

**INFANT DEVELOPMENT, ABORIGINAL INFANT DEVELOPMENT,  
SUPPORTED CHILD DEVELOPMENT AND ABORIGINAL SUPPORTED  
CHILD DEVELOPMENT CONSULTANTS  
FRAMEWORK OF PROFESSIONAL PRACTICE**

**Province of British Columbia  
Ministry of Children and Family Development**

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## ACKNOWLEDGEMENTS

The original Framework of Professional Practice for Infant Development and Supported Child Development Consultants was developed in 1998 following extensive input from the field. This revised and updated **Framework of Professional Practice for Infant Development, Aboriginal Infant Development, Supported Child Development and Aboriginal Supported Child Consultants** was developed through an equally comprehensive, consultative process. Implementing an on-line survey combined with many focus group sessions and program-focused discussions, feedback was garnered from individuals and programs throughout the province. As the revised document began to take shape, draft copies were routinely sent out and feedback requested. Many useful and insightful thoughts, ideas and reactions were gained through these processes.

The Steering Committee consisting of Consultants from the varied regions of the province (see Appendix 2), were involved in several telephone conference calls as well as three full day face-to-face meetings. At these meetings, the committee members, along with several contributing members (see Appendix 2), examined the document line by line. Discussion and decisions were informed by the feedback received from the field as well as by the vast experience and knowledge of the committee members. The committee also consulted the most recent literature and research related to ID/AID and SCD/ASCD practice to assure that the document reflects current information.

A great many professionals worked diligently to produce the revised document that reflects expectations of ID/AID and SCD/ASCD Consultants practicing in 2014 and beyond. It is the hope of all involved that the document will serve as a comprehensive and valuable tool for all ID/AID and SC/ASCD Consultants and programs as they continue to provide quality service to families, children, care providers and communities.

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# PURPOSE AND CONSIDERATIONS

## PURPOSE

This document has been developed and designed to serve Consultants\* who work in Infant Development (IDP), Aboriginal Infant Development (AIDP), Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) programs. Building on the original Framework of Professional Practice, this revision reflects the sector's commitment to continuous quality assurance and describes desirable ways in which Consultants can provide quality service to children, families, care providers and communities. The Framework builds on the commonalities in the four service areas and the work done by all programs, while recognizing the unique emphasis and focus of each.

The Framework is grounded in evidence-based, quality practice and reflects the sector's commitment to continuous quality assurance. It describes the desirable ways that Consultants support the outcomes identified and expected by families, children, care providers and communities. It also provides guidance as to the knowledge and abilities Consultants need to acquire in order to enhance evidence-based, quality practice.

## CONSIDERATIONS

A few considerations to keep in mind as you read or refer to this Framework include:

1. Evidence-based quality practice requires ongoing professional development, training and education, on-the-job and through workshops.
2. While the Framework is not a curriculum, it can and should be used to inform pre-service, in-service and continuing education design and delivery.

3. The Framework assumes and depends on Consultants' strong personal commitment to working with and on behalf of families and children.
4. Given the dynamic and evolving nature of the work done by Consultants, this Framework will need to be regularly revisited to ensure that it reflects the most current professional practice in the field.

**\*Note:** Many professionals in this field are called Consultants, while others may have different job titles that reflect level of service or decisions of their agency or the community. Despite differences in title, practitioners are responsible for the functions and activities outlined in this document.

## ELEMENTS OF FUNCTIONAL ANALYSIS

The process used to develop this Framework of Professional Practice is called Functional Analysis. In respect to the professional practice of Consultants, the framework has been developed to provide the following interrelated elements:

### **Key Purpose Statement:**

The Key Purpose Statement describes the overarching purpose and vision of the work being done by Consultants in the field with the children and families/caregivers they serve.

### **Functions:**

Functions delineate the broad areas of responsibilities Consultants need to assume in order to fulfill the key purpose of their work. Functions describe the work at a broad level, reflect a meaningful unit of work and answer the question: "What needs to happen for the key purpose to be achieved?"

### **Activities:**

Activity statements describe the functions in greater detail. They are specific and inform the functions and give them greater meaning. The activities depict the day-to-day practice of the Consultant in fulfilling each function. Activities answer the question: "What do Consultants do in their work to fulfill or carry out each function?"

### **Performance Indicators:**

Performance Indicators are linked to activities and functions and denote the critical components of good performance. They describe how Consultants will be carrying out each activity or function in order to meet the needs of clients, employers and the profession. Performance Indicators answer the question: "How do I know an activity or function has been performed well?"

As well as describing these interrelated elements of professional practice, the Framework of Professional Practice also provides a statement of the **Values** that underpin the functioning of Consultants as well as a list of **Knowledge and Skills Specifications** that outline the knowledge, understanding, skills, abilities and information that Consultants need to have or acquire in order to do their job most effectively.

## KEY PURPOSE STATEMENT

**To support all families and caregivers in promoting the development, well being and successful inclusion of children within the context of their family, community and culture**

The four related programs covered by this key purpose statement include:

**Infant Development Program (IDP)**

Consultants primarily support families in understanding and meeting the needs of infants and toddlers who have, or are at risk for developmental delays or disabilities.

**Supported Child Development (SCD)**

Consultants primarily support families and child care settings with the development and inclusion of children, from birth to twelve, who have developmental delays or disabilities.

**Aboriginal Infant Development Program**

(AIDP) Consultants provide holistic support beliefs, for health, intellectual, emotional, physical, and spiritual well-being for children from birth to five years in a culturally safe manner for families who live on and off reserve.

**Aboriginal Supported Child Development (ASCD)**

Through the context of Aboriginal cultural values, and traditions, Aboriginal Supported Child Development (ASCD) Consultants assist families and child care providers in planning for individual and/or groups of children to ensure their inclusion in day to day activities.

\*Services for children aged 13 to 19 years are provided by some programs



# VALUES

The work done by IDP, AIDP, SCD, and ASCD Consultants is based on a set of fundamental values that are consistently reflected in all aspects of practice. Consultants demonstrate integrity in all of their professional relationships and are guided by their relevant Codes of Ethics and the philosophy and principals articulated for their respective services.

Within these Frameworks, participants in this process affirmed that Consultants work from a value base that:

1. Respects each child's right to grow up in a safe and caring family with access to a full range of social, educational and community experiences.
2. Follows family-centred practice and respects the central role of family members as decision makers in their children's lives.
3. Believes in and promotes inclusion of all children and families.
4. Celebrates and builds on the unique strengths of children, families and communities.
5. Enhances human dignity and respects diversity.
6. Recognizes and accepts responsibility for the impact of their personal values, attitudes and beliefs on practice.
7. Recognizes the value of regular review and the use of reflective practice to continuously enhance evidence-based knowledge, skills and abilities.

