



## Segment: ECCE

### Job Role: Educational psychologist

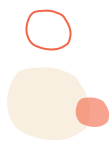
 : Interviewer to fill in

| Interview checklist                       |   |
|---|---|
| <b>Role Description</b>                   | ECD-related position specializing in strategies and techniques to support children and young people academically and emotionally; encouraging and facilitating positive changes within children and young people by promoting personal, social, educational adjustment and development. They work mainly in consultation with parents, teachers, social workers, doctors, education officers and others involved in the education and care of children & young people   |
| <b>Typical roles and responsibilities</b> | <p><b>Educational / Psychology role:</b></p> <ul style="list-style-type: none"> <li>• Develop individual learning plans in cooperation with other teachers &amp; staff</li> <li>• Provide advisory support services to students (with the choice of their families), student groups and classrooms</li> <li>• Be a resource to help families and schools in crisis such as separation and loss; referring to appropriate community agencies to obtain the necessary services</li> <li>• Analyze the effect of heredity, social, occupational and other factors on individual thought and behavior</li> <li>• Interpret student test results, in addition to information provided by teachers and parents, to diagnose cases and help assess eligibility for special services</li> </ul> <p><b>Administrative role:</b></p> <ul style="list-style-type: none"> <li>• Maintain student records including private educational records, confidential records, records of services provided and behavioral data</li> <li>• Collect and analyze data to assess the effectiveness of training programs and other services such as behavioral management systems</li> <li>• Prepare periodic reports for the assistant director of the school &amp; ensuring compliance with the laws of the UAE in reporting abuse or neglect</li> </ul> |
| <b>Key Competency</b>                     | <b>Science and practice supporting holistic early childhood development</b>   |
| <b>Proficiency Descriptor</b>             | <ul style="list-style-type: none"> <li>• Understand <b>impact of early years and importance of addressing child's holistic development</b></li> <li>• Apply <b>evidence-based strategies for promoting child and family development</b> (incl. appropriate use of technology)</li> <li>• Demonstrate understanding of <b>individual differences and fluctuations in children's development and learning</b> that must be <b>responded to reflectively and appropriately</b></li> <li>• Use <b>appropriate tools and techniques to assess child development; organizing results</b> so information can be used for further assessment and planning purposes in <b>providing timely care and interventions</b></li> </ul>   |



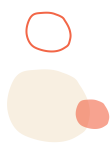


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|----------------------------------|---|--|---|--------------------------|---------------------------|
|                                  | <ul style="list-style-type: none"> <li>Interact with <b>kindness, warmth, and care</b>, expressing respect, appreciation and <b>understanding of individual needs</b>, creating a <b>healthy, welcoming, and age-appropriate environments</b> for them</li> <li>Understand and demonstrate <b>respect for processes, protocols, and procedures</b> for <b>protecting privacy and confidentiality</b> of the children, respective families, and colleagues</li> </ul>  |  |   |                          |                           |
| Evidence for ability & knowledge | <i>Please indicate evidence provided by candidate on proficiency from previous work experience, education &amp; research...</i>   |  |   |                          |                           |
| Rating Scale                     | 1<br>Adverse Evidence   | 2<br>No Evidence                                     | 3<br>Some Evidence                        | 4<br>Sufficient Evidence | 5<br>Strong Evidence      |
| Interviewer's Rating             |   | C<br>Major gaps which may derail overall performance | B<br>Minor gaps with potential to improve | A<br>Proficient          | A+<br>Strongly Proficient |
| <b>Key Competency</b>            | <b>Child wellness: health, nutrition, and safety</b>  |  |   |                          |                           |
| <b>Proficiency Descriptor</b>    | <ul style="list-style-type: none"> <li><b>Familiar with science</b> regarding healthy early childhood development and <b>use of strategies</b> with children and their parents <b>to support physical growth, emotional well-being, and adequate nutrition</b></li> <li>Understand the <b>influence of adverse childhood experiences</b> on life-long health and social consequences</li> <li>Familiar with <b>child protection laws, policies and protocols</b> for reporting child neglect, abuse, exploitation or exposure to violence; <b>taking adequate actions</b> when children are under similar kinds of threat</li> <li><b>Aware of safety issues</b> that affect children and factors and practices that reduce or increase risk to child safety and <b>able to provide first aid / CPR procedures</b></li> <li><b>Promote home and community safety</b> in partnership with parents across all spaces to prevent unintentional injuries, disease, or death of the child</li> </ul> |  |   |                          |                           |
| Evidence for ability & knowledge | <i>Please indicate evidence provided by candidate on proficiency from previous work experience, education &amp; research...</i>   |  |   |                          |                           |
| Rating Scale                     | 1<br>Adverse Evidence   | 2<br>No Evidence                                     | 3<br>Some Evidence                        | 4<br>Sufficient Evidence | 5<br>Strong Evidence      |
| Interviewer's Rating             |   | C<br>Major gaps which may derail overall performance | B<br>Minor gaps with potential to improve | A<br>Proficient          | A+<br>Strongly proficient |
| <b>Key Competency</b>            | <b>Family and community</b>   |  |   |                          |                           |
| <b>Proficiency Descriptor</b>    | <ul style="list-style-type: none"> <li>Understand the <b>critical importance of the family environment</b> (physical, social...) for child's wellbeing overall development, functioning, and learning</li> </ul>  |  |   |                          |                           |



