

Applicable to: EarlyON Child and Family Centres

Title: Staffing Requirements for EarlyON Providers

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Purpose

To outline the staffing requirements of EarlyON service providers (EarlyON providers) in delivering programs at EarlyON Child and Family Centres (EarlyON Centres) in Peel Region (Peel).

Background

Together with EarlyON providers, Peel established a staffing model in 2018 to outline key benchmarks, inclusive of Ministry of Education (EDU) Registered Early Childhood Educator requirements¹ for qualified teams across the system at EarlyON Centres. This includes centre-based and mobile services in Peel. The staffing model came into effect in 2019 when Peel provided funds for the staffing outlined in the staffing model.

Definitions

Staffing requirements – The implementation of the staffing model outlines the requirements for qualified teams to deliver programs at EarlyON Centres and mobile services.

EarlyON Centres – A physical program site where children, parents and caregivers participate in child and family programs in person. These are year-round, permanent locations that may operate on a full-time or part-time basis.

EarlyON mobile services – EarlyON Centres offered through mobile locations deliver programs and services to further integrate EarlyON Centres within broader community services. Usually require set up and take down and operate for six or fewer hours per week.

FSF – Family Support Facilitator with qualifications and certification as defined by Peel.

FTE – Full-time equivalent is based on a 35-hour week.

RECE – Registered Early Childhood Educator in good standing with the Ontario College of Early Childhood Educators (the College). Only members in good standing with the College can use the protected titles Registered Early Childhood Educator (RECE) or Early Childhood Educator (ECE).

Program Support – Program Support with qualifications as defined by Peel.

¹ The Ministry of Education (EDU) requires all EarlyON Centres to have a qualified staff team as outlined in their Ontario Child Care and EarlyON Child and Family Centres Service Management and Funding Guidelines 2024 (see guidelines saved [here](#)).

Staffing requirements

A qualified team includes a

- base ratio of one RECE Facilitator and one FSF staff to 30 participants in each centre or 45 participants at each mobile service,
- minimum of two staff at each centre or mobile services,
- Program Support staffing allocation for centres that exceed 30 participants, and
- dedicated community engagement-outreach hours for EarlyON providers to engage with the community, particularly families who are not familiar with EarlyON services.

Additional staff positions (Community Engagement-Outreach Facilitator, Program Manager, Program Supervisor and Program Support) are funded through an allocation model and the EarlyON provider has discretion on who fulfills these functions based on the agency's organizational structure.

The number of RECE Facilitators and FSFs required depends on the capacity of the centre and mobile service.

Note: EarlyON providers have the flexibility to determine staff schedules and use different staff titles based on their agency's organizational structure.

EarlyON Centre

The staff required at an EarlyON Centre is outlined below.

Note: FTE is based on 35 hours per week			
Capacity (people)	Facilitator RECE FTE	Facilitator Family Support FTE	Program Support FTE
1-30	1.0	1.0	
31-60	1.0	1.0	0.5
61-90	1.5	1.0	1.0
91-120	2.0	1.0	1.0

EarlyON providers are funded an additional 10% of total weekly program hours for each centre to support staff time to plan, set-up and take down.

EarlyON mobile services

The staff required at an EarlyON mobile services is outlined below.

Note: FTE is based on 35 hours per week		
Capacity (people)	Facilitator RECE FTE	Facilitator Family Support FTE
1-45	1.0	1.0

Note: FTE is based on 35 hours per week		
46-90	2.0	1.0
91-120	2.0	2.0

EarlyON providers are funded an additional 1.0 hour for the total program hours to support staff time to travel, plan, set-up and take down. Leadership positions are funded through the centre model.

EarlyON staffing exemptions

Providers can ask for the following exemptions to the staffing requirements:

1. an exemption from the EarlyON mobile services staffing requirement
2. hiring staff with alternate qualifications to meet local community needs
3. an exemption from the RECE requirement

Staffing exemptions criteria

1. Request for an exemption from the EarlyON mobile services staffing requirement

An exemption for the base ratio of one RECE Facilitator and one FSF staff to 45 participants per mobile services staffing requirement may be requested to operate at a base ratio of one RECE Facilitator to 45 participants for the EarlyON mobile services location.

Note: EarlyON mobile services with more than 45 participants must operate at the specified ratio as outlined in [staffing requirements](#).

