children and families. o The unique ways that First Nations programs may be structured, (e.g. in community-based First Nations early childhood programs parents are often involved through parent advisory committees.

Subtask A.2.7
Develop School-Age Program

Required Skills and Abilities ECEs are able to:		Required Core Knowledge ECEs know:

• Engage children in the development of plans.
• Develop a program based on:
  – Observations.
  – Developmental needs of children.
  – Interests of children.
  – Community resources.
  – Length and type of program (e.g., before and after school, full days, professional development days)
• Implement programs that are free of racism, sexism and homophobia.
• Encourage awareness of social justice issues to support the child's moral development.
• Set up a physical environment that supports the child's learning and development.
• Find resources and materials based on the child's interests and needs.
• Follow continuum of development to enrich skills and abilities.
• Offer a variety of activities and allow for revisiting.
	• Create an emotional bond with the child based on social and emotional needs.
	• Respect children's transition to adolescence.
	• Document and share program plan or make learning visible through a variety of means.
	• Take parents' suggestions into consideration.
	• Respect and respond to parents' expectations for their child.
	• Incorporate child's goals.
	• Set up a safe physical environment for activities.
	• Organize field trips based on philosophy of the program.
	• Promote environmentally friendly activities (e.g. recycling and composting).
	• Communicate and collaborate with other partners (e.g., schools and other professionals).
	• Provide parents with updates on their child's progress and development.
		• Child development theories.
		• Individual children and their families.
		• Related regulations, standards of practice, quality standards and licensing requirements.
		• Organizational values, policies, and procedures.
		• Policies and procedures of school, school board and Ministry and Departments of Education
		• Principles of equity to support each child's full participation.

In addition to the above skills, *First Nations* ECEs are able to:	In addition to the above knowledge, *First Nations* ECEs know:
o Use culturally sensitive approaches to create trusting relationships with First Nations children, families, and communities. o Integrate personal values with those of the First Nations organization in which they work. o Use approaches and practices that are sensitive and responsive to First Nations beliefs and values related to school-age child care and development. o Integrate appropriate First Nations culture, language, and spiritual development opportunities. o Use approaches and practices that use the land and natural environment as a key place and way for children to learn. o Use culturally appropriate and sensitive strategies to engage First Nations parents in community programs. o Demonstrate skill in various forms of screening and assessment tools particularly those typically used in First Nations programs.	o The unique ways that First Nations programs may be structured (e.g., the ways in which their personal and professional values influence how they form strong emotional bonds with First Nations children and families as well how the structure of the program can encourage meaningful parent involvement). o The ways in which personal values and beliefs influence development and implementation of First Nations organizational values, policies, and procedures. o Approaches and practices that are sensitive and responsive to First Nations beliefs and values related to school-age child care and development. o Approaches and practices that integrate First Nations culture, language, spiritual knowledge, and tradition. o Approaches and practices that integrate First Nations culture, language, spiritual knowledge, tradition, and a connection to the land. o Approaches that build trust and support strong emotional bonds with First Nations children and families.

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Subtask A.2.8
Develop Multi-Age Program

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:

• Develop a program based on:
  – Observations.
  – Broad range of developmental needs of children.
  – Interests of children.
  – Community resources.
• Set up a physical environment that supports the child's learning and development.
• Find resources and materials based on the child's interests and needs.
• Set up and maintain environment according to the skills and abilities of the children across the age range, taking safety aspects into consideration.
• Program according to ages and developmental levels within the multi-age room.
• Create an emotional bond with the children based on social and emotional needs.
• Maintain ratios for multi-age groups.
• Consider input from parents.
• Respect and respond to parents' expectations for their child.
• Promote environmentally friendly activities (e.g., recycling, composting).
• Provide parents with updates on their child's progress and development.
	• Child development theories.
	• Individual children and their families.
	• Related regulations, standards of practice, quality standards, and licensing requirements.
	• Organizational values, policies, and procedures.
	• Strategies to engage each child's unique strengths into the program.
	• Principles of equity to support of each child's full participation.

In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use culturally sensitive approaches to create trusting relationships with First Nations children, families, and communities. o Integrate personal values with those of the First Nations organization in which they work. o Integrate appropriate First Nations culture, language, and spiritual development opportunities. o Use approaches and practices that use the land and natural environment as a key place and way for children to learn. o Use culturally appropriate and sensitive strategies to engage First Nations parents in community programs. o Demonstrate skill in various forms of screening and assessment tools, particularly those typically used in First Nations programs.	o The unique ways that First Nations programs may be structured (e.g., in community-based First Nations early childhood programs, the ways personal and professional values influence the capacity and ability to form strong emotional bonds with First Nations children and families). o The ways in which personal values and beliefs influence development and implementation of First Nations organizational values, policies, and procedures. o Approaches and practices that integrate First Nations culture, language, and spiritual experiences. o Approaches and practices that integrate First Nations culture, language, spiritual knowledge, tradition, and a connection to the land. o The importance of approaches that will build trust and support forming strong emotional bonds with First Nations children and families. o The unique ways that First Nations programs may be structured (e.g., in community-based First Nations early childhood programs parents are often involved through parent advisory committees).

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Subtask A.2.9
Modify Environment To Provide Accessibility

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Provide accessibility for children and their parents. • Adapt the environment to suit the specific needs of the child and the group. • Collaborate with colleagues and administration to prepare and maintain the setting. • Engage in ongoing reflective evaluation.	• Specific needs of the children and their families. • Inclusion policy of the program. • Core principles of reflective evaluation.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Consider local accessibility issues and plan to meet accessibility needs of people in the community who will use or contribute to the program.	o Issues of accessibility among First Nations people in the local community.

Subtask A.2.10
Implement Program

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Prepare the materials and environment. • Introduce activities to the children. • Promote activities to address the needs of all children (e.g., plan for diversity). • Respect and respond to parents' expectations for their children. • Vary play, routine, and transitional periods (e.g. free play, directed play, projects, outdoors). • Use a variety of teaching/instruction strategies to support learning during play and small group activities such as: – Observing. – Asking open-ended questions. – Giving children time to answer. – Encouraging children to take turns. – Providing positive encouragement, coaching and guidance. – Demonstrating. – Modelling. – Scaffolding. – Demonstrating flexibility. – Transitioning between activities. • Explain rules and guidelines. • Ensure sufficient supplies. • Follow daily routines. • Adapt schedule when required.	• Child development theories. • Related regulations, standards of practice, quality standards, and licensing requirements. • Organizational values, policies, and procedures. • Program evaluation methods (e.g., best practices, quality standards). • Definition of learning, learning process, and strategies to support learning. • Principles of equity to support of each child's full participation. • Evaluation analysis methods and strategies for program improvement and enrichment. • Reflective practice.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
O Use holistic and inclusive approaches that are First Nations appropriate when planning and implementing program curricula. O Draw on local First Nations resources to strengthen cultural aspects of the program. O Use evaluation tools and technique that are reflective of and responsive to First Nations families, communities, and cultures. O Plan and implement aspects of the program that will support and promote First Nations people to experience equity in the early childhood programs.	O Holistic and inclusive approaches to child development that are First Nations appropriate and that include aspects of culture, language, spiritual development, and a connection to the land and the natural environment. O Holistic and inclusive curricular approaches that are First Nations appropriate. O About cultural resources in the community such as Elders and other community members. O First Nations appropriate evaluation approaches. O Implications of First Nations experiences related to equity in the early childhood program.

Subtask A.2.11
Evaluate Program

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:

• Observe and interpret:
• Actively interact with the children in a positive manner.
• Identify if activity meets each child's:
  – Physical development.
  – Emotional development.
  – Moral development.
  – Social development.
  – Language development.
  – Cognitive development.
  – Sexual development and gender identity.
• Engage in reflective practice.
• Seek and integrate feedback from parents.
• Seek and integrate opinions from team.
• Seek and integrate feedback from children.
• Check that program meets guidelines and quality standards.
• Draw relevant conclusions in written observations and discussions.
• Make connections between observed behaviour and written observations and discussions.
• Adjust program plan based on observations.
• Prepare documentation (e.g., learning stories, language samples, children's drawings, emergent writing).
• Provide parents with updates on their child's progress and development.
	• Child development theories.
	• Developmentally enriching activities.
	• Safety guidelines, policies, and practices.
	• Program evaluation methods.
	• Evaluation analysis methods and strategies for program improvement and enrichment.

In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
O Use strategies that include attention to culture, language, and spiritual aspects of child development and a connection to the land and natural environment. O Use approaches that reflect First Nations methods relevant to evaluation.	O Holistic and inclusive approaches that reflect First Nations beliefs related to culture, language, spiritual development, and a connection to the land and the natural environment. O Holistic and inclusive approaches to evaluation, which reflect First Nations beliefs, values, and methods relevant to evaluation. O Importance of spiritual experiences to the growth and development of First Nations children and their families.

TASK A.3
Support the Holistic Development of All Children

Context Statement: Early childhood educators recognize, promote, and support the overall learning and development of children. They work to create trusting bonds and relationships with the children and create learning and development portfolios to document the development of each child.

Subtask A.3.1
Build Meaningful Relationships with the Children

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Empathize with the children. • Engage in active listening. • Engage in respectful communication (e.g., positive language, tone of voice, position self at child's level, body language). • Provide opportunities for children to experience success. • Respond to the child's cues (e.g., verbal and non verbal). • Encourage the children (e.g., choices, problem solving, decision making). • Provide reassurance and support. • Demonstrate consistency in behaviour and consequences. • Develop a trusting bond with the child (e.g., teach respect of self, promote attachment, feeling of security, self awareness, and feeling of belonging).	• Child development theories. • Attachment theories. • Individual children's relationships with parents. • Effective communication skills. • Diverse approaches.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use approaches that reflect and respond to First Nations ways of communicating and being in relationship.	o Holistic and inclusive approaches to communication that reflect and respond to First Nations ways of knowing and being. o Holistic approaches to understanding child development, particularly those that incorporate culture, language, and spiritual development, and the influence of those on relationship in its broadest sense (e.g., relationships with people and with the land and the natural environment).

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Subtask A.3.2
Identify and Expand Upon Learning Opportunities/Teachable Moments

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Observe children and interpret observations to plan curriculum. • Identify and respond to learning opportunities/ teachable moments. • Demonstrate flexibility and spontaneity to take advantage of learning opportunities/teachable moments. • Engage in active listening with the children. • Observe and respond to children's feelings, interests, and abilities. • Enter play to stimulate children's thinking and elaborate learning. • Choose/provide materials with properties that are related to the child's explorations in the indoor and outdoor environment. • Choose/provide materials with properties that are inclusive of all children and families in the group. • Plan activities that incorporate sensory and motor areas, physical knowledge skills and cognitive and social play levels. • Use a variety of resources available within the program. • Sustain play by providing opportunities for repeated practice. • Foster child-initiated activities.	• Child development theories. • Philosophy of the program. • Learning theories.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use understandings of First Nations child development approaches to guide practice. o Integrate First Nations appropriate philosophies into program activities. o Integrate appropriate First Nations culture, language, and spiritual development opportunities. o Provide opportunities for children to connect to the land and the natural environment. o Draw on local First Nations resources to strengthen cultural aspects of the program.	o Holistic and inclusive approaches to child development, observation, and program development that are First Nations appropriate and that include aspects of culture, language, spiritual development, and connection to the land. o First Nations appropriate learning/teaching methods and approaches. o The resources available in the community to support a strong cultural program such as Elders and other community members.

