

Class No.:	Staff
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CLASS SPECIFICATION

EARLY CHILDHOOD STUDIO EDUCATOR

NATURE AND SCOPE OF WORK

The Early Childhood Studio Educator is an Early Childhood Care and Education position in the Capilano University Children's Centres that is deeply immersed in work with children and enhances the work of the atelierista in the studios and in the centres. The position works collaboratively with other educators, and with the Centre for Research and Childhood Studies. The Studio Educator works closely with the ECCE faculty atelierista in the studio(s), in large artistic events in the Children's Centres, collaboratories with ECCE students, and in intersection with ECCE atelierista studies and arts-focused courses (such as EDUC 373, 476, and 477). The position reports to the Director of the Children's Centres and to the Dean of the faculty of Education, Health and Human Development.

Educators demonstrate sound ethical and professional practices, which reflect the ECEBC Code of Ethics and the BC Early Learning Framework. They are in dialogue with, and guided by, the Early Learning Frameworks focus on 1) well-being and belonging, 2) engagement with others, materials and the world, 3) communication and literacies, and 4) identities, social responsibility and diversity in daily classroom practice. ECEs and the Children's Centre stand as allies with the BC Aboriginal Child Care Society, working in all ways to honour the Indigenous Early Learning and Care Framework in daily practice.

The Children's Centre works in partnership with the Centre for Research and Childhood Studies acting as an academic, living laboratory where educators, atelierista, pedagogist, students, faculty, children and families are in collaborative, generative and reciprocal partnerships that inform curriculum and course development. The Early Childhood Studio Educator works closely with the atelierista in curriculum formation processes and actively engages in the mentorship of Early Childhood Educators and students, bringing artistic pedagogies to life.

ILLUSTRATIVE EXAMPLES OF DUTIES

- Assists the atelierista in developing studio spaces and enacting artistic pedagogies in both the classrooms and the studios.
- Co-creates a nurturing, inclusive and rich early learning environment in both the classrooms and the studios for children from infancy to 5 years old in dialogue with the atelierista and Children's Centre's Pedagogical Commitments.

- Curates and maintains an aesthetic, organized, clean, safe and welcoming environment.
- Respects the diversity, beliefs, and cultural practices of all families and draws on their strength and knowledge.
- Works with external partners, and the Director, to incorporate Indigenous knowledge into studio practices.
- Supports artistic theories and practices in early care and learning environments by providing a place for children to experiment, investigate and engage in the world around them.
- Provides artistic experiences for children, furthering the BC Early Years' Framework emphasis on knowledge as socially and materially constructed.
- Guides children based on a strong attunement to children's emotions, thoughts and intentions and offers opportunities for children to represent, communicate and revise their ideas, experiences and feelings.
- Understands and engages in pedagogical narration as emergent studio research, with a thorough understanding of the BC Early Learning Framework.
- Makes children's learning transparent through documentation that invites and involves families and the broader community into children's inquires and learning through presentations, seminars, exhibits and other atelierista creative and scholarly work.
- Under the guidance of the Director, works in partnership with the atelierista and the Centre for Research and Childhood Studies engaging in research and scholarly inquires with atelierista, educators, students, faculty, children and families.
- Mentors and guides Early Childhood Educators in the Children's Centres, as well as practicum students, proposing and answering questions about implementing artistic pedagogies into practice.
- Cultivates a process of documenting with children through practicum experiences and at the intersection of pedagogist/atelierista/faculty advisor/mentor/teacher and student.
- Collaborates with the pedagogist and atelierista in the mentoring of Early Childhood Education students including, but not limited to, graduating seminar projects and other graduate and doctoral research.
- Engages in continuous personal, artistic and professional growth with full engagement.
- Builds positive relationships with children, families, educators, faculty and other internal and external stakeholders.
- Ensures all children are welcomed, valued and respected. Provides supports for families in navigating the intricacies of the early years and refers to the Director or community services where appropriate.
- Navigates difficult and vulnerable situations alongside educators and families, recognizing the complexity of each individual family.
- Advocates for Early Childhood Care and Education, children and families in the broader community.
- Ensures the health, safety and well-being of the children following emergency procedures (monthly fire drills, earthquake preparedness, etc.), securing potentially hazardous

materials and following enhanced cleaning protocols according to established policies and procedures.