An exemption for the base ratio of one RECE Facilitator to 45 participants per mobile services staffing requirement may be requested if the following criteria are met:

- a) Oversight of program development and delivery by a RECE
- b) Workplace health and safety policy and procedure includes controls to eliminate or reduce the risks of working alone and staff is trained on procedures, including de-escalation strategies and techniques
- c) Working alone safety plan, including a communication strategy, accountability, and preventative measures

2. Request for hiring staff with alternate qualifications to meet local community needs

An exemption to hire an individual with alternate qualifications to meet local community needs may be requested where a second RECE is required in the staffing model to bring in an individual with an alternate qualification. For example, a child and youth worker and social worker to better support identified local community needs.

An exemption to hire an individual with alternate qualifications to meet local community needs may be requested if the following criteria are met:

- a) Oversight of program development and delivery by a RECE
- b) Alternate qualification is verified
- c) Alternate qualification being hired meets the identified local community needs

3. Request for an exemption from the RECE requirement

An exemption for a RECE Facilitator may be requested from Peel annually. You must only request an exemption from the RECE requirement in circumstances where you have tried but are unable to recruit a RECE.

When requesting an exemption from the RECE requirement, you must demonstrate how your EarlyON Centre is planning to meet the requirement in the future. This may include the following actions:

- a) Recruit new staff for the EarlyON Centre with RECE credentials
- b) Support existing staff to upgrade their qualifications to RECE credentials
- c) Legacy provision for staff who have 10 or more years of combined experience as of January 1, 2019 at an Ontario Early Years Centre (OEYC), Parent and Family Literacy Centre (PFLC) or a Child Care Resource Centre (CCRC).

Note: This exemption does not apply to persons who have

- been members of the College in the past, but have resigned or had their membership suspended, cancelled or revoked, or let their membership lapse, or
- satisfied the educational requirements to be registered as members of the College but have not become members.

Staffing exemptions requests

1. Request for an exemption from the EarlyON mobile services staffing requirement

An EarlyON provider that would like to operate at a base ratio of one RECE Facilitator to 45 participants for an EarlyON mobile services location must submit their request using Peel's **EarlyON Centre's Staffing Exemption Application** and receive approval before implementing the exemption.

2. Request for hiring staff with alternate qualifications to meet local community needs

An EarlyON provider that would like to hire an individual with an alternate qualification where a second RECE is indicated in the staffing model must submit their request using Peel's **EarlyON Centre's Staffing Exemption Application** and receive approval before hiring the person with an alternate qualification.

3. Request for an exemption from the RECE requirement

EarlyON Centres that do not have at least one RECE Facilitator to support mandatory core services related to early learning and development must submit a request for exemption to Peel within 45 days of

- their service agreement's effective date, or
- the date a change in current staffing results in the EarlyON Centre not meeting the RECE requirements, such as a RECE leaving the EarlyON Centre and there is no immediate replacement.

EarlyON providers must submit their request using Peel's **EarlyON Centre's Staffing Exemption Application** as stipulated in their service agreement.

You must only request an exemption from the RECE requirement if you have tried but are unable to hire a RECE.

Staffing exemptions requirements

1. Request for an exemption from the EarlyON mobile services staffing requirement

The EarlyON provider must

- a) Submit workplace health and safety policy and procedure including the working alone safety plan to Peel
- b) Ensure staff training in workplace health and safety procedures, including de-escalation strategies and techniques

2. Request for hiring staff with alternate qualifications to meet local community needs

The EarlyON provider must

- a) Submit the alternate qualification of the staff being hired
- b) Indicate the local community need driving the request
- c) Indicate how the alternate qualification will support the community need
- d) State the expected outcomes for families

3. Request for an exemption from the RECE requirement

Peel may grant an EarlyON provider a RECE exemption and will identify the exemption period **if** the EarlyON provider's submission for an exemption confirms that they have tried and have been unable to hire a RECE. The submission must also articulate an established plan - including actions to be taken and timelines:

- a) To recruit a new staff for the EarlyON Centre with RECE credentials
- b) With an existing staff member to
 - i. upgrade their qualifications to
 - obtain RECE credentials, either independently or with assistance from the [Qualifications Upgrade Program](#), or

- apply to the College for an [individual assessment](#) of their current post-secondary education for credential equivalency - only if the staff meets the [criteria](#) to make an application or
- ii. receive legacy provision in their RECE role, if they meet the requirement of 10 years or more experience as of January 1, 2019, at an OEYC, PFLC or CCRC.