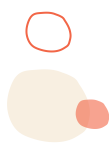


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|----------------------------------|---|--|---|--------------------------|---------------------------|
|                                  | <ul style="list-style-type: none"> <li>Aware of the <b>importance of high-quality interactions</b> between parents and the child, and between practitioners and parents; <b>able to interact with parents</b> in a timely, transparent, respectful, and accountable manner</li> <li><b>Establish relationships with parents</b> based on mutual understanding, trust, and cooperation; using <b>effective strategies to engage</b> family members with <b>diverse backgrounds</b> using a variety of ways to communicate (e-mail, phone...)</li> <li><b>Listen to and involve parents in all decisions</b> regarding the child's safety, healthy development, and learning; creates opportunities for parents to strengthen their parental skills</li> <li><b>Aware of community resources to support child and family development</b> and functioning and accordingly able to partner effectively with key stakeholders</li> </ul> |  |   |                          |                           |
| Evidence for ability & knowledge | <i>Please indicate evidence provided by candidate on proficiency from previous work experience, education &amp; research...</i>   |  |   |                          |                           |
| Rating Scale                     | 1<br>Adverse Evidence   | 2<br>No Evidence                                     | 3<br>Some Evidence                        | 4<br>Sufficient Evidence | 5<br>Strong Evidence      |
| Interviewer's Rating             |   | C<br>Major gaps which may derail overall performance | B<br>Minor gaps with potential to improve | A<br>Proficient          | A+<br>Strongly proficient |
| <b>Key Competency</b>            | <b>Diversity and inclusion</b>  |  |   |                          |                           |
| Proficiency Descriptor           | <ul style="list-style-type: none"> <li><b>Treat all children</b> and their <b>families with fairness, empathy, understanding, dignity, and respect; understanding</b> how <b>discrimination</b> based on diversity <b>can impact lives and prospects of children</b></li> <li><b>Adapt practices, communication and services</b> to reflect each child's and family's characteristics, strengths, beliefs and special needs</li> <li><b>Use different strategies to make each child and family feel welcomed and respected</b> regardless of their background, language, socio-economic status, ability or gender</li> <li><b>Address own biases</b> toward children, families and communities to <b>avoid stereotypical or judgmental reactions</b> and to advance child's development</li> </ul>  |  |   |                          |                           |
| Evidence for ability & knowledge | <i>Please indicate evidence provided by candidate on proficiency from previous work experience, education &amp; research...</i>   |  |   |                          |                           |
| Rating Scale                     | 1<br>Adverse Evidence   | 2<br>No Evidence                                     | 3<br>Some Evidence                        | 4<br>Sufficient Evidence | 5<br>Strong Evidence      |





