



## Segment: ECCE

### Job Role: Nursery teaching assistant

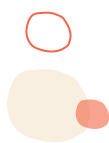
 : Interviewer to fill in

Interview checklist	
<b>Role Description</b>	Individual responsible for working under the direct supervision of a nursery teacher and performing some duties that are instructional in nature. Teaching Assistants may work independently in a teacher's absence, but for most of the time work directly with the teacher. Some may provide extra assistance to children with developmental delays or disabilities
<b>Typical roles and responsibilities</b>	<p><b>Child Support role:</b></p> <ul style="list-style-type: none"> <li>• Oversee children within the facility as well as during outdoor playtime and field trips</li> <li>• Assist children in their activities, including educational and artistic projects</li> <li>• Supervise and assist children during meals and snacks, including assisting with hygiene</li> <li>• Pay attention to a child's emotional state and development, reporting concerns to a supervisor</li> </ul> <p><b>Teacher Support role:</b></p> <ul style="list-style-type: none"> <li>• Set up equipment and help prepare the classroom for lessons, and tidying up afterwards and helping with displays</li> <li>• Assist Teacher with marking and recording keeping</li> <li>• Prepare to take on role of Lead Nursery Teacher when required</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</b>; <b>organizing results</b> so information can be used for further assessment and planning purposes in <b>providing timely care and interventions</b></li> <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 for protecting privacy and confidentiality</b> of the children, respective families, and colleagues</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>



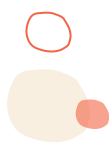


Rating Scale	1 Adverse Evidence	2 No Evidence	3 Some Evidence	4 Sufficient Evidence	5 Strong Evidence
Interviewer's Rating		C Major gaps which may derail overall performance	B Minor gaps with potential to improve	A Proficient	A+ Strongly Proficient
Key Competency	<b>Child wellness: health, nutrition, and safety</b>				
Proficiency Descriptor	<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>				
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Key Competency	<b>Family and community</b>				
Proficiency Descriptor	<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> <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> </ul>				





	<ul style="list-style-type: none"> <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>				
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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
<b>Key Competency</b>	<b>Diversity and inclusion</b>				
Proficiency Descriptor	<ul style="list-style-type: none"> <li>• <b>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</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>				
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<b>Key Competency</b>	<b>Professionalism and professional growth</b>				
Proficiency Descriptor	<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> </ul>				





	<ul style="list-style-type: none"> <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>				
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<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>				
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<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> </ul>				





	<ul style="list-style-type: none"> <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>				
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