Staffing exemptions extension

1. Request for an exemption from the EarlyON mobile services staffing requirement

An approved EarlyON provider that would like to continue an exemption from the EarlyON mobile services staffing requirement before their exemption period ends may apply to renew the exemption **three months before it expires**.

2. Request for hiring staff with alternate qualifications to meet local community needs

An approved EarlyON provider that seeks to continue operating with a staff hired with alternate qualifications beyond the approved period must apply to renew the exemption **three months before it expires**.

3. Request for an exemption from the RECE requirement

The approved EarlyON providers that will not meet the RECE requirement before their annual exemption period ends may apply to renew the exemption **three months before it expires**. The EarlyON provider must demonstrate they are actively pursuing their plan by providing concrete examples of actions taken to achieve the requirement.

Examples include:

- Staff who are working towards credentials have confirmed that they have completed a required course, and another is in progress
- Schedules rearranged so the staff can have time off to attend a required RECE course(s)
- Staff provided schedule outlining when they will complete online learning modules
- RECE posting published on internet sites (list sites) during period: (note dates). (# of) interviews completed between (insert dates). A RECE was not hired because (insert reason)

Requirements during staffing exemption period

1. Request for an exemption from the EarlyON mobile services staffing requirement

Role of Peel

During an exemption, Peel:

- a) Will monitor progress, identify challenges the EarlyON provider is facing and develop strategies to support the provider in meeting the requirement. Strategies can include:
 - i. Transition planning
 - ii. Ensuring capacity to deliver core services related to early learning and development, and
 - iii. Human Resources approaches such as recruitment and staffing strategies
- b) May verify actions the EarlyON provider is taking to meet the requirement as outlined in their application for an exemption. Verification can include Peel speaking to existing staff about the support the EarlyON provider offers for workplace health and safety policy and procedures and staff working alone safety plan.

Requirements of the EarlyON provider

During a temporary exemption, the EarlyON provider must

- a) Use resources and act on Peel's recommendations, continuously working towards meeting the RECE requirements.
- b) Enable Peel to verify the EarlyON provider's actions, if necessary, by making staff available to Peel and/or providing information Peel requests in the time provided.
- c) Update Peel once the EarlyON mobile services staffing requirement is met, explaining how the requirement was met. For example, one FSF staff hired for the location, one FSF staff allocated for the location from the existing agency staffing portfolio.

2. Request for hiring staff with alternate qualifications to meet local community needs

Role of Peel

During an exemption, Peel:

- a) Will monitor progress, identify challenges the EarlyON provider is facing and develop strategies to support provider in meeting the requirement. Strategies can include:
 - i. Transition planning
 - ii. Ensuring capacity to deliver core services related to early learning and development, and
 - iii. Human Resources approaches such as recruitment and staffing strategies
- b) May verify actions the EarlyON provider is taking to meet the requirement as outlined in their application for an exemption. Verification can include Peel:
 - i. Requesting or sourcing data on local community needs indicated in the request.
 - ii. Requesting feedback on how the alternate qualifications are meeting expected outcomes for families.

Requirements of the EarlyON provider

During an exemption, the EarlyON provider must:

- a) Use resources and/or act upon the recommendations Peel provides, continuously working towards meeting the RECE requirements.
- b) Enable Peel to verify the EarlyON provider's actions, if necessary, by making staff available to Peel and/or providing information Peel requests in the time provided.
- c) Update Peel if the alternate qualified staff leaves the position.
- d) Update Peel once the RECE requirement is met, explaining how the requirement was met (i.e., current staff obtained RECE credentials or new RECE hired, if applicable).

3. Request for an exemption from the RECE requirement

Role of Peel

During a temporary exemption, Peel:

- a) will monitor progress, identify challenges the EarlyON provider is facing and develop strategies to support providers in meeting the requirement. Strategies can include:
 - i. transition planning
 - ii. ensuring capacity to deliver core services related to early learning and development
 - iii. Human Resources approaches, such as recruitment and staffing strategies
- b) may verify actions the EarlyON provider is taking to meet the requirement as outlined in their application for an exemption. Verification can include Peel:
 - i. Speaking to existing staff about the support provided by the EarlyON provider to pursue upgrading or requesting academic reports
 - ii. Confirming that part time RECE qualified staff were offered additional hours
 - iii. Requesting verification of job postings or of interviews held for the position, such as copies of resumes, emails confirming interview dates and times.