# SUMMARY OF FUNCTIONS AND ACTIVITIES

## **FUNCTION 1**

**Strengthen and support families in their role as decision-makers on behalf of their children and themselves**

**Activities:**

- 1a. Establish and maintain respectful relationships with families
- 1b. Communicate with families about the child's growth and development
- 1c. Support families in their role as advocates and, when appropriate, advocate for them
- 1d. Acknowledge and respond to families' emotional needs
- 1e. Encourage families to come together to address common needs and interests

## **FUNCTION 2**

**Facilitate the development and implementation of individual plans for children that reflect the choices and priorities identified by their families**

**Activities:**

- 2a. Gather and compile information about the strengths and needs of children and families through a variety of means and methods (e.g. observational, formal and informal assessments)
- 2b. Work with families to develop plans that identify areas of focus for the child, family and/or child care provider
- 2c. Support the implementation of strategies and activities to meet goals and objectives
- 2d. Collaborate with families and child care providers to determine the appropriate and required types and levels of support to be provided
- 2e. Support and facilitate transition periods and changes occurring for the child, family and/or child care providers
- 2f. Participate with families, child care providers and/or other service providers, in on-going evaluation of plans, goals and objectives

### **FUNCTION 3**

#### **Support child-care settings to develop and implement inclusive philosophies, practices, policies and procedures**

##### **Activities:**

- 3a. Provide information, resources, suggestions and strategies to support inclusive practices in child care settings
- 3b. Provide education and training to child-care providers to support inclusive and family-centred practice and on other identified areas of need or interest
- 3c. Model respect for diversity and an inclusive philosophy in all interactions with children, families, child care providers and the community

### **FUNCTION 4**

#### **Facilitate availability of and access to information and resources**

##### **Activities:**

- 4a. Provide families, child-care providers and other service providers with up-to-date information about culturally appropriate resources and options
- 4b. Contribute to the development and maintenance of a resource library for families, child-care providers and other stakeholders
- 4c. Share information about IDP, AIDP, SCD, ASCD services, child development, and factors that affect child development in the community

### **FUNCTION 5**

#### **Collaborate with others to meet the needs of children and families**

##### **Activities:**

- 5a. Form partnerships with other health, education and community service providers to meet the needs of specific children and families
- 5b. Support families to manage and coordinate services for their child
- 5c. Liaise between families, child-care providers and government about programs, eligibility and resources available to support children and their families

### **FUNCTION 6**

#### **Contribute to the development of inclusive communities**

##### **Activities:**

- 6a. Work with others to develop and coordinate services that reflect community needs
- 6b. Organize and participate in activities that enhance the community's capacity to support its children and families
- 6c. Support others to advocate for inclusive environments in the community

## **FUNCTION 7**

### **Contribute to the effective operation and administration of IDP/AIDP/SCD/ASCD programs**

#### **Activities:**

- 7a. Implement established policies and procedures for all aspects of service administration and operations
- 7b. Maintain records and prepare written and oral reports
- 7c. Contribute to an effective program/agency team to ensure the delivery of quality services
- 7d. Implement current related policies, programs and procedures of local, provincial and federal government in a manner consistent with quality practices
- 7e. Contribute to the monitoring and evaluation of all aspects of service to maximize effectiveness

## **FUNCTION 8**

### **Establish and maintain current professional practice**

#### **Activities:**

- 8a. Display awareness of and participate in regional and provincial coordination of IDP/AIDP/ACD/ASCD services
- 8b. Engage in regular reflection and learning about the effectiveness of one's own practice
- 8c. Plan and implement personal and professional development
- 8d. Recognize and respond to changes in public policy that affect children, families, services and communities

**Detailed Descriptions  
Of  
Functions, Activities and Performance Indicators**

# FUNCTION 1

## **Strengthen and support families\* in their role as decision-makers on behalf of their children and themselves**

**\*Family:** Refers to persons who play a significant role in an individual's life and act as a support network. Due to the diversity of family structures, it may include people who are not legally related to the individual.

### **Activity 1a. Establish and maintain respectful relationships with families**

#### ***PERFORMANCE INDICATORS***

- 1a1. Families are treated with respect, listened to attentively and encouraged to express their needs
- 1a2. The primary role of families in the care of the children is valued and promoted
- 1a3. IDP, AIDP, SCD and ASCD service philosophy, policies and practices respect and reflect family diversity
- 1a4. Consultants adapt their practice according to the needs and desires of the family, within available resources
- 1a5. Consultant's behavior, dress and language reflect and respect the family's culture, structure and lifestyle
- 1a6. Families are supported to determine their own level of involvement with the service
- 1a7. Families are supported to identify their child or youth's level of involvement in services

**Activity 1b Communicate with families about the child's growth and development**

***PERFORMANCE INDICATORS***

- 1b1. Families are actively involved in identifying issues and finding solutions
- 1b2. Active listening, validating, problem solving and conflict resolution strategies are used appropriately
- 1b3. Discussions and meetings with families are regularly scheduled at mutually agreeable times and locations to reflect family preferences within available resources
- 1b4. Families are supported to take the lead in the decision to proceed with assessments and own the results
- 1b5. Families are encouraged to celebrate their child's unique strengths and interests
- 1b6. Opportunities are provided for involvement of various family members
- 1b7. Families are encouraged to involve their school-aged child or youth in the identification of their own priorities and preferences

**Activity 1c Support families in their role as advocates and, when appropriate, advocate for them**

***PERFORMANCE INDICATORS***

- 1c1. Families are supported to identify their own needs and to access the resources required to meet these needs
- 1c2. Families are supported to be advocates on behalf of their children and themselves whenever possible
- 1c3. Consultants advocate with or on behalf of children and families when families request this type of support
- 1c4. Families are given information about and supported to understand their rights and the rights of their children
- 1c5. Families are supported in their contact with other agencies and services as appropriate

**Activity 1d Acknowledge and respond to families' emotional needs**

***PERFORMANCE INDICATORS***

- 1d1. Family members are listened to, acknowledged and responded to with empathy and sensitivity
- 1d2. Family member's strengths are identified, recognized and celebrated
- 1d3. Referrals are made based on families' needs and in keeping with organizational, legal, professional and personal boundaries, requirements and expectations

**Activity 1e Encourage families to come together to address common needs and interests**

***PERFORMANCE INDICATORS***

- 1f1. Opportunities are provided for parents to network and participate in parent/tot groups within available resources
- 1f2. Families are given information about networking opportunities available in the community
- 1f3. Families are supported to participate in networking opportunities as appropriate



## FUNCTION 2

### **Facilitate the development and implementation of individual plans for children that reflect the choices and priorities identified by their families**

**NOTE:** This function is implemented somewhat differently by Consultants in Infant Development and Supported Child Development Services.

- IDP and AIDP Consultants work in partnership with families and other community service providers in planning for the needs of children.
- SCD and ASCD Consultants encourage partnership between families, child-care providers and other community service providers in planning for the needs of children.

#### **Activity 2a. Gather and compile information about the strengths and needs of children and families through a variety of means and methods (e.g. observational, formal & informal assessments)**

##### ***PERFORMANCE INDICATORS***

- 2a1. Observations as well as formal and informal assessments consider the strengths and needs of the child across all development domains in a variety of settings using a variety of methods
- 2a2. Families, child care providers and Consultants are encouraged to work towards a shared common description of the strengths, interests and needs of the child in the context of his/her family, child care setting and/or community
- 2a3. Observation and a range of formal and informal assessments are conducted and reviewed regularly as determined by the needs of the child, family and/or child care provider
- 2a 4. Written records of observations and assessments are maintained in keeping with organizational, legal and professional requirements

**Activity 2b Work with families to develop plans that identify areas of focus for the child, family and/or child care provider**

***PERFORMANCE INDICATORS***

- 2b1. Families and/or child-care providers are supported to remain involved throughout the planning process
- 2b2. Relevant information is used consistently to guide the planning process
- 2b3. Plans reflect relevant cultural, spiritual needs and \*self-identity (\*an individual's identity in connection with family, community and culture)
- 2b4. Plans include the identifications of goals, objectives and strategies or activities to achieve them
- 2b5. Written plans are maintained in keeping with organizational, legal and professional requirements
- 2b6. Families are supported to involve their child or youth, within their abilities, in decision-making about areas of focus for the plan

