

Student Name: _____ **Student Number:** _____

ECCE Requisite Skills and Abilities Requirements

British Columbian families expect the child care system to provide their children with safe, supportive and educational care. Meeting this expectation requires that Early Childhood Educators be educated so that they are able to provide safe, competent and ethical care.

This outline is meant to assist you in identifying challenges that could influence your success in the ECCE Program. Please note that the examples provided are intended to mean “including, but not limited to”. If you have any concerns, please contact the Department Chair.

For more information on accessing a wide range of support services for physical, learning, sensory or mental health, please contact 1-800-715-0914.

COMMUNICATIVE/ INTERPERSONAL REQUISITE SKILLS AND ABILITY

- Speak and understand spoken English well enough to avoid mixing up words and meanings.
- Write and understand written English well enough to avoid mixing up words and meanings.
- Recognize your own non-verbal signals and interpret those received from others while considering individual difference in expression and meaning.
- Verbal communications to adults and children alike are done in a respectful, honest and non-judgmental manner maintaining dignity, diplomacy and sensitivity.
- Develop relationships and rapport with individuals and groups of both adults and children.
- Recognize the individual needs of children, their families and colleagues.

Example 1: The student: obtains information from observations about a particular child while working on a development assignment and communicates well with the child care team regarding discoveries about the child.

Example 2: The student: supports a child through an upsetting altercation with another child; identifies that people have needs and perspectives that might be different from the student.

REFERENCES:

ECEBC CODE OF ETHICS AND PRACTICE EXPERIENCE STUDENT EVALUATION BOOKLET (BASED ON BC CHILD CARE SECTOR OCCUPATIONAL COMPETENCIES)

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BEHAVIOURAL REQUISITE SKILLS AND ABILITY

- Manage own behavior well enough to provide safe, competent nurturing early child development and care.
- Engage with self and others to maintain a safe environment.
- Respond appropriately in situations that are stressful or that involve conflict.
- React appropriately to giving and receiving physical touch and working in close proximity with young children.
- Fulfill responsibility as part of a team.
- Manage time appropriately and is able to multi-task while maintaining a safe, supervised environment.
- Acts as a good role model including healthy eating habits, effective calm problem solving, neat outward appearance, respectful mannerisms, and observing and following practicum site rules and regulations.
- Has adaptability and flexibility in a busy environment.

Example 1: The student: sets priorities in the face of multiple demands by scanning the area and identifying what to do based on safety and positive outcomes.

Example 2: The student: observes the educators or co-students and recognizes where she/ he is needed to complement the activity.

SENSORY PERCEPTUAL REQUISITE SKILL AND ABILITY

Ability to perceive with each of the following senses well enough to provide care and participate in educational activities.

- Sight
- Hearing
- Touch
- Voice

Example: The student: can scan and observe all areas of a child care program regardless of the surroundings; can hear sounds of distress or alarm, and can readily comfort and hold a child; feel a forehead for the possibility of a fever; or hold a hand while singing a song.

COGNITIVE REQUISITE SKILL AND ABILITY

- Apply observations and learning to practice.
- Remember information over a brief period of time.
- Remember information from past experiences.
- Problem-solve to develop professional judgment.
- Reason to develop professional judgment.
- Exercise critical enquiry skills to develop professional judgment.
- Apply basic mathematical skills (add, subtract, multiply and divide)

Example 1: The student: recalls learned guidance strategies and applies them to practice; perceives when situation requires further inquiry; recalls written or oral information provided by either parents or colleagues; is respectful of confidential nature surrounding work with children, families and colleagues in the ECE field; uses past experience to inform current decisions.

PHYSICAL REQUISITE SKILL AND ABILITY

Caring for children can be physically demanding. Ability to perform each of the following requisites to provide safe child care and participate in educational activities.

- Stand and maintain balance.
- Appropriate energy level.
- Manual dexterity.
- Move within limited spaces.
- Push and pull.
- Perform repetitive movements.
- Perform sequences of hand-eye coordination.
- Bend with ease.
- Reach.
- Lift and carry children and objects.
- Walk, climb.

Example 1: The student can: fully participate in active indoor and outdoor play with children; sit and play with children on the floor; climb play structures when necessary; respond appropriately to each child's expression of need; offer physical support to children with special needs; restrain child from falling or running into the street; carry injured or sick child; students and caregivers must ensure that children are supervised and involved in safe activities at all times.

ENVIRONMENTAL REQUISITE SKILL AND ABILITY

(Nature of adverse environmental conditions on the student)

Caring for children can be stressful. There may be a number of situations happening at once, and the student must be prepared physically and mentally to handle accidents and emergencies at any time.

- The capacity to maintain own mental stability.
- Maintain healthy heart and blood pressure.
- Ability to maintain healthy body weight.
- Maintain healthy skin.
- Free of chronic conditions, uncontrolled allergies and/ or asthma.

Example 1: The student: is able to manage own stress and mental stability while remaining capable of sound decision making process when working with children and families; maintains healthy body weight; responds quickly to situations threatening safety of children, families, staff and self; maintains healthy skin, free of conditions that become worse with frequent hand washing or stress; is able to provide support to children and families in crises while maintaining own composure and respecting ethical obligations to the profession.

I have read the list of Requisite Skills and Abilities. If now, or at any time during my education program I have difficulty demonstrating one or more of the Requisite Skills and Abilities and would like assistance then it is my right and responsibility to advise my education program. I can make this request by contacting teaching ECCE faculty member(s).

Name: _____ NIC Student Number: _____

Signature: _____ Date: _____