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Subtask A.3.3
Identify and Support the Child's Individual Learning and Development

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Observe children and interpret observations. • Document the child's learning and development. • Describe the child's representation (how the child demonstrates what he/she knows or explores). • Identify individual goals and objectives based on results of developmental observations. • Identify individual needs of the child. • Share observations with parents. • Engage in reflective practice. • Understand exceptionalities, special needs, and differing abilities. • Develop individual programs and activities based on learning needs and styles of each child. • Develop activities within the program plan to help the child meet their goals and objectives. • Access, interpret, and record progress toward developmental goals and objectives. • Evaluate plan and make revisions if necessary. • Recommend to families the community agencies and resources available.	• Child development theories. • Individual learning styles. • Available community and professional resources.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
O Use First Nations appropriate approaches to observation and documentation of learning and development. O Include individual learning opportunities that support culture, language, and spiritual development. O Include individual learning opportunities that support a connection to the land and the natural environment. O Use family, community, and culturally appropriate strategies to understand and communicate what a First Nations child knows and can do.	O Holistic and inclusive approaches to child development that are First Nations appropriate and that include aspects of culture, language, spiritual development, and a connection to the land. O First Nations appropriate approaches to observation and documentation of learning. O First Nations appropriate approaches to communication. O The unique ways (influenced by family, community, and culture) that First Nations children demonstrate their knowledge and interests.

Subtask A.3.4
Identify and Support Diversity, Equity, and Inclusion

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Gather information about different forms of diversities (e.g., from the community, professional publication, websites). • Meet with children and families to gather important information. • Accommodate different practices within the program. • Respect differences in families' parenting practices. • Provide materials that are culturally inclusive, diverse and reflect an anti-bias approach. • Provide programs that reflect a diverse population. • Be sensitive and accepting of all children and their cultural, socioeconomic, and family differences. • Engage all children in the program. • Promote and model the celebration of differences. • Provide opportunity for all children to learn about other cultures.	• Specific cultures and diversities of children within the program and community. • Recognize diversity in race, sexual orientation, income, and language. • Professional sources (e.g., books, publications, community groups) on culture and diversity, equity, and inclusion. • Their own beliefs and how they affect their work/self awareness.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Demonstrate sensitivity to First Nations families and the unique history and context of their lives in all planning and implementation and contact with family and community. o Use First Nations appropriate communication approaches and strategies to gather and share important information with family. o Ensure the environment is rich in cultural artifacts and play materials that reflect the experience of children and families in the First Nations communities.	o The historical, cultural, socioeconomic, family, and community influences on First Nations child, family, and community experience and ultimately on the ongoing development of each. o First Nations appropriate communication approaches and strategies. o Resources in the local First Nations community that support a strong culture and language program such as Elders and other community members.

Subtask A.3.5
Maintain Documentation of the Child's Development

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Document program planning. • Develop a file for each child, including examples of the child's activities (e.g. photos, videos). • Record daily observations of the children. • Record behavioural and developmental progress. • Provide parents with updates on their child's progress and development.	• Curriculum theories. • Child development theories. • Various observation methods and tools. • Documentation methods and tools.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use appropriate approaches to child development, observation, documentation, assessment, and curricula development.	o First Nations appropriate approaches to child development, observation, documentation, assessment, and curricula development.

"Often the licensing officer is concerned about us serving traditional foods.

We have to satisfy her that the food is prepared safely. Sometimes this is easy to do and sometimes it is really difficult. We have to work with her to find a solution."

—participant

TASK A.4

Meet Health, Safety, and Well-Being Needs

Context Statement: Early childhood educators develop and maintain settings and environments that promote the health, welfare, and safety of all children. They complete a variety of health and safety procedures and comply with quality standards, current laws, and regulations associated with healthy and safe environments.

Subtask A.4.1
Accommodate for Children's Allergies

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Gather and post allergy information from families. • Share observations with families. • Collaboratively develop an allergy response plan with parents for each applicable child. • Follow the program's allergy policies. • Seek or administer treatment and first aid when required (e.g., administer EpiPen in the event of anaphylactic reactions). • Report and document allergic reactions.	• Signs and symptoms of allergic reactions for individual children. • When emergency care is required and how to administer care. • Federal/provincial/territorial/municipal regulations and quality standards. • Program policies for administration of medication. • Risks of cross-contamination.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Follow additional regulations and quality standards specified by community. o Follow additional expectations outlined by First Nations administration related to administering allergy medication and other medical guidelines.	o First Nations specific regulations and quality standards specified by the community (such as chief and council or First Nations professional/service organizations). o First Nations administration expectations related to administering allergy medication and other medical guidelines.

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Subtask A.4.2
Administer Medication and/or Procedures

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Obtain written instructions and permission from parents. • Read labels and administer prescribed medications accurately. • Record dispensing/administering and intake of medication • Use specialized medical equipment (e.g. asthma masks, catheters, feeding tubes). • Ensure a daily follow-up with parents regarding the dosage of medication administered to the child during the day. • Document medication and procedures.	• Federal/provincial/territorial/municipal regulations and quality standards. • Program policies for storing and administration of medication. • Specialized equipment and procedures for individual children. • Signs and symptoms of allergic and adverse reactions.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Follow additional regulations and quality standards specified by community. o Follow additional expectations outlined by First Nations administration related to administering allergy medication and other medical guidelines.	o First Nations specific regulations and quality standards specified by the community (such as chief and council or First Nations professional/service organizations). o First Nations administration expectations related to administering allergy medication and other medical guidelines.

"Children are part of the teaching team. *They teach their parents and families."*

—participant

Subtask A.4.3
Implement Preventative Health and Safety Measures

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Sterilize and sanitize play materials and equipment. • Use universal hand washing/sanitizing procedures. • Recognize signs of various communicable diseases. • Notify parents/families/health departments of communicable disease outbreak, as required. • Implement exclusion policy, as required. • Conduct a daily health check of each child. • Recognize the effect of personal health on the wellbeing of the children.	• Sanitization and sterilization regulations. • Communicable diseases and program policies. • Universal precautions (e.g., hand washing, handling of body fluids). • Professional sources (e.g., books, publications, reputable Internet sites) and quality standards and practices. • Food safety practices.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Practice in ways that are responsive to unique health issues in First Nations communities, including observing children and keeping parents informed (in supportive and caring ways), about issues that may be critical to child health. o Provide information about the importance of traditional diet to address health issues.	o Unique health issues and preferences of First Nations people and the relationship to traditional diet. o Food safety practices specific to First Nations traditional foods and food preparation.

Subtask A.4.4
Develop and Implement Safe Travelling Practices

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Transport children using safe practices and CSA-approved equipment. • Follow guidelines for stroller use. • Promote street safety. • Promote and educate children about transportation safety. • Meet provincial/territorial transportation requirement. • Complete and identify safety checklists. • Use developmentally appropriate transportation (e.g. strollers, car seats, bikes, wagons). • Use appropriate safety equipment (e.g., helmets, seat belts). • Take precautions when planning and implementing field trips and celebrations (e.g., pre-trip visits, consideration of transportation issues).	• Federal/provincial/territorial regulations. • Quality standards and practices. • Safety policies of the program. • Developmentally appropriate transportation. • Appropriate safety equipment.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Follow additional First Nations specific policies and guidelines. o Access available resources in the community to guide culturally appropriate safe travelling practices.	o Policies and guidelines specific to First Nations communities or administration related to safe travelling practices. o Resources in the First Nations community for assisting culturally appropriate practice related to safe travelling practices.

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Subtask A.4.5
Provide First Aid and CPR

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Identify when first aid and CPR is required. • Maintain certification. • Administer first aid and CPR.	• Current first aid and CPR practices.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
N/A	N/A

Subtask A.4.6
Implement Emergency and Evacuation Plans

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Identify emergency situations. • Keep plans up-to-date. • Educate children and families about the plans. • Practice safety procedures regularly. • Keep children's emergency contact information up-to-date and accessible. • Record/document and report practices and drills, as required. • Respond to emergencies (e.g., tornadoes, hurricanes, snowstorms, extreme heat, floods, chemical spills, power outages). • Contact appropriate emergency departments when necessary (e.g., fire, police, ambulance).	• Emergency and evacuation plans. • Federal/provincial/territorial/municipal regulations. • Quality standards and practices. • Contact information for emergency services personnel.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Follow policy or guidelines required that are specific to the First Nations community in which they work.	o Policies and guidelines specific to First Nations communities related to emergency and evacuation plans.

Subtask A.4.7
Implement Security Procedures

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Ensure security procedures are followed (e.g., lockdown, serious occurrence procedures, intrusion procedures). • Ensure security procedures are visible. • Operate security equipment (e.g., alarms, locks).	• Security procedures of the program. • Quality standards and practices. • Provincial/territorial/municipal regulations.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Follow policy or guidelines related to security procedures that are specific to the First Nations community in which they work. o Work with staff and parents to ensure specific security issues are addressed.	o Policies and guidelines specific to First Nations communities related to security procedures. o Issues related to First Nations communities that are relevant to child security.

Subtask A.4.8
Review Safety-Related Issues

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Keep abreast and respond to safety-related information (e.g., product recalls, safety bulletins). • Identify, address, and report unsafe equipment, materials, food practices, policies, and procedures. • Debrief and evaluate responses to safety issues and make warranted changes, as required.	• Professional sources (e.g., books, publications, reputable Internet sites) and quality standards and practices. • Safety-related resources (e.g., websites, agencies, publications). • Related regulations, standards of practice and licensing requirements.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Follow policies or guidelines related to safety issues in First Nations communities. o Access available as needed to address issues related to child/family safety.	o Policies or guidelines specific to First Nations communities related to safety issues. o Resources available to assist with issues specific to child/family safety.

