

Child Care Sector

Pay Equity Program

2012

Women's Issues Branch

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Child Care Sector

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Lastly, we'd sincerely like to thank Early Childhood Care & Education New Brunswick and all the child care workers who completed a job analysis questionnaire (JAQ). Without you, this process would not have been successful. Again, we sincerely appreciate your invaluable input into the process.

Thank you!

INTRODUCTION

In June 2005, the Government of New Brunswick released Facing the Economic Imperative: New Brunswick's Five Year Wage Gap Action Plan. This innovative plan outlines the strategies that New Brunswick will employ to reduce the Wage Gap.

The fourth goal of the Action Plan is to **Increase the Use of Pay Equity Practices**. In order to achieve this, government will:

- Work with partners to develop information and tools regarding pay equity practices that are practical in New Brunswick work places,
- Implement pay equity in all Parts of the public service, and
- Develop internal recognition programs for leaders in pay equity implementation.

By 2010, the goal is for more employers to implement gender-sensitive job evaluation, and to decrease the wage gap between male and female workers.

In 2006, government committed to establishing government as a model employer by starting job evaluations to extend pay equity to workers providing contracted services to government. Job evaluations will be conducted for Child Care Sector, Home Support Sector and Transition House Sector. In June 2009, the government made a commitment to implement a pay equity program targeting Human Service Workers who work in the Community Residences Sector.

The goals of bringing about pay equity and reducing the wage gap in this province are in keeping with the government's agenda. By addressing the wage gap, pay equity, and the underemployment of women in New Brunswick, we will not only increase the number and productivity of women in the workforce but also address skills and labour shortages.

What is the wage gap?

Wage gap represents the difference between the average wages earned by men and the average wages earned by women.

The wage gap is caused by outdated societal attitudes and beliefs about the place and value of women in the work place and the behaviours these attitudes and beliefs foster.

Here are the contributors to the wage gap:

1. the balance between work and family obligations for working women;
2. the job/industry clustering of working women; and
3. the undervaluation of traditional female occupations.

The undervaluation of traditional female occupations:

New Brunswick employers typically offer lower wages for “women’s work,” which encompasses most of the occupations that women are encouraged to enter.

In some cases, women’s work is paid less than men’s work of equal value. Pay equity addresses this issue by using a non-discriminatory job evaluation system and pay equity analysis.

What is pay equity?

Pay equity is defined by the principle of equal pay for work of equal value. The objective of a pay equity analysis is to compare the value of the work performed mainly or traditionally by women with the value of the work performed mainly or traditionally by men. If the jobs of women and men are of comparable value, then they should be paid the same.

What are the benefits of pay equity?

There are many advantages to implementing a pay equity program in a given workplace. Such a program results in the following:

- recognizing previously undervalued aspects of jobs;
- establishing clear and up-to-date job descriptions;
- establishing clear and up-to-date pay ranges; and
- clearly defined hiring criteria.

Inequitable remuneration has economic and social consequences for both women and men.

Job Evaluation and Pay Equity Process

The aim of the job evaluation and pay equity analysis process was to determine if any pay inequities exists for Child Care Staff working in government approved Early Learning and Child Care facilities. The steps used to determine if any pay inequities exist are as follows:

1. **Communication**
2. **Establish Committees**
3. **Identify Job Classes**
4. **Job Evaluation Methodology**
5. **Job Analysis Questionnaires**
6. **Develop Job Descriptions**
7. **Develop Typical Male Job Classes**
8. **Job Evaluation Process**
9. **Weighting of Factors and Sub-Factors**
10. **Point Value of Factors and Sub-Factors**
11. **Determine Value of Each Job Class**
12. **Pay Equity Analysis**

This report will outline in detail the steps that were followed in achieving Pay Equity for Child Care Staff working in government approved Early Learning and Child Care facilities.

1. Communication

In the summer of 2007 the Women's Issue's Branch began discussions with the Department of Social Development concerning Child Care Staff working in Government approved Early Learning and Child Care facilities.

In our discussions, it was identified that in New Brunswick there were approximately 2,458 Child Care Staff working in government approved Early Learning and Child Care facilities. The Department of Social Development through the Quality Improvement Funding Support program allocates \$4.11/hour to trained Child Care Staff and \$2.56/hour to untrained Child Care Staff who work in government approved Early Learning and Child Care facilities. Through the Early Childhood Initiative, Support Workers' salaries are entirely paid by the Department of Social Development. The Department of Social Development was able to provide the Women's Issues Branch with a list of government approved Early Learning and Child Care facilities in order to invite the Child Care Staff to an information session in their respective regions. Due to confidentiality issues, access to the names and addresses of the individual Child Care Staff was unavailable.

The goal of the information sessions was to give Child Care Staff an overview of the Job Evaluation and Pay Equity Process and to invite them to participate in this important initiative.

The information sessions were held throughout the province in November and December of 2007.

<i>Region</i>	<i>Date</i>
Campbellton	November 13, 2007
Bathurst	November 14, 2007
Moncton	November 20, 2007
Miramichi	November 21, 2007
Shippagan	November 22, 2007
Saint John	November 27, 2007
Fredericton	November 28, 2007
Edmundston	December 4, 2007
Woodstock	December 5, 2007

Communication

Child Care Staff participation in the information sessions were as follows:

Participation Pay Equity Information Session

<i>Region</i>	<i>Child Care Staff Per Region</i>	<i>Number of Participants</i>	<i>Percentage of Child Care Staff</i>
Moncton	772	74	10%
Saint John	537	36	7%
Fredericton	539	135	25%
Edmundston	169	17	10%
Restigouche	68	29	43%
Chaleur	150	32	21%
Miramichi	129	15	12%
Péninsule acadienne	94	0	0%
TOTAL	2458	338	14%

Every participant was provided with a pamphlet that contained information on the process and was asked to submit their names if they were interested in participating on the Joint Steering Committee or the Joint Job Evaluation Committee.

A website was established for Child Care Staff to allow them the opportunity to receive updated information on the Pay Equity process, the ability to sign up for newsletters as well as to indicate their desire to participate on one of the committees.

Since our initial discussion with the Department of Social Development, as at March 2010, there are 2,931 Child Care Staff working in one of 573 government approved Early Learning and Child Care facilities. The Quality Improvement Funding Support program now allocates \$4.50/hour to trained Child Care Staff and \$2.75/hour to untrained Child Care Staff working in government approved Early Learning and Child Care facilities. The amount allocated to untrained Child Care Staff is being phased out for facilities opening after March 31, 2010.

2. Establish Committees

Joint Steering Committee

In January 2008 the Women's Issues Branch established the Child Care Staff Joint Steering Committee. The committee consists of representation from Government, Early Learning and Child Care facilities owner/operators and Child Care Staff. It was important to have representation from all regions of New Brunswick in both official languages.

The Child Care Staff Joint Steering Committee members are:

Early Learning and Child Care facilities owners/operators:

Region	Name
Moncton	Monique MacMullin
Miramichi	Linda Gould

Child Care Staff

Region	Name
Grand Falls	Léa Godbout
Fredericton	Heidi Yerxa
Bathurst	Roseline Roy

Government Representatives

Department	Name
Women's Issues Branch	Nicole McCarty
Social Development	Nicole Gervais
Office of Human Resources	Lori Anne McCracken

The role of the Joint Steering Committee was to:

- Establish Terms of Reference
- Appoint a Joint Job Evaluation Committee
- Approve the job evaluation methodology
- Determine the weighting of factors and sub-factors
- Approve the job analysis questionnaires
- Approve the job descriptions
- Approve the job evaluation
- Approve typical male job classes
- Approve the pay equity analysis
- Report finding and recommendations to the government of New Brunswick

Establish Committees

Joint Job Evaluation Committee

In March 2008 the Women's Issues Branch established the Child Care Staff Joint Job Evaluation Committee. The committee consists of representation from Government, Early Learning and Child Care facilities owner/operators and Child Care Staff. It was important to have representation from all regions of New Brunswick in both official languages.

The Child Care Staff Joint Job Evaluation Committee members are:

Child Day Care facility owners/operators:

Region	Name
Péninsule Acadienne	Ida Haché
Campbellton	Mona Normandeau
Fredericton	Tracey Law
Saint John	Laurie Collins
St. Stephen	Heather Estey

Child Care Staff

Region	Name
Miramichi	Angela Colford
Miramichi	Donna Baisley
Grand Falls	Amy LeClerc
Moncton	Lise Maillet Landry
Bathurst	Tracie Kenny

Government Representatives

Department	Name
Women's Issues Branch	Anne Soles
Women's Issues Branch	Jessica Gerges
Social Development	Diane Lutes

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The role of the Joint Job Evaluation Committee was to:

- Establish Terms of Reference
- Develop the job evaluation methodology
- Develop the job analysis questionnaires
- Develop job descriptions
- Evaluate the job classes
- Develop typical male job classes
- Conduct a pay equity analysis
- Prepare the final report and develop recommendations

3. Identify Job Classes

A job class means a grouping of jobs that have the following three characteristics in common:

- similar duties and responsibilities;
- similar qualifications (education and experience); and
- same remuneration (same maximum rate of pay).

Therefore, if a position does not share the three characteristics described above with other positions, it constitutes a job class by itself.

It was determined that the following Job Classes would be evaluated under the Pay Equity Program for Child Care Staff:

<i>Child Care Staff</i>	<i>Definition</i>
Primary Child Care Staff	An a) operator, or b) a person employed in a approved child day care facility who spends seventy-five percent or more of the time at a government approved child day care facility providing child day care services directly to children and who is responsible for the safety, well being and development of children.
Child Care Administrators/ Primary Child Care Staff	A person appointed by an operator to supervise the day-to-day activities of a government approved child day care facility and who spends seventy five percent of their time providing child day care services directly to children and who is responsible for the safety, well being and development of children.
Support Worker	A person employed in a government approved child day care facility providing child day care services to children with special needs and who is responsible for the safety, well being and development of children with special needs. Support Workers are paid entirely by the Department of Social Development, through the Early Childhood Initiative program.

4. Job Evaluation Methodology

A Job Evaluation Methodology is a tool used to determine the relative worth of a job class within an organization. It is used for analyzing and comparing different job classes and placing them in a ranking order according to the overall demands of each job class. It is not concerned with the volume of work, with the person doing the job or with determining pay. It is used in order to provide the basis for an equitable and defensible pay structure, particularly in determining equal pay for work of equal value.

A Job Evaluation methodology enabled the Joint Job Evaluation Committee to assign a relative value to the job classes based on four main factors: required qualifications, job related responsibilities, effort required to perform tasks, and working conditions in which tasks are performed.

In order for the Joint Job Evaluation Committee to conduct an exhaustive, balanced analysis, the four main factors were broken down into 10 sub-factors. The Committee considered all of the major aspects of the overall demands of each job class.

<i>Factors</i>	<i>Sub-factors</i>
Required Qualifications	<ul style="list-style-type: none">• Education• Experience• Dexterity and Coordination
Responsibilities	<ul style="list-style-type: none">• Accountability/Decision Making• Communication/Interpersonal Relations• Supervision
Required Effort	<ul style="list-style-type: none">• Intellectual Effort• Concentration and Sensory Attention• Physical Effort
Working Conditions	<ul style="list-style-type: none">• Unpleasant or Hazardous Environmental Conditions

The following is the Job Evaluation Methodology used to evaluate the job classes for Child Care Sector.

Child Care Sector

Pay Equity Program

CHILD CARE SECTOR

Joint Job Evaluation Methodology

between
Child Care Sector and
The Government of New Brunswick

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Child Care Sector

Joint Job Evaluation Methodology

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Introduction

The purpose of Job Evaluation for Child Care Staff is to establish the relative value of jobs within the Child Day Care sector by means of a systematic and detailed analysis and rating of the job content. Job evaluation does not measure nor reflect the performance, gender or qualifications of the individual in the job.

Systematic job analysis and evaluation is based on two criteria:

- Certain identifiable factors are present in all jobs but to a varying degree.
- These identifiable factors can be measured or evaluated.

This system recognizes four factors – required qualifications, responsibility associated with the job, effort required to do the work and working conditions in which the duties are performed. In order to do a thorough and balanced analysis this system defines 10 sub-factors. These sub-factors will allow you to consider all of the important facets of the work carried out.

<i>Factors</i>	<i>Sub-factors</i>
Required Qualifications	<ul style="list-style-type: none">• Education• Experience• Dexterity & Coordination
Responsibilities	<ul style="list-style-type: none">• Accountability / Decision Making• Communication / Interpersonal Relations• Supervision
Required Effort	<ul style="list-style-type: none">• Mental Effort• Concentration & Sensory Attention• Physical Effort
Working Conditions	<ul style="list-style-type: none">• Unpleasant or Hazardous Environmental Conditions

You will be able to identify, for each of the 10 sub-factors, the degree that corresponds to each job class. It will provide guidelines, explanation and notes which will help the Joint Job Evaluation Committee apply this tool consistently and fairly for all jobs that have been identified.