**Activity 2c Support the implementation of strategies and activities to meet goals and objectives**

***PERFORMANCE INDICATORS***

- 2c1. A full range of formal and informal community resources are considered and used to meet the identified goals and objectives
- 2c2. The identified strategies and activities can be realistically implemented within the resources available to families and/or child-care providers
- 2c3. Families and child-care providers implement appropriate strategies and activities in a timely manner

**Activity 2d Collaborate with families and child care providers to determine the appropriate and required types and levels of support to be provided**

***PERFORMANCE INDICATORS***

- 2d1. Appropriate standards and methods are used in determining the required level of support
- 2d2. Families are involved at the outset in determining the appropriate levels of support and remain active participants in the process
- 2d3. Families are provided with information about a range of community options to meet their needs, within available resources
- 2d4. Information provided to families is accurate, clear, current and complete
- 2d5. A plan is developed between families and Consultants to meet the required types and levels of supports, within contractual and policy requirements
- 2d6. Families are supported to access the available services that they have identified as useful
- 2d7. Families' decisions are respected
- 2d8. Families are supported to access supports from other community services as requested and required
- 2d9. Children and families are able to participate in and make effective use of the services that are provided

**Activity 2e Support and facilitate transition periods and changes occurring for the child, family and/or child care providers**

***PERFORMANCE INDICATORS***

- 2e1. Transitions are anticipated and sufficient time is allocated to prepare the child, family, child care providers and other service providers for the transition

- 2e2. Information related to transitions is easily accessible and available to the family and other service providers
- 2e3. Families are supported to be active participants in transition planning and their decisions are respected
- 2e4. Families are made aware of transition options and advised about the potential challenges and benefits of transitions
- 2e5. The input of other professionals supporting the transition process is valued and included as early as possible
- 2e6. Every effort is made to ensure that new service providers meet and observe the child in their current environment
- 2e7. On-going support is provided to promote gradual entry, consistency of care and a smooth transition into the new setting
- 2e8. Unexpected changes in the lives of the child, family, and/or service providers are responded to quickly and appropriately

**Activity 2f Participate with families, child care providers and/or other service providers, in on-going evaluation of plans, goals and objectives**

***PERFORMANCE INDICATORS***

- 2f1. Evaluations are based on the degree to which identified goals and objectives have been met
- 2f2. Families, child care providers and/or other service providers actively and regularly contribute to the review process
- 2f3. Modifications are made and implemented based on the decisions made by families and/or child care providers and reflect the results of reviews and evaluations
- 2f4. Plans and resulting modifications are revised and evaluated in a timely manner
- 2f5. Written evaluations of plans, goals and objectives are maintained in keeping with organizational, legal and professional requirements
- 2f6. Families are supported to involve their child or youth, within their abilities, in the review and modification process

## FUNCTION 3

### Support child care settings to develop and implement inclusive\* philosophies, practices, policies and procedures

**\*Inclusion**, as an overall philosophy, supports the right of all children with special needs to actively participate with typically developing children in a wide range of settings. Inclusion is an approach to delivering service in which all children are welcomed, supported and valued. It means that the activities of play, learning and growing happen in a way that all children feel that they belong.

#### Activity 3a Provide information, resources, suggestions and strategies to support inclusive practices in child care settings

##### **PERFORMANCE INDICATORS**

- 3a1. Child-care providers have access to information, resources, suggestions and strategies required to modify or adapt the child care environment and program
- 3a2. The child-care settings are supported to meet the individualized needs of children as identified in the goals and objectives established for each child
- 3a3. Children are able to engage in a range of developmentally appropriate activities within the child care setting
- 3a4. Communication between families, child care providers and consultants is established early and regularly maintained

- 3a5. Child-care providers' requests for information, questions, and/or concerns are responded to within a time frame that is acceptable to all
- 3a6. Appropriate equipment and toys are available to child-care settings within available resources

**Activity 3b Provide education and training to child-care providers to support inclusive and family-centred practice and on other identified areas of need or interest**

***PERFORMANCE INDICATORS***

- 3b1. Child-care providers are supported to communicate an acceptance of all children and families in their regular interaction with the broader community
- 3b2. Child-care providers are supported to use positive language in their communication with adults and children and focus on individual strengths and contributions
- 3b3. Child-care providers articulate increased confidence in their ability to include all children
- 3b4. Child-care providers are supported to integrate their learning into their on-going professional practice
- 3b5. Child-care providers are supported to identify their priorities and needs for program-specific training to include and support the development of children with special needs
- 3b6. Training to build child care program capacity is provided based on identified priorities
- 3b7. Training is provide for relevant people (child care providers, supervisors, board members) at flexible times and locations
- 3b8. Community-wide training for child-care providers and/or other community programs are provided based on identified needs and within available resources
- 3b9. Community wide training is evaluated by participants and trainers to guide the focus and development of future training opportunities

**Activity 3c Model respect for diversity and an inclusive philosophy in all interactions with children, families, child care providers and the community**

***PERFORMANCE INDICATORS***

- 3c1. All families using a child care setting and child care providers are supported to articulate and demonstrate respect for diversity and inclusive principles to others in a culturally and spiritually safe manner
- 3c2. Consultants regularly reflect on and clarify their own values and biases in a mutually respectful climate
- 3c3. Families are valued and treated with respect
- 3c4. The values, attitudes and beliefs of families, child care providers and others involved in a child's life are respected

## FUNCTION 4

### Facilitate availability of and access to information and resources

**Activity 4a Provide families, child-care providers and other service providers with up-to-date information about culturally appropriate resources and options**

***PERFORMANCE INDICATORS***

- 4a1. Accurate, current and complete information on community services and resources is made accessible, including information on local cultural organizations and resources as relevant
- 4a2. Families, child care providers and other community members are encouraged to access resources such as community-based and credible on-line sources
- 4a3. Information is current, relevant and reliable and is shared in a timely and sensitive manner
- 4a4. A variety of approaches are used to share information with families, child care providers and other community members
- 4a5. Families, child-care providers and others are encouraged to ask questions and seek clarification



**Activity 4b Contribute to the development and maintenance of a resource library for families, child care providers and other stakeholders**

***PERFORMANCE INDICATORS***

- 4b1. The program shares materials and supplies (toys, equipment, books, etc) to meet the needs of families, child care providers and other stakeholders
- 4b2. Resources reflect a variety of cultures as appropriate to the community
- 4b3. Resources are available in a variety of languages and formats within available resources

**Activity 4c Share information about IDP, AIDP, SCD, ASCD services, child development, and factors that affect development in the community**

***PERFORMANCE INDICATORS***

- 4c1. Clear, accurate and current contributions are made, as requested, to newsletters, workshops and public presentations for families, service providers and others
- 4c2. All potential material is read and evaluated for relevance, currency and accuracy prior to sharing

## FUNCTION 5

### Collaborate with others to meet the needs of children and families

#### **Activity 5a Form partnerships with other health, education and community service providers to meet the needs of specific children and families**