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Subtask A.4.9
Follow Safe Toileting and Diapering Procedures

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Implement developmentally appropriate diapering procedures. • Ensure sanitary conditions are always maintained. • Use proper diaper-handling and disposal procedures. • Use safe lifting procedures. • Promote self-help skills as children are ready. • Supervise children. • Work collaboratively with parents to ensure consistency. • Effectively communicate with parents and children. • Document and report.	• Health regulations. • Cultural expectations from parents. • Quality standards and practices. • Child development theories.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
N/A	N/A

Subtask A.4.10
Identify and Report Suspected Cases of Child Abuse And Neglect

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Identify and document signs of abuse and neglect. • Maintain confidentiality to protect the child and family while addressing the situation appropriately. • Follow proper protocols for reporting abuse and neglect. • Inform parents about Canadian legislation and program expectations of behavioural guidance and the rights of the child. • Keep lines of communication open with the families.	• Signs of abuse and neglect. • Legislation regarding duty to report. • Procedures for reporting abuse and neglect. • Policies of confidentiality. • Community agencies to support families. • Children's rights.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use strategies to address issues related to abuse and confidentiality relevant to the First Nations community.	o Issues related to First Nations children and families related to abuse and strategies to address the issues. o Issues specific to confidentiality in First Nations communities and strategies to address issues.

Subtask A.4.11
Promote a Healthy Lifestyle

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Promote and model good hygiene habits. • Promote and model physical exercise. • Promote and model healthy eating habits. • Promote need for adequate sleep and naptime schedules. • Promote children's physical and mental health. • Help the children to develop relaxation techniques. • Collaborate with other professionals and agencies to enhance health in the program. • Provide opportunities for outdoor activities every day. • Support parents in keeping a balanced home life that will promote a balanced environment for their children.	• Relaxation techniques. • Professional literature and quality standards. • Hygiene measures. • Strategies for children's health. • Child's family and personal circumstances.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Plan and implement opportunities for preparation and serving of traditional and other foods and the appropriate cultural protocols. o Provide information about traditional foods and diet and their relationship to healthy lifestyles.	o Safe preparation of traditional foods and the cultural protocols related to preparation and serving of food. o The ways in which traditional diet can help to support healthy life styles and address some health challenges.

***"I was a little girl and desperately wanted to help with preparing the fish for smoking** like my older brothers and sisters. My grandmother gave me small jobs to do to help me get used to the tools used for cleaning and preparing both the fish and the fire for smoking the fish. Once the actual preparations began, I was expected to stay out of the way and watch. It never occurred to me to get in the way. After a lifetime of watching and listening I knew that was my job. Soon it would be my turn to do the cutting and cleaning and tending the fire. I just had to wait."*

—participant

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Subtask A.4.12
Promote Environmentally Sound Practices

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Educate self about environmentally sound alternatives. • Plan, program, and implement environmentally sound activities. • Promote and involve parents in environmentally sound activities within the program. • Use environmentally sound supplies and materials.	• Environmentally sound options. • Emerging quality standards and practices. • Organizational policies and procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Practice in ways that are reflective of and responsive to local practices related to environmental protection and sustainability and the connection to the land.	o Local First Nations practices related to environmental protection and sustainability. o First Nations policies and guidelines related to environmental protection and sustainability. o First Nations philosophies and practices related to the connection to the land and the natural environment.

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Subtask A.4.13
Actively Supervise Children

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Position themselves to maximize their view of areas. • Scan facilities frequently to maintain awareness of space and the group dynamic. • Recognize when redirection and intervention is required. • Maintain child-staff ratios. • Anticipate and communicate transition times. • Record and communicate ongoing number of children. • Work collaboratively with team members. • Create environments that do not impede supervision. • Engage children and facilitate play appropriately.	• Supervision practices. • Staff-child ratios. • Environment rating scales. • Safety checklists. • Child guidance strategies (e.g., engagement, facilitation). • Quality standards and practices.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Practice in ways that are culturally and locally appropriate with regard to: – Child supervision. – Safety. – Child guidance. – Quality standards and practices.	o Culturally and locally appropriate practices related to child supervision. o Culturally and locally appropriate practices related to safety. o Culturally and locally appropriate practices related to child guidance. o First Nations beliefs related to quality standards and practices.

Subtask A.4.14
Supervise Children During Outings and Field Trips

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Ensure all emergency contact information for children, medication, first aid supplies, and communication devices (e.g., cell phones) are on-hand. • Enhance ratios, when possible. • Assign designated persons (e.g., staff, parents, volunteers) to groups of children. • Meet transportation requirements. • Implement inclusion practices to ensure all children can participate in outings and field trips.	• Environment and location that they will be visiting (e.g., potential allergens, hazards). • Supervision practices. • Safety practices and procedures. • Federal/provincial territorial and program transportation requirements. • Quality standards and practices.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Communicate in appropriate ways about child supervision during outings and field trips. o Use outdoor activities as a key way for children to learn. o Involve family in planning and implementing culturally appropriate outings. o Seek advice from Elders about appropriate outings and field trips as well as appropriate supervision strategies.	o The historical context of the land and the First Nations culture such as: – Where the people lived. – Where they travelled. – Family groupings. – Access to animals. – Sharing resources found on the land. – Responsibility of one person to others. o Value of outdoor activity within the context of the culture. o Approaches that use the land as a key place/way for children to learn. o The multiple ways that safety is understood in First Nations communities. o Culturally appropriate communications with family reflective of and relevant to First Nations communication strategies. o How to involve family and community in planning and implementing outings and field trips.

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TASK A.5
Meet Nutritional Needs

Context Statement: Early childhood educators may plan and provide nutritious meals and snacks and promote and demonstrate healthy eating habits for children. They may be responsible for the preparation of food and for the nutrition of children of varying ages and with various dietary needs and considerations. ECEs follow health and safety precautions and safe food-handling practices in the preparation and provision of food.

Subtask A.5.1
Plan and Provide Nutritious Meals and Snacks

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Show an interest in and provide varied and nutritious types of food. • Follow Canada's Food Guide and Food Guide for First Nations, Inuit and Métis. • Develop and prepare balanced meals. • Promote culinary activities with the children. • Adapt menus and meals to the age group, culture, needs, portion sizes, etc. • Respect any food restrictions (e.g., allergies, intolerances, vegan, and vegetarian diets). • Respect and respond to family dietary practices. • Integrate cultural nutrition practices. • Follow food safety principles and rules.	• Canada's Food Guide and Canada's Food Guide: First Nations, Inuit, and Métis. • Public health laws and regulations. • Cooking techniques and safe food-handling practices. • Nutritional value of the various types of food. • Developmental nutritional needs and children's preferences. • Vegetarian and vegan diets.
In addition to the above skills, *First Nation* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Include traditional foods and related serving protocols into the early childhood program. o Access appropriate First Nations resources related to traditional foods and serving protocols such as local Elders or other community members to guide practice and to include in program.	o Traditional protocols related to food preparation and serving. o Approaches to integrating First Nations foods and related practices into an early childhood program. o First Nations resources related to traditional foods and serving protocols.

Subtask A.5.2
Prepare and Provide Infant Nutrition

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Follow the parents' plan for feeding, including food introduction. • Serve food in safe conditions (e.g., milk and food temperature). • Adhere to the baby's biological clock (i.e., feeding according to baby's hunger). • Adapt menus and meals to the infant's stage of development. • Pay attention to any food restrictions (e.g., allergies, intolerances). • Preserve nutritional integrity of foods (e.g., proper cooking, preparing, heating and storage procedures). • Facilitate the transition between breastfeeding/bottle and solid foods. • Encourage the bond with the infant through feeding and holding.	• Policies and procedures of the program. • Public health laws and child care regulations. • Food-preparation techniques (e.g., formula preparation). • Nutritional value of the various types of food. • Safety measures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Observe practices related to infant feeding as appropriate (seeking advice from families and Elders as needed). o Observe First Nations policies and guidelines related to infant feeding (seeking advice from community as needed).	o Traditional practices related to infant feeding. o First Nations policy and guidelines related to infant feeding.

Subtask A.5.3
Promote Healthy Eating

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Show a positive attitude and take positive forms of action (e.g., show respect for the child's appetite, rhythm and tastes). • Develop individualized and positive strategies. • Promote an environment that is conducive to healthy eating. • Follow Canada's Food Guide and Food Guide for First Nations, Inuit and Métis. • Provide parents with information about nutritious and safe food choices. • Keep parents informed about child's food intake. • Apply health and safety principles and rules. • Use mealtime as an opportunity for learning about healthy eating. • Create a positive social and emotional atmosphere at mealtimes. • Incorporate dietary diversities.	• Canada's Food Guide and Canada's Food Guide for First Nations, Inuit, and Métis. • Public health laws and regulations. • Cooking techniques. • Nutritional value of the various types of food. • Quality standards and practices. • Eating habits and issues based on individual child's age, development and cultural diversity.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Integrate First Nations traditional foods and protocols related to serving and eating into program. o Seek advice of families and Elders related to culturally appropriate foods and serving/eating protocols. o Access resources related to First Nations practices and traditional foods and protocols.	o Policies or guidelines specific to First Nations communities related to healthy eating. o First Nations practices and protocols related to traditional foods. o First Nations resources available specific to healthy eating. o Practices specific to First Nations communities related to healthy eating. o First Nations traditional foods and protocols related to eating and serving traditional foods.

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Subtask A.5.4
Accommodate for Special Nutritional Requirements

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Obtain information from the family about any specific nutritional needs for the child. • Post and adhere to any specific nutritional requirements for the child. • Make all of the children aware of any specific food requirements and safety rules (e.g., allergies, food restrictions). • Acknowledge cultural needs and traditions in menu planning and food preparation.	• Cultural diversity, food restrictions, and allergies. • Nutritional requirements of various age groups. • Child development theories.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Integrate First Nations traditional foods and protocols related to special nutritional requirements. o Seek advice of families and Elders related to culturally appropriate foods and the ways they can assist meeting special nutritional requirements. o Access First Nations resources relevant to special nutritional requirements.	o Culturally relevant child development approaches. o Policies or guidelines specific to First Nations communities related to special nutritional requirements. o First Nations traditional foods and protocols, and the ways in which those foods can help meet nutritional requirements. o First Nations resources available specific to special nutritional requirements.

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TASK A.6
Guide Children's Behaviour

Context statement: Early childhood educators use a variety of behaviour guidance techniques that are proactive and appropriate to the ages and stages of development, recognizing individual competency of children to positively guide behaviour.

Subtask A.6.1
Establish an Environment to Foster Positive Behaviour in the Program

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Select guidance strategies based on: – Observations. – Developmental needs of the child. – Interests of the child. – Community resources. – Philosophy of program. • Incorporate parents' expectations for their child's behaviour. • Create an emotional bond with the child based on social and emotional needs. • Engage in reflective practice. • Arrange the environment to suit the child's needs and interests. • Create play areas that are compatible with one another (e.g., quiet play versus active play). • Establish play areas that address the needs of all children and their overall development. • Make materials available to the child.	• Child development theories. • Program and room-planning techniques. • Professional sources (e.g., books, publications, reputable Internet sites) and quality standards and practices. • Organizational philosophy.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use appropriate theories and approaches related to child development and guiding to inform practice. o Access relevant First Nations resources to inform practice related to guiding. o Use First Nations quality standards to inform guiding practice. o Incorporate First Nations approaches to play. o Use philosophies that reflect First Nations values and beliefs. o Use First Nations relevant play materials and equipment.	o First Nations appropriate theories and approaches to child development. o First Nations appropriate theories and approaches to guiding children's behaviour. o First Nations appropriate resources to assist guiding practice. o First Nations quality standards and practices. o First Nations appropriate philosophies. o First Nations approaches to play. o First Nations appropriate play materials and equipment.