The challenge, over the course of this exercise, is to determine the value of the job classes by taking a close look at **the requirements and characteristics of female jobs, as they are often overlooked.**

This sub-factor measures the level of **education** required to perform the tasks.

The levels are expressed in terms of the theoretical knowledge acquired:

- through traditional education, and
- through all other recognized training: e.g. training provided by a company, a professional body, etc.

Consider the minimum level required to perform the tasks.

<i>Degree</i>	<i>Description</i>
1	Less than High School.
2	Less than High School with related training.
3	High School or equivalent.
4	High School or equivalent with related training.
5	High School plus one-year post-secondary program. (i.e. Certificate)
6	High School plus two-year post-secondary program. (i.e. Diploma)
7	Undergraduate degree in a related field.

Examples of the requirements and characteristics of Child Care Staff:

- Knowledge of child development, current research theories and trends in early childhood education
- Knowledge of provincial acts, regulations and standards
- Knowledge of principles and practices for dealing with children with special needs
- Knowledge of human resource management

Required Qualifications

Experience

This sub-factor measures the required **experience**, which includes:

- the minimum amount of prior experience required to learn the practical knowledge needed for the job, and
- the time required to become familiar with the job: to learn the techniques, methods, practices, processes, etc.

Here, you consider experience acquired in any related work, or in any pertinent life experience.

Consider the minimum experience REQUIRED to carry out the duties.

<i>Degree</i>	<i>Description</i>
1	Less than 3 months.
2	From 3 months to less than 6 months.
3	From 6 months to less than 12 months.
4	From one (1) year to less than two (2) years.
5	From two (2) years to less than three (3) years.
6	From three (3) years to less than five (5) years.
7	Five (5) years or more.

Examples of the requirements and characteristics of Child Care Staff:

- Practical experience required by the job but acquired as part of the family structure or volunteer/community work with children
- Practical experience in document management (i.e. recording observations, filing, completion of forms)
- Practical experience in interpersonal relationships
- Prior experience in a Child Day Care facility

Required Qualifications

Dexterity & Coordination

This sub-factor measures the level of **dexterity and coordination** needed to carry out the tasks, taking into account the speed of performance required.

Dexterity is the skill of using fingers and hands, performing accurate movements to pick up objects, button, dress, grasp, position, move or assemble objects, keyboarding, writing, etc.

Coordination is the combination of movements or muscular control used to perform a very coordinated action, driving vehicles, playing with children, playing ball, changing diapers, sewing, etc.

<i>Degree</i>	<i>Description</i>
1	Job requires tasks that demand co-ordination of gross motor skills, where speed is a minor consideration.
2	Job requires tasks that demand the co-ordination of gross motor skills, where speed is a moderate consideration OR Co-ordination of gross and fine motor skills, where speed is a minor consideration.
3	Job requires tasks that demand the co-ordination of gross motor skills, where speed is a major consideration OR Co-ordination of gross and fine motor skills, where speed is a moderate consideration OR Co-ordination of fine motor skills, where speed is a minor consideration.
4	Job requires tasks that demand the co-ordination of gross and fine motor skills, where speed is a major consideration OR Co-ordination of fine motor skills, where speed is a moderate consideration.
5	Job requires tasks that demand the co-ordination of fine motor skills, where speed is a major consideration.

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Fine motor skills means using small muscles, i.e. keyboard/writing skills, dressing children, repairing small toys/equipment, dispensing oral medications, assembling objects, changing diapers, picking up small objects

Gross motor skills means using large muscles, i.e. using long-handled tools such as mops and brooms, stocking shelves, folding laundry, sorting mail, playing ball, lifting/carrying children, climbing/bending, running.

Dexterity & Coordination

Sub-factor Chart:

<i>Dexterity</i>	<i>Speed</i>		
	<i>Minor</i>	<i>Moderate</i>	<i>Major</i>
Gross	1	2	3
Gross/Fine	2	3	4
Fine	3	4	5

Speed is determined by the necessity of performing tasks within a specific period of time.

Minor – Speed is required at a regular pace.

Moderate – Speed is required at a regular pace but other tasks are at least as important such as precision of movements.

Major – The speed with which tasks are undertaken is central to the nature of the work.

Examples of the requirements and characteristics of Child Care Staff:

- Dexterity required by fine motor skills (i.e. writing, buttoning, zipping, keyboarding, giving injections, assembling puzzles, building blocks, threading beads, etc.)
- Coordination and dexterity required for driving a vehicle, changing diapers, lifting and manoeuvring/manipulating special equipment (i.e. Wheelchairs, car seats, high chairs, etc.)

Responsibilities

Accountability/ Decision Making

This sub-factor measures the level of responsibility related to the **accountability** assumed during the performance of duties.

The level is established on the basis of the direct consequences of decisions and actions on the success of a program or activity, at the administrative level (organization, loss of time, deadlines, confidentiality, etc.), service level (quality of services offered, image and reputation, etc.), human level (physical and mental health and safety of others), or financial level (financial gain or loss).

Consider the regular and routine decisions and actions to establish the level.

<i>Degree</i>	<i>Description</i>
1	Consequences of decisions and actions very limited . Very low level of responsibility.
2	Consequences of decisions and actions limited . Low level of responsibility.
3	Consequences of decisions and actions moderately significant . Level of responsibility moderate .
4	Consequences of decisions and actions significant . Level of responsibility is high .
5	Consequences of decisions and actions are major . Level of responsibility is very high .

Examples of the requirements and characteristics of Child Care Staff:

- Responsibility for the confidentiality, within and outside the Child Day Care facility
- Responsibility for record keeping (i.e. child abuse, illness, financial/administrative information)
- Responsibility for the health, safety and well-being of others
- Responsibility to follow applicable acts, regulations and standards

This sub-factor measures the level of **responsibility with regard to the communication/interpersonal relations** assumed during the performance of duties.

Establish the level on the basis of the type of communication that must be carried out to do the work.

Consider verbal or written communications or sign language that must be carried out:

- **Within the service:** with children, parents/guardians, co-workers, or supervisors,
- **Outside the service:** government representatives, community, suppliers, etc.

<i>Degree</i>	<i>Description</i>
1	Exchanging: Exchanging factual and/or work-related information.
2	Explanation and interpretation: Explaining and/or interpreting information and/or ideas.
3	Discussions: Discussing problems with a view of obtaining consent, cooperation and/or coordination of activities.
4	Collaborating and advising: Collaborating with individuals in order to guide them by drawing on one's professional experience and specialized knowledge.
5	Persuading and negotiating: Presenting arguments to convince people to take certain measures or make decisions for the purpose of coming to an agreement or a solution.

Examples of the requirements and characteristics of Child Care Staff:

- Communicate positively with children to enhance their development (i.e. Guide, help, comfort, nurture, etc.)
- Participate/collaborate in meetings/information sessions, to generate ideas, address issues, develop action plans
- Record and present clear and concise documentation in an objective manner

This sub-factor measures the extent to which an employee is required to **supervise** the work of others such as employees, students, volunteers (full-time, part-time, casual, etc.) but not children.

Establish the level according to the nature of the responsibility (helping, coordinating, or supervising) and the number of persons coordinated or supervised.

<i>Degree</i>	<i>Description</i>
1	Helping: Orienting other staff in their work, as needed; showing them work methods, techniques, and procedures, etc.
2	Coordinating: Assigning, distributing, and ensuring that the work of <u>less than 5 persons</u> complies with the standards or specifications received.
3	Coordinating: Assigning, distributing, and ensuring that the work of <u>5 persons or more</u> complies with the standards or specifications received.
4	Supervising: planning work, establishing requirements, evaluating performance, and taking disciplinary measures for <u>less than 5 persons</u> .
5	Supervising: planning work, establishing requirements, evaluating performance, and taking disciplinary measures for <u>5 persons or more</u> .

This sub-factor measures the **intellectual effort** required for the performance of tasks.

The level of intellectual effort depends on:

- the complexity of the job: complexity of the situations to be dealt with, difficulties or problems to solve, quantity and newness of the information to process, learn, the degree of reasoning, creativity, and analysis required to deal with situations, etc.;
- the degree of independence and judgment required for organizing and completing the job.

<i>Degree</i>	<i>Description</i>
1	Work consists of very routine tasks with little or no choice as to the procedures used in achieving results.
2	Work consists of semi-routine tasks with few choices as to what procedures should be followed. Requires some judgment in making minor decisions.
3	Work consists of somewhat complex tasks with some choices as to what procedures should be followed. Requires a moderate level of judgment in selecting appropriate procedures and standards.
4	Work consists of complex tasks with several choices as to what procedures should be followed. Requires the use of considerable judgment in adapting procedures and standards to fit facts and conditions.
5	Work consists of difficult and complex tasks. Requires a high level of judgment where answers and solutions can only be found after careful thought and analysis.

Examples of the requirements and characteristics of Child Care Staff:

- Intellectual effort required due to the integration of new practices, reflective of current theories of child development, family and cultural values
- Managing human resources (i.e. recruitment, retention, ethical dilemmas, promoting work-life balance)
- Research and find alternatives to adapt programs to meet the needs of all children
- Research and develop daily programs and activities responsive to children's interests

Required Effort

Concentration & Sensory Attention

This sub-factor measures the duration and frequency of **mental, visual and/or listening concentration** required on the job. It includes the choice of action available to seek relief or perform less demanding tasks.

- Concentration includes activities such as: listening, interpreting, reading, watching, driving, inputting data, or when a combination of the five senses, (sight, taste, smell, touch and hearing) are required in the course of doing the job that could result in mental/sensory fatigue.
- Consider components such as interruptions and the requirements for simultaneous processing of information, (e.g., maintaining concentration despite frequent interruptions or changes in work priorities.)

Duration of uninterrupted time is measured as follows:

Short	Up to and including one (1) hour each time
Intermediate	Over one (1) hour and up to and including two (2) hours
Long	In excess of two (2) hours

Frequency relates to work carried out on a regular basis throughout the year:

Occasional	Once in a while, most days
Frequent	Several times a day
Almost Continuous	Most working hours

Concentration & Sensory Attention

Identification of the level of Concentration and Sensory Attention required for the job:

<i>Degree</i>	<i>Description</i>
1	Occasional periods of short duration
2	Frequent periods of short duration OR Occasional periods of intermediate duration
3	Almost continuous periods of short duration OR Frequent periods of intermediate duration OR Occasional periods of long duration
4	Almost continuous periods of intermediate duration OR Frequent periods of long duration
5	Almost continuous periods of long duration

Sub-factor Chart:

<i>Frequency</i>	<i>Duration</i>		
	<i>Short</i>	<i>Intermediate</i>	<i>Long</i>
Occasional	1	2	3
Frequent	2	3	4
Almost Continuous	3	4	5

Examples of the requirements and characteristics of Child Care Staff:

- Concentration and attention required when dealing with requests for attention from other children
- Concentration and attention required due to interruptions or distractions that occur during the performance of duties

Required Effort

Physical Effort

This sub-factor measures the level of **physical effort** required during the regular performance of duties.

Physical effort is:

- the amount of energy used to move more or less heavy weights or to walk, climb, stir, etc.;
- the energy utilized to maintain an unchanging work position (working in a standing or sitting position without the possibility of moving) or to perform accurate or repetitive movements (frequently lifting and moving light weights, etc.)

You must consider the type of the physical effort, as well as the duration in order to establish a level.

Types of Physical effort:

Light	Sitting, driving, walking on even surfaces, lifting weights up to 10kg / 22lbs
Medium	Standing, climbing stairs, walking on uneven surfaces, lifting weights from 10kg / 22lbs up to 25kg / 55lbs
Heavy	Stooping, kneeling, crouching, lifting weights over 25kg / 55lbs

Frequency relates to work carried out on a regular basis throughout the year:

Short	Up to and including one (1) hour, occasionally
Intermediate	Over one (1) hour and up to and including two (2) hours, occasionally, OR Up to and including one (1) hour, frequently
Long	In excess of two (2) hours, occasionally, OR Over one (1) hour and up to and including two (2) hours, frequently

*** Occasionally = 2 to 3 times per week ***

Frequently = Everyday

Physical Effort

Identification of the level of physical effort required for the job::

<i>Degree</i>	<i>Description</i>
1	Light activity of short duration
2	Light activity of intermediate duration OR Medium activity of short duration
3	Light activity of long duration OR Medium activity of intermediate duration OR Heavy activity of short duration
4	Medium activity of long duration OR Heavy activity of intermediate duration
5	Heavy activity of long duration

Sub-factor Chart:

<i>Type</i>	<i>Duration</i>		
	<i>Short</i>	<i>Intermediate</i>	<i>Long</i>
Light	1	2	3
Medium	2	3	4
Heavy	3	4	5

Working Conditions *Unpleasant or Hazardous Environmental Conditions*

This sub-factor measures the level of **unpleasant or hazardous environmental conditions** in which the work is usually performed.

