

**Position Title:** Better Beginnings Session Leader

**Department:** School-Based Divisional Position

**Reports To:** School Resource Teachers, Principal and Student Services Achievement Coordinator

## **JOB SUMMARY**

The Better Beginnings Program is a provincially funded initiative that promotes the health, development, and early learning of children from birth to age five, while supporting their families. Its core mission is to ensure every child and parent has equal access to opportunities for healthy living, meaningful family engagement, early literacy, and school-readiness. Through engaging, free, and age-appropriate weekly sessions, the program fosters strong family connections and empowers caregivers to build a nurturing foundation for lifelong learning and well-being.

## **PRIMARY RESPONSIBILITIES**

The role's primary responsibilities involve planning, conducting, and assessing the success of the weekly Better Beginnings sessions, while fostering a supportive environment for children and parents.

### **Session Preparation and Planning:**

- Allocate approximately one hour of prep time per weekly session.
- Complete necessary tasks during prep time, including planning the lesson, preparing materials, and purchasing and preparing the snack.
- Provide engaging and age-appropriate programming.
- Offer activities that will stimulate children's learning in key developmental areas, including language and cognitive development, social and emotional development, communication skills, and general knowledge.
- Support the Division and School's recruitment of children and parents to participate in the sessions.

### **Session Delivery and Facilitation:**

- Conduct a preschool session that is approximately two hours in length.
- Ensure each session includes the following required elements: free-play time, physical movement, creative time (such as crafts, art, or making recipes), stories, songs or rhymes, and a snack.
- Determine the exact amount of time spent on each activity, which will vary depending on the session's plan.

- Encourage parents to participate in activities alongside their children.
- Model and mentor appropriate parent-child interaction, such as singing along or floor play.
- Provide parenting information and resources during each session.

**Assessment of Safety and Maintenance:**

- Ensure that Better Beginnings is a safe place for all children.
- Be responsible for the tidiness and cleanliness of the Better Beginnings space, ensuring the space is left as it was found or better.

NOTE: This description is not intended to limit the assignment of work or be construed as a complete list of the many duties to be performed by the incumbent. The Student Services Team may at times provide specific programming to be delivered to support children and/or parents.

**POSITION QUALIFICATIONS**

The lists below provide an understanding of the expertise both required and preferred in this position.

**Required Education and Experience**

- Grade 12 or openness to earn their Grade 12 diploma.

**Required Knowledge, Skills, and Abilities**

- Ability to plan and conduct preschool sessions that are approximately two hours in length.
- Knowledge of how to offer activities that stimulate learning in young children, specifically targeting language, cognitive, social, emotional, and communication skills, as well as general knowledge.
- Skill in planning and executing diverse program elements, including free-play, creative time, stories, songs, rhymes, appropriate physical activities, and snack preparation.
- Ability to mentor and model appropriate interaction techniques (e.g., singing along, floor play) to parents.
- Ability to ensure the safety and cleanliness of the program space.

**Preferred Qualifications**

- ECE II, Health Care Aide Certification, or Educational Assistant Certification

## COMPETENCIES

### Organizational

- Confidentiality: Consistently manages and maintains highly confidential information ethically both at school and in the community.
- Teamwork and Collaboration: Actively participates and contributes cooperatively as a member of the school team, working effectively under direction and adapting to unforeseen situations.
- Communication: Demonstrates strong oral and written communication skills, effectively interacting with internal and external stakeholders including staff, support personnel, administrators, and parents.
- Adaptability: Is flexible and adjusts quickly to changing work assignments and unforeseen situations

### Role Specific

- Student-Centered Approach: Functions as a positive role model, showing patience and understanding, treating students respectfully, and actively encouraging student independence and well-being.
- Instructional Support: Effectively assists students and small groups in meeting educational outcomes, reinforcing concepts, and adapting instructional materials as directed.
- Behaviour Management: Consistently employs effective student and group behaviour management skills, positively redirecting inappropriate behaviour and reinforcing positive actions.
- Problem-Solving and Judgment: Applies variable judgment to infer solutions based on established procedures and practices, handling routine and, at times, complex situations.
- Professional Development: Engages in self-evaluation, reflective practice, and seeks opportunities for ongoing personal and professional growth.

## WORK CONDITIONS

### Physical Demands

- Requires moderate to high intensity physical effort, potentially for two hours per day, which may include lifting, moving, assisting with mobility, and active supervision.

## Environment

- Regular interaction with young children (birth to 5 years) and adults/childcare providers.
- The role involves constant, regular, or recurring exposure to disagreeable elements, given the nature of working closely with children, particularly those with special needs.
- There is a minor to moderate risk of injury, harm, or illness. This can include exposure to infestations, contagious illnesses, and physical incidents.
- The work environment is dynamic, requiring flexibility and the ability to handle a variety of situations and interact constantly with people inside the school division, and sometimes outside
- Work is conducted in the designated Better Beginnings space.
- Requires engagement in floor play and modeling interactions.
- Involves preparing and serving snacks.
- Responsible for maintaining a safe and tidy environment.

*Note: This position is compensated at the same rate as a General Educational Assistant.*