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Subtask A.6.2
Guide and Observe Children

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Engage with the child (e.g., interact with the child at eye level). • Use observation tools. • Ask open-ended questions. • Interpret results of observations and respond. • Provide active learning activities. • Document behaviour frequency, duration, and types.	• Observation methods and tools. • Individual child's behaviour. • Individual child's skills.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use observation, documentation, and assessment methods and tools appropriate to First Nations children. o Communicate with children and families about observations, documentation, and assessment using culturally appropriate communication strategies.	o First Nations appropriate observation, documentation, and assessment methods and tools. o The ways in which culture influences child behaviour and skill development. o First Nations appropriate approaches to communication.

"In the North, some have a problem with the 'no gun play' policy.

Most families have a gun in the house because they hunt for food. We believe it is important to allow children to engage in 'gun play' as it is such an important part of their experience. We talk with the children about safe gun use in our program because they need to learn about that."

—participant

Subtask A.6.3
Implement Positive Behaviour Guidance

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Build positive, trusting relationship with the child. • Model positive social skills. • Observe children to identify possible reasons for behaviour. • Use positive language when responding to the child's behaviour. • Act consistently and positively (e.g., follow through with expectations for individual children within the program). • Establish behavioural management methods that are consistently applied by all staff. • Identify needs of the child. • Facilitate patterns of interactions (i.e., social dynamics of the group). • Provide clear directions (e.g., use positive voice tone and body language). • Recognize effects of physical environment, schedules and routines on behaviour. • Establish and model conflict resolution methods. • Give the child strategies to develop self-control and self-regulation. • Reinforce positive behaviour. • Promote self esteem. • Foster development of the child's autonomy. • Involve the parent in the process, as needed, to promote change.	• Conflict resolution approaches. • Democratic intervention approaches. • Observation methods and tools.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Communicate with children using First Nations appropriate communication methods and strategies. o Communicate with children using basic First Nations language skills as appropriate. o Seek advice from family and Elders to support guiding practice relevant and appropriate for First Nations children in the program. o Communicate with family regarding child guidance issues and strategies.	o First Nations appropriate theories and approaches to guiding children's behaviour such as: – "Guided experience" (helping children learn through their day-to-day experiences). – Using stories to teach positive guidance. – Modelling expected behaviours. – Helping children to learn from what they see happening around them. o First Nations appropriate communication methods and strategies. o First Nations appropriate observation, documentation, assessment methods and tools. o First Nations appropriate resources to assist guiding practice. o First Nations quality standards and practices.

Subtask A.6.4
Facilitate Appropriate Language

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Help the child to verbalize their feelings and needs and expand their current vocabulary. • Listen actively to the child's language. • Recognize and reformulate the child's vocabulary. • Use an appropriate linguistic model (e.g., vocabulary, syntax).	• Communication methods. • Language used in the home.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use First Nations appropriate methods and approaches to guide behaviour. o Communicate with children using First Nations appropriate communication methods and strategies. o Communicate with children using basic First Nations language skills as appropriate. o Seek advice from family and Elders to support guiding practice relevant and appropriate for First Nations children in the program. o Communicate with family regarding child guidance issues and strategies.	o First Nations appropriate theories and approaches to guiding children's behaviour. o First Nations appropriate communication methods and strategies. o First Nations appropriate resources to assist guiding practice. o First Nations quality standards and practices. o Foundational First Nations language skills.

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Subtask A.6.5
Facilitate Conflict Resolution

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Properly decode the verbal and non-verbal codes and cues used by the child. • Listen to the child. • Place themselves at the child's level and maintain visual contact. • Show respect for the child's emotions expressed or suppressed. • Provide a positive setting. • Promote the child's autonomy.	• Cultural codes and cues. • Conflict resolution methods.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use First Nations appropriate communication strategies when communicating with children and family. o Use community and culturally appropriate conflict resolution methods when resolving issues with First Nations children and families.	o Common cultural cues relevant to First Nations children and families. o Common conflict resolution methods used by First Nations family and community.

"In earlier times in Cowichan, it was always expected that the community would help to discipline children. *In the big house, if we were misbehaving any respected adult could step in and redirect us. Nowadays, parents get so angry if anyone reprimands their child. Our Elders believe it is important that children respect and learn from all the adults in their lives."*

—participant

Subtask A.6.6
Facilitate Empathy

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Reflect the child's emotions. • Make comforting gestures. • Facilitate discussion of differences (e.g., family composition, physical abilities, sexual orientation, cultural holidays) with the child. • Demonstrate empathy.	• Cultural and physical differences.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Demonstrate empathy in ways that are reflective of and responsive to the unique needs of the First Nations children, families, co-workers, staff, and other members in the community in which they work.	o Common cultural cues relevant to communicating with First Nations children and families. o Diverse methods of showing empathy, in particular those methods relevant to First Nations people in the community in which they work.

Subtask A.6.7
Use and Promote Active Listening Skills

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Demonstrate openness and availability to the child. • Reformulate the child's emotions and needs. • Provide one-on-one moments with the child. • Encourage the children to listen to one another (e.g., speaking at the appropriate time in discussions).	• Active listening skills.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Demonstrate and model communication skills that are reflective of and responsive to the unique active listening skills relevant to First Nations children, families, co-workers, staff and other members in the community in which they work.	o Diverse ways of communicating, particularly with regard to the unique communication practices relevant to First Nations children and families in the community in which they work.

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Subtask A.6.8
Use Natural or Logical Consequences

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Observe and intervene consistently in dealing with the child's actions. • Apply consequences while respecting the child's development. • Take follow-up action. • Act on the basis of clear, constant, consistent, concrete and appropriate limits. • Ensure the team is consistent in their practices.	• Child development theories. • The child's individual development. • Meaning of natural and logical consequences.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use natural and logical consequence approaches that fit with First Nations approaches and guiding styles. o Establish the team working with an individual child in ways that consider First Nations approaches to child guidance and cultural.	o First Nations appropriate child development theories and approaches to guiding children. o First Nations practices related to guiding children (e.g., who in the family and community should be included on the "team").

Subtask A.6.9
Protect Children from Physical and Emotional Harm

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Ensure the working environment is safe. • Follow the standards for outdoor facilities. • Ensure equipment and materials are suited to the age level. • Ensure the children have clear instructions. • Apply a code of conduct to prevent physical and psychological violence.	• Safety measures, laws and regulations. • Child development theories.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Create environments that replicate the child's life and cultural and spiritual practices. o Seek advice from family, Elders, and community about child safety and protection.	o First Nations approaches and practices relevant to physical, emotional, and spiritual health of the child (e.g., buildings in the community, such as the big house facilities, and practices typical in the community). o Laws and policies of local community.

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Subtask A.6.10
Facilitate Problem-Solving Skills

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Introduce problem-solving strategies appropriate to the age group and environment. • Lead the child to think and come up with their own solutions that are age appropriate. • Encourage the child's self-sufficiency by guiding them in learning how to solve problems. • Demonstrate flexibility and creativity in order to adapt to situations. • Respect the child's responses and choices. • Provide a safe environment while the child works towards solutions to their problems. • Share power between staff and children.	• Problem-solving techniques. • Democratic intervention techniques.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use culturally appropriate strategies and practices when problem-solving with children. o Communicate in culturally appropriate ways when problem solving with children. o Seek advice from family and Elders about problem-solving strategies typical in community.	o First Nations approaches to child development. o First Nations appropriate theories and approaches to problem solving. o First Nations appropriate communication methods and strategies. o First Nations practices related to problem solving.

Subtask A.6.11
Facilitate Coping Skills

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Treat each child as unique. • Create a significant link with the children. • Respect and respond to the children's needs. • Give the children the opportunity to bring a transitional object. • Prepare the group to receive a new child. • Encourage the gradual integration of the new child in the environment. • Promote collaboration among the parent, the child, and the educator. • Welcome and integrate the family into the environment. • Engage children in discussions regarding issues of change (e.g., new baby, moving). • Demonstrate adaptability and flexibility. • Create a welcoming and safe environment.	• Ecological approach (e.g., child surrounded by significant people, peers, family members, and service organizations). • Signs and symptoms of child stress.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use culturally appropriate communication methods and strategies with children and families. o Seek advice from family or Elder when supporting the child and family to cope with stressful issues or realities. o Seek personal or professional guidance as needed to cope with stressful situations.	o Historical and contemporary context of First Nations lives and experiences. o First Nations appropriate theories and approaches related to developing coping strategies. o First Nations appropriate communication methods, strategies, practices, and protocols. o Personal and professional values, beliefs, and approaches about coping with stressful situations.

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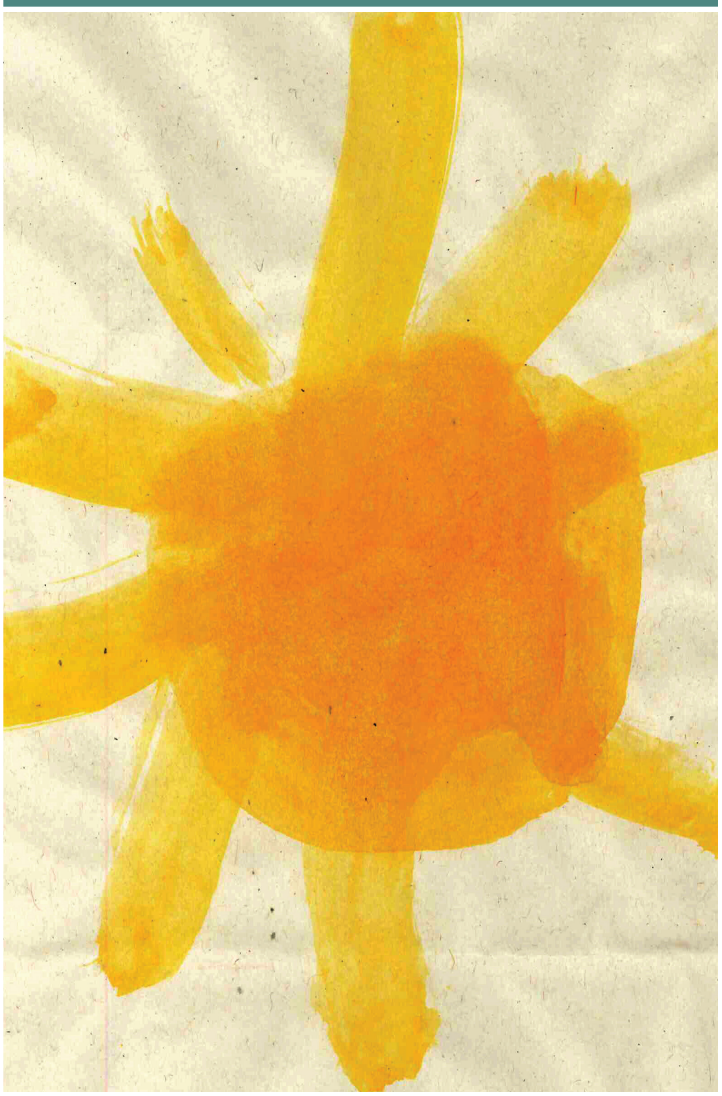
SECTION B

Equipment and Facilities



Equipment and Facilities

TASK B.1

Develop and Maintain a Safe Environment

Context Statement: Early childhood educators perform regular equipment and facilities inspections, monitor, and perform minor maintenance activities, and follow health and safety practices to develop and maintain a safe environment for children.