These are linked to the following:

- physical environment: heat, noise, smells, repulsive matter, etc.;
- psychological environment: tight deadlines, difficult human relations, etc.

Consider the number and frequency of the unpleasant or hazardous environmental conditions to establish the level.

Determine the level of requirements related to the performance of duties.

<i>Degree</i>	<i>Description</i>
1	Very low level of unpleasant or hazardous environmental conditions.
2	Low level of unpleasant or hazardous environmental conditions.
3	Moderate level of unpleasant or hazardous environmental conditions.
4	High level of unpleasant or hazardous environmental conditions.
5	Very high level of unpleasant or hazardous environmental conditions.

Examples of the requirements and characteristics of Child Care Staff:

- Maintaining a clean, healthy, comfortable and safe environment
- High stress level resulting from constant, conflicting and changing demands (i.e. burnout, mental fatigue, etc.)
- Noise in Child Day Care facility (i.e. screaming, crying, laughing, etc.) in an physical environment that is not conducive to the absorption of noise

5. Job Analysis Questionnaire

A Job Analysis Questionnaire (JAQ) is essential for providing all of the information required to analyze the nature of the work according to the factors and sub-factors used in the Job Evaluation Methodology. The purpose of the JAQ is to help incumbents describe their job responsibilities and outline the conditions under which they carry them out so it may be analyzed.

It is important to understand that a job analysis is not based on the person doing the job, but the job itself. While job analysis data may be collected from incumbents through interviews or questionnaires, the product of the analysis is a job description and not a description of the person.

The JAQ's are completed by the incumbents and then approved by their immediate supervisor. It is imperative that the supervisor agrees with the contents of the job and has the opportunity to add his/her comments. Once the supervisor has approved the JAQ it is submitted to the person responsible for evaluating the jobs.

A JAQ for Child Care Staff was developed by the Joint Job Evaluation Committee and approved by the Joint Steering Committee.

It was important that the Questionnaire be user friendly, therefore, it was decided that the Joint Job Evaluation Committee would develop the description of key work activities which would encompass the various work activities for the various job classes. The participants were given the opportunity to indicate any other key work activities that were not identified on the list.

In order to receive the required amount of JAQ's, 428 (15%) of Child Care Staff were sent an invitation to complete the JAQ in November and December 2008. The selected Child Care Staff were invited to participate in an information session and were given the JAQ to be completed, approved by their immediate supervisor and returned to the Joint Job Evaluation Committee. Participants were given 2 weeks to complete the JAQ.

Unfortunately, the information sessions were not well attended and therefore the targeted amount of JAQ's was not distributed.

The Joint Steering Committee determined along with a representative from the Early Childhood Care and Education NB Association, that in order to receive the targeted amount of JAQ's, a questionnaire would be mailed to the invited Child Care Staff who did not attend the information session. The JSC also enclosed a letter to the owner/operators of the Early Learning and Child Care facilities asking them for their support in this important endeavor. The Early Childhood Care and Education NB Association sent a message urging members to take part in the success of this program. The participants were asked to return the JAQ's within 2 weeks. The Joint Job Evaluation Committee received 286 completed JAQ's which represented 11.6% of the Child Care Staff working for government approved Early Learning and Child Care facilities.

Job Analysis Questionnaire

The Job Analysis Questionnaire information sessions were held in the following regions:

<i>Region</i>	<i>Date</i>
Campbellton	November 24, 2008
Bathurst	November 25, 2008
Caraquet	November 26, 2008
Edmundston	December 1, 2008
Woodstock	December 2, 2008
Moncton	December 10, 2008
Miramichi	December 11, 2008
Saint John	December 16, 2008
Fredericton	January 12, 2009

Child Care Staff participation in the information sessions was as follows:

<i>Region</i>	<i>Child Care Staff Invited</i>	<i>Number of Participants</i>
Moncton	124	27
Saint John	89	23
Fredericton	99	44
Edmundston	33	11
Restigouche	15	2
Chaleur	26	21
Miramichi	27	8
Péninsule acadienne	15	13
TOTAL	428	149

Submitted Job Analysis Questionnaires by Region:

<i>Region</i>	<i>Child Care Staff</i>	<i>Submitted JAQ's</i>
Moncton	124	62
Saint John	89	36
Fredericton	99	63
Edmundston	33	30
Restigouche	15	8
Chaleur	26	32
Miramichi	27	32
Péninsule acadienne	15	23
TOTAL	428 (15%)	286 (11.6%)

The following is a copy of the Job Analysis Questionnaire that Child Care Staff completed.

Child Care Sector

Pay Equity Program

CHILD CARE SECTOR

Job Analysis Questionnaire

INTRODUCTION

This Job Analysis Questionnaire is intended to collect information towards the pursuit of achieving pay equity for Child Care Staff who work in New Brunswick Government approved child day care facilities.

The information you provide will not be used to assess your individual performance or your workload. The information will be analyzed only for the purpose of the pay equity program. All information gathered will establish the value of the job, to determine if any pay inequity exists in the Child Day Care sector.

While at work, you perform a set of duties that:

- require skills,
- involve various types of responsibilities,
- require efforts (physical and intellectual), and
- require you to operate under certain working conditions.

Employee - Steps to Follow:

1. Please read the Job Analysis Questionnaire carefully, and complete each section using a pen. (Please print) If you find that some questions do not relate to your job, please write in "not applicable" N/A.
2. The information you provide should relate to the job as it is presently.
3. In completing each section be as specific and concise as you can.
4. Once you have completed the Job Analysis Questionnaire, please complete the signature section and then forward it to your immediate supervisor for review.

Immediate Supervisor - Steps to Follow (If Applicable):

1. Please review all sections of the completed questionnaire thoroughly and add any additional information or comments in the immediate supervisor's section.
2. DO NOT CHANGE EMPLOYEE'S RESPONSES.

Once your immediate supervisor has signed off on the Job Analysis Questionnaire, please keep a copy and send the original to the Women's Issues Branch using the enclosed envelope.

If you require assistance, please call our toll free number 1-888-576-4444 or email nbwagegap@gnb.ca.

Job Analysis Questionnaire

Please complete the following information:

<i>Region:</i>			
<input type="checkbox"/> Moncton	<input type="checkbox"/> Saint John	<input type="checkbox"/> Fredericton	<input type="checkbox"/> Edmundston
<input type="checkbox"/> Restigouche	<input type="checkbox"/> Chaleur	<input type="checkbox"/> Miramichi	<input type="checkbox"/> Acadian Peninsula

Child Care Staff Job Title:

- Primary Child Care Staff
 - Lead Educator
 - Assistant Educator
- Child Care Administrator/Primary Child Care Staff
- Support Worker
- Other (please specify) _____

<i>Language of Work:</i>		
<input type="checkbox"/> English	<input type="checkbox"/> French	<input type="checkbox"/> Both

<i>Child Day Care Facility Size:</i>		
<input type="checkbox"/> 0-20 spaces	<input type="checkbox"/> 20-40 spaces	<input type="checkbox"/> 40-60 spaces

<i>Type of Child Day Care Facility:</i>	
<input type="checkbox"/> For-profit	<input type="checkbox"/> Not-for-profit

<i>Location of Work:</i>	
<input type="checkbox"/> Urban (City or town)	<input type="checkbox"/> Rural (Outside city or town)

Job Analysis Questionnaire

The following section lists key work activities that are performed in a child day care facility. Please identify by placing a checkmark in the appropriate boxes, the activities that apply to your job:

Direct Child Care

- Guide or assist children with everyday living activities; diet, infant feeding, hygiene, dress, and personal care, by fostering autonomy and healthy habits
- Encourage and support children to participate in daily routines and activities
- Create and maintain an environment that protects the health and physical safety of children
- Supervise children according to their developmental level, to ensure their safety (i.e. taking attendance, head counts, First-Aid kit, emergency records, etc.)
- Recognize, document, and report signs of neglect and/or physical, emotional or sexual abuse
- Maintain an environment that conveys a sense of calm, order, consistency and continuity without being overly regimented
- Administer and record medication as per parental consent and physician instructions
- Monitor children who have chronic medical conditions and/or allergies that require special precautions or care and to ensure that such precautions are taken and/or the required care is provided (i.e. EpiPens, insulin, etc.)
- Develop and maintain a warm, comforting, caring and responsive relationship with each child and with the group of children
- Provide positive child guidance (i.e. behavior management, active listening, interacting, reorientation, positive reinforcement, etc.)
- Recognize and record signs and symptoms of emotional/developmental delays or challenges (i.e. speech delays, potential vision and/or hearing impairments, and motor skills)
- Complete a wide range of required paperwork (i.e. children's learning, daily logs, attendance records, management of illnesses, incident reports, administration of medication, etc.)
- Arrange rooms and furniture for daily activities, meal and rest periods

Job Analysis Questionnaire

Food and Nutrition

- Planning menus that take into account the children's ages, recommended serving sizes and nutritional needs according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions a child might have (i.e. tube feeding)
- Prepare nutritious, appealing and balanced meals
- Prepare nutritious, appealing and balanced snacks

Program Planning

- Plan daily experiences and activities that support and encourage each child's physical, emotional, social, communicative, cognitive, ethical and creative development (i.e. reading, music, art, physical activities, outings)
- Prepare daily experiences and activities that support and promote each child's physical, emotional, social, communication, cognitive, ethical and creative development (i.e. reading, music, art, physical activities, outings)
- Observe and record children's interests, passions and strengths to guide the planning process
- Adapt daily experiences and activities to support the individualized intervention plan for children with special needs
- Create an environment that provides a variety of opportunities for play and exploration, problem solving, creativity, and interaction.

Job Analysis Questionnaire

Facility Maintenance

Check all those that apply to your work environment:

- Perform daily cleaning and maintenance tasks
 - Dishes, utensils and food preparation area
 - Equipment and working area
 - Sweep and clean floors; vacuuming
 - Wash and disinfect toilets, wash basins, etc.
 - Fill containers and dispensers
 - Empty and take out garbage and recycling boxes

- Perform weekly cleaning and maintenance tasks
 - Disinfect and store toys and materials
 - Washing bedding
 - Cleaning lockers

- Perform monthly cleaning and maintenance tasks
 - Indoor and outdoor maintenance checklists

- Identify when furnishings, toys, equipment or vehicles are unsafe or in need of repair and to take appropriate action

- Outdoor and seasonal chores
 - Raking
 - Shoveling
 - Mowing the lawn
 - Painting
 - Ground maintenance

- Identify potential or actual health hazards in a child day care setting

- Implement and maintain effective procedures and protocols for completing fire and emergency exit drills and handling emergency situations, for example, an injury.

Job Analysis Questionnaire

Relationship with Parents:

- Establish and maintain an open and cooperative relationship with each child's family
- Make suggestions concerning observations of children's developmental or behavioral issues

Administration:

- Ensure that policies, standards and regulations are adhered to
- Develop, implement and revise, as needed, facility/operational policies and guidelines
- Human resource management (i.e. job evaluation, disciplinary action, guidance and support, recruitment)
- Financial management (i.e. budgeting, revenues and expenditures, purchasing, payroll)
- Conduct staff meetings
- Monitor implementation of programs and curriculum
- Record(s) management (i.e. personnel files, child files)
- Daily management (i.e. parent complaints, staff complaints, staff: child ratios, replacements)
- Crisis management (i.e. power outages, communicable diseases, floods, fires, serious illnesses and/or injuries)

Please specify **any other** key work activities that you may perform:

Job Analysis Questionnaire

Required Qualifications

Education:

What is the level of education or formal training required?

Please note that this question is not referring to the education that you have, but what is required for the job.

- Less than High School
- Less than High School with related training
- High School or equivalent
- High School or equivalent with related training
- High School plus one-year post-secondary program (i.e. Certificate)
- High School plus two-year post-secondary program (i.e. Diploma)
- Undergraduate Degree in related field

Other courses/training required, please specify:

Experience:

What do you think is the minimum amount of experience required for a new person to acquire the skills needed to carry out the requirements of this job? **Please do not include the practicum component of an educational program.**

(Experience may be acquired in any related work or in any pertinent life experience.)

- Less than 3 months.
- From 3 months to less than 6 months.
- From 6 months to less than 12 months.
- From one (1) year to less than two (2) years.
- From two (2) years to less than three (3) years.
- From three (3) years to less than five (5) years.
- Five (5) years or more.