##### ***PERFORMANCE INDICATORS***

- 5a1. Families are supported to identify the service providers necessary to meet the needs of their children and encouraged to maintain meaningful collaboration
- 5a2. The roles and responsibilities of Consultants and other service providers are identified and clarified
- 5a3. Visits to homes, child care settings and other environments are done jointly with other professionals or service providers whenever possible and appropriate
- 5a4. A range of creative strategies are used to ensure effective, open and on-going communication among families, child care providers and others involved in providing supports
- 5a5. Families have opportunities to express their level of satisfaction with the support being provided by the team of service providers

**Activity 5b Support families to manage and coordinate services for their child**

***PERFORMANCE INDICATORS***

- 5b1. Families are supported to determine their role in the management and coordination of services
- 5b2. Families are supported and prepared to manage and/or participate in service coordination meetings and conferences
- 5b3. Families' selection of the individual who will assume the role of 'service coordinator' is respected
- 5b4. On request, the role of the service coordinator is assumed by the Consultant
- 5b5. The role and responsibility of all participants in service coordination is clarified and agreed to by all participants
- 5b6. Families are supported to manage and coordinate services for their child through transitions

**Activity 5c Liaise between families, child-care providers and government about programs, eligibility and resources available to support children and their families**

***PERFORMANCE INDICATORS***

- 5c1. Within established policies regarding confidentiality and consent, information about families' and children's needs is actively sought out and communicated to appropriate bodies
- 5c2. Consultants regularly update their understanding about relevant government programs and policies and share this information with families, child-care providers and others in a timely way
- 5c3. Regular and on-going communication with appropriate decision makers is maintained within established protocols
- 5c4. Relevant training opportunities are attended

## FUNCTION 6

### Contribute to the development of inclusive communities

#### Activity 6a Work with others to develop and coordinate services that reflect community needs

##### **PERFORMANCE INDICATORS**

- 6a1. A variety of appropriate methods and strategies are used to participate in and contribute to the success of interagency and community development initiatives
- 6a2. Information and issues emerging from participation in community structures are regularly shared with families, child care providers and other community members
- 6a3. Trends, changes and unique characteristics of the community are understood and reflected in the delivery of IDP/AIDP/SCD/ASCD consulting services
- 6a4. Services are delivered through partnership models whenever possible and jointly sponsored activities are regularly organized and delivered in the community
- 6a5. Collaboration and effective liaison between all programs is fostered

**Activity 6b Organize and participate in activities that enhance the community's capacity to support its children and families**

***PERFORMANCE INDICATORS***

- 6b1. Community members are encouraged to support and implement principles of inclusion and early intervention
- 6b2. Requests to organize or participate in community activities are responded to quickly and appropriately
- 6b3. Resources are allocated to support community initiatives
- 6b4. The ideas and commitment of others are solicited to maximize the effectiveness of community initiatives and activities

**Activity 6c Support others to advocate for inclusive environments in the community**

***PERFORMANCE INDICATORS***

- 6c1. Programs participate with others in relevant community committees, boards and advisory groups
- 6c2. Community members and service providers are supported to welcome children and adults with special needs into their programs
- 6c3. Community members and service providers increasingly advocate for and support the development of a growing number of inclusive settings in their community

## FUNCTION 7

### Contribute to the effective operation and administration of IDP/AIDP/SCD/ASCD programs

#### Activity 7a Implement established policies and procedures for all aspects of service administration and operations

##### *PERFORMANCE INDICATORS*

- 7a1. The mandate and philosophy of the service is clearly articulated and consistently applied
- 7a2. Service delivery is consistent with all relevant provincial or regional policies, accreditation standards, documents, Frameworks, manuals, outcome and logic models
- 7a3. Decision-making and governance policies and procedures are consistently implemented as required
- 7a4. Sound financial management policies and procedures are consistently implemented as required
- 7a5. Human resource management policies and procedures are consistently implemented as required
- 7a6. Contribution to recruitment, selection and hiring of personnel are made as appropriate
- 7a7. Record keeping and information sharing systems that respect confidentiality are implemented within legislative, regulatory, contractual and professional requirements

**Activity 7b Maintain records and prepare written and oral reports**

***PERFORMANCE INDICATORS***

- 7b1. Individual files are established and maintained for each child, family and/or child care setting accessing the service
- 7b2. Families have access to all information in their file
- 7b3. Records are kept up-to-date and accurately reflect the level of service provided
- 7b4. Adequate time is allocated for maintaining records
- 7b5. Reports for families and other services providers use clear, plain language and are available in the family's preferred language, within available resources
- 7b6. Verbal information is clearly articulated and is relevant to the recipient
- 7b7. Relevant information or data from records is used to contribute to the evaluation of the service

**Activity 7c Contribute to an effective program/agency team to ensure the delivery of quality services**

***PERFORMANCE INDICATORS***

- 7c1. Regular contributions to the team are made in order to improve the quality of service
- 7c2. The role of each team member is clearly identified and clarified
- 7c3. Consistent implementation of service philosophy, policies and procedures is a shared responsibility
- 7c4. Job descriptions, policies, procedures and codes of conduct provide clear expectations and guidelines for working with team members
- 7c5. Decisions are arrived at through consensus

7c6. An open and safe environment that encourages and respects individual strengths and needs is maintained

7c7. Systems that support the health and well being of each team member are developed and implemented

**Activity 7d Implement current related policies, programs and procedures of local, provincial and federal governments in a manner consistent with quality practice**

***PERFORMANCE INDICATORS***

7d1. Systems are developed and implemented for accessing information about government policy, program and/or procedures on a regular basis

7d2. Information is shared with all stakeholders in an accessible and respectful way

7d3. Regular contact with relevant government departments and personnel is developed and maintained as appropriate

7d4. Responsibility for assessing the impact of government policies, programs and procedures on best practice is shared by all stakeholders

**Activity 7e. Contribute to the monitoring and evaluation of all aspects of service to maximize effectiveness**

***PERFORMANCE INDICATORS***

7e1. Appropriate community advisory structures for IDP/AIDP/SCD/ASCD consulting services are established, supported and maintained

7e2. A range of evaluative strategies are used to monitor the effectiveness and quality of the service on an on-going basis

7e3. Families' input into evaluation is actively sought out and reflected

7e4. Recommendations for improvements to the service are identified and communicated appropriately

7e5. Services, systems, programming and procedures are adapted based on evaluation results



## FUNCTION 8

### Establish and maintain current professional practice

#### **Activity 8a Display awareness of and participate in regional and provincial coordination of IDP/AIDP/SCD/ASCD services**

##### ***PERFORMANCE INDICATORS***

- 8a1. Structures for coordinating services on a regional and provincial basis are identified and developed within available resources and mandates
- 8a2. Participation in and contribution to regional and provincial coordinating structures are made as appropriate
- 8a3. Membership and participation in professional and other related organizations is actively maintained

#### **Activity 8b Engage in regular reflection and learning about the effectiveness of one's own practice**

- 8b1. Each interaction with families, child care or community programs and team members is viewed as an opportunity to learn and enhance practice
- 8b2. Self-reflection is a core component of daily practice
- 8b3. Reflective practice is supported through individual and small group discussions that are safe, supportive and collaborative (with supervisor, peer group, mentor/coach)
- 8b4. A variety of resources to support reflective practice (e.g. research, workshops, individual guidance) are available and utilized

**Activity 8c Plan and implement personal and professional development**

***PERFORMANCE INDICATORS***

- 8c1. Professional practice is evaluated on an on-going basis
- 8c2. Professional development planning is informed by reflective practice strategies
- 8c3. Professional development goals and objectives are identified and clearly articulated
- 8c4. Input and feedback from colleagues and others is sought to support professional development planning
- 8c5. Strategies are identified to maximize learning opportunities
- 8c6. Personal wellness is addressed in individual development plans
- 8c7. Professional development activities include annual practice oriented learning experiences
- 8c8. Resources to support professional development activities are sought

**Activity 8d Recognize and respond to changes in public policy that affect children, families, services and communities**

***PERFORMANCE INDICATORS***

- 8d1. Emerging issues are acknowledged and reflected in setting priorities that meet the needs of children, families and communities on an on-going basis
- 8d2. The identification of issues that affect children, families and communities and the search for solutions is consistently demonstrated in practice

## **Knowledge and Skills Specifications**

# Knowledge and Skills Specifications

In order to perform all the functions and activities reflected in the competencies outlined in this document, Consultants require a wide range of knowledge and skills. Underpinning all competencies outlined in this document is a sound understanding of child development and the impact of disability and delay on development.