- Responds to illnesses and injuries, provides initial medical attention (including providing safety-oriented first aid care) and other emergencies. Administers specialized medical support such as feeding tubes, medications (antibiotics, insulin, epinephrine), attend to allergies and dietary restrictions as required and participates in additional training as required.
- Maintains records and logs for each child (consent forms, medication administration records) and documents daily attendance.
- Documents and communicates reportable incidents to Vancouver Coastal Health.
- Maintains confidentiality and privacy of all information related to the centre, the studio, the children, their families and staff.
- Reports all suspected abuse or neglect.
- May be required to take training and act in the capacity of a floor warden as part of the University's Emergency Preparedness Plan (Fire, WHMIS, Earthquake).
- Performs duties related to the requirements and qualifications of the position.

REQUIRED TRAINING AND EXPERIENCE

- Completion of an Early Childhood Education diploma program (which includes the Early Childhood Education certificate, Special Needs Education license and/or Infant/Toddler Education license).
- Minimum of two years of directly related studio experience intensively working with an atelierista and a pedagogist within a childcare centre (or other early years setting).

REQUIRED LICENCES, CERTIFICATES AND REGISTRATIONS

- Current Early Childhood Education certificate, Special Needs Education license and/or Infant/Toddler Education license.
- A valid safety oriented first-aid certificate.
- Record of immunization per Ministry of Health guidelines.
- In accordance with the BC Criminal Review Act, must provide a current, clear criminal record check.

REQUIRED KNOWLEDGE, ABILITIES AND SKILLS

- Ability to understand and adhere to the Early Childhood Educators of BC Code of Ethics.
- Ability to understand that all pedagogical work, as well as research (funded or nonfunded), conducted within the Centre for Research and Childhood Studies is done in adherence to Capilano University Research Ethics Board which is in compliance with Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.

- Experience/ability developing and sustaining long term, inquiry-based curriculum projects with children.
- Strong knowledge of the BC Early Learning Framework and ability to implement it into practice.
- Strong knowledge of Early Childhood Education studio principles and practices.
- Understand and adhere to the Community Care and Assisted Living Act, Provincial Child Care Licensing Regulations.
- Understand and adhere to the Children's Centre's policies as outlined in the Policy and Procedures Manual.
- Understands and upholds the Children's Centres pedagogical commitments.
- Ability to make decisions that are ethical, responsible and always in the best interest of the children.
- Excellent interpersonal and communication skills as demonstrated through effective relationships with parents and other members of the childcare and University community.
- Ability to communicate skillfully and sensitively with children and families.
- Skilled at engaging in vulnerable, transparent, difficult conversations with families.
- Ability to establish and maintain effective working relationships with other employees, students and the general public.
- Ability to participate in innovative and creative early childhood studio and artistic practices, offering critical reflections on practice and self.
- Ability to understand and support the abilities and challenges of each child and practice an inclusive philosophy.
- Considerable knowledge of Supported Child Development and their role/relationship with the Children's Centre.
- Ability to work effectively with a diverse group of children and families. Recognize the importance that learning environments have for children and consider how these environments should honour gender, ability, family and culture, environmental sustainability and the rights of the child.
- Working knowledge of trauma-informed practice.
- Ability to think about and engage with materials to create meaningful and vibrant environments with and for young children.
- Ability to maintain focus with constant interruptions.
- Ability to adapt to changing circumstances and to handle emergencies skilfully.
- Ability to multitask and maintain attention to detail with constant interruption.
- Ability to physically lift heavy objects (exceeding 10kg) within WCB guidelines.
- Skill in safety-oriented first aid.