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Job Analysis Questionnaire

Dexterity and Coordination:

Does your work require accurate hand/eye or hand/foot coordination? This can be:

- **Fine motor skills:** using small muscles, i.e. keyboard/writing skills, dressing children, repairing small toys/equipment, dispensing oral medications, assembling objects, changing diapers, picking up small objects
- **Gross motor skills:** using large muscles, i.e. using long-handled tools such as mops and brooms, stocking shelves, folding laundry, sorting mail, playing ball, lifting/carrying children, climbing/bending, running

Using the chart below:

- Please provide examples of activities that require dexterity and coordination, that are applicable to your job.
- Please check off **fine** motor skills and/or **gross** motor skills where they apply.
- Place a checkmark in the chart below indicating the frequency of the activity.

Frequency Table:

- **Occasional** – Once in a while, when necessary
- **Frequent** – Several times a day or at least five days per week

<i>Activity Examples (please specify equipment where applicable)</i>	<i>Dexterity/ Coordination</i>		<i>Frequency</i>	
	<i>Fine</i>	<i>Gross</i>	<i>Occasional</i>	<i>Frequent</i>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Is **speed** a factor when performing the activities of your job?

Yes No

If yes, please provide detailed examples:

Job Analysis Questionnaire

Responsibilities

Accountability / Decision Making:

For each situation, please indicate the response that most appropriately describes your job.

<i>When there is a situation you have not come across before, do you (check all responses that apply)</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Most of the time</i>	<i>Not applicable (N/A)</i>
Ask your immediate supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask co-workers for help in deciding what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read manuals and figure out what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide with your immediate supervisor what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check guidelines and past practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide what to do based on your related experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

<i>To what extent is the decision making of this job guided by others (check all responses that apply and provide examples)</i>	Never	Sometimes	Often	Most of the time	Not applicable (N/A)
Immediate supervisor Example: <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-workers <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Extramural, Social Workers) <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify: <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Communication / Interpersonal Relations:

Referring to the table below please specify the level of Communication/Interpersonal Relations required in performing your job. (Consider verbal or written communications or sign language)

Level of communication

A. No Exchange.	D. Discussions: of problems with a view of obtaining consent, cooperation and/or coordination of activities.
B. Exchanging factual or work-related information.	E. Collaborating and advising: Collaborating with individuals in order to guide them by drawing on one's professional experience and specialized knowledge.
C. Explanation and interpretation of information or ideas.	F. Persuading and negotiating: Presenting arguments to convince people to take certain measures or make decisions for the purpose of coming to an agreement or a solution.

<i>Contact</i>	<i>Check off all that Apply (more than one, if applicable)</i>					
	A	B	C	D	E	F
Co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/Guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suppliers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community (i.e. Schools, Municipality, Early Intervention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Childhood Services Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Other Professionals (i.e. Extramural, Social Workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration (Board of Directors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspectors (i.e. Public Health, Fire Prevention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Personnel (Police, Fire Department and Ambulance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Supervision:

Do your job duties involve one or more of the following activities on a regular basis? If so, please provide an example.

<i>Activity</i>	<i>Example</i>
Provide orientation to others	
Provide advice to others on how to carry out job duties	
Assign and/or check work of others	
Supervise a work group	
Coach/mentor work of others	
Ensure that work complies with standards and procedures	
Schedule staff/coordinate replacements	
Evaluate staff performance	
Establish staff's workplan	
Responsible for taking disciplinary measures	

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Which statement best describes your responsibility for supervising the work of others?

- No responsibility for supervision of other staff
- Supervise other staff who do essentially the same work
- Supervise other staff who hold different positions within the same area of activity
- Other, please specify: _____

How many employees do you supervise? _____

Job Analysis Questionnaire

Required Effort

Intellectual Effort:

Please check one statement that best describes your job. You must consider the amount of judgment and thought required to do your job, as well as the complexity of the duties. Also consider whether procedures and standards are available to guide you in making decisions.

- Job duties are very routine with little or no choice as to the procedures used in achieving results
- Job duties are semi-routine with few choices as to what procedures should be followed. Requires some judgment in making minor decisions.
- Job duties are somewhat complex with some choices as to what procedures should be followed. Requires a moderate level of judgment in selecting appropriate procedures and standards.
- Job duties are complex with several choices as to what procedures should be followed. Requires the use of considerable judgment in adapting procedures and standards to fit facts and conditions.
- Job duties are difficult and complex. Requires a high level of judgment where answers and solutions can only be found after careful thought and analysis.

Please provide examples to support/describe the choice made on the previous page:

Example 1

Example 2

Example 3

Job Analysis Questionnaire

What is the most difficult aspect of your job?

Job Analysis Questionnaire

Concentration and Sensory Attention:

Referring to the table below, please indicate the activities which you perform in your job that requires concentration and sensory attention (seeing, tasting, smelling, touching, hearing).

For each activity that pertains to your job, place a checkmark in the chart below indicating the duration and frequency.

Duration means individual periods of **uninterrupted time** (except for scheduled breaks) – i.e. how long you have to perform the activity each time.

Frequency means **how often** each activity occurs within the day or week.

- **Occasional** – Once in a while, most days
- **Frequent** – Several times a day
- **Almost Continuous** – Most working hours

Job Analysis Questionnaire

Activities Requiring Concentration & Sensory Attention	DURATION(cumulative)			FREQUENCY				N/A
	Up to and including 1 hr	Over 1 hr up to 2 hrs	More than 2 hrs	Occasional	Frequent	Almost Continuous		
Preparation of written/electronic materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with requests for attention i.e. children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration on precise work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitating/guiding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data entry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constant supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active listening/interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal and snack preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal and snack distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering the telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job Analysis Questionnaire

Concentration and Sensory Attention (con't):

In performing your job duties, please provide examples where you perform two or more activities at once (i.e. keyboarding and answering the telephone; listening and reading, observing and speaking, observing and writing) and/or where your attention must be shifted from one job duty to another.

Example 1

Example 2

Example 3

Job Analysis Questionnaire

Physical Effort:

For each physical activity that pertains to your job, please specify the frequency, and corresponding duration using the levels indicated below. Also, for each physical activity selected, please specify the working situation.

Frequency Level

- **Occasionally:** 2-3 times per week
- **Frequently:** Everyday

Duration Level = Cumulative time for each physical activity

Physical Activity	Frequency		Duration(cumulative)			Working Situations
	Occasional	Frequent	Up to & including 1 hr	Over 1 hr up to 2 hrs	More than 2 hours	
Lifting, pushing, pulling, holding or moving light weights/objects (less than 10kg/22lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lifting, pushing, pulling, holding or moving medium weights/objects (from 10kg/22lbs up to 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lifting, pushing, pulling, holding or moving heavy weights/objects (more than 25kg/55lbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Climbing, running, jumping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bending over, hunching, squatting, kneeling, climbing over, crawling, reaching, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working while seated (can get up from time to time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working while standing (including walking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Performing repetitive motions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintaining one position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bringing a person who is agitated or experiencing a crisis under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working in confined spaces and/or awkward positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mopping/sweeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Job Analysis Questionnaire

Working Conditions

Unpleasant or Hazardous Environmental Conditions:

Please check the Unpleasant or Hazardous Environmental Conditions that you are exposed to and specify the frequency using the table below.

Frequency table:

1. **Rare (Condition seldom occurs)**
 2. **Sometimes (Condition occurs weekly, monthly, etc)**
 3. **Often (Condition occurs several times daily)**
 4. **Continuous (Condition occurs almost all of the time)**
- N/A – Not applicable

✓	<i>Unpleasant or Hazardous Environmental Conditions</i>	<i>Frequency (1, 2, 3 or 4) or N/A</i>
	Noisy environment Noise level such as that in a daycare, cafeteria, or common open air space with or without dividers.	
	Repulsive matter and odors Vomit, waste matter, blood, etc.	
	Confidentiality of information Stress caused by the confidential nature of information.	
	Time constraints Tight, numerous, simultaneous, peak period, unforeseen deadlines.	
	Unpleasant or demanding verbal interactions Interactions that are difficult, conflictual, hostile that require patience, comfort, tact, diplomacy.	
	Situations involving violent physical interactions Blows, bites, kicks, spits etc.	
	Unpredictable schedule and tasks Multiple unpredictable tasks and hours of work.	
	Dust, vapours, and chemical odors Requires ventilation or wearing of protective equipment or a protective apparatus.	
	Hazardous materials, contaminants, contagious tissues Close contact with, near work, or handled, such as cleaning products, blood, etc.	

Job Analysis Questionnaire

Unpleasant or Hazardous Environmental Conditions (con't):

Frequency table:

1. Rare (Condition seldom occurs)
 2. Sometimes (Condition occurs weekly, monthly, etc)
 3. Often (Condition occurs several times daily)
 4. Continuous (Condition occurs almost all of the time)
- N/A – Not applicable



Unpleasant or Hazardous Environmental Conditions

*Frequency
(1, 2, 3 or 4)
or N/A*

Significant temperature variations or bad weather Going from warm inside to cold outside.	
High or low temperatures Which make the situation uncomfortable or unpleasant.	
Difficult visual conditions (lighting, darkness, glare) Which strain the eyes.	
Driving motor vehicles Exposure to traffic, accidents.	
Confined areas Where air circulation makes it difficult to be there a long time.	
Limited space Which restricts actions/motions.	
Dirt, grease On skin or clothing.	
Shift work	
On-call	
Other (specify):	

Job Analysis Questionnaire

Immediate Supervisor's Comments (IF APPLICABLE)

Please review all sections of the completed questionnaire thoroughly. It is important that the information provided serve as a fair representation of the job data.

DO NOT CHANGE EMPLOYEE'S RESPONSES.

Please add any additional information or comments and **reference the specific section and question as appropriate.**

Name: _____

Signature: _____

Date: _____

PLEASE RETURN JOB ANALYSIS QUESTIONNAIRE TO EMPLOYEE.

Job Analysis Questionnaire

Respondent Identification

Questionnaire Number

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Respondent's Name (First and Last): _____

I hereby confirm that the information I have supplied in this questionnaire accurately reflects my job to the best of my knowledge.

Date

Respondent's signature

Note

We may have to contact you to get further information on your job. Please indicate:

Phone number (work): _____

Fax number: _____

E-mail address: _____

This identification sheet will be detached from the questionnaire prior to evaluation.

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****Please mail Job Analysis Questionnaire to:
Women's Issues Branch
Executive Council Office
P.O. Box 6000, 551 King Street
Fredericton, NB
E3B 5H1**

6. *Develop Job Descriptions*

Job descriptions are essential in order to evaluate the content of a job in relation to other jobs within the organization. Job descriptions clearly define job responsibilities and expectations. They keep employees focused on their job and they can be used for recruitment, orientation, and performance evaluation purposes.

A job description is a summary of the major duties and responsibilities of a position. It also includes to whom the position reports to, required qualifications, required effort and the working conditions.

A job description contains the following information:

1. Position Identification
2. Main Functions
3. Duties
4. Required Qualifications
5. Other
6. Working Conditions

The Joint Job Evaluation Committee summarized the results of the completed JAQ's, created job summaries, and developed job descriptions for each job class. The Job Descriptions were then presented to the Joint Steering Committee for approval.

The following pages are the approved job descriptions developed for Child Care Staff working in government approved Early Learning and Child Care facilities.

Develop Job Description

Administrator/Primary Child Care Staff - Job Description

Job Purpose:

Administrators/Primary Child Care staff are responsible for the day to day operations of Early Learning and Child Care Facilities in accordance with Acts, Regulations, Standards, Policies and Procedures. They are responsible for Financial and Human Resource Management and facility maintenance. In addition, they develop, plan and implement quality learning experiences for infants, preschool and school-aged children that stimulate and respond to each child's intellectual, physical, social and emotional growth. Administrators/Primary Child Care staff ensure the health, safety and well-being of staff and children in their care.

Job Duties:

Administrators/Primary Child Care staff carry out the following duties:

Administration (25%)

- Ensure adherence to Acts, Regulations and Standards relevant to the operations and management of an Early Learning and Child Care Facility (Day Care Regulations, Child Day Care Facilities Operator Standards, Employment Standards, Public Health Standards, Fire Prevention Act, Occupational Health and Safety Act, etc.)
- Develop, implement and revise operational policies, procedures and guidelines of the facility (Employee Handbook, Family Handbook, Governance, etc.)
- Meet and collaborate with various Government representatives (Social Development, Health and Fire Inspectors) throughout the approval, renewal, monitoring and complaint processes and comply with any corrective action
- Human Resource Management (Recruitment, Orientation, Guidance, Support, Leadership, Motivation, Professional Development, Performance Management, Disciplinary Action, etc.)
- Financial Management (budgeting and forecasting, revenues and expenditures, payroll management, monitoring petty cash, cost analysis, grant proposals, inventory control, etc.)
- Plan, conduct and facilitate meetings (staff, resource professionals, case conferences, family/ staff)
- Registration, orientation and enrollment management (waiting list management, family and child orientation)
- Establish an open and cooperative relationship with each child's family and encourage their support and involvement. Effectively communicate program expectations, experiences and child's progress
- Administrative responsibilities (records and crisis management, marketing, fundraising, volunteering)
- Facilities management (cleaning, risk assessment and management, grounds, building and equipment maintenance, municipal codes, parking, playground and toy maintenance etc.)