## CHILD DEVELOPMENT

*An understanding of child development and the impact of disability and delayed development is at the heart of the work done by Consultants. For Consultants, child development happens in the context of the lifespan development of individuals and families. Infant Development and Aboriginal Infant Development Consultants primarily focus on development from birth to three years of age. Supported Child Development and Aboriginal Supported Child Development Consultants primarily focus on development from birth to twelve years of age. Within this context, Consultants need an in-depth understanding of:*

- ❖ Child development in key developmental domains including social/emotional, physical, cognitive/adaptive, self-help and communication
- ❖ Individual variations in the developmental process
- ❖ The importance of early attachment, emotional safety and well-being on development
- ❖ The potential impacts of disabilities or delays on development
- ❖ Risks and indicators of disabilities or developmental delays or concerns
- ❖ Child growth and development as part of on-going life span development
- ❖ The holistic and interdependent nature of growth and development within the cultural context of the family and community
- ❖ The role and impact of individual temperament, abilities, learning and communication styles on development
- ❖ The potential impacts of family and/or child mental health challenges on development and functioning
- ❖ The role and impact of family structure, dynamics and environment on development
- ❖ The role and impact of parent-child interactions on development
- ❖ The role and impact of factors of risk and resilience on development
- ❖ The range of historic and current theoretical approaches to child growth and development from a cross-cultural perspective
- ❖ The importance of cultural and identity factors in child development

All remaining content categories are grounded in a sound foundational knowledge of child development. Building on this knowledge, the content categories that identify the knowledge and skills specifications required by Consultants include:

1. Family-Centered Practice
2. Inclusion
3. Self-Determination and Advocacy
4. Cultural Safety with Aboriginal Children and Families
5. Diversity and Cultural Awareness
6. Learning and Support
7. Ecological Systems
8. Communications
9. Groups and Relationships
10. Professional Practice and Accountability

In the knowledge and skills specifications outlined in this section, each content category is divided into three sections:

- Theories, Concepts and Principles – What Consultants need to understand
- Skills and Abilities – What Consultants need to be able to do/apply
- Facts, Data and Information – What Consultants need to know or find out about

# 1. FAMILY-CENTRED PRACTICE

*Family-centred practice is at the core of the work done by Consultants. Forming an effective partnership with families is a dance, which involves learning when to lead and when to follow while finding a rhythm and keeping step. An in-depth understanding of the principles of family-centred practice and well developed skills in implementing a family-centred approach are essential to quality practice.*

## **Theories, Concepts and Principles**

*Consultants need to understand:*

- ❖ The critical concepts of family-centred practice including:
  - Families know their children best
  - A family's knowledge, priorities and decisions form the basis of practice
  - All families have strengths and capacities
  - Families are diverse
- ❖ The philosophy and practices of other approaches to interventions including child-centred practice and service-centred practice
- ❖ The impact of each family's unique characteristics on practice
- ❖ The critical importance of relational and participatory practices in effectively supporting families

## **Skills and Abilities**

*Consultants need to have the ability to:*

- ❖ Treat families and family members with respect at all times
- ❖ Be sensitive and responsive to each family's cultural, ethnic and socio-economic realities
- ❖ Support family choice and decision-making at all levels
- ❖ Recognize and accept that each family will participate in service according to their own stage of readiness
- ❖ Share information necessary for families to make informed choices in a complete and un-biased manner
- ❖ Focus practice on the family's identified desires, priorities and needs
- ❖ Provide supports, resources and services in a flexible, responsive and individualized manner for the child and family
- ❖ Link families to a broad range of informal, community and formal supports and resources

- ❖ Acknowledge and support the strengths and capabilities of families and individual family members
- ❖ Build relationships that are characterized by partnerships and collaboration based on mutual trust and respect
- ❖ Use participatory and relational practices\* that promote family capacity, functioning and strength (\*Dunst, C.J. (1997). *Conceptual and empirical foundations of family-centred practice*. In R. Illback, C. Cobb & H. Joseph (Eds.), Integrated services for children and families. Washington, D.D.; American Psychological Association.)

## **Facts, Data and Information**

*Consultants need to know or find out about:*

- ❖ Current literature and research on family-centred practice
- ❖ Where relevant to practice, and to the degree that families choose to share, the family's:
  - Unique strengths and capabilities
  - Priorities, needs and choices
  - Cultural and spiritual values and beliefs
  - Structure and dynamics (e.g. decision-making, ways of functioning)
- ❖ Available informal, community and formal supports and resources
- ❖ Information and resources to assist individuals and families in making decisions

## **2. INCLUSION**

*Consultants' practice is driven by a commitment to promoting inclusion. An in-depth understanding of inclusion and well developed skills in promoting inclusion are essential to supporting community programs and promoting inclusive practices within the community program team.*

## **Theories, Concepts and Principles**

*Consultants need to understand:*

- ❖ The critical concepts of an inclusive philosophy including:
  - Inclusion is a right of all children and families

- Inclusion benefits all children
- Inclusion is an evolving process
- Inclusion is a collaborative process
- ❖ The concept that children with special needs are 'children first'
- ❖ All community programs have strengths and capacities
- ❖ The theory and principles of developmentally appropriate practice
- ❖ The child, family and child care factors that can impact a program's use of inclusive practices

## **Skills and Abilities**

*Consultants need to have the ability to:*

- ❖ Acknowledge and support the primary relationship between the family and the community program
- ❖ Provide education and information that promotes inclusion in a full range of community settings
- ❖ Recognize and address barriers to inclusion
- ❖ Support community programs to:
  - Implement culturally safe strategies
  - Come to agreement about how to work as a team with the child and family
  - Provide a range of developmentally appropriate, inclusive experiences
  - Assess and evaluate the levels of support required for full participation by children in settings and activities
  - Adapt and/or make recommendations about adaptations to support inclusion
  - Recognize and know how to provide direct and indirect support to facilitate inclusion
  - Respond to concerns, questions and issues arising from the inclusion of children with special needs

## **Facts, Data and Information**

*Consultants need to know or find out about:*

- ❖ Licensing regulations related to inclusion
- ❖ Current literature and research on inclusion
- ❖ Current community resources and available equipment, toys, and materials to support inclusion
- ❖ The policies, procedures, activities and routines of each community setting with which they are involved
- ❖ Indicators of and how to support evidence-based inclusive practice in community programs