Subtask B.1.1
Check for Physical Hazards

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Inspect play materials, equipment and environment (both indoors and outdoors). • Address and remove any physical hazards.	• Developmentally appropriate play materials and equipment. • Potential hazards.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Be prepared to explain importance of cultural and spiritual practices to licensing officials and to meet safety requirements in ways appropriate to the community.	o Cultural and spiritual practices that may suggest risk to children and others in the environment (e.g., spiritual cleansing and use of candles to protect children during cultural events.)

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Subtask B.1.2
Maintain and Implement Safety Standards and Protocols

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Perform inspections by completing checklists and forms. • Consider developmental needs and abilities of all children within the group. • Follow safety procedures and policies. • Record issues, concerns and incidents and report when necessary.	• Safety standards as per provincial/territorial regulations. • Child development theories. • Related regulations, standards of practice and licensing requirements.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Apply community cultural and spiritual protocols and traditional knowledge to day- to-day activities and environments.	o Community expectations related to First Nations cultural and spiritual protocols. o Traditional knowledge related to child development. o Familiarity with local First Nations standards of practice related to child expectations and activities.

When there is a death in our community, *children must stay inside until the person who has passed is buried. We light candles to protect children, staff and others. This supports the belief that children see what adults can't see. We cover mirrors to keep the children and others safe. All these things are important for children's health and safety."*

—participant

Subtask B.1.3
Use Developmentally Appropriate Equipment

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Identify developmentally appropriate equipment. • Make informed equipment choices to prepare balanced learning environments. • Observe and evaluate the use of the equipment. • Make equipment purchase recommendations.	• Curriculum theories. • Skills and abilities of children. • Child development theories. • Interests of children.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Apply knowledge to creating culturally and developmentally appropriate play equipment and activities.	o The ways in which community, culture, and spiritual practices and protocols could provide inspiration for locally and culturally relevant play equipment and artifacts. o The ways in which traditional knowledge and child rearing practices can be used to strengthen curriculum and program activities. o Resources in the community to assist with building culturally appropriate play equipment and activity planning.

Subtask B.1.4
Adapt Programming and Equipment to Unique Settings and Situations

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Find creative means to meet the development needs and interests of the children. • Be flexible, responsive, and proactive.	• Child development theories. • Different learning styles and skill mastery. • Professional sources (e.g., books, publications, community resources) and quality standards and practices.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Find creative means to meet the cultural and spiritual expectations of the community and incorporate effectively into the program and physical settings.	o Cultural and traditional ways and how they impact child development, learning styles, and skill mastery. o Resources in the First Nations communities who can inform child development and support enhancing settings to be culturally and spiritually relevant.

"Child Care Licensing does not always understand the importance of 'our way' of doing things. ***We wanted to build a (mini) big house in our playground, complete with fire pit, and had to insist that we find a way to make it work.*** *They aren't aware that our children are around fire all the time when we attend community events in the big house".*

—participant

TASK B.2
Operate and Maintain Facilities

Context Statement: Early childhood educators create and maintain indoor and outdoor physical and learning environments that promote the health, safety and well-being of children and adults. ECEs rotate indoor and outdoor play materials and equipment, maintain inventories of equipment and supplies, and regularly monitor the safety of the environment and materials.

Sub Task B.2.1
Maintain Equipment, Materials, and Furnishings

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Maintain safe play materials and equipment. • Follow directions and instructions for use. • Maintain a sense of order so that materials are found easily and injuries are prevented (e.g. tripping). • Assemble and disassemble equipment. • Assess priorities for children and program. • Research and source equipment. • Plan and prepare supplies for activities.	• Developmentally appropriate theories and equipment.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Assess for hazards and risks of the community, culturally appropriate equipment, and materials and furnishings.	o Community, cultural, and traditional ways of knowing and the influences of these on child development and child interests. o Community, cultural, and traditional ways of knowing and the influences of these on the equipment and materials and furnishings selected for early childhood settings.

"If we hear strange noises in the building ***we will ask an Elder to come and bless it.*** *We believe it might be a restless ancestor."*

—participant

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Subtask B.2.2
Maintain Indoor and Outdoor Physical Environment

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Identify any physical hazards. • Document and report major concerns. • Control/maintain adequate noise, temperature, air quality, and humidity levels. • Properly store hazardous substances. • Solve minor issues. • Conduct daily playground safety checks prior to playground use. • Maintain safety standards. • Maintain cleanliness of outdoor facilities. • Ensure walkways, play areas, paths, driveways, and doorways are clear and free of hazards. • Take action, as necessary (e.g. remove unsafe equipment).	• Health and safety protocols and procedures. • Federal/provincial/territorial regulations and requirements (e.g., CSA). • Importance of components of the environment and their impact on children (e.g., natural light, views of the outdoors, natural materials, different colours and textures, soft furnishings). • Outdoor safety protocols and procedures. • Related regulations, standards of practice and licensing regulations (e.g., playground safety).
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Assess and identify hazards that may be implicated by First Nations appropriate additions to the indoor and outdoor settings or by practices that may take children out into the community (e.g., using tobacco and sweet grass to cleanse rooms following a death and covering mirrors and lighting candles throughout the centre as a way of protecting the children).	o Cultural and community practices related to the natural environment as well as the spiritual connection to the natural environment (e.g. preferences for experiencing outdoors in its natural state). o Community expectations in relation to components of the environment (e.g., equipment, materials, and artifacts that reflect the cultural and traditional ways of the First Nations community). o Community protocols related to culturally relevant equipment, materials, and artifacts. o Community policy and regulation related to indoor and outdoor settings.

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Subtask B.2.3
Monitor Cleanliness and Sanitation of All Areas Used by Children

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Identify areas that need to be cleaned. • Follow health and hygiene standards issued by the government and licensing authorities. • Control and prevent the spread of communicable illnesses and infections. • Check play materials and equipment to ensure cleanliness and sanitation. • Properly store hazardous substances. • Read and interpret step-by-step instructions. • Follow hygiene and cleanliness procedures, as required. • Communicate concerns and actions with the early childhood team.	• Cleaning and sanitary practices. • Regulations and requirements (e.g., federal/provincial/territorial/municipal, Occupational Health and Safety Act).
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Assess for additional hazards, risks, and hygiene issues resulting from the community and culturally appropriate additions to the environment or cultural practices. o Ensure any related hazards, risks, and hygiene-related issues are mitigated.	o Implications of culturally relevant environments, equipment, artifacts, and traditional practices and protocols on cleaning and sanitation (e.g., practices such as smudging, burning, food preparation etc.). o First Nations community policies and regulations related to facilities in the community.

*"**When we talk about cleansing our facilities** we are talking about more than washing floors and cleaning out cubbies. When there is a death in our community we use 'Indian medicine' to cleanse the rooms when children aren't there. Some First Nations burn sage or sweet grass. Some use cedar boughs to sweep the space clean."*

—participant

SECTION C

Family and Community Relations

Family and Community Relations

TASK C.1

Form Collaborative Partnerships with Families

Context Statement: Early childhood educators form collaborative partnerships with children's families that honour their role as the child's primary caregiver, respect their parenting practices, and provide meaningful opportunities for families to determine their children's early learning and care experiences. ECEs adapt their programs to the needs of diverse families, respecting each family's composition, language, and culture. They help connect families with needed resources, furthering the child's healthy development and learning.

Subtask C.1.1
Build and Maintain Meaningful Relationships with Families.

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Empathize with parents. • Communicate ongoing success and concerns. • Discuss program and individual needs. • Discuss expectations. • Respect that parents are the experts on their own children. • Seek out additional information to assist in understanding parents and families. • Respect different family structures (e.g., same sex, single parent). • Create a welcoming environment for all families. • Encourage input from parents in developing individual plans or addressing concerns as they arise.	• Appropriate social interaction skills. • Inclusive practices (e.g., different family structures, cultural practices). • Challenges facing families (e.g., shift-work, income disparity, rural/urban). • Quality standards and practices. • The distinction between the role of the ECE and the parent. • Philosophy of the program.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Reach out to family in sensitive and appropriate ways based on their understandings of the unique contexts of First Nations family and community life. o Consider the unique circumstances of First Nations family life and the unique contexts and diverse beliefs and values across families and communities and plan outreach and orientation activities consistent with these families and communities. o Connect with community resources and organizations for the purpose of creating a supportive network for children, families, and professionals.	o The meaning/definition of family in First Nations communities—extended family as an integral part of "family." o The unique contexts of First Nations family life. o The complexities of relationship and trust building with First Nations families. o Diverse beliefs and values across First Nations families and communities. o Relevant and appropriate protocols of connecting with First Nations families and communities. o Relevant sources and organizations in the community to support children, families, and professionals.

Subtask C.1.2
Orient Families to the Program

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Discuss goals and objectives of the program. • Discuss program philosophy, policies, procedures, expectations, and daily routines before child enters the program. • Explain orientation process and materials. • Solicit information and answer questions from families about their children. • Discuss considerations for the individual child. • Discuss transition plan for bringing the child into the program and any planned changes that will impact the child. • Consider the family's goals for the child upon entrance into and duration in the program. • Modify routines, foods, and activities (to the extent possible) to reflect and respect family practices and preferences.	• Related regulations, standards of practice and licensing requirements. • Organizational values, policies, and procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Reach out to families in sensitive and appropriate ways, understanding the unique contexts of First Nations families and community life and the related beliefs and values. o Plan outreach and orientation activities consistent with these families and communities beliefs and values. o Connect with community resources and organizations for the purpose of creating a supportive network for children, families, and professionals.	o The laws, policies, and expectations of the local First Nations community members, such as administrators, chief, and council. o The ways in which the program can meet and complement the needs and expectations of the First Nations children and families. o Relevant and appropriate protocols of connecting with First Nations families and communities. o First Nations appropriate approaches to communicating with families and the different ways in which "family" may be defined. o Traditional foods, practices, and protocols of First Nations families.