Develop Job Description

Job Duties (con't):

- Plan menus that take into account the children's ages, recommended serving sizes and nutritional needs according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions and ensure necessary supplies are available
- Monitor and evaluate the development, planning and implementation of learning experiences that support and encourage each child's holistic (physical, emotional, social, communicative, cognitive, cultural and creative) development within a harmonious and dynamic environment that ensures their health, safety and security. Provide feedback and recommend appropriate modifications
- Address possible issues regarding a child's emotional/developmental delays or challenges (i.e. speech delays, potential vision and/or hearing impairments and motor skills) and make suggestions concerning observations to the child's family
- Report and document signs of suspected abuse and/or neglect to proper authorities

Primary Child Care (75%)

- Develop, plan, implement and assess learning experiences that support, respond and encourage each child's holistic (physical, emotional, social, communicative, cognitive, cultural and creative) development within a harmonious and dynamic environment that ensures their health, safety and security. Modify and adapt when necessary
- Encourage independence and healthy habits by guiding and/or assisting children with everyday personal care routines (nutrition, infant feeding, naptime, hygiene, dress, toileting)
- Encourage and support children to actively participate in daily routines, learning experiences and activities
- Provide positive child guidance (i.e. behavior management, active listening, interacting, reorientation, positive reinforcement, etc.)
- Recognize and document signs and symptoms of emotional/developmental delays or challenges (i.e. speech delays, potential vision and/or hearing impairments and motor skills)
- Adapt learning experiences and activities to support the individualized intervention plans for children with special needs
- Administer and record medication as per parental consent and physician instructions
- Establish an open and cooperative relationship with each child's family and encourage their support and involvement. Effectively communicate program expectations, experiences and child's progress
- Perform daily, weekly and monthly maintenance routines
- Observe and document signs of suspected abuse and/or neglect and report to proper authorities
- Complete a wide range of required paperwork (children's learning, daily logs, attendance records, management of illnesses, incident reports, administration of medication, etc.)

Develop Job Description

Qualifications:

Work at this level requires a High School diploma or equivalent and successful completion of the Early Childhood Education program or equivalent training program as recognized by the Department of Social Development and a minimum of five (5) years progressive and/or related experience.

Other:

- Demonstrate a sound knowledge of Provincial Acts, Regulations, Standards, Policies and Procedures governing the operation and administration of Early Learning and Child Care Facilities
- Ability to work in a team environment
- Excellent communication, written, problem-solving, decision making and interpersonal skills
- Ability to maintain confidentiality and a high degree of discretion
- Ability to work effectively with others (children, families, employees, government agencies, community partners, and professionals, etc.)
- Ability to remain calm and make timely and effective decisions during emergency situations
- Ability to freely lift more than 25kg/55lbs
- Coordination of gross and fine motor skills
- Ability to multitask and prioritize
- Ability to work in confined spaces and awkward positions

Working Conditions:

Administrators/Primary Child Care staff work in an environment that is demanding, hectic and noisy. They come in contact with children who are ill and/or contagious, and must take precautions to ensure the health and safety of all children, families, staff and themselves. The incumbent will also have to deal with repulsive matter and odors such as vomit, blood and feces. They are exposed to significant temperature variations while supervising children indoors, outdoors and/or excursions. Administrators/Primary Child Care staff may be exposed to unpleasant or demanding verbal interactions with children, families and/or staff. They may be exposed to situations involving violent physical interactions. They are responsible to maintain confidentiality of all information gathered within the Early Learning and Child Care Facility which at times may cause significant stress (i.e. child custody issues, child abuse cases, etc.).

Develop Job Description

Primary Child Care Staff - Job Description

Job Purpose:

Primary Child Care staff develop, plan and implement quality inclusive learning experiences for infants, preschool, and school-aged children that stimulate and respond to each child's intellectual, physical, social and emotional growth. Primary Child Care staff ensure the health, safety and well-being of children in their care.

Job Duties:

Primary Child Care staff carry out the following duties:

- Develop, plan, implement and assess learning experiences that support, respond and encourage each child's holistic (physical, emotional, social, communicative, cognitive, cultural and creative) development within a harmonious and dynamic environment that ensures their health, safety and security. Modify and adapt when necessary
- Create and maintain an environment that provides a variety of opportunities for play and exploration, problem solving, creativity and interaction
- Establish an open and cooperative relationship with each child's family and encourage their support and involvement. Effectively communicate program expectations, experiences and child's progress
- Encourage independence and healthy habits by guiding and/or assisting children with everyday personal care routines (nutrition, feeding, naptime, hygiene, dress, toileting)
- Encourage and support children to actively participate in daily routines, learning experiences and activities
- Provide positive child guidance (i.e. behavior management, active listening, interacting, reorientation, positive reinforcement, etc.)
- Recognize and document signs and symptoms of emotional/developmental delays or challenges (i.e. speech delays, potential vision and/or hearing impairments and motor skills)
- Adapt learning experiences and activities to support the individualized intervention plans for children with special needs
- Complete a wide range of required paperwork (children's learning, daily logs, attendance records, management of illnesses, incident reports, administration of medication, etc.)
- Prepare and serve nutritious, appealing and balanced snacks
- Administer and record medication as per parental consent and physician instructions
- Observe and document signs of suspected abuse and/or neglect and report to proper authorities
- Communicate with various Government representatives as required (Social Development, Health and Fire Inspectors)

Develop Job Description

Job Duties (con't):

- Participate in meetings (staff, resource professionals, case conferences, family)
- Provide family and child orientation
- Administrative responsibilities (records and crisis management, fundraising, volunteering, maintain petty cash)
- Perform daily, weekly and monthly maintenance routines

Qualifications:

Work at this level requires a High School diploma or equivalent and successful completion of the Early Childhood Education program or equivalent training program as recognized by the Department of Social Development and a minimum of six (6) months related experience

Other:

- Knowledge of Provincial Acts, Regulation and Standards, Policies and Procedures related to Early Learning and Child Care Facilities
- Ability to work in a team environment
- Clear and effective communication, written and interpersonal skills
- Problem-solving and decision making skills
- Ability to maintain confidentiality and a high degree of discretion
- Ability to work effectively with others (children, families, co-workers, government agencies, community partners, Health and other professionals, etc.)
- Ability to remain calm and make timely and effective decisions during emergency situations
- Ability to freely lift more than 25kg/55lbs
- Coordination of gross and fine motor skills
- Ability to multitask and prioritize
- Ability to work in confined spaces and awkward positions

6

Working Conditions:

Primary Child Care staff work in an environment that is demanding, hectic and noisy. They come in contact with children who are ill and/or contagious, and must take precautions to ensure the health and safety of all children, families, co-workers and themselves. The incumbent will also have to deal with repulsive matter and odors such as vomit, blood and feces. They are exposed to significant temperature variations while supervising children indoors, outdoors and/or excursions. Primary Child Care staff may be exposed to unpleasant or demanding verbal interactions with children, families and/or co-workers. They may be exposed to situations involving violent physical interactions. They are responsible to maintain confidentiality of all information gathered within the Early Learning and Child Care Facility which at times may cause significant stress (i.e. child custody issues, child abuse cases, etc.).

Develop Job Description

Support Worker - Job Description

Job Purpose:

A Support Worker assists in the development, planning and implementation of quality inclusive learning experiences for preschool and school-aged children with special needs that stimulate and respond to each child's intellectual, physical, social and emotional growth. They are responsible to ensure that the child is fully included in all aspects of the program. Support Workers are responsible for the health, safety and well-being of the child.

Job Duties:

Support Workers carry out the following duties:

- Assist Primary Child Care staff in the adaptation of daily learning experiences and activities to support the inclusion of children with special needs
- Assist Primary Child Care staff in creating and maintaining an environment that provides a variety of opportunities for play and exploration, problem solving, creativity and interaction
- Make suggestions concerning observations of the child's developmental or behavioral issues
- Provide positive child guidance (active listening, interacting, reorientation, positive reinforcement, behavior management, etc.)
- Encourage independence and healthy habits for a child with special needs by guiding and/or assisting with everyday personal care routines (nutrition, feeding, naptime, hygiene, dress, toileting)
- Encourage and support the child to participate in daily routines and activities
- Assist in creating and maintaining an environment that protects the health and physical safety of the child
- Establish and maintain an open and cooperative relationship with the family and provide them with ongoing oral/written communication highlighting the child's daily experiences
- Complete a wide range of required paperwork (children's learning, daily logs, attendance records, management of illnesses, incident reports, etc.)
- Actively participate in meetings with families and professionals (public health nurses, occupational therapist, physiotherapist, social worker, early interventionist, teachers, etc.)
- Administer and record medication as per parental consent and physician instructions
- Ensure that Policies, Standards and Regulations are adhered to
- Prepare and serve nutritious, appealing and balanced snacks for a child requiring a modified diet
- Perform daily, weekly and monthly maintenance routines as assigned
- Observe and document signs of suspected abuse and/or neglect and report to proper authorities

Develop Job Description

Qualifications:

Work at this level requires a High School diploma or equivalent and related training and a minimum of three (3) months related experience.

Other:

- Knowledge of Standards, Policies and Procedures related to Early Learning and Child Care Facilities
- Ability to work in a team environment
- Clear and effective communication, written and interpersonal skills
- Ability to maintain confidentiality and a high degree of discretion
- Ability to work effectively with others (children, families, co-workers, Health and other professionals, etc.)
- Ability to remain calm and make timely and effective decisions during emergency situations
- Ability to freely lift more than 25kg/55lbs
- Coordination of gross and fine motor skills
- Ability to multitask
- Ability to work in confined spaces and awkward positions
- May be required to handle specialized and/or medical equipment (wheelchairs, walkers, tube feeding, oxygen tanks, etc.)
- First aid and CPR training may be required

Working Conditions:

Support Workers work in an environment that is demanding, hectic and noisy. They come in contact with children who are ill and/or contagious, and must take precautions to ensure the health and safety of all children, families, co-workers and themselves. The incumbent will also have to deal with repulsive matter and odors such as vomit, blood and feces. They are exposed to significant temperature variations while supervising children with special needs indoors, outdoors and/or excursions. Support Workers may be exposed to unpleasant or demanding verbal interactions with children, families and/or co-workers. They may be exposed to situations involving violent physical interactions. They are responsible to maintain confidentiality of all information gathered within the Early Learning and Child Care Facility which at times may cause significant stress (i.e. child custody issues, child abuse cases, etc.).

7. *Typical Male Job Class Descriptions*

The purpose of the Pay Equity Program for Child Care Staff working in government approved Early Learning and Child Care Facilities is to determine if any pay inequities exist within the sector.

When conducting a Pay Equity Program you must first identify all the job classes within an organization and then determine the predominantly female job classes and the predominantly male job classes. The result of the evaluation will allow you to compare the value of the job classes that are predominantly male with the job classes that are predominantly female. This process will determine if any pay inequities exist and if required, redress differences in compensation.

It should be noted that there are no male comparators within this sector. In order to conduct a pay equity analysis, New Brunswick opted to follow the Province of Quebec's legislated methodology where a maintenance worker was chosen to be the typical male job class or comparator in situations where none exist.

In order to continue with the Pay Equity Program, it was necessary to establish two typical male job classes and integrate them into the Child Day Care Sector. The typical male job classes are Foreman and Maintenance Worker. These two job classes were chosen because they are general enough to be integrated into any sector. Their job descriptions are such that they can be incorporated into the Child Care sector for analysis.

The following are the job descriptions that have been developed for the Foreman and the Maintenance Worker for the Child Care Sector.

Typical Male Job Class Descriptions

Foreman - Job Description

Job Purpose:

Foreman is responsible for the day to day operations of Early Learning and Child Care Facility in accordance with Acts, Regulations, Standards, Policies and Procedures. They are responsible to plan, organize, direct, control and evaluate the operations of an Early Learning and Child Care Facility. They are responsible for Financial and Human Resource Management and to ensure the maintenance of the facility. In addition, they coordinate the implementation of quality learning experiences for infants, preschool and school-aged children that stimulate and respond to each child's intellectual, physical, social and emotional growth. The Foreman is responsible for the health, safety and well-being of staff and children in their care.