### **3. SELF-DETERMINATION AND ADVOCACY**

*Promoting self-determination and supporting constructive advocacy is a key element of the work done by Consultants. A working understanding of the principles and processes related to self-determination and advocacy and well-developed advocacy skills are essential to quality practice.*

#### **Theories, Concepts and Principles**

*Consultants need to understand:*

- ❖ Human Rights
- ❖ Formal and informal case and systemic advocacy processes
- ❖ The process and patterns of personal empowerment
- ❖ Current trends and issues related to rights, advocacy and disabilities
- ❖ The principles and laws related to confidentiality, privacy and informed consent
- ❖ Diverse individualized value systems, beliefs and attitudes
- ❖ The principles of cultural, spiritual and emotional safety
- ❖ Advocacy roles and parameters

#### **Skills and Abilities**

*Consultants need to have the ability to:*

- ❖ Promote children's and human rights
- ❖ Recognize and respond to violations of rights
- ❖ Integrate a range of formal and informal advocacy skills into their practice
- ❖ Support self and peer advocacy

#### **Facts, Data and Information**

*Consultants need to know or find out about:*

- ❖ The Canadian Charter of Rights and Freedoms (1982)
- ❖ The UN Convention on the Rights of the Child (1990)

- ❖ UN Convention on the Rights of Persons with Disabilities (2006)
- ❖ The UN Declaration on the Rights of Indigenous People (2007)
- ❖ Anti-discrimination legislation
- ❖ Federal and provincial legislation related to Human Rights, confidentiality and privacy
- ❖ Advocacy supports, services and organizations at the local, provincial, national and international levels
- ❖ Key pieces of legislation related to children and families including child protection legislation and protocols
- ❖ Key government departments and individuals responsible for services to children and families

## 4. CULTURAL SAFETY WITH ABORIGINAL CHILDREN AND FAMILIES

*Aboriginal people may experience mainstream early childhood development programs and services as alienating and intimidating. They often don't feel safe from the stereotyping and racism, which has for centuries, been rampant in Canadian society. Recent studies have shown that culturally safe environments are much more effective in building bridges and developing trust, thereby improving outcomes for Aboriginal families and communities.*

***Cultural safety thrives in “an environment which is safe for people; where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience, of learning together with dignity, and truly listening”.*** (Williams, R. (1999). *Cultural Safety – What does it Mean for our Work Practice?* Aust. NZ J Public Health. 23(2) 213-4.)

*Through the development of knowledge and competencies related to cultural safety, Consultants are able to provide effective, culturally competent and safe services to Aboriginal individuals, families and communities.*

### Theories, Concepts and Principles

*Consultants need to understand:*

- ❖ The differences and interrelatedness of cultural awareness, cultural sensitivity, cultural competence and cultural safety
- ❖ The core competencies for providing culturally safe learning and care
- ❖ The physical, mental, emotional and spiritual effects of colonialism on Aboriginal individuals, families and communities
- ❖ The cultural impact of historic treaties and legislation such as the Indian Act

- ❖ The impact of colonialism on Aboriginal individuals, families and communities, including the reservation system, residential schools, epidemics and more
- ❖ The core competencies of culturally safe communication
- ❖ The importance of collaboration and inclusive relationships
- ❖ The diversity of healing and wellness practices used in First Nation, Inuit and Metis communities
- ❖ That no one approach and no one program model will reach or work for everyone
- ❖ The sense of personal risk that some people may experience when coming to a program, service or project
- ❖ The importance of developing their own cultural awareness and identity

## **Skills and Abilities**

*Consultants need to have the ability to:*

- ❖ Be a champion for cultural competency and cultural safety
- ❖ Use self-reflection, lifelong learning and a willingness to change to enhance their own cultural competency
- ❖ Assess bias or racism and implement ally strategies to improve services
- ❖ Work to enhance the cultural competency of the program or organization in which they work
- ❖ Use culturally safe communication
- ❖ Demonstrate reciprocity, i.e. learning goes both ways
- ❖ Engage community accompaniment – find allies and mentors in their community of practice
- ❖ Collaborate with both Aboriginal and non-Aboriginal child care professionals, traditional healers and others as needed
- ❖ Nurture respectful relationships that acknowledge and affirm each participant's distinct cultural identity and that support the development of trust and mutually empowered encounters
- ❖ Nurture equitable partnerships in which all parties have the right to influence the terms of engagement
- ❖ Engage in collaborative problem solving and co-construct ways to move supports into place
- ❖ Talk less, listen more
- ❖ Share lessons learned

## **Facts, Data and Information**

*Consultants need to know or find out about:*

- ❖ Their own cultural and professional affiliations so as to present themselves in terms of their cultural identity
- ❖ The UN Declaration on the Rights of Indigenous People (2007)
- ❖ Truth and Reconciliation Commission of Canada Report: *They Came for the Children* (2012)
- ❖ The cultural characteristics of the community they serve
- ❖ Relevant legislation, regulations and funding programs affecting communities and families they serve
- ❖ Cultural knowledge specific to each family or community
- ❖ Tools, curricula and intervention strategies embedded in particular cultural histories and contexts
- ❖ Current community resources

## **5. DIVERSITY AND CULTURAL SENSITIVITY**

*Working effectively with children and families requires a family-centred approach, which of necessity includes being culturally sensitive and having a heightened awareness of diversity. Diversity refers to the ways in which we differ. Some of these differences may be visible (e.g. gender, age, race, ethnicity, ability), while others are less visible (e.g. culture, ancestry, language, religion, socioeconomic status). Honouring diversity is based on the understanding that when these differences are acknowledged, respected and valued, the quality of the service provided is greatly enhanced. Honouring diversity is an ongoing, evolving process that includes understanding self, understanding the uniqueness of each family and finding a meeting ground between the values and priorities of the family and the Consultant.*

## **Theories, Concepts and Principles**

*Consultants need to understand:*

- ❖ How their personal history, life experiences, values, beliefs and biases influence perceptions
- ❖ How concepts of power, privilege, race and equity are linked and influence views of diversity
- ❖ The demographics, history, values, beliefs, traditions, social norms, family structures, language usage and resources of cultural groups within the community they serve

- ❖ That individuals and families integrate culture and personality in markedly unique ways which may or may not align with prevailing stereotypes
- ❖ That making assumptions solely on the basis of ethnicity is inappropriate and often inaccurate
- ❖ That language congruence is fundamental to effective delivery of services
- ❖ That concepts and principles learned from work with Aboriginal families and communities are valuable in promoting cultural sensitivity within other communities. These include understanding:
  - The differences and interrelatedness of cultural awareness, cultural sensitivity, cultural competence and cultural safety
  - The core competencies for providing culturally safe learning, communication and care
  - That cultural safety thrives in an environment which is safe for people
  - The importance of collaboration and inclusive relationships
  - That no one approach and no one program model will reach or work for everyone

## **Skills and Abilities**

*Consultants need to have the ability to:*

- ❖ Identify personal beliefs and values underlying perceptions and expectations of others
- ❖ Be aware of biases and personal/professional agendas in order to contain these issues while remaining open to new perceptions
- ❖ Engage in activities that help reframe thinking, allowing them to hear and understand other world views and perspectives
- ❖ Engage in conversation about the family's world view and acknowledge cultural and individual differences
- ❖ Identify, respect, incorporate and maintain the values of the family in the design, delivery and evaluation of service
- ❖ Acknowledge mistakes or misunderstandings and talk about them with families
- ❖ Provide appropriate supports to overcome language barriers
- ❖ Apply skills and abilities learned from work with Aboriginal families and communities, namely:
  - Be a champion for cultural competency and cultural safety
  - Assess bias or racism and implement strategies to improve services
  - Work to enhance the cultural competency of the program or organization in which they work
  - Demonstrate reciprocity, i.e. learning goes both ways
  - Nurture respectful relationships that acknowledge and affirm each participant's distinct cultural identity and that support the development of trust and mutually empowered encounters
  - Nurture equitable partnerships in which all parties have the right to influence the terms of engagement

