



## South Slave Divisional Education Council

### IDENTIFICATION

Department	Position Title	
South Slave Divisional Education Council	Educator, Child Day Care	
Position Number	Community	Division/Region
99-17769	Łutselk'e	South Slave

### PURPOSE OF THE POSITION

The Educator, Child Day Care, is a dedicated professional entrusted with the care, supervision, and education of young children during their formative years.

### SCOPE

Located in Łutselk'e at the school facility, the Educator, Child Day Care, reports to the Principal, and is responsible for delivering the daily program in accordance with established policies and early learning best practices. This includes planning and implementing age-appropriate activities, ensuring a safe and nurturing environment, supervising children at all times, and supporting their cognitive, social, emotional, and physical development.

At Łutselk'e Dene School Childcare Centre, we believe that young children are sacred gifts, deeply connected to their families, community, land, and culture. Rooted in Dēnesǫ́liné values, our philosophy honours the whole child — spiritually, emotionally, physically, intellectually, and culturally. We are committed to creating a safe, nurturing, and a culturally rich environment where children aged 1-4 can grow, explore, and develop a strong sense of belonging and identity.

Our professional pedagogy is grounded in play-based, relationship-focused, and land-connected learning that reflects Dene ways of knowing and being. We understand that children learn best through meaningful relationships, observation, exploration, and hands-on experiences. Learning is not rushed; it unfolds naturally when children feel safe, respected, and valued.

Educators act as guides and co-learners, observing carefully, responding intentionally, and creating learning opportunities that support each child's growth while honouring their individuality.

## **RESPONSIBILITIES**

### **1. Deliver the daily program in accordance with established policies and early learning best practices.**

- Develop and implement child-care programs that support and promote the physical, cognitive, emotional and social development of children.
- Lead activities by telling or reading stories, teaching songs, taking children to local points of interest and providing opportunities to express creativity through the media of art, dramatic play, music and physical activity.
- Plan and maintain a safe environment that protects the health, security and well-being of children.
- Assess the abilities, interests and needs of children and discuss progress or problems with parents and other staff members.
- Observe children for signs of potential learning or behavioural problems and prepare reports for parents, guardians or supervisor.
- Guide and assist children in the development of proper eating, dressing and toilet habits.
- Provide time for nutritious snacks and lunches.
- Provide time for adequate rest, nap or quiet time.
- Complete required forms accurately and share them with your supervisor as directed – e.g. Serious Incident Report, Administration of Medicine, etc.

### **2. Model, promote and participate in play-based, relationship-focused, and land-connected learning pedagogy.**

- Build strong, trusting relationships with each child and their family.
- Follow children's interests and developmental readiness.
- Provide unhurried time for play, exploration, and discovery.
- Use the land, natural materials, and the environment as a classroom.
- Incorporate Dënesóliné language, stories, songs, and cultural practices.
- Promote the use of Dënesóliné through images, Indigenous storybooks, explicit instruction, dual language signage, and model use of the language.
- Promote intergenerational social mixing when appropriate (organize and/or supervise activities with older students to support a sense of integration and community).
- Promote and support on the land activities.
- Prioritize Indigenous and traditional interests and activities.
- Model kindness, patience, respect, and cooperation.

## **WORKING CONDITIONS**

### **Physical Demands**

Educators are constantly moving throughout their day with varying physical demands including bending, stooping, and squatting to lift and carry children as well as sitting on the floor or in child-sized furniture.

### **Environmental Conditions**

Educators are constantly in the presence of very young children and may be exposed to cleaning products or solutions containing chemicals and to blood and other bodily fluids.

### **Sensory Demands**

Educators are constantly alert to each child in their group and high levels of concentration and judgment are required whilst attending and interacting with children or infants. Multiple senses are used to determine the spectrum of wellness and safety risks.

### **Mental Demands**

No unusual demands.

### **KNOWLEDGE, SKILLS AND ABILITIES**

- Knowledge of and/or the ability to acquire and apply knowledge fundamentals of child development.
- Ability to provide general care of children and ensure safe and appropriate environment and activities for children.
- Ability to follow policies and procedures.
- Ability to acquire a respectful understanding of the northern cultural environment.
- Ability to build positive relationships with families, children and colleagues.
- Ability to act and correct and/or report obvious workplace health and safety concerns.
- Ability to complete work according to standards and procedures.
- Interpersonal skills and the ability to ensure professional and courteous service.
- Problem-solving / decision-making / conflict management and resolution skills.
- Verbal and listening skills and the ability to ask questions to clarify what is expressed.
- Dependable and the ability to work independently.
- Ability to reflect on difficulties and work through situations with positive outlook.
- Ability to maintain strict confidentiality and protection of privacy.
- Organization and time management skills and the ability to work independently.
- Ability to ensure respectful, open, honest, and professional working interactions.
- Ability to model patience, compassion and calm engagement behaviors.
- Ability to commit to actively upholding and consistently practicing personal diversity, inclusion and cultural awareness, as well as safety and sensitivity approaches in the workplace.

### **Typically, the above qualifications would be attained by:**

The completion of High School and one (1) year of child care experience.

Equivalent combinations of education and experience will be considered.

**ADDITIONAL REQUIREMENTS**

- The completion of the NWT Essentials training is mandatory within 6 months of hire.
- Current First Aid and infant/child CPR certifications
- Up-to-date immunizations
- Tuberculosis screening

**Position Security**

- No criminal records check required
- Position of Trust – criminal records check required
- Highly sensitive position – requires verification of identity and a criminal records check

**French language** (check one if applicable)

- French required (must identify required level below)  
Level required for this Designated Position is:  
ORAL EXPRESSION AND COMPREHENSION  
Basic (B)  Intermediate (I)  Advanced (A)   
READING COMPREHENSION:  
Basic (B)  Intermediate (I)  Advanced (A)   
WRITING SKILLS:  
Basic (B)  Intermediate (I)  Advanced (A)
- French preferred

**Indigenous language:** Indigenous Language - Not Specified

- Required
- Preferred