Job Duties:

A Foreman carries out the following duties:

- Ensure that policies, standards and regulations are adhered to (Child Daycare Facilities Operators Standards, Employment Standards, Public Health Standards, Fire prevention standards)
- Develop, implement and revise, as needed, facility/operational policies and guidelines
- Human resource management (i.e. job evaluation, disciplinary action, guidance and support, recruitment, professional development)
- Financial management (i.e. budgeting and forecasting, revenues and expenditures, payroll management, monitoring petty cash, cost analysis, grant proposals)
- Planning and conducting meetings (staff, resource professional, case conference, parent/staff)
- Monitor implementation of programs and early learning and child care curriculum frameworks
- Record(s) management (i.e. personnel files, child files)
- Daily management (i.e. parent complaints, staff complaints, staff/child ratios, replacements, scheduling)
- Crisis management (i.e. power outages, communicable diseases, floods, fires, serious illnesses and/or injuries)
- Purchasing, receiving and inventory control of supplies, materials and equipment
- Registration and enrollment management
- Create and maintain an environment that protects the health, safety and wellbeing of children and staff

Typical Male Job Class Descriptions

Job Duties (con't):

- Coordinate the planning of menus that take into account the children's ages, recommended serving sizes and nutritional needs according to Canada's Food Guide, cultural and religious practices, and any allergies and/or medical conditions a child might have (i.e. tube feeding)
- Coordinate cleaning, ice and snow removal and landscaping operations
- Direct the maintenance and repair of a facility's machinery, equipment and heating, cooling, ventilation, plumbing and electrical systems.
- Identify potential or actual health hazards in a child day care setting
- Implement and maintain effective procedures and protocols for completing fire and emergency exit drills and handling emergency situations, for example, an injury.
- Establish and maintain an open and cooperative relationship with each child's family
- Oversee transportation (driver, vehicle maintenance, gas expenses)
- Fundraising and special events coordination

Qualifications:

Work at this level requires a High School diploma or equivalent and successful completion of a college program in Business or equivalent training program and a minimum of five (5) years progressive and/or related experience.

Other:

- Demonstrate a sound knowledge of Provincial Acts, Regulations, Standards, Policies and Procedures governing the operation and administration of Early Learning and Child Care Facilities
- Ability to work in a team environment
- Excellent communication, written, problem-solving, decision making and interpersonal skills
- Ability to maintain confidentiality and a high degree of discretion
- Ability to work effectively with others (children, families, employees, government agencies, community partners, and professionals, etc.)
- Ability to remain calm and make timely and effective decisions during emergency situations
- Ability to multitask and prioritize

Working Conditions:

A Foreman works in an environment that is demanding, hectic and noisy. They must take precautions to ensure the health and safety of all children, families, staff and themselves. They may be exposed to unpleasant or demanding verbal interactions with children, families and/or staff. They are responsible to ensure that all information gathered within the Early Learning and Child Care Facility is kept confidential.

Typical Male Job Class Descriptions

Maintenance Worker - Job Description

Job Purpose:

A Maintenance Worker is responsible to clean and maintain the interior and exterior of an Early Learning and Child Care facility and the surrounding grounds.

Job Duties:

Maintenance Workers carry out the following duties:

- Perform daily cleaning and maintenance task
- Sweep, mop, scrub and wax hallways, floors and stairs
- Wash windows, interior walls and ceilings
- Clean and disinfect washrooms and fixtures
- Fill containers and dispensers
- Empty and take out garbage and recycling boxes
- Clean lockers
- Maintain outdoor area, performing such duties as lawn mowing, snow and ice removal, raking, painting and ground maintenance
- Identify potential or actual health hazards in the facility
- Make minor routine repairs to facility, hardware, furniture and other equipment.
- Make adjustments and minor repairs to heating, cooling, ventilation, plumbing and electrical systems.
- Identify when a tradesperson is required for major repairs
- Move heavy furniture, equipment and supplies
- Ensure that security and safety measures are in place in the facility

Qualifications:

Work at this level requires a High School diploma or equivalent and a minimum of three (3) months related experience. WHMIS training is a requirement of the job.

Other:

- Knowledge of Policies and Procedures as it relates to the cleaning and maintenance of an Early Learning and Child Care Facility
- Ability to work independently
- Clear communication, written and interpersonal skills
- Ability to freely lift more than 25kg/55lbs
- Coordination of gross and fine motor skills
- Ability to work in confined spaces and awkward positions
- Handle specialized equipment (snow blowers, lawn mower, maintenance tools, etc.)

Working Conditions:

Maintenance Workers work in an environment that is noisy. The incumbent will also have to deal with repulsive matter and odors when cleaning washrooms and garbage containers. They are exposed to significant temperature variations while performing outdoor maintenance tasks such as snow and ice removal, mowing the lawn, repairing the facility, etc. They are exposed to vapors and odors from paint and strong cleaning products. Maintenance Workers are exposed to dust and dirt when making minor repairs to the facility, maintaining public and outdoor areas, and when ensuring the proper functioning of the electrical, cooling, heating, ventilating, and plumbing systems.

8. Job Evaluation Process

Once all the relevant information concerning the job classes and job descriptions were approved, the Joint Job Evaluation Committee was able to proceed in evaluating the job classes. The Job Evaluation is based on the Job Evaluation Methodology in section 4.

In determining the level within each sub-factor, the Joint Job Evaluation Committee (JJEC):

1. Read the definition of the sub-factor
2. Read any relevant information pertaining to the sub-factor in the Job Analysis Questionnaire and/or the Job Description
3. Read the level descriptions for the sub-factor
4. Decided which level of the sub-factor fits the job
5. Recorded the level on the Evaluation form and justified the decision
6. Repeated this process for each sub-factor in the Job Evaluation Methodology.

The above process was followed for every job class within the Child Care Sector including the Maintenance worker and the Foreman.

Once this process was complete the JJEC underwent a sore-thumbing process wherein they objectively compared their rating decisions to ensure that the value of each job class in relation to each other reflected the hierarchal structure of the Child Care Sector. The comparisons were performed using a factor by factor basis.

The job evaluation forms for each of the job classes were presented to the JSC for their approval.

The following pages are the approved Job Evaluation forms for each of the job classes.

Job Evaluation Process

Administrator/Primary Child Care Staff

Required Qualifications

1. Education	5	93
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High School diploma or equivalent and successful completion of the Early Childhood Education program or equivalent training program as recognized by the Department of Social Development.

2. Experience	7	110
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A minimum of 5 years of progressive and/or related experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Experience in Administration, Financial and Human Resource management is a requirement of the job. The individual must have experience in Early Learning and Child Care.

3. Dexterity and Coordination	3	42
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Muscular coordination and gross motor skills are necessary to change diapers, arrange and set up toys and equipment, perform physical activities with children, lift/carry children, use long-handled tools (brooms, mops, shovels). Dexterity and fine motor skills are necessary to write reports and/or keyboarding, prepare the payroll, pay bills, count money, file, document, dress and undress children, dispense oral medications, put together objects, feed children, etc. Speed is required at a regular pace but other tasks are at least as important such as precision of movements.

Responsibilities

4. Accountability/Decision Making	4	72
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Administrators/Primary Child Care staff's managerial responsibilities are significant as they are accountable for all decisions related to the daily and long-term operation of an Early Learning and Child Care Facility (Human Resources, Financial, Programming, Administration, Facilities, Acts, Standards, Regulations, etc.). They are responsible to monitor and evaluate the development, planning and implementation of learning experiences and activities that support and encourage each child's holistic (physical, emotional, social, communicative, cognitive, cultural and creative) development within a harmonious and dynamic environment. Administrators/Primary Child Care staff are responsible for the health, safety and well-being of each child and staff. They work independently and make decisions based on guidelines and past practices but they may have access to support from other professionals when dealing with situations that they have not come across before.

Job Evaluation Process

Responsibilities (con't)

5. Communication/Interpersonal Relations	4	80
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Communication/Interpersonal Relations is a very important aspect of the job since Administrators/ Primary Child Care staff are required to collaborate with individuals in order to guide them by drawing on their professional experience and specialized knowledge. They must communicate clearly and effectively with staff, families and children to ensure their cooperation, support, consent and collaboration when informing, implementing programs and strategies, and resolving issues. They are required to communicate positively with children to enhance their development (i.e. guide, help, comfort, nurture, etc.). Administrators/Primary Child Care staff are responsible to ensure that Acts, Regulations, Standards, Policies and Procedures are effectively communicated to staff and families. In emergency situations, they must communicate quickly and clearly to ensure the necessary intervention.

6. Supervision	5	70
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Administrators/Primary Child Care staff are responsible for recruiting, orientating, developing work plans, establishing requirements, evaluating performance and determining professional development for staff. They are responsible to motivate staff, promote a respectful workplace and, when necessary, implement progressive disciplinary measures.

Required Effort

7. Intellectual Effort	4	104
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An Administrator/Primary Child Care staff is required to interpret and implement Acts, Regulations, Child Day Care Facilities Operator Standards, policies, procedures and programming. They are required to use considerable judgment when developing and implementing programming, internal policies and procedures and ensuring that they are adhered to and revised as required to fit facts and conditions. They are often faced with difficult decisions when dealing with situations that involve staff, children, and families (i.e. Termination of services, disciplinary action, parental requests, etc.). Administrators/Primary Child Care staff are required to provide quality services with limited budget and resources.

8. Concentration and Sensory Attention	3	78
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The work requires a high level of concentration and sensory attention while supervising, observing, interacting and monitoring staff and children to ensure their safety, health and well-being. Interruptions and distractions are frequent while trying to complete paperwork and other various tasks associated with the job. They are required to perform various tasks concurrently such as answering the telephone while completing paperwork/keyboarding, observing and documenting, meeting with families and observing, interacting and record keeping, providing personal care and supervising, etc. The duration of uninterrupted time is up to and including two (2) hours, several times a day.

Job Evaluation Process

Required Effort (con't)

9. Physical Effort	3	66
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Administrators/Primary Child Care staff must be able to freely lift, move, push or pull heavy weights over 25kg/55lbs. They are required to carry supplies, lift and move furniture, lift/carry children, bend over, kneel, climb, and hunch over in order to be at child's level. Performing repetitive motions, such as washing dishes and rubbing children's backs at nap time may also be a requirement of the job. Frequently, physical intervention is required to assist a child who is agitated or experiencing a crisis. There are also many situations where they must work in confined spaces and awkward positions such as exercises with the children, bathrooms, and using child-size furniture and equipment. Administrators/Primary Child Care staff's physical effort consists of heavy activities of short duration.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	3	36
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Administrators/Primary Child Care staff work in an environment that is demanding, hectic and noisy. They work with children who may have potential infectious conditions as well as children that may be aggressive or violent. They are frequently exposed to repulsive matter and odors such as vomit, blood and feces. They experience significant temperature variations while supervising children indoors, outdoors and/or excursions. Administrators/Primary Child Care staff are exposed to unpleasant or demanding verbal interactions with families, children and staff. They are responsible to maintain confidentiality of all information gathered within the Early Learning and Child Care Facility, which at times, may cause significant stress (i.e. child custody issues, child abuse cases, financial issues, disciplinary issues, etc.).

Job Evaluation Process

Primary Child Care Staff

Required Qualifications

1. Education	5	93
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High School diploma or equivalent and successful completion of the Early Childhood Education program, or equivalent training program as recognized by the Department of Social Development.

2. Experience	3	47
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A minimum of six (6) months of related experience is necessary in order to develop the knowledge and skills required to carry out the job duties.

3. Dexterity and Coordination	3	42
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Muscular coordination and gross motor skills are necessary to change diapers, arrange and set up toys and equipment, perform physical activities with children, use long-handled tools (brooms, mops, shovels). Dexterity and fine motor skills are necessary to dress and undress children, write, keyboard and document, dispense oral medications, put together objects, feed children, etc. Speed is required at a regular pace but other tasks are at least as important such as precision of movements.

Responsibilities

4. Accountability/Decision Making	3	54
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Primary Child Care staff's responsibilities regarding the children are moderately significant since they are accountable to plan and implement learning experiences and activities that support and encourage each child's holistic (physical, emotional, social, communicative, cognitive, cultural and creative) development within a harmonious and dynamic environment. They are responsible for the health, safety and well-being of children in their care. They work independently and make decisions based on guidelines and past practices and have access to support from coworkers, their immediate supervisors and other professionals when dealing with situations that they have not come across before.

Job Evaluation Process

Responsibilities (con't)

5. Communication/Interpersonal Relations	3	60
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Communication/Interpersonal Relations is a very important aspect of the job as Primary Child Care staff are required to explain and/or interpret information and/or ideas. They must communicate and interact effectively with children and families in order to inform, respond to their needs, guide them and obtain their cooperation. They are required to communicate positively with children to enhance their development (i.e. guide, help, comfort, nurture, etc.). They are required to discuss problems with families, immediate supervisors, and Health and other professionals in order to get their approval, cooperation and/or coordination of activities. In emergency situations, Primary Child Care staff must communicate quickly and clearly to ensure the necessary interventions.