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|---|---|--|---|--------------------------|---------------------------|
| Interviewer's Rating                        |   | C<br>Major gaps which may derail overall performance | B<br>Minor gaps with potential to improve | A<br>Proficient          | A+<br>Strongly proficient |
| <b>Key Competency</b>                       | <b>Professionalism and professional growth</b>  |  |   |                          |                           |
| <b>Proficiency Descriptor</b>               | <ul style="list-style-type: none"> <li>• <b>Identify proudly as an ECD professional and promote professional and personal integrity</b> in all interactions, while <b>aware of relevant professional code of conduct</b> for their profession, if applicable</li> <li>• <b>Use professional competencies and standards for ECD practitioners as guidance for own professional development</b> and as a continuous learning process</li> <li>• <b>Familiar with effective and evidence-based strategies and tools</b> for improving the quality of their practice and <b>aware of Abu Dhabi's ECD practitioner competencies and standards</b></li> <li>• <b>Apply information</b> from professional meetings, seminars, workshops, as well as print and digital resources <b>to stay abreast of and deepen professional knowledge</b></li> </ul> |  |   |                          |                           |
| <b>Evidence for ability &amp; knowledge</b> | <i>Please indicate evidence provided by candidate on proficiency from previous work experience, education &amp; research...</i>   |  |   |                          |                           |
| Rating Scale                                | 1<br>Adverse Evidence   | 2<br>No Evidence                                     | 3<br>Some Evidence                        | 4<br>Sufficient Evidence | 5<br>Strong Evidence      |
| Interviewer's Rating                        |   | C<br>Major gaps which may derail overall performance | B<br>Minor gaps with potential to improve | A<br>Proficient          | A+<br>Strongly proficient |
| <b>Key Competency</b>                       | <b>Coordination across practitioner roles and professional settings</b>   |  |   |                          |                           |
| <b>Proficiency Descriptor</b>               | <ul style="list-style-type: none"> <li>• <b>Cooperate and coordinate with others</b> to facilitate children's and families' access and transition to services <b>to support overall child and family development</b> and well-being</li> <li>• <b>Familiar with variety of practitioner roles across ECD services; cooperating and coordinating with them</b> for joint planning, service delivery and evaluation of outcomes to support child and family development and well-being</li> <li>• <b>Demonstrate collegiality</b> and is respectful of each other's functions, responsibilities, strengths, skills, and expertise <b>when working with other practitioners</b></li> </ul>   |  |   |                          |                           |
| <b>Evidence for ability &amp; knowledge</b> | <i>Please indicate evidence provided by candidate on proficiency from previous work experience, education &amp; research...</i>   |  |   |                          |                           |
| Rating Scale                                | 1<br>Adverse Evidence   | 2<br>No Evidence                                     | 3<br>Some Evidence                        | 4<br>Sufficient Evidence | 5<br>Strong Evidence      |





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|---|--|--|---|--------------------------|---------------------------|
| Interviewer's Rating                        |  | C<br>Major gaps which may derail overall performance | B<br>Minor gaps with potential to improve | A<br>Proficient          | A+<br>Strongly proficient |
| <b>Key Competency</b>                       | <b>UAE culture and heritage</b>  |  |   |                          |                           |
| <b>Proficiency Descriptor</b>               | <ul style="list-style-type: none"> <li>• <b>Aware of the UAE's heritage, culture, and Islamic values;</b> demonstrating appreciation and respect in interactions</li> <li>• <b>Aware of the diverse cultures, religions, traditions, ethnicities, and races</b> that live in the UAE, showing sensitivity while communicating and engaging with the UAE community and promoting core values</li> </ul> |  |   |                          |                           |
| <b>Evidence for ability &amp; knowledge</b> | <i>Please indicate evidence provided by candidate on proficiency from previous work experience, education &amp; research...</i>  |  |   |                          |                           |
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