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Subtask C.1.3
Communicate with Families

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Use a variety of communication strategies (e.g., invitations to program activities, newsletters, bulletins, notices, websites). • Provide families with information about significant proposed changes or decisions that may affect them or their children and ensures that families are informed when there are changes in policies or procedures. • Give parents opportunities to provide their input. • Continuously engage the family in information-sharing about the child's daily experiences.	• Quality standards and practices. • Effective communication strategies. • Organizational philosophy, values, policies, and procedures. • Needs of families.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Reach out to family in sensitive and appropriate ways based on their understandings of the unique contexts of First Nations family and community life. o Treat children, families, and communities with respect and dignity consistent with First Nations ways of knowing. o Connect with community resources and organizations for the purpose of creating a supportive network for children, families, and professionals.	o The importance of culture and language in the context of First Nations family life. o The importance of respect as a way of knowing and being and the broader and deeper influence of respect in First Nations communities. o Relevant and appropriate protocols of connecting with First Nations Elders, families, and communities. o Relevant ways to communicate with First Nations Elders, families, and community members, such as learning to listen in different ways (e.g., observing and listening to what is happening around them). o First Nations appropriate approaches to communicating with family and the different ways in which "family" may be defined. o Traditional foods, practices, and protocols of First Nations families.

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Subtask C.1.4
Collaborate with Parents

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Involve the family in identifying and achieving expectations for the child. • Nurture parents as advocates for their children. • Conduct parent conferences to review progress. • Respond promptly when concerns are expressed. • Explore and consider options when differences of opinion occur. • Obtain required permission from parent for resource support. • Work with other professionals to support children and families seeking information and resources. • Identify and recommend community resources available to children and their families. • Demonstrate understanding of their roles as advocates for children, families, and their communities.	• Observation methods and tools. • Availability of resources and support agencies. • Interpersonal communication techniques.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Be inclusive of family (in its broadest sense), which may include extended family and community members such as Elders and "family" who are not blood relations) when collaborating with parents or guardians as may be expected in First Nations communities. o Adopt an equitable relationship with First Nations families by viewing families and professionals as equals.	o The unique historical and contemporary contexts of First Nations family and community life and the influence of these contexts on their relationships with organizations, agencies, and institutions. o The concept of collaborating with First Nations parents may be more broadly defined to include extended family and at times community members such as Elders and "family" who are not blood relations. o Extended family members may be seen as having equal authority to parents.

Subtask C.1.5
Provide Family Resources

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Carry out survey of needs and wants of parents. • Suggest and solicit topics for resources (e.g., work shops, newsletters, bulletin boards). • Research topics for resources. • Advise parents of resources through newsletters, memos, postings, parent boards etc. • Engage 'experts' on topics or facilitate workshops.	• Research methods. • Family needs. • Presentation and facilitation techniques.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Research and connect with resources and services available in First Nations communities with the purpose of creating strong support networks for children, family, and professionals. o Seek advice from family and Elders (as appropriate) when determining support needs of families.	o Resources and services for children, family, and professionals that are available in First Nations communities. o The available resources and services in the community and how well they "fit" to support the issues and needs of children and their families.

"As an ECE in a Friendship Centre on Vancouver Island, ***I have to try to bring a feeling of home no matter where my families are from.*** *My families come from all over the island and province."*

—participant

TASK C.2
Use Community Resources

Context Statement: Early childhood educators establish relationships with and use the resources of the children's communities to support the achievement of program objectives, including the establishment of reciprocal relationships with agencies that support goals for curriculum, health promotion, children's transitions, inclusions, and diversity. ECEs must possess a familiarity with the resources available within their communities and network with these resources to form partnerships and develop awareness programs.

Subtask C.2.1
Access and Engage Community Resources, Facilities, and Services

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Collect information on the resources in the area. • Post contact information for families. • identify community affiliations of the program and staff. • Identify potential community partners. • Utilize community facilities and services (e.g., libraries, parks). • Recruit resources. • Network with community members to implement programs and develop partnerships. • Maintain positive partnerships. • Communicate effectively.	• Resources, facilities, and services within the area. • Program, families, and children's needs.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Reach out to families in sensitive and appropriate ways based on their understandings of the unique contexts of First Nations family and community life. o Assist and support First Nations families to access resources and services that best reflect their needs, interests, and unique circumstances. o Support First Nations families to address existing barriers to accessing resources.	o Relevant and appropriate protocols of connecting with First Nations families and communities. o First Nations appropriate approaches to communicating with family. o The resources and services available that reflect the unique needs, interests, and circumstances of First Nations families. o Issues and barriers experienced by First Nations families related to access and availability of resources and services.

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Subtask C.2.2
Raise Awareness of Community Events

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Encourage parents to get involved and participate in community events. • Demonstrate enthusiasm for program and related organizations (e.g., at booths and kiosks). • Advocate for programs, organizations, and professions that are concerned with the development of families using the program.	• Demographics and needs of the community.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
• Promote community events and activities that they believe will provide helpful and culturally relevant resources and support to First Nations families.	• About community events and activities that may provide resources to First Nations families and will reflect and respond to their needs, interests, and unique circumstances.

Subtask C.2.3
Involve Volunteers

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Orient volunteers to the program (e.g., parents, students, family members). • Assign tasks to volunteers. • Build relationships with volunteers. • Adhere to organizational policies and procedures for volunteers.	• Related regulations, standards of practice, and licensing requirements.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
• Recruit volunteers who will be sensitive to the realities of First Nations families and community life and who will treat First Nations children and families with dignity and respect.	• The laws, policies, and expectations of the local First Nations community members, such as administrators and chief and council. • The ways in which the program can meet and complement the needs and expectations of the First Nations children and families. • Recruiting and hiring policies and procedures to support the ”right” people to work as staff and volunteers in the First Nations child care program.

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TASK C.3
Advocate for Children and Families

Context statement: Early childhood educators advocate for children and their families by establishing ties between parents and various resources and by advocating for support from governmental agencies and associations. They identify the needs of children and families through clear communications of accurate information.

Subtask C.3.1
Make Connections Between Families and Resources

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Collaborate with parents to identify needs of children and family dynamics. • Advocate on behalf of families. • Collaborate and plan with outside agencies. • Promote awareness to parents and families. • Provide information on resources as required. • Exhibit confidence when presenting a message. • Sensitively communicate with families. • Support parents when requested.	• Their roles and responsibilities and those of others in the program setting. • Availability of resources and organizations.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Plan and coordinate opportunities to come together with families both individually and in groups. o Be flexible in their approaches to support family, allowing staff to respond to family needs as they occur.	o Unique circumstances and protocols that exist in First Nations families and communities and how this might affect the level of support ECEs provide for families and the ways in which that support is offered. o First Nations people may define family to include extended family and friends. o Resources and services for children, families, and professionals available in First Nations communities. o How well the resources and services available in the community "fit" to support the issues and needs of children and their families.

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Subtask C.3.2
Respect the Rights of the Child

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Ensure families' cultural practices, traditions and home language(s) are respected in practice and policy. • Provide children with meaningful and developmentally appropriate opportunities to express their views. • Ensure children's opinions and views are listened to by the adults in a respectful manner. • Encourage children to respect the rights of others, cooperate with each other, consider the views of others in a respectful fashion, and honour diversity. • Recognize when children's rights have been violated and take appropriate action.	• Children's rights as outlined in United Nations' Convention on the Rights of the Child. • Program policies regarding the rights of children. • Standards of practice and laws.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Communicate with children and families in caring and sensitive ways that demonstrate understanding about First Nations unique beliefs about children. o Share information with families about international approaches and ways of thinking about the rights of the child within the context of the family, community, and culture.	o Canadian and international conventions about child rights and the diverse beliefs, values, and approaches relevant to First Nations communities. o Laws, rights, and policies of the First Nations communities from which children and families come. o Diverse values, beliefs, and protocols that exist in First Nations families and communities.

"In our communities, the extended family is much broader and bigger. *Also, families are sometimes so young. It is very complex."*

—participant

TASK C.4
Provide an Inclusive Environment

Context Statement: Early childhood educators provide an inclusive environment for children and families through the integration and acceptance of unique and diverse familial and cultural realities. ECEs also ensure the acceptance and complete inclusion of children with special needs through program modification and the development of inclusion plans.

Subtask C.4.1
Collaborate with Parents to Identify Strengths, Needs, and Interests of the Child

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Obtain information about strengths, needs and interests of the children when they register and on an ongoing basis. • Plan meetings with families to discuss their children's strengths and needs. • Respect and include the family when planning special events. • Demonstrate empathy.	• Individual children and their families. • Interpersonal communications techniques. • Observation methods and tools. • Value of diversity. • The child's immediate environment, as well as the broader physical, socioeconomic, and cultural context in which the family lives. • Availability of community resources.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use culturally relevant and sensitive approaches when working with parents/families with children with diverse abilities. o Include family (as defined by the First Nations family) as partners in information sharing.	o The historical and contemporary realities of First Nations families and communities. o The ways in which cultural beliefs and values can influence a family's ideas about "typical" development and expectations. o Diverse cultural beliefs and values related to children with diverse abilities (e.g., each person has a role according to their abilities and no one person is more important than another).

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Subtask C.4.2
Collaborate with Parents and Other Professionals to Develop and Implement Inclusion Plans

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Establish a partnership with the professionals. • Engage in active listening. • Implement recommendations. • Attend meetings and take follow-up actions. • Demonstrate adaptability and flexibility. • Work with team to prepare a development support plan.	• Availability of professional services. • How to prepare a development support plan.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use culturally relevant and sensitive approaches when working with parents/families with children with diverse abilities. o Include family (as defined by the First Nations family) as partners in discussions to plan for children with diverse abilities and their families. o Include local, relevant professionals in discussions to plan for children with diverse abilities and their families.	o Historical and contemporary realities of First Nations families and communities. o The ways in which cultural beliefs and values can influence family's ideas about "typical" development and expectations. o Diverse cultural beliefs and values related to children with diverse abilities. o First Nations protocols related to inviting family to be partners to support children with diverse abilities and their families. o Resources and services available in the community for children with diverse abilities and their families.

"Family is the first teacher. *Children learn by watching you so you must always be sure to be a good example for them."*

—participant

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SECTION D

Work as a Member of a Team

Work as a Member of a Team

TASK D.1

Create Partnerships with Colleagues

Context Statement: Early childhood educators work as members of teams to develop learning environments that meet the needs of all children, staff, and families. They establish and maintain relationships that support productive work and meet professional needs, recognize, and capitalize on the strengths of fellow team members, share a vision and goal for their work, and provide mutual support, collaboration, and assistance. These teams may include teachers, social workers, speech language pathologists, occupational therapists, physiotherapists, psychologists, and other community practitioners.