6. Supervision	1	14
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Supervisory responsibilities are not normally part of the job requirement for a Primary Child Care staff. They may be asked to orient new staff and/or help other staff members to become familiar with their work by showing them work methods, techniques and procedures.

Required Effort

7. Intellectual Effort	3	78
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The work of Primary Child Care staff is usually guided by Standards, Policies, and Procedures although they have access to guidance from their immediate supervisors, co-workers and other professionals. They are often faced with children who are experiencing separation anxiety, are hard to handle or upset and therefore are required to be creative in dealing with these situations. Primary Child Care staff participate in training sessions that help to enhance methods and techniques of delivering learning experiences and activities that will stimulate and develop children's intellectual, physical, social and emotional growth.

8. Concentration and Sensory Attention	3	78
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The work requires a high level of Concentration and Sensory Attention while supervising, observing, interacting and monitoring the children to ensure their safety, health and well-being. Interruptions and distractions are frequent while carrying out the various tasks associated with the job. They are required to perform various tasks concurrently such as observing and documenting, playing and supervising, interacting and record keeping, etc. The duration of uninterrupted time is up to and including one (1) hour, most working hours.

Job Evaluation Process

Required Effort (con't)

9. Physical Effort	4	88
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Primary Child Care staff must be able to freely lift, move, push or pull heavy weights over 25kg/55lbs. They may be required to lift children on and off the change table, in and out of car seats, in and out of high chairs, etc. They are required to bend over, kneel, climb and hunch over in order to assist children in various situations or activities. They must perform repetitive motions, such as washing dishes and rubbing children's backs at nap time. Frequently, physical intervention is required to assist a child who is agitated or experiencing a crisis. There are many situations where Primary Child Care staff are required to work in confined spaces and awkward positions such as exercises with children, bathrooms and using child-size furniture and equipment. Primary Child Care staff's physical effort consists of heavy activities of intermediate duration.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	3	36
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Primary Child Care staff work in an environment that is demanding, hectic and noisy. They work with children who may have potential infectious conditions as well as children that may be aggressive or violent. They are frequently exposed to repulsive matter and odors such as vomit, blood and feces. They experience significant temperature variations while supervising children indoors, outdoors and/or excursions. Primary Child Care staff are exposed to unpleasant or demanding verbal interactions with families, children and co-workers. They are responsible to maintain confidentiality of all information gathered within the Early Learning and Child Care Facility which at times may cause significant stress (i.e. child custody issues, child abuse cases, etc.).

Job Evaluation Process

Support Workers

Required Qualifications

1. Education	4	74
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High School diploma or equivalent with related training. Required to have certification in First aid and CPR.

2. Experience	2	31
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A minimum of three (3) months of related experience is necessary in order to develop the knowledge and skills required to carry out the job duties. A Support Worker must have experience working with children with special needs.

3. Dexterity and Coordination	3	42
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Muscular coordination and gross motor skills are necessary to change diapers, arrange and set up toys and equipment, perform physical activities with children, use long-handled tools (brooms, mops, shovels). Dexterity and fine motor skills are necessary to dress and undress children, write and document, dispense oral medications, put together objects, feed children, etc. Speed is required at a regular pace but other tasks are at least as important such as precision of movements.

Responsibilities

4. Accountability/Decision Making	2	36
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Support Worker's consequences of decisions and actions are limited since they are responsible for following individual intervention plans that have been established by the Primary Child Care Staff, families, and professionals. They usually make decisions based on guidelines and past practices. Support Workers have access to support from the Primary Child Care staff, coworkers, their immediate supervisors and other professionals when dealing with situations that they have not come across before. They are responsible for the health, safety and well-being of the child in their care.

Job Evaluation Process

Responsibilities (con't)

5. Communication/Interpersonal Relations	2	40
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Communication/Interpersonal Relations is an important aspect of the job. They must communicate effectively with children in order to understand and determine their needs and to be able to obtain their cooperation. Support Workers are required to explain and interpret information/ideas to children, families, co-workers and professionals. In emergency situations, Support Workers must communicate quickly and clearly to ensure the necessary interventions.

6. Supervision	1	14
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Supervisory responsibilities are not part of the job requirement.

Required Effort

7. Intellectual Effort	2	52
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The duties of a Support Worker are usually guided by children's individual intervention plans as well as Standards, Policies, and Procedures. They are generally guided by Primary Child Care staff, immediate supervisors and professionals. They work with children who often exhibit challenging behaviors and are therefore required to be creative in dealing with these situations. Support Workers are always looking for innovative ways to implement the individual intervention plans established for the child in order to facilitate their inclusion.

8. Concentration and Sensory Attention	3	78
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The work requires a moderate level of concentration and sensory attention while supervising, observing, interacting and monitoring children to ensure their safety, health and well being. Interruptions and distractions are frequent while carrying out the various tasks associated with the job. They are required to perform various tasks concurrently such as observing and documenting, playing and supervising, interacting and record keeping, providing personal care and supervising, etc. The duration of uninterrupted time is up to and including one (1) hour, most working hours.

Job Evaluation Process

Required Effort (con't)

9. Physical Effort	4	88
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Support Workers must be able to freely lift, move, push or pull heavy weights over 25kg/55lbs. They are required to lift children on and off the change table, in and out of car seats, high chairs and wheelchairs. They are required to bend over, kneel, climb and hunch over in order to assist children with special needs. They must perform repetitive motions, such as rubbing children's backs at nap time, physical activities, etc. Frequently, physical intervention is required to assist a child who is agitated or experiencing a crisis. There are also many situations where Support Workers are required to work in confined spaces and awkward positions such as bathrooms, using child-size furniture and equipment, etc. They are also required to handle special equipment such as wheelchairs, walkers, medical equipment. Support Workers' physical effort consists of heavy activities of intermediate duration.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	3	36
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Support Workers work in an environment that is demanding, hectic and noisy. They come in contact with children who are ill and/or contagious, and must take precautions to ensure the health and safety of all children, families, co-workers and themselves. The incumbent will also have to deal with repulsive matter and odors such as vomit, blood and feces. They are exposed to significant temperature variations while supervising children with special needs indoors, outdoors and/or excursions. Support Workers may be exposed to unpleasant or demanding verbal interactions with children, families and/or co-workers. They may be exposed to situations involving violent physical interactions. They are responsible to maintain confidentiality of all information gathered within the Early Learning and Child Care Facility which at times may cause significant stress (i.e. child custody issues, child abuse cases, etc.).

Job Evaluation Process

Foreman

Required Qualifications

1. Education	6	111
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High School diploma or equivalent and successful completion of a college program in Business or equivalent training program.

2. Experience	7	110
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A minimum of 5 years of progressive and/or related experience is necessary in order to develop the knowledge and skills required to carry out the job duties. Experience in Administration, Financial and Human Resource management and facilities and maintenance management is a requirement of the job.

3. Dexterity and Coordination	3	42
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Dexterity and fine motor skills are necessary to write reports and/or keyboarding, prepare the payroll, pay bills, count money, file, and document. Speed is required at a regular pace.

Responsibilities

4. Accountability/Decision Making	4	72
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A Foreman's managerial responsibilities are significant as they are accountable for all decisions related to the daily and long-term operation of an Early Learning and Child Care Facility (Human Resources, Financial, Programming, Administration, Facilities, Acts, Standards, Regulations, etc.). They are responsible to coordinate the implementation of learning experiences and activities that support and encourage each child's holistic (physical, emotional, social, communicative, cognitive, cultural and creative) development within a harmonious and dynamic environment. A Foreman is responsible for the health, safety and well-being of each child and staff. They work independently and make decisions based on guidelines and past practices but they may have access to support from other professionals when dealing with situations that they have not come across before.

5. Communication/Interpersonal Relations	5	100
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Communication/Interpersonal Relations is a very important aspect of the job since the Foreman is required to collaborate with individuals in order to guide them by drawing on their professional experience and specialized knowledge. They must communicate clearly and effectively with staff, families and children to ensure their cooperation, support, consent and collaboration when informing, implementing programs and strategies, and resolving issues. A Foreman is responsible to ensure that Acts, Regulations, Standards, Policies and Procedures are adhered to. In emergency situations, they must communicate quickly and clearly to ensure the necessary intervention.

Job Evaluation Process

6. Supervision	5	70
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A Foreman is responsible for recruiting, orientating, developing work plans, establishing requirements, evaluating performance and determining professional development for staff. They are responsible to motivate staff, promote a respectful workplace and, when necessary, implement progressive disciplinary measures.

Required Effort

7. Intellectual Effort	5	130
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A Foreman is required to interpret and implement Acts, Regulations, Child Day Care Facilities Operator Standards, policies, procedures and programming. They are required to use a high level of judgment when developing and implementing internal policies and procedures and ensuring that they are adhered to and revised as required to fit facts and conditions. They are often faced with difficult decisions when dealing with situations that involve staff, children, and families (i.e. Termination of services, disciplinary action, parental requests, etc.). A foreman is required to provide quality services with limited budget and resources. They are responsible to ensure that the programs and facility is maintained to the highest standards in order to ensure that health, safety and the well being of staff and children.

8. Concentration and Sensory Attention	5	130
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The work requires a high level of concentration and sensory attention while supervising, observing, interacting and monitoring staff to ensure their safety, health and well-being. Interruptions and distractions are frequent while trying to complete paperwork and other various tasks associated with the job. They are required to perform various tasks concurrently such as answering the telephone while completing paperwork/keyboarding, observing staff and documenting, listening and writing, talking and keyboarding, meeting with parents and documenting etc.

Job Evaluation Process

Required Effort (con't)

9. <i>Physical Effort</i>	3	66
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The duties of a Foreman are performed while seated which requires them to maintain one position for long periods of time. They are required to observe the activities within a facility which would require them to stand for short periods of time. At times they are required to bring a person who is agitated or experiencing a crisis under control.

Working Conditions

10. <i>Unpleasant or Hazardous Environmental Conditions</i>	2	24
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A Foreman works in an environment that is demanding, hectic and noisy. They must take precautions to ensure the health and safety of all children, families, staff and themselves. They may be exposed to unpleasant or demanding verbal interactions with children, families and/or staff. They are responsible to ensure that all information gathered within the Early Learning and Child Care Facility is kept confidential.

Job Evaluation Process

Maintenance Worker

Required Qualifications

1. <i>Education</i>	3	56
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High School diploma or equivalent is required to carry out the duties of a Maintenance Worker.

2. <i>Experience</i>	2	31
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A minimum of three (3) months of related experience is necessary in order to develop the knowledge and skills required to carry out the job duties.

3. <i>Dexterity and Coordination</i>	2	28
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Muscular coordination and gross motor skills are necessary to lift, arrange and set up equipment, clean, use long-handled tools (brooms, mops), mow and snow and ice removal. Dexterity and fine motor skills are necessary to repair small objects and equipment, write and document, put together objects, change light bulbs, picking up small objects etc. Speed is required at a regular pace.

Responsibilities

4. <i>Accountability/Decision Making</i>	2	36
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Maintenance Worker's consequences of decisions and actions are limited. They usually make decisions based on guidelines and past practices. Maintenance Workers have immediate assistance from their supervisors. They contribute to the health and safety of other by ensuring that the facility is well maintained.

5. <i>Communication/Interpersonal Relations</i>	1	20
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Maintenance Workers exchange factual and work related information with their Supervisor, coworkers, suppliers and health and fire inspectors.

6. <i>Supervision</i>	1	14
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Supervisory responsibilities are not part of the job requirement.

Job Evaluation Process

Required Effort

7. Intellectual Effort	2	52
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The duties of a Maintenance Worker are usually guided by the Facilities owner as well as Standards, Policies, and Procedures. The work consists of semi-routine tasks with few choices as to what procedures should be followed. The Maintenance worker requires some judgment in making minor decisions.

8. Concentration and Sensory Attention	1	26
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The work requires a moderate level of concentration and sensory attention while performing their assigned task. The Maintenance worker may be Interrupted and distracted occasionally while carrying out the various tasks associated with the job.

9. Physical Effort	4	88
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Maintenance Workers must be able to freely lift, move, push or pull heavy weights over 25kg/55lbs. They are required to lift and move equipment. They are required to bend over, kneel, climb and hunch over in order to perform their assigned duties. They must perform repetitive motions, such as mopping, vacuuming and sweeping. There are also many situations where Maintenance Workers are required to work in confined spaces and awkward positions such as bathrooms, utility rooms, etc. They are also required to handle special equipment such as lawn mower, snow blowers, waxing machines, carpet cleaners etc.