- Engage in collaborative problem solving and co-construct ways to move supports into place

## **Facts, Data and Information**

*Consultants need to know or find out about:*

- ❖ Their own personal, cultural and professional affiliations so as to present themselves in terms of their cultural identity
- ❖ The cultural characteristics and resources of the community they serve
- ❖ Current literature and research related to diversity and cultural awareness
- ❖ Relevant legislation, regulations and funding programs affecting communities and families they serve
- ❖ Key government departments responsible for immigrant and multicultural services
- ❖ Services and resources that support immigrant and multicultural families
- ❖ The Canadian Charter of Rights and Freedoms (1982)
- ❖ The Multiculturalism Act of BC (1993)
- ❖ The B.C. Human Rights Code (1997)
- ❖ Consortium on Diversity in Education: *Celebrating the Mosaic: A Handbook and Guide to Resources for Diversity Education* (2000)
- ❖ Interpretation and translation services available in their community

## **6. LEARNING AND SUPPORT**

*Consultants address the needs of children by supporting and enhancing the skills and capabilities of families and other care providers in the child's life. This means that Consultants need a thorough understanding of how children and adults learn as well as a full range of well-developed skills to support learning.*

## **Theories, Concepts and Principles**

*Consultants need to understand:*

- ❖ Relevant and current learning theories
- ❖ The range and implications of individual learning styles
- ❖ Principles and practices of adult learning
- ❖ The theoretical basis, principles, roles and functions of a wide range of assessment approaches and methods

- ❖ The theoretical basis, principles, roles and functions of a wide range of planning and intervention approaches and methods
- ❖ The impact of disabilities and developmental delays or concerns on the learning process
- ❖ The role and function of consulting as compared to direct/hands-on service provision
- ❖ The link between cultural safety and learning
- ❖ The function and components of participatory practices - including consulting, mentoring, role modeling, partnering and other learning strategies – that are effective with adult learners
- ❖ Current knowledge and practices relative to holistic wellness

## **Skills and Abilities**

*Consultants need to have the ability to:*

- ❖ Facilitate families and community programs to implement the interrelated set of skills required to **Observe, Document, Assess, Plan, Implement and Evaluate** including:
  - Identify goals and progressive steps required to reach goals
  - Plan developmentally appropriate programs and interventions
  - Generate a variety of supports, strategies, adaptations and activities to meet identified goals
  - Plan and implement strategies and adaptations into the daily routines, activities and play opportunities in the child's environment
  - Evaluate the effectiveness and/or outcomes of the planning process and make adaptations
- ❖ Observe in unbiased and non-judgmental ways
- ❖ Select and use appropriate assessment tools
- ❖ Document and record data in clear language and in formats that are meaningful to families and others
- ❖ Implement a variety of positive learning and support strategies to enhance family and community skills and knowledge
- ❖ Solve problems and think critically
- ❖ Collaborate with families and other relevant community services providers
- ❖ Assist families to implement practices that foster self-care and work/life balance
- ❖ Organize public events and educational opportunities
- ❖ Make formal and informal presentations to groups

## **Facts, Data and Information**

Consultants need to know or find out about:

- ❖ Available resources, tools, supports and equipment to assist families and community programs in assessment, development and implementation of plans, goals and strategies
- ❖ Individual planning requirements
- ❖ Current literature and research related to adult and child learning and support strategies
- ❖ Local, provincial, national and international educational/learning resources
- ❖ Resources, venues and logistical supports required for public events/educational opportunities

## **7. ECOLOGICAL SYSTEMS**

*The concept of ecological systems acknowledges that children's development is influenced by their biology as well as by their immediate environment. Their social, cultural and community landscape fuels and steers their development. Therefore, the ability of the Consultant to understand ecological systems and to think systemically is essential to quality practice. Consultants focus on family systems as the first and most important system in a child's life. Consultants understand that children and families interact with larger systems and inclusive practice is, in part, influenced by child-care systems.*

## **Theories, Concepts and Principles**

Consultants need to understand:

- ❖ Critical concepts of systems theory including:
  - Key components of ecological systems
  - The nature of open and closed systems
  - The effect of change within systems
  - The impact of power and power imbalances within systems
- ❖ Family Systems including:
  - The impact of change and stress
  - The role of formal and informal supports and responses to loss and grief
  - Factors that promote resilience
  - The role and function of a range of coping strategies



- Intergenerational and cultural influences
- ❖ Child Care Systems including:
  - The regulatory and licensing requirements
  - Key components of inclusive practice
  - Diverse philosophies, policies and practices within child care
  - Diverse supports and resources

## **Skills and Abilities**

*Consultants need to have the ability to:*

- ❖ Work from a systems perspective
- ❖ Know whether, when and how to intervene in systems
- ❖ Anticipate and recognize the potential impact of practice or interventions on various parts of systems
- ❖ Provide information in a meaningful way about systems that impact on the lives of children, families and service providers
- ❖ Support families and community programs to understand the systemic aspects of the challenges they face
- ❖ Support the development of a high quality, accessible coordinated system of formal and informal services and supports
- ❖ Work within diverse community systems
- ❖ Recognize and support families' responses to change, stress, loss and grief

## **Facts, Data and Information**

*Consultants need to know or find out about:*

- ❖ The socio-economic, cultural and demographic characteristics of the community they serve
- ❖ The relevant legislation, policies, regulations and funding programs affecting their practice
- ❖ The philosophy, structure, mandate, policies and procedures of the organization where they work
- ❖ The formal and informal services, resources and supports available in their community, including all relevant cultural organizations and communities
- ❖ Barriers and challenges that exist within service systems
- ❖ Tools and resources that support understanding of systems

## 8. COMMUNICATION

*An understanding of the communication process and the ability to communicate effectively is essential to quality practice. Consultants need to have highly developed communication skills.*

### **Theories, Concepts and Principles**

*Consultants need to understand:*

- ❖ The critical characteristics of effective interpersonal communications
- ❖ The range of individual communication styles and modalities
- ❖ The role of socio-economic and cultural experiences on communications
- ❖ The impact of personal communication styles on practice
- ❖ Components of active listening
- ❖ How to effectively use various mediums of electronic communication
- ❖ The role of organizational systems on communication

### **Skills and Abilities**

*Consultants need to have the ability to:*

- ❖ Use verbal, non-verbal, written and augmentative communication methods effectively and appropriately
- ❖ Recognize, respect, interpret and respond to verbal and non-verbal communications
- ❖ Use active listening skills
- ❖ Use self-disclosure appropriately
- ❖ Provide information in ways that are meaningful to recipients/audience
- ❖ Interpret and explain technical terms and jargon to families and other service providers
- ❖ Communicate using interpreters and interveners as needed
- ❖ Recognize and adapt their personal communication styles to the needs of families and community programs
- ❖ Access information from a range of formal, informal and technological sources
- ❖ Use a variety of technologies and social media as appropriate