Requirements of the EarlyON Provider

During a temporary exemption, the EarlyON provider must

- a) use resources and/or act upon the recommendations Peel provides, continuously working towards meeting the RECE requirements.
- b) submit the RECE exemption data to Peel as prescribed in the EarlyON provider's service agreement.
- c) enable Peel to verify the EarlyON provider's actions, if necessary, by making staff available to Peel and/or providing information Peel requests in the time provided.

- d) update Peel once the RECE requirement is met, explaining how the requirement was met, such as confirmation that the current staff obtained RECE credentials or a new was RECE hired

Staffing exemptions application

EarlyON providers can submit their exemption request using the **EarlyON Centre's Staffing Exemption Application** form.

Qualified team

A qualified team is composed of the following staff:

- RECE Facilitator
- Family Support Facilitator (FSF)
- Program Support (above participant capacity of 30 in EarlyON Centre as outlined in [staffing requirements](#)).

RECE Facilitator

Each EarlyON Centre's qualified team must have at least one RECE Facilitator in good standing with the College to deliver mandatory core services related to supporting early learning and development. The RECE Facilitator position meets the requirements as set out in the Ministry of Education's [Child Care and EarlyON Child and Family Centres Service Management and Funding Guideline](#).

For EarlyON providers that operate more than one centre, each centre must have at least one dedicated RECE.

Family Support Facilitator

Qualified teams must have at least one Family Support Facilitator (FSF). FSF staffing requirements along with FSF certification introduced in 2019 are outlined as follows:

- **If a staff in the role holds** a Family Support Facilitator/Social Worker/Child and Family Support or related designation or degree, **they are eligible** and are encouraged to take the current and future level FSF certificate course.
- **If a staff in the role holds** a RECE designation or teaching degree or related designation plus five years of experience in child and family programs, **they are eligible** and are encouraged to take the current and future level FSF certificate course.
- **If a staff in the role holds** a RECE designation/Teaching Degree or related designation only with less than five years of experience in child and family programs, **they are ineligible** and must take the current and future levels of FSF certification course until they obtain five

- **If a staff in the role holds** an Early Childhood Assistant or related certificate plus five years of experience in child and family programs, **they are ineligible** and must take the current and future levels of FSF certification course.
- **If a staff in the role holds** no certification or designation with 10 years or more experience in child and family programs, **they are ineligible** and must take the current and future levels of FSF certification course.

Starting January 1, 2023, staff working in the FSF role must have the Family Support Facilitation Certification, Level 1.

Program Support

A Program Support role is funded as outlined in the staffing requirements for a centre or mobile service. EarlyON providers have the discretion as to how this position is staffed. For example, RECE or Program Facilitator takes on role or parts of program support are provided centrally.

Staffing allocations

The following staffing functions are funded for EarlyON providers to support delivering EarlyON programs and services. EarlyON providers have the flexibility to use this staffing allocation to effectively deliver on leadership and outreach roles.

Community Engagement and Outreach Facilitator

Peel allocates a Community Engagement and Outreach Facilitator FTE to support our collective goal of increasing awareness of EarlyON programs among under-represented groups in addition to broadening the overall awareness of the EarlyON brand across Peel. The EarlyON provider has discretion as to who fulfills a dedicated full-time position for the role of the Community Engagement and Outreach Facilitator.

Program Manager

A Program Manager FTE is allocated based on the total number of program hours of an EarlyON provider. The EarlyON provider has discretion as to who fulfills the role of the Program Manager. The maximum number of Program Manager FTEs that can be allocated to an EarlyON provider is six FTEs.

Program Manager Hours Range	FTE Program Manager(s)
1 to 70	1.0
71 to 124	2.0
125 to 178	3.0
179 to 232	4.0

233 to 286	5.0
287 to 340	6.0
341 to 394	6.0
395 to 448	6.0

Program Supervisor

A Program Supervisor FTE is allocated based on a ratio to the number of EarlyON FTE staff. One Program Supervisor FTE is allocated based on 12 EarlyON full-time equivalent staff (1:12 FTE). The EarlyON provider has the discretion as to who fulfills the role of the Program Supervisor.

Additional staffing requirements

Peel may determine at any point in time during an EarlyON provider’s agreement that additional staff with specialized skill sets may be required to address community needs.

If Peel decides this, they will communicate in writing the requirement for the EarlyON provider to:

- Hire a staff with the specialized skill set, or
- Support a current staff with gaining the skill set,

within the time indicated in the written notice.

