

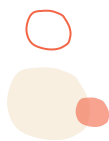


Segment: ECCE

Job Role: Nursery director / principal

 : Interviewer to fill in

| Interview checklist | |
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| Role Description | ECD-related position responsible for the day-to-day planning and directing of an Early Childhood Care and Education Nursery center, preschool, daycare or childcare center, etc. and may supervise other workers, such as teachers |
| Typical roles and responsibilities | <p>Leadership role:</p> <ul style="list-style-type: none"> • Select staff and define roles and responsibilities • Implement school curriculum, ensuring technological capabilities are up to standard • Engage Parents/Guardians and stakeholders in the teaching and learning process • Ensure provision of professional development and guidance to staff, in coordination with the PD division of relevant body (e.g. ADEK) <p>Administrative role:</p> <ul style="list-style-type: none"> • Share and maintain professional code of ethics with all educators • Accept in loco parentis (in position of a Parent/Guardian) responsibility for all students whilst they are in the school's care, including school-related activities and travel • Supervise student assessment processes and reporting systems • Manage facilities, resources & equipment, including overseeing and setting school budget • Ensure school activities and strategies are in line with relevant body's (e.g. ADEK) general strategy & compliance |
| Key Competency | Science and practice supporting holistic early childhood development |
| Proficiency Descriptor | <ul style="list-style-type: none"> • Understand impact of early years and importance of addressing child's holistic development • Apply evidence-based strategies for promoting child and family development (incl. appropriate use of technology) • Demonstrate understanding of individual differences and fluctuations in children's development and learning that must be responded to reflectively and appropriately • Use appropriate tools and techniques to assess child development; organizing results so information can be used for further assessment and planning purposes in providing timely care and interventions • Interact with kindness, warmth, and care, expressing respect, appreciation and understanding of individual needs, creating a healthy, welcoming, and age-appropriate environments for them • Understand and demonstrate respect for processes, protocols, and procedures for protecting privacy and confidentiality of the children, respective families, and colleagues |



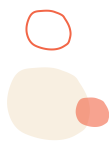


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| Evidence for ability & knowledge | <i>Please indicate evidence provided by candidate on proficiency from previous work experience, education & research...</i> | | | | |
| Rating Scale | 1 Adverse Evidence | 2 No Evidence | 3 Some Evidence | 4 Sufficient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





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





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





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| Proficiency Descriptor | <ul style="list-style-type: none"> Aware of the UAE's heritage, culture, and Islamic values; demonstrating appreciation and respect in interactions Aware of the diverse cultures, religions, traditions, ethnicities, and races that live in the UAE, showing sensitivity while communicating and engaging with the UAE community and promoting core values | | | | |
| Evidence for ability & knowledge | <i>Please indicate evidence provided by candidate on proficiency from previous work experience, education & research...</i> | | | | |
| Rating Scale | 1 Adverse Evidence | 2 No Evidence | 3 Some Evidence | 4 Sufficient Evidence | 5 Strong Evidence |
| Interviewer's Rating | | C Major gaps which may derail overall performance | B Minor gaps with potential to improve | A Proficient | A+ Strongly proficient |