## **Facts, Data and Information**

*Consultants need to know or find out about:*

- ❖ Resources, supports and technology to support communication strategies
- ❖ Resources for augmentative communication
- ❖ Interpreting and translation services
- ❖ Available information and materials in a variety of languages, levels and formats
- ❖ Communication styles, levels and preferences of families
- ❖ The socio-economic and cultural characteristics of the community

## **9. GROUPS AND RELATIONSHIPS**

*Consultants do much of their work in and with groups, as members of teams and in relationships with families, child-care providers and others. An understanding of group dynamics and interpersonal relationships and well developed group and relationship building skills are an essential part of quality practice.*

### **Theories, Concepts and Principles**

*Consultants need to understand:*

- ❖ Interpersonal relationship development
- ❖ Formation of groups and teams
- ❖ Team development, processes and dynamics
- ❖ The role and function of team members
- ❖ Multi-disciplinary, inter-disciplinary and trans-disciplinary teams
- ❖ The core principles of community development
- ❖ Core principles and processes of collaborative practice

## **Skills and Abilities**

*Consultants need to have the ability to:*

- ❖ Organize, facilitate and contribute effectively in groups and teams
- ❖ Use consensus building, negotiating, brokering, problem solving and conflict resolution skills appropriately
- ❖ Develop and maintain effective interpersonal relationships
- ❖ Demonstrate and model genuineness, respect, empathy and diplomacy in interpersonal relationships
- ❖ Participate in identifying team roles
- ❖ Understand and follow-through as the team service coordinator where relevant
- ❖ Establish and support formal and informal networks
- ❖ Support community development initiatives

## **Facts, Data and Information**

*Consultants need to know or find out about:*

- ❖ Current literature and research on effective groups and teams
- ❖ Services and resources to develop and support groups, teams and relationships
- ❖ Existing related groups, organizations, teams and networks
- ❖ Responsibilities, mandates and roles of members of teams and networks

## 10. PROFESSIONAL PRACTICE AND ACCOUNTABILITY

*An understanding of the high level of professional accountability and ethical behavior required by Consultants and an ability to continually reflect on and improve professional practice is an essential part of quality practice.*

### **Theories, Concepts and Principles**

*Consultants need to understand:*

- ❖ The impact of personal values and philosophy on practice
- ❖ Professional ethical standards and ethical decision-making
- ❖ The ethical principles outlined in the Seven Sacred Teachings
- ❖ The ethical dilemmas that emerge in practice
- ❖ The inherent value of using every situation as a learning opportunity
- ❖ Appropriate professional boundaries
- ❖ The role and function of personal motivation and commitment to on-going professional development
- ❖ The importance of engaging in regular, safe and supported self-reflective practice with colleagues and coordinators
- ❖ Current knowledge and practices relative to the impact of stress and the need to maintain wellness

### **Skills and Abilities**

*Consultants need to have the ability to:*

- ❖ Make ethical decisions and judgments appropriately
- ❖ Contribute to the resolution of difficult ethical dilemmas
- ❖ Clarify and articulate personal values and philosophy of practice
- ❖ Respect and accept the ethical decisions of families and others even when they are in conflict with deeply held personal beliefs
- ❖ Assess personal strengths and weaknesses and give and receive constructive feedback
- ❖ Recognize and maintain appropriate professional boundaries
- ❖ Implement relevant organizational policies and procedures
- ❖ Demonstrate patience, flexibility and a sense of humour
- ❖ Celebrate their practice and be open to growth and change

- ❖ Recognize and address life and work factors that impact professional practice
- ❖ Support the development of and participate effectively in professional organizations and networks
- ❖ Implement practices that foster health-enhancing self-care and work/life balance
- ❖ Use reflective practice in day-to-day work

## **Facts, Data and Information**

*Consultants need to know or find out about:*

- ❖ Relevant codes of ethics
- ❖ The ethical principles outlined in the Seven Sacred Teachings
- ❖ Requirements arising from contractual agreements
- ❖ Relevant program manuals, standards, and guidelines
- ❖ Professional development opportunities
- ❖ Relevant professional associations and networks
- ❖ Current research, literature and credible websites that promote professional practice
- ❖ Job descriptions and responsibilities.

## HOW THE FRAMEWORK OF PROFESSIONAL PRACTICE CAN BE USED

### 1. CONSULTANTS

This Framework of Professional Practice can be used to aid and guide Consultants as they strive to develop as reflective practitioners. Individuals and teams of Consultants can use the Framework to consider how to improve their work and how they might better meet the needs of their clients, colleagues and communities and/or more effectively contribute to their organizations, subsectors or professions.

Consultants will find value in using the Framework to:

- assess their own ways of working toward the expectations of performance as described within the Framework of Professional Practice
- identify what they know and can do against the functions and activities and identify areas in which they may want or need to develop themselves
- guide individual and group professional development activities

## 2. ORGANIZATIONS AND AGENCIES

Program Coordinators and/or their organizations and agencies will be able to use the Framework in many different ways, including to:

- assist agencies to understand the scope of practice expected of the Consultants with whom they are working
- support Consultants to develop as effective, reflective practitioners
- develop and improve the effectiveness of on-the-job training and mentoring including plans for formal and informal education
- build development and reflective practice opportunities into the day-to-day work activities of Consultants
- elicit systematic feedback from clients and others as part of an effort to seek continuous improvement in all work activities
- communicate with provincial and regional resources as well as post-secondary institutions about the education and training needs of their workforces



# PROJECT STEERING COMMITTEE AND OTHER CONTRIBUTING MEMBERS

**Project Manager:** Elizabeth Cox

**Project Facilitator:** Faye Ferguson

**Steering Committee Members:**

**Active Members**

Diana Elliott, Provincial Advisor for AIDP  
Danielle Smith, Provincial Advisor for ASCD programs  
Jeanine McDonald, Regional Advisor, SCD, Coast Fraser North  
Maryanne Robinson, Regional Advisor, IDP, Coast Fraser North  
Tina Thomlinson, SCD Supervisor, Fraser Valley  
Laurie Russell, IDP, Infant Development Association of BC Representative  
Dixie Hunt-Scott, AIDP Regional Advisor, Vancouver Island  
Lee Bjarnson, IDP Program Manager, Courtenay, Vancouver Island  
Shelley Anderson, IDP Regional Advisor, North Region  
Yvette Hepburn, ASCD Regional Advisor, North Region

## **Past Members**

Cindy Jamieson, previous Provincial Advisor for ASCD programs  
Jackie Watts, previous AIDP Regional Advisor, Vancouver Island  
Robie Daw, previous ASCD Regional Advisor, Coast Fraser South East

## **Contributing Members:**

Sue Sterling, Aboriginal Early Childhood Development Coordinator, Interior Region  
Anita Zakresky, Director of Family Wellness Programs and Regional ASCD, Prince George  
Natasha Jones, ASCD Regional Advisor, Coast Fraser South East  
Rita MacLeod, Ministry of Children and Family Development,  
Early Childhood Development/Children and Youth with Special Needs, (MCFD, ECD/CYSN) Interior Region Consultant  
Denise Dawson, previous MCFD, ECD/CYSN Interior Region Consultant  
Tanya Clarmont, Contract Manager, BC Association of Aboriginal Friendship Centres  
Stacy Turcotte, Aboriginal Early Childhood Development Coordinator, Okanagan Nation Alliance