Monitoring staffing requirements and allocations

Peel may verify with the EarlyON provider that the staffing requirements are being met as outlined in this policy a minimum of once each year.

Failure to comply

Failure to comply with the staffing requirements as outlined in this policy and the EarlyON provider’s service agreement, may result in Peel withholding some or all funds from the EarlyON provider until the staffing requirements are satisfied, or until Peel is satisfied appropriate action is in progress to meet the requirement.

Peel may also terminate the service agreement where there is a continuous lack of intent and/or action from the EarlyON provider to meet the requirement.

Appendix I: Staff Roles

Staff Roles

The following staff role profiles have been established for EarlyON providers to ensure staff provide high quality EarlyON programs:

RECE Facilitator

The role and responsibilities profile of the RECE Facilitator includes:

- Plan and deliver consistent, intentional (responsive, inquiry-based) programs that support learning in all areas of development (social, emotional, communication, language and literacy, cognitive and physical) based on best practice (How Does Learning Happen, Think, Feel, Act and principles of family support work)
- Use various teaching strategies to support parents/caregivers: modeling, active listening, observing, appreciative inquiry, demonstrating and guiding
- Demonstrate a high level of compassion to support parents/caregivers in their role
- Engage with parents/caregivers to provide evidence-based resources and referrals
- Provide services that focus on inclusion, family dynamics based on equity, respect for diversity, safety and security for all inclusive of Francophone and Indigenous parents/caregivers
- Create a welcoming environment that encourages participant input
- Adequately monitor and supervise all participants at all times when assessing the services
- Provide strategies to the parent for use at home and the centre and identify next steps for a referral to a community resource, if applicable
- Follow up with parents on strategies and status of referrals/outcomes
- Documentation
- Monitor the demographics of program participants and ensure programming is reflective of the various ages and needs of the parents/caregivers
- Research current best practices to ensure curriculum is reflective of the latest information
- Meet and debrief with team partners daily
- Lead and participate in team meetings
- Maintain and set-up physical environment, equipment and materials to suit the needs of parents/caregivers
- Prepare and gather resources to share with parents and caregivers
- Network with Francophone, Indigenous and special needs support to ensure inclusive programming
- Identify inventory needs of materials
- Ensure appropriate supplies and equipment are accessible and in good repair

Competencies

- Bachelor of Early Childhood Education or ECE Diploma

- ECEs must be registered with the College of Early Childhood Educators and in good standing
- Experience as an Early Childhood Educator and have experience giving workshops and presentations
- Knowledge of developmentally appropriate practices
- Demonstrated excellent interpersonal and communication skills
- Proven ability to work as an effective team member
- Experience working in a child care environment considered an asset
- Experience in Early Years Programs an asset
- Standard First Aid and CPR-C certification

FSF

The role and responsibilities profile of the FSF includes:

- Implement program plans to reflect best practice curriculum using HDLH, Think, Feel, Act and principles of family support work
- Deliver programs and services as it relates to adult education and engagement
- Provide a variety of unique experiences which accommodate for group as well as individual needs of the participants
- Communicate purpose and goals of activities with parents and caregivers related to child development and play and inquiry-based learning
- Demonstrate a high level of compassion to support parents and caregivers in their role
- Support with accessing employment, education and training resources, food security, housing, and child care
- Use various facilitation strategies to support parents and caregivers: modeling, active listening, observing, appreciative inquiry, demonstrating and guiding
- Engage with parents and caregivers to provide evidence-based resources and referrals as it pertains to newcomers or other marginalized groups
- Facilitate and support conversations in programs with all parents and caregivers including those experiencing barriers and/or crisis
- Facilitate positive key messaging on parenting, adult-child relations, physical literacy, healthy lifestyle, mental health
- Create a welcoming environment that encourages participant input
- Adequately monitor and supervise all participants at all times when assessing the services
- Provide strategies to the parents and caregivers for use at home and the centre and identify next steps for a referral to a community resource, if applicable or status of referrals and outcomes
- Monitor the demographics of program participants and their requested needs. Ensures proper follow up and community connections are made
- Research and share appropriate resources for parents and caregivers beyond and including the early years
- Research current best practices in areas beyond and including the early years to ensure the latest information is available to parents and caregivers
- Meet and debrief with team partners on regular basis
- Participate in team meetings
- Prepare and gather resources to share with parents and caregivers
- Accountable to all organizational and program policies and procedures