Working Conditions

10. Unpleasant or Hazardous Environmental Conditions	3	36
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Maintenance Workers work in an environment that is noisy. The incumbent will also have to deal with repulsive matter and odors when cleaning washrooms and garbage containers. They are exposed to significant temperature variations while performing outdoor maintenance tasks such as snow and ice removal, mowing the lawn, repairing the facility, etc. They are exposed to vapors and odors from paint and strong cleaning products. Maintenance Workers are exposed to dust and dirt when making minor repairs to the facility, maintaining public and outdoor areas, and when ensuring the proper functioning of the electrical, cooling, heating, ventilating, and plumbing systems.

Job Evaluation Process

Child Care Sector Summary of Job Evaluation

Job Class	Qualifications			Responsibilities			Required Effort			Working Conditions
	Education	Experience	Dexterity and Coordination	Accountability/ Decision Making	Communication/ Interpersonal Relations	Supervision	Intellectual Effort	Concentration and Sensory Attention	Physical Effort	Unpleasant or Hazardous Environmental Conditions
Foreman	6	7	3	4	5	5	5	5	3	2
Administrator/ Primary Child Care Staff	5	7	3	4	4	5	4	3	3	3
Primary Child Care Staff	5	3	3	3	3	1	3	3	4	3
Support Worker	4	2	3	2	2	1	2	3	4	3
Maintenance Worker	3	2	2	2	1	1	2	1	4	3

9. Weighting of Factors and Sub-factors

Weighting represents the value and importance given to each of the factors. The value or importance depends on the organizations' goals, objectives and mission. There is no universal weighting but it is important that it reflects the value of the organization and that it does not discriminate against women or men.

The total of the weights assigned to the four main factors must equal 100%. The total of the weights assigned to each sub-factor must equal the weight assigned to the factor. As a general rule, a sub-factor should not be less than 5% or greater than 15%.

For pay equity purposes, the weight assigned to each of the four main factors generally falls within the following ranges:

Required Qualifications	20% to 35%
Responsibilities	25% to 30%
Required Effort	20% to 40%
Working Conditions	5% to 15%

The sub-factors generally fall within the following ranges:

Education	10% to 15%
Experience	6% to 12%
Dexterity and Coordination	4% to 8%
Accountability/Decision Making	9% to 10%
Communication/Interpersonal Relations	9% to 10%
Supervision	7% to 10%
Intellectual Effort	8% to 14%
Concentration and Sensory Attention	6% to 13%
Physical Effort	6% to 13%
Unpleasant or Hazardous Environmental Conditions	5% to 15%

The Joint Steering Committee determined the weight of each of the four main factors by first assigning the weights to the sub-factors. The weights assigned to the factors and sub-factor reflects the Child Day Care Sector's goals, objectives and mission. The following page is a breakdown of the weights assigned to the factors and sub-factors for Child Care Staff working in government approved Early Learning and Child Care facilities.

Weighting of Factors and Sub-factors

Child Care Sector Weighting of Factors and Sub-Factors

Factors	Qualifications	Responsibilities	Required Effort	Working Conditions	Total
Range	20% to 35%	25% to 30%	20% to 40%	5% to 15%	100%
Weight Assigned	31%	26%	37%	6%	
Sub-factors	Education 10% to 15% Experience 6% to 12% Dexterity and Coordination 4% to 8%	Accountability/ Decision Making 9% to 10% Communication 9% to 10% Supervision 7% to 10%	Intellectual Effort 8% to 14% Concentration and Sensory Attention 6% to 13% Physical Effort 6% to 13%	Unpleasant or Hazardous Environmental Conditions 5% to 15%	
Range	13% to 15%	7% to 10%	13% to 14%	5% to 15%	100%
Weight Assigned	11%	7%	11%	6%	

10. Point Value of Factors and Sub-factors

Once the weights were assigned to the factors and sub-factors in percentages, the weights were translated into points. It has been determined that 1000 points must be distributed to the four factors. (1000 points = 100%) The Joint Steering Committee determined the following to be the point values assigned to each of the four factors.

<i>Factor</i>	<i>Weighting</i>	<i>Point Value</i>
Qualifications	31%	310
Responsibilities	26%	260
Required Effort	37%	370
Working Conditions	6%	60
Total	100%	1000

The following is the point values assigned to each of the sub-factors:

<i>Factor</i>	<i>Sub-Factor</i>	<i>Weighting</i>	<i>Point Value</i>
Qualifications 31%	Education	13%	130
	Experience	11%	110
	Dexterity and Coordination	7%	70
Responsibilities 26%	Accountability / Decision Making	9%	90
	Communication/Interpersonal Relations	10%	100
	Supervision	7%	70
Required Effort 37%	Intellectual Effort	13%	130
	Concentration & Sensory Attention	13%	130
	Physical Effort	11%	110
Working Conditions 6%	Unpleasant or Hazardous Environmental Conditions	6%	60
Total		100%	1000

Point Value of Factors and Sub-factors

Once the point values of the sub-factors were determined, the committee was able to assign a point value to each level within the sub-factor by using the following Arithmetic progression formula:

$$\frac{\text{Sub-factor Level}}{\text{Total number of Levels within the Sub-Factor}} \times \text{Max. \# of points in sub-factor} = \text{Points}$$

For example, according to the Job Evaluation Methodology (section 4) there are 7 levels within the Education sub-factor and it was determined the total point value for the sub-factor is 130 points, in order to determine the point value for level 1 you would calculate:

$$\frac{1}{7} \times 130 = 19 \text{ points}$$

The following page is the completed Point Distribution table for the Child Care Sector Pay Equity Program.

Point Value of Factors and Sub-factors

Child Care Sector Point Distribution Table

Factor	Level		Weight	1	2	3	4	5	6	7	Maximum Points
	Sub-Factor										
Qualifications	Education		13%	19	37	56	74	93	111	130	130
	Experience		11%	16	31	47	63	79	94	110	110
	Dexterity and Coordination		7%	14	28	42	56	70			70
Responsibilities	Accountability / Decision Making		9%	18	36	54	72	90			90
	Communication/ Interpersonal Relations		10%	20	40	60	80	100			100
	Supervision		7%	14	28	42	56	70			70
Required Effort	Intellectual Effort		13%	26	52	78	104	130			130
	Concentration & Sensory Attention		13%	26	52	78	104	130			130
	Physical Effort		11%	22	44	66	88	110			110
Working Conditions	Unpleasant or Hazardous Environmental Conditions		6%	12	24	36	48	60			60
TOTAL			100%								1000

11. Determine the Value of Each Job Class

The Joint Steering Committee determined the value of each job class by using the evaluation forms (Section 8) and the point distribution table (Section 10).

Child Care Sector Weighting of Factors and Sub-Factors

Job Class	Qualifications			Responsibilities			Required Effort			Working Conditions		Total
	Education	Experience	Dexterity and Coordination	Accountability/ Decision Making	Communication	Supervision	Intellectual Effort	Concentration and Sensory Attention	Physical Effort	Unpleasant or Hazardous Environmental Conditions		
Foreman	111	110	42	72	100	70	130	130	66	24	855	
Administrator/ Primary Child Care Staff	93	110	42	72	80	70	104	78	66	36	751	
Primary Child Care Staff	93	47	42	54	60	14	78	78	88	36	590	
Support Worker	74	31	42	36	40	14	52	78	88	36	491	
Maintenance Worker	56	31	28	36	20	14	52	26	88	36	387	

12. Pay Equity Analysis

At this point in the Pay Equity process, the job classes have been evaluated and the value for each female job class and each typical male job class has been determined.

As stated in the introduction to this report, Pay Equity is defined as equal pay for work of equal value.

The results obtained during this process enabled the Women's Issues Branch to conduct a pay equity analysis by comparing the remuneration for predominantly female job classes to typical male job classes of equal or comparable value within the sector.

If the remuneration for typical male job classes is higher than predominantly female job classes of equal or comparable value, the differences in remuneration must be evaluated in order to make the required adjustments.

To evaluate differences in compensation, the remuneration for all the job classes and the typical male job classes within the sector must be calculated.

In order to determine the average hourly wage for the typical male job classes, the Executive Council Office, Women's Issues Branch in consultation with the Department of Post-Secondary Education, Training and Labour, Labour Market Analysis Branch determined that a wage survey would be required. Marketquest Research was hired to conduct the hourly wage survey for Maintenance Workers. It was determined that the survey would only include Maintenance Workers working in a non-unionized environment. The average hourly wage for Maintenance Workers was determined to be \$11.86/hr.

Once the average hourly wage for the Maintenance Worker was determined, the average hourly wage for the Foreman had to be established. The average hourly wage for the Foreman was determined to be \$14.83/hr.

In determining the average hourly wage for the typical male job classes, the Women's Issues Branch had to ensure that the two following standards were respected:

- The hourly rates of remuneration assigned to each typical male job class were not less than the minimum hourly wage determined by the Employment Standards Act.
- The hourly rate of remuneration assigned to the Maintenance Worker must be equal 80% of the hourly rate of remuneration assigned to the Foreman.

In order to conduct a pay equity analysis, a wage line must be created between the two male job classes with all female job classes compared to this wage line. The 80% standard represents the New Brunswick labour market's average relativity between the remuneration of the Maintenance Worker and that of a Foreman (i.e.: differential in salary between employee and supervisor).

Once the remuneration for each job class was determined, the Women's Issues Branch calculated the differences that had to be eliminated between the predominantly female job classes and the typical male job classes. To calculate the differences in compensation the overall valuation method was used.

An overall valuation method establishes a wage line for the typical male job classes. This method will make it possible to determine whether the predominantly female job classes fall below the point corresponding with its value on the male wage line.

Pay Equity Analysis

Analysis:

To calculate the hourly wage for the Foreman the Joint Job Evaluation used the rule of three formula:

$$\frac{\$11.86}{\$ X} = \frac{80\%}{100\%}$$
$$(\$11.86 \times 100) / 80 = \$14.83$$
$$X = \$14.83$$

Each point awarded during the job evaluation process is associated with a corresponding value. It was determined that each point value equals \$0.00635 by using the following formula:

Difference between the valuation of the typical male job classes = 468 points (855-387)

Difference between the rate of remuneration for the typical male job classes
= \$2.97 (\$14.83 - \$11.86)

$$\$2.97 \div 468 = \$0.00635$$

Therefore by subtracting the difference in points between the Maintenance Worker and the Child Care Staff, we can determine the fair hourly rate of pay by multiplying the difference in points by \$0.00635 and then adding this amount to the average salary for a Maintenance Worker.

For example, to determine the fair hourly rate for the Primary Child Care Staff the JJEC used the following procedure:

Difference in points between the Maintenance Worker and Primary Child Care Staff = 203

$$203 \times \$0.00635 = \$1.29$$

Pay Equity Analysis

Analysis (con't):

We now know that the difference in remuneration between the Maintenance Worker and the Primary Child Care Staff is \$1.29. Therefore it was determined that the Primary Child Care Staff fair hourly rate should be \$13.15 (\$11.86 + \$1.29).

The Joint Job Evaluation Committee was able to determine the fair hourly rate of remuneration for Child Care Sector.

Administrator = 364 x \$0.00635 = **\$2.31**, therefore Administrator Wage = \$11.86+\$2.31= **\$14.17**

Primary Child Care Worker = 203 x \$0.00635 = **\$1.29**, therefore Child Care Wage = \$11.86+\$1.29= **\$13.15**

Support Worker = 104 x \$0.00635 = **\$0.66**, therefore Support Worker Wage = \$11.86+\$0.66= **\$12.52**

<i>Male Classes</i>	<i>Valuation of Male Classes (points)</i>	<i>Hourly rate of remuneration</i>	<i>Female Classes</i>	<i>Valuation of female classes</i>	<i>Fair Hourly rate</i>
Maintenance Worker	387	\$11.86	Administrator/ Primary Child Care Staff	751	\$14.17
Foreman	855	\$14.83	Primary Child Care Staff	590	\$13.15
			Support Worker	491	\$12.52

Average Current Wage Rates (as of March 31, 2011):

The following outlines the results of the pay equity analysis for the jobs in the Child Care Sector based on average rates:

<i>Job</i>	<i>Average Rate</i>	<i>Fair hourly rate</i>	<i>Inequity per hour</i>
Administrator/Primary Care	\$16.33	\$14.17	-\$2.16
Primary Care	\$13.32	\$13.15	-\$0.17
Support Worker	\$10.00	\$12.52	\$2.52

Pay Equity Analysis

Analysis (con't):

To determine if any pay inequities exist the remuneration data for Child Care Staff job classes and the typical male job classes are compared.

Based on the above table, Support Workers are currently receiving an inequitable remuneration. In order to correct this inequity, they will require an increase in salary of approximately \$2.52/hr. No inequities were found in the Administrator/Primary Care and Primary Care job classes.

The results obtained in this pay equity analysis outline the fair hourly rate that must be paid in order to achieve pay equity. Therefore, these job classes should be remunerated at the fair hourly rate. Pay equity adjustments will only be made for employees being paid less than the fair hourly rate.