Subtask D.1.1
Create Partnerships with Colleagues

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Demonstrate integrity in all professional relationships. • Support colleagues and work collaboratively as a team through effective communication strategies. • Make time for discussion with co-workers. • Be non-judgemental. • Offer assistance when needed. • Share resources and responsibilities. • Recognize strengths and limitations of self and co-workers. • Support colleagues to complete their work duties.	• Roles and responsibilities of self and others. • Code of Ethics. • Effective communication skills. • Conflict resolution skills. • Importance of creating a positive team environment.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Assess how community and cultural expectations, protocols, communication practices, and community ethical codes impact on First Nations ECE practice. o Work to ensure any related influences of above are mitigated.	o Additional roles and responsibilities implied by community and cultural expectations and protocols. o Community and culturally appropriate communication and conflict resolution practice. o Codes of Ethics relevant to the community and culture within which the First Nations ECE works.

Subtask D.1.2
Participate in Meetings

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Be prepared for meetings. • Contribute to the development of a meeting agenda. • Express ideas and concerns clearly and concisely and stay on topic. • Engage in active listening. • Respect the opinions of others. • Demonstrate positive communication skills. • Contribute to discussions and share information. • Resolve interpersonal conflicts and differences in a respectful manner.	• The issues at hand. • Standard meeting protocols. • Conflict resolution skills. • Their roles and responsibilities and those of team members. • Positive communication techniques.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Assess how working in settings with family both as team members and clients may impact on First Nations ECE practice and team effectiveness. o Work to ensure any related influences of above are mitigated.	o Issues that may result from working professionally with relatives and close family friends and how these relationships may impact practice. o Community and cultural expectations and protocols related to meetings and team roles and responsibilities. o Community and First Nations appropriate communication and conflict resolution practice.

Subtask D.1.3
Liaise with Stakeholders

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Use effective communication skills. • Facilitate conflict resolution. • Develop an action plan. • Document discussions or actions. • Share knowledge and opinions.	• Availability of resources. • Inter-professional and multigenerational issues. • Child development theories. • Roles and responsibilities of other professionals.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Share cultural, historical/contextual knowledge with others as appropriate. o Seek appropriate professionals to support First Nations children and families. o Use understandings of cultural and traditional ways of knowing when working with and planning for First Nations children and families.	o Historical and contextual issues specific to First Nations children and families (e.g., residential school, 60s Scoop, loss of First Nations language). o Cultural and traditional ways of knowing that influence the ways in which children and families experience development. o Communication and conflict resolution techniques relevant and appropriate for First Nations families. o The range of professionals that may support First Nations children and families.

*"As an administrator, **I would hire people who have cultural experience over others.** That has to be a priority in First Nation communities."*

—participant

Subtask D.1.4
Demonstrate Leadership

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Offer solutions to issues. • Demonstrate a positive attitude. • Use organizational skills. • Acknowledge the strengths of others. • Demonstrate initiative. • Delegate tasks.	• Team-building techniques. • Conflict-resolution skills.
In addition to the above skills, ***First Nations* ECEs are able to:**	**In addition to the above knowledge,** ***First Nations* ECEs know:**
o Use suitable methods and techniques when working with First Nations children, families, and other professionals.	o Conflict resolution techniques relevant and appropriate for working with First Nations children and families. o Effective methods of team building in First Nations communities.

"In First Nation communities it is hard to separate the personal and the professional. We have different boundaries. It is our responsibility to step in and do something to help if we know it is needed. It can make the difference between helping the child and family or feeling like we have abandoned them. ***Lots of times, doing the little 'extra' things provides the support a family needs to get to the next step in their journey.****"*

—participant

Subtask D.1.5
Follow Policies and Procedures

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Provide input into the development of policies and procedures. • Familiarize self with existing policies and procedures. • Provide comments and feedback to policies and procedures. • Suggest potential policies and procedures for development.	• Current legislation, policies and procedures. • Policy development procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use relevant and appropriate protocols when involving First Nations participants and communities. o Involve community such as families, Elders, and First Nations managers in policy development activities.	o Policies, protocols, and procedures particular to First Nations communities. o Relevant and appropriate ways of working with First Nations families to develop policy. o Various levels of management/administrative responsibilities with regard to decision making within the First Nations communities.

"In our community, ***all policies and procedures in the centre have to be approved by chief and council.*** *Once this is done, the program can work more independently. In other communities chief and council have more direct input to operations."*

—participant

SECTION E

Personal and Professional Development

Personal and Professional Development

TASK E.1
Conduct Self Professionally

Context Statement: Early childhood educators demonstrate professionalism on the job by adhering to policies and procedures enforced by their facilities and regulatory bodies. They follow a Code of Ethics and maintain confidentiality to respect the rights of the children and families. ECEs conduct themselves in a professional manner by following dress codes, managing their time effectively, and upholding required certifications and registrations.

Subtask E.1.1
Maintain Professionalism

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Maintain professional demeanour (e.g., dress appropriately, use appropriate tone of voice, be respectful of others, punctuality). • Apply due diligence. • Exhibit a non-judgemental attitude. • Be open-minded and accepting of constructive feedback. • Adhere to division of personal life and professional life.	• Organization's expectations for professional conduct. • Importance of being aware of their behaviours and attitudes when interacting with the public. • Quality standards and practices.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Research and connect with First Nations professional organizations and agencies. o Use First Nations quality and ethical standards to guide professional decisions and interactions. o Demonstrate integrity and sensitivity in all professional decisions and interactions.	o First Nations community laws, policies, and protocols related to professionalism. o First Nations quality and ethical standards and practices. o The ways in which First Nations culture, traditions, and beliefs and values influence individual actions. o The ways in which individual beliefs and values influence ways of thinking and being.

Subtask E.1.2
Follow Policies and Procedures

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Adhere to various policies and procedures (e.g., public health policies, education and child care acts, behaviour management policies). • Participate in the development of new policies and procedures. • Participate in the revision of existing policies and procedures. • Follow through when policies and procedures have been violated.	• Organizational and regulatory body (e.g., provincial/territorial) policies and procedures. • Quality standards and practices.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Integrate First Nations community laws, policies, and protocols with program policies, procedures, and protocols. o Include respected Elders, community members, and families in policy, procedure, and protocol development and revisions.	o First Nations community laws, policies and protocols. o First Nations quality and ethical standards and practices.

Subtask E.1.3
Use a Code of Ethics to Guide Practice

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Recognize and follow requirements outlined in an applicable Code of Ethics (e.g., program, association). • Apply ethical decision-making.	• Code of Ethics.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Practice in ways that are reflective of the First Nations protocols related to ethics such as Seven Sacred Teaching and First Nations' Code of Ethics.	o First Nations approaches to ethics in human services areas such as the Seven Sacred Teaching and First Nations' Code of Ethics.

Subtask E.1.4
Maintain Confidentiality

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Build trusting relationships with children and families. • Respect the privacy of self and others. • Share information on a "need-to-know" basis. • Recognize consequences of breaching confidentiality.	• Federal/provincial/territorial privacy legislation. • Importance of confidentiality.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Practice in ways that are reflective of the contextual circumstances related to First Nations family and community to support confidentiality and respectful practice. o Use observation, hands-on approaches to support learning of all involved (children, co-workers, and parents) and use modelling as a primary means of teaching.	o The circumstances that influence confidentiality and respectful practice in First Nations communities such as having professional responsibilities with close family, neighbours, and community members. o The importance of observation, hands-on learning, and emphasis on modelling in First Nations communities and programs.

"You have to understand a family and the clan system in order to know who you should talk to about different things. Sometimes this goes against what we learn about confidentiality and ethics."

—participant

Subtask E.1.5
Maintain Required Professional Certifications and/or Registrations

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Participate in required training. • Successfully complete required examinations. • Provide proof of certification and/or registration to employer.	• Required professional certifications and/or registrations. • Other requirements according to provincial/territorial standards (e.g., first aid, CPR, WHMIS, medical certificates.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
N/A	N/A

Subtask E.1.6
Keep Up-to-Date with Legislative Requirements

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Keep abreast of changes to licensing and other legislated requirements. • Communicate concerns related to licensing and other legislated requirements.	• Provincial/territorial licensing and other legislated requirements.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Consider both legislative requirements and community expectations and policy when planning ECE service delivery and practice in First Nations communities.	o Community expectations and policy related to ECE service delivery and professional practice in First Nations communities (in addition to legislative requirements).

TASK E.2
Maintain a Work/Life Balance

Context statement: Early childhood educators must maintain a work/life balance to ensure that the stresses of work do not negatively impact their quality of life and health (both mental and physical). They must be able to acknowledge and work within their own professional and personal limitations.

Subtask E.2.1
Engage in Ongoing Self-Assessment

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Assess personal physical and mental health. • Assess personal job satisfaction. • Accept advice. • Find solutions to issues and concerns. • Maintain a positive attitude.	• Signs and symptoms of fatigue and stress. • Physical and emotional requirements of the profession.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Set personal and professional goals that reflect high standards for self-responsibility and self-regulation. o Ensure personal and professional goals guide professional practice. o Set realistic and reasonable personal and professional boundaries.	o The importance of self-responsibility and self-regulation and the relation of those to professional practice.

"I try to go for a bath and cedar brushing early in the morning before work. It helps me to start the day refreshed, more relaxed, and ***ready to meet the responsibilities of my work."***

—participant

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Subtask E.2.2
Maintain Physical Health

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Use proper lifting techniques. • Recognize signs and symptoms of illness. • Recognize personal health limitations.	• Requirements for annual medical care and immunizations. • Importance of personal health and safety. • Principles of ergonomics. • Their rights and responsibilities under health and safety legislation, labour standards legislation, and collective agreements.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Set and maintain healthy personal and professional boundaries that reflect the unique needs and expectations of the First Nations community in which they work.	o Ways in which realistic balance between personal and professional life improves health and well-being. o Personal limits related to physical well-being.

Subtask E.2.3
Maintain Mental Well-Being

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Regularly self-assess personal mental health. • Take breaks, scheduled vacations, and sick leave, as required. • Utilize coping strategies. • Recognize personal limits.	• Available support services. • Coping strategies. • Their rights and responsibilities under health and safety legislation, labour standards legislation, and collective agreements. • Human resource policies of their organization.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Set and maintain healthy personal and professional boundaries that reflect the unique needs and expectations of the First Nations community in which they work. o Connect with personal traditions and cultural teachings to ground self. o Seek direction from Elders (both from own community and the community in which they work) as well as family, other community members, and friends.	o Unique personal and professional boundaries and expectations that may exist in First Nations communities. o Personal cultural context and traditional beliefs and values and the ways those both support and conflict with the beliefs, values, culture, and traditions of the people and community with whom they work. o The demands and stresses of working in programs in their home community, which may include family and friends. o Ethical professional practice standards related to personal and professional roles.