Competencies

- Social Service Worker diploma, Social Work degree, Child and Youth Care worker diploma, Family and Community Social Services degree, Teaching degree, Registered Early Childhood Educator or equivalent post-secondary education in family support or Mothercraft College of Early Childhood Education adapted program for EarlyON Centres
- Minimum 3 years' experience working with parents and caregivers and children
- Strong interpersonal and communication skills
- Knowledge working in family systems
- Respect client privacy and confidentiality at all times
- Group facilitation skills
- Fluent in French or another language is an asset
- Current standard first aid CPR level C
- Valid driver's licence access to vehicle

Program Support

The role and responsibilities profile of the Program Support staff includes:

- Greet families and provide an overview of the centre (for example, stroller parking, washrooms)
- Familiar with early childhood best practice, HDLH, Think, Feel, Act and family support work
- Provide registration and sign in support for programs
- Support with set-up and clean-up of programs and drop-in
- Ensure agency policies and mission statements are visible
- Ensure the welcoming space is clean and accessible
- Support the display and set up of healthy snack area, if applicable
- Ensure print material is current and replenished as required
- Respond to inquiries made in-person, by phone or by e-mail
- Communicate with families and caregivers, staff and the public daily regarding program information
- Provide relief on the floor with direct program support when numbers require e.g., before a new shift arrives, breaks and lunches
- Replenish supplies for centre
- Accountable to all organizational and program policies and procedures
- Collect and input data, attendance, monthly calendar and survey information as required
- Order office supplies and maintenance supplies
- Accept deliveries

Competencies

- Successful completion of a post-secondary administrative studies program
- Minimum of three years relevant experience or an equivalent combination of experience and education
- Proficient in computer programs including Microsoft Office Programs
- Excellent written and oral communication skills
- Previous experience in providing service to the public
- Strong attention to detail

Community Engagement and Outreach Facilitator

The role and responsibilities profile of the Community Engagement and Outreach Facilitator includes:

- Provide a link between parents/caregivers and the broader community regarding resources, services and programs (such as Employment or education, recreation, food, clothing and housing security, child care and children's needs)
- Create asset map of formal and informal services, resources and programs
- Coordinate resources based on identified needs of participants (guest speakers, specialized services, community brochures)
- Provide a tour of the centre and programs and services to new parents/caregivers
- Provide outreach services to engage parents and caregivers that could benefit from EarlyON services, but are not currently accessing them
- Represent EarlyON Centres at community events to build awareness of services and programs
- Facilitate and maintain partnerships with community groups through networking tables and events
- Research and provide linkages related to Black, Francophone, Indigenous, Racialized communities and groups under-represented in EarlyON Centres
- Inform management of identified service gaps, barriers, opportunities or interests of participants
- Support the development of reports and evaluations as required
- Liaise with Peel staff to access planning data based on review areas
- Respond to inquiries about services via phone, email specific to community and networking

Competencies

- Bachelor of Arts/ Psychology/Community Development, Developmental Service Facilitator/Social Service Facilitator, Early Childhood Education or equivalent, relevant experience
- Ability to adjust work hours to meet program needs including evening and weekend hours
- Demonstrated achievements in community connections and accessing government and community resources
- Ability to apply the concepts of Asset-Based Community Development
- Knowledge of the *Guiding Principles of Family Support*
- Creative and responsive communication and problem-solving skills
- Ability to work independently in a high paced environment
- Proficient in Microsoft Office
- A valid "G" class licence, maintenance of an acceptable driving record, access to a reliable and insured vehicle
- A current First Aid/CPR Certificate

Program Manager

The role and responsibilities profile of the Program Manager includes:

- Influence financial decisions by providing input and recommendations on the development of budget and financial plans for the EarlyON Centres
- Ensure financial accountability and timely governance of reports
- Monitor and analyze community needs in partnership with network tables and EarlyON staff
- Use best practices to plan and manage the ongoing implementation of the EarlyON Centres
- Monitor operations of EarlyON Centres to support client and staff health, safety and well-being
- Review EarlyON data, work in collaboration with internal colleagues to understand demographic trends and evaluate community planning processes
- Support community needs through joint programming efforts, service information and resources to promote effective practices
- Facilitate continuous improvement, consistency, innovation and responding to local community needs
- Develop communications and marketing with internal communications. Ensure alignment with regional and provincial government communication standards
- Liaise with EarlyON providers to support consistent programming for an equitable EarlyON system across Peel Region based on common goals and objectives
- Conduct training and performance reviews and evaluation of staff
- Ensure staff are properly trained to carry out their job duties in a safe and healthy manner and support initiatives and opportunities to enhance employee health
- Recruit and interviews EarlyON staff, volunteers and students with a broad knowledge base and experience
- Prepare, analyze evaluations and stats about business agreement and program/services. Provide recommendations and implement solutions as required.
- Establish objectives and monitor compliance to ministry standards
- Participate in the determination of organizational policies

Competencies

- A degree in Early Childhood Education, Human Services or Public Administration, along with three to five years' experience in implementing and operating Early Years programs
- An equivalent combination of education and experience will be considered
- Able to work independently as well as collaboratively with internal and external stakeholders; possess excellent verbal and written communication skills, and strong interpersonal, facilitation and conflict resolution skills
- Excellent program management and knowledge of research and analysis skills are required
- Knowledge of relevant Acts, legislation, and frameworks, including The Child Care and Early Years Act, and How Does Learning Happen? are essential
- Must possess computer proficiency including MS Office
- Valid driver's licence, access to vehicle
- Valid first aid CPR
- 2nd language an asset

Program Supervisor

The role and responsibilities profile of the Program Supervisor includes:

- Build capacity with staff around the best practice curriculum using HDLH, Think, Feel, Act and principles of family support work
- Contribute to the development of innovative and creative programs that meet local community needs
- Address any formal and informal complaints
- Oversee the daily program, educator supervision, scheduling of staff, volunteers and students for EarlyON programs
- Use various techniques including coaching, modeling, active listening, observing, questioning, demonstrating and supporting educators, students and volunteers to ensure program quality
- Conduct monthly meetings with staff to reflect, plan and update
- Ensure programs and sites are welcoming, inclusive, safe and clean for families
- Create and conduct staff performance reviews
- Establish frameworks to create and execute professional learning opportunities for staff and assist them in setting and following through on their annual goals
- Oversee core services delivery
- Support program evaluations
- Manage staff scheduling and arranging coverage for expected or unexpected absences

Competencies

- A degree or diploma in Early Childhood Education or equivalent with supervisory experience
- Minimum 3 years of relevant experience working with families with young children (0-6 years)
- Demonstrated ability in planning and delivering high quality, welcoming and inclusive programs for a diverse community
- Knowledge in child development, supporting families and the parent-child relationship
- Knowledge of services for children and families and experience in referral
- Strong problem-solving skills with the ability to analyze and diagnoses the issues reaching a suitable solution is found
- Strong communication skills with the ability to clearly articulate directions, concepts and information
- Experience and understanding of working effectively in a diverse environment
- Excellent interpersonal, and communication skills
- Ability to work effectively with colleagues and clients
- Well-developed presentation and group skills
- Proficient in Microsoft Office
- Well-developed organization and time management skills
- Ability to multi-task and flexibility in accepting work assignments
- Second language is an asset
- Current CPR and First Aid Certification

EarlyON Provider Role

The role and responsibilities of the EarlyON provider are to follow the staffing requirements for qualified teams at EarlyON Centres and mobile services, including:

- Report Key Performance Indicators related to FTE under the **Reporting Requirements - Key Performance Indicators** section in the [EarlyON Child and Family Centres Business Practices and Funding Guideline](#).
- Hire and train staff to fulfill the positions outlined in this policy.
- Request exemption(s) from the staffing requirements to Peel as required.
- Verify the status of staff in the RECE Facilitator and FSF roles annually with their governing body that oversees their credentials.
- Maintain staff records that includes the dates of staff hires, annual verification of a staff's status with their credential's governing body and allow Peel access to the staff records, as requested.
- Notify Peel immediately upon any RECE staffing vacancies.
- Use the additional staff positions allocated to effectively deliver on leadership (Program Manager and Supervisor) and outreach functions (staff can have more than one function).
- Where possible, have consistent staff schedules to support relationship building with families, each other and other professionals in the centre.
- Provide staff with opportunities for continuous professional learning opportunities to keep informed of the latest research on adult education, child development, play and inquiry-based pedagogy, and other relevant topics. Monitor that staff are engaging in such opportunities through their own staff performance review process.

Approval source: Manager, Early Years and Child Care Services

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