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TASK E.3
Participate in Professional Development

Context Statement: Early childhood educators pursue, on an ongoing basis, the knowledge, skills, and self-awareness needed to be professionally competent by participating in life-long professional development and continuous learning activities. They share and exchange ideas with their peers and fellow professionals to encourage collaboration to enhance recognition of and respect for their profession. ECEs engage in professional development activities to continually enhance the quality of their skills, knowledge, and experience and the profession as a whole.

Subtask E.3.1
Develop and Implement a Professional Development Plan

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Conduct a self-evaluation. • Set goals and objectives. • Source methods to achieve goals and objectives. • Set a timeframe for achieving goals and objectives. • Develop a plan for achieving goals and objectives. • Participate in goal-setting and decision-making.	• Professional development activities and resources. • Methods for upgrading their knowledge and education.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Consider broader range of input required in First Nations communities when planning, setting goals and objectives, and making decisions.	o About the increased, more complex levels of responsibility when administering First Nations ECE programs in First Nations communities.

> ***"You must find out about whose territory you are on***—*where you can go and who you have to ask to find out about these things."*
>
> —*participant*

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Subtask E.3.2
Evaluate Progress Based on the Professional Development Plan

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Conduct a self-evaluation. • Receive feedback from team. • Monitor timelines. • Identify strengths and weaknesses. • Find solutions to problems. • Make revisions to professional development plan. • Use and promote reflective practice.	• Basic expectations of professional tasks. • Available professional and personal supports and resources. • Reflective practice.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Access professional development opportunities that will support and improve their professional practice.	o Their own professional needs in relation to practice (and specifically practice within the community in which the First Nations ECE works).

"Living and working in our communities is really complicated. Our training doesn't always prepare us for working with our nieces and nephews, aunties and uncles. ***It is really hard to tell your auntie that she can't be late picking up again or that fees are overdue."***

—participant

Subtask E.3.3
Participate in Professional Workshops, Courses, and Ongoing Learning

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Be receptive to new ideas. • Embrace learning opportunities. • Actively participate in workshops and learning opportunities. • Share learning outcomes and concepts with others (e.g., co-workers). • Read about and research new trends and concepts. • Seek professional development opportunities. • Create own professional development plan. • Research applicable professional development opportunities.	• Reflective practice. • Importance of professional development. • Available professional development resources. • Recertification requirements, where applicable.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Seek and participate in available and accessible professional development activities that fit with their personal and professional learning goals and interests. o Research current trends in First Nations ECE and ECE more broadly.	o Professional development activities offered in the community, other First Nations communities, and online, and how those opportunities might fit with their own learning goals and interests. o Current trends in First Nations ECE and ECE more broadly.

*"ECEs from outside our community **must think beyond what they know and experience** in order to incorporate what is needed."*

—participant

Subtask E.3.4
Network with Peers

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Communicate verbally and in written form. • Initiate conversations among internal and external peer groups. • Share ideas. • Engage in active listening. • Be receptive to new ideas. • Use technology to communicate with peer groups (e.g., online forums, email communications).	• Peer groups (e.g., colleagues, professionals organizations, networks).
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Seek opportunities to participate in relevant First Nations/Indigenous ECE professional agencies, organizations and networks (local, regional, provincial, national and international).	o Available First Nations/Indigenous ECE professional agencies, organizations and networks (local, regional, provincial, national, and international).

"We have cultural specialists at the centre where I work. First Nations ECEs have to be able to exchange information so specialists fully understand what is happening for the child. ***It is important for everyone to accept being both learners and teachers."***

—participant

TASK E.4
Advocate for the Profession

Context Statement: Early childhood educators advocate for the resources required to deliver quality programs by creating public awareness and obtaining recognition for their profession. They frequently distribute information about the profession in the form of written communication, open houses, seminars and presentations to educate the public and advocate for increased recognition and improved working conditions.

Subtask E.4.1
Participate in Professional Organizations

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Recognize value of affiliation with professional organizations (e.g., association, unions). • Maintain professional memberships, as required. • Actively participate in professional organization activities. • Share ideas with other members.	• Membership requirements, benefits, and expectations.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Access relevant and culturally appropriate resources for use by the First Nations ECE community. o Develop, in partnership with others, needed curriculum and other resources to strengthen First Nations ECE programs. o Commit to promoting professional practice that is reflective of and responsive to First Nations community needs and interests.	o What is needed in the community to strengthen cultural relevance and appropriateness of First Nations ECE programs. o Professional development activities offered in the community, other First Nations communities, and online, and how those opportunities might fit with their own and their staff and co-workers' learning and teaching needs and interests.

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Subtask E.4.2
Promote the Profession

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Build leadership capacity within the profession. • Share learning and knowledge. • Provide resources and informational materials. • Distribute promotional materials (e.g., flyers, posters). • Participate in outreach activities.	• Community demographics and needs.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Promote the learning of all stakeholders including self, staff, co-workers, parents, and community members including Elders. o Connect with respected First Nations ECE professionals, organizations, and related agencies to promote First Nations/Indigenous ECE quality standards and practice and to learn about quality standards of Indigenous practice in other jurisdictions.	o The professional needs of First Nations ECEs in their community. o The various First Nations ECE stakeholders in the community. o Available and respected First Nations/Indigenous ECE professional agencies, organizations, and networks (local, regional, provincial, national, and international). o Development of First Nations ECE/Indigenous professionals, organizations, and related agencies in other jurisdictions.

"The fact is there are issues sometimes with criminal record checks. It is disrespectful to ask Elders to do this. ***We have to rely on extended family members (aunts, uncles, grandparents) to help us with this."***

—participant

TASK F

Record Keeping

Record Keeping

TASK F.1

Maintain Records for Legislation and Regulations.

Context Statement: Early childhood educators are required by provincial and territorial legislative and regulatory authorities to maintain records and documentation pertaining to activities and circumstances within their families and related to individual children. They must utilize effective documentation and filing skills to ensure that all pertinent and required information is recorded, submitted, and filed according to established protocols. When required, ECEs may report activities and incidents related to individual children to parents.

Subtask F.1.1
Record Daily and Monthly Attendance

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Record time in and out. • Ensure sign-in of who drops off and picks up children, if required. • Record absences. • Document when children will leave and return to the program. • File forms appropriately.	• Related regulations, standards of practice, and legislative requirements. • Program policies and procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use relevant and appropriate policies, procedures, and protocols when working with First Nations families and communities.	o Policies, procedures, and protocols expected by the First Nations families and communities.

"First Nations people don't always write things down. ***It is our way to remember these things so it is hard when we are expected to write everything down."***

—participant

Subtask F.1.2
Record and Report Accidents, Incidents, and Occurrences, as Required

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Complete appropriate forms. • Document and report specifics of accidents, incidents or occurrences, as required by own jurisdiction.	• Related regulations, standards of practice and legislative requirements. • Program policies and procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Use effective communication techniques when working with First Nations families and community members. o Consider sensitivities related to documenting and reporting when working with First Nations families and community members.	o Sensitivities that may exist for First Nations peoples related to documenting and reporting to authorities. o Relevant, appropriate, and effective communication techniques when working with First Nations families and community members.

"When you have a concern about a child's health or safety you have to be so careful. First Nations people can be really afraid of people with authority. We know how important it is to be careful. If you aren't, you might lose your child. ***It takes a lot of time and effort to build trust."***

—participant

Subtask F.1.3
Record-Cleaning Procedures

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Fill out forms as per legislated requirements. • Record cleaning of play materials, equipment, surfaces, materials and facilities.	• Related regulations, standards of practice and legislative requirements. • Program policies and procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
N/A	o Policies, procedures, and protocols expected by the First Nations families and communities with regard to cleaning.

Sub Task F.1.4
Prepare Record of Ill Health

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Monitor and record symptoms of ill health. • Report ill health to parents. • Monitor and record absences due to communicable illnesses. • Inform relevant government agencies, as required.	• Related regulations, standards of practice and legislative requirements. • Signs and symptoms of ill health. • Program policies and procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Inform other agencies such as Elders, chief, and council as required by First Nations First Nations policy.	o Policies, procedures, and protocols expected by the First Nations families and communities.

Subtask F.1.5
Record Medical Procedures and the Administration of Medication

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Record time and dosage of medication administered. • Record time and delivery of medical procedures. • Record observations according to policy.	• Related regulations, standards of practice and legislative requirements. • Program policies and procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Maintain records as required by First Nations families and communities.	o Policies, procedures, and protocols expected by the First Nations families and communities in relation to medical procedures and practices.

***"Reporting to the Ministry is different in our community**. The chief and council are working on issues related to Ministry involvement. Eventually we won't report to Ministry but will report to the First Nation community authorities."*

—participant

Subtask F.1.6
Maintain Up-To-Date Children's Records

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Communicate regularly with parents to obtain up-to-date information. • Ensure all emergency contact details are current. • Ensure health and allergy information is current. • Obtain signed permission forms for various activities (e.g., photos, field trips).	• Related regulations, standards of practice and legislative requirements. • Program policies and procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Maintain additional records as required.	o Policies, procedures, and protocols expected by the First Nations families and communities in relation to maintaining children's records.

Subtask F.1.7
Record Facility Maintenance and Safety Checks

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Complete safety checks as per organizational policy. • Submit safety checks to appropriate authorities. • Follow up with concerns.	• Related regulations, standards of practice and legislative requirements. • Program policies and procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
o Keep records as required by First Nations families and communities.	o Policies, procedures, and protocols expected by the First Nations families and communities in relation to facility maintenance and safety checks.

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Subtask F.1.8
Complete the Child's Daily Log for Parents

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Complete daily activity documentation (e.g., food intake, toileting/diapering, napping, unusual occurrences), as required by provincial/territorial legislation and policies.	• Related regulations, standards of practice and legislative requirements. • Program policies and procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
O Keep records as required by First Nations families and communities.	O Policies, procedures, and protocols expected by the First Nations families and communities in relation to keeping a log of daily activities for parents, Elders, and community members (as appropriate).

Subtask F.1.9
Complete Daily Program Log Book/Record

Required Skills and Abilities ECEs are able to:	Required Core Knowledge ECEs know:
• Record: – Number of children in attendance. – Safety drills – Medication administrations. – Special instructions for individual children. – Visitors to the program. • Ensure log book/record is completed at the end of the day. • Ensure log book/record is read at the beginning of the day.	• Related regulations, standards of practice and legislative requirements. • Program policies and procedures.
In addition to the above skills, *First Nations* ECEs are able to:	**In addition to the above knowledge, *First Nations* ECEs know:**
O Keep records as required by First Nations families, communities, and protocols.	O Policies, procedures, and protocols expected by the First Nations families and communities in relation to keeping a log of daily program activities for parents, Elders, and community members (as appropriate).

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