

BC Child Care Sector Occupational Competencies

Knowledge



Section A: Understanding

A-1	Child Growth and Development —Child growth and development is the heart of the work in this sector. Practitioners need to understand child growth and development from birth to 12 years of age across all developmental domains. The critical concepts are:
	A-1-1 Range of historic and current theoretical approaches to child growth and development from a cross-cultural perspective
	A-1-2 Child growth and development as part of on-going life-span development
	A-1-3 Growth and development in key developmental domains including social/emotional, physical, cognitive, language and cultural
	A-1-4 Holistic and interdependent nature of growth and development
	A-1-5 Stages and milestones in the developmental process
	A-1-6 Individual variations in the development process
	A-1-7 Role of individual temperament, abilities, learning and communication styles in the developmental process
	A-1-8 Indicators of the developmental delays or concerns and associated risks
A-1-9 Personal perspective on child growth and development to guide practice	
A-2	Children’s Rights —Understanding and respecting children’s rights is an essential part of good practice. Practitioners need to understand the concept of inherent rights and the relationship between rights and responsibilities. The critical concepts are:
	A-2-1 Children’s rights to protection from abuse, neglect, and exploitation
	A-2-2 Children’s right to the provision of high quality inclusive services that honour diversity
A-2-3 Children’s right to participate in decisions that affect them, to their maximum developmental capacity	
A-3	Professional Accountability and Ethics —Practitioners need to understand the high level of professional accountability and ethical behaviour that is required in the sector. The critical concepts are:
	A-3-1 ECEBC Code of Ethics and ethical decision making and judgment
	A-3-2 Relevant legal and/or contractual obligations that guide practice
	A-3-3 Appropriate professional boundaries
A-3-4 Impact of personal values and philosophy on practice	
A-4	Systems —It is critical that practitioners understand that children and families are part of systems; that services develop and operate within systems and that child care is part of the larger community social service system. The ability to understand systems and to think systematically is an essential part of best practice. The critical concepts are:
	A-4-1 Basic systems theory
	A-4-2 Key components of systems including structure, function, subsystems and boundaries
	A-4-3 Nature of open and closed systems
	A-4-4 Effect of change within systems
A-4-5 Impact of power and power imbalances within systems	

	A-4-6	Family systems
	A-4-7	Child care system
	A-4-8	Community social service system
	A-4-9	Educational system

Section B: Ability

B-1	Communicate effectively —Effective communication is an essential part of good practice. Practitioners need to understand basic communication theory and have well-developed receptive and responsive communication skills. It is critical that practitioners are able to:	
	B-1-1	Use verbal, non-verbal, written, and when necessary, alternative communication methods appropriately and effectively
	B-1-2	Recognize and respond appropriately to a wide range of individual communication styles
	B-1-3	Communicate across cultures and, when possible, in more than one language
	B-1-4	Participate in groups to make decisions, solve problems and resolve conflicts

B-2	Honour diversity —The ability to honour and affirm diversity is an essential part of good practice. Practitioners need to understand and be comfortable with a wide range of diverse life experiences. It is critical that practitioners are able to:	
	B-2-1	Clarify own biases
	B-2-2	Demonstrate cultural competence
	B-2-3	Implement anti-bias strategies
	B-2-4	Promote inclusion

B-3	Observe, document, assess, plan, implement and evaluate —The ability to consistently engage in the process of observation, documentation, assessment, planning, implementation and evaluation is an essential part of best practice. This interrelated set of skills ensures that all practice has a clear purpose. It is critical that practitioners are able to:	
	B-3-1	Observe in unbiased and non-judgmental ways
	B-3-2	Document observations in clear language and through other accessible methods
	B-3-3	Plan appropriate programs, responses and interventions
	B-3-4	Organize and facilitate the implementation of the plan
	B-3-5	Evaluate the effectiveness and/or outcomes and make necessary adaptations

B-4	Build relationships —The ability to form caring relationships that are based on genuineness, respect and empathy is an essential part of best practice. It is critical that practitioners are able to:	
	B-4-1	Attend, engage, listen actively, reflect back challenge and self-disclose appropriately
	B-4-2	Show appreciation for, and enjoyment of, others
	B-4-3	Be patient and flexible

B-5	Reflect on, and improve, personal and professional practice —The ability to continually reflect and improve on practice is an essential part of best practice. Practitioners need to understand the impact of their values, beliefs, attitudes and behaviour on children, families and communities. It is critical that practitioners are able to:	
	B-5-1	Clarify and articulate personal values and philosophy of practice

B-5-2	Assess their own strengths and weaknesses
B-5-3	Give and receive constructive criticism
B-5-4	Recognize and accept personal limits
B-5-5	Care for themselves
B-5-6	Be open to growth and change

Section C: Knowledge

C-1	Community —It is critical that practitioners have current information about the community in which they work. They need to know:
	C-1-1 Socio-economic characteristics of the community
	C-1-2 Cultural composition of the community
	C-1-3 Other community services, resources and supports available in the community
	C-1-4 Other child care services in the community
	C-1-5 Structure and needs of families in community
	C-1-6 Significant changes in the community
	C-1-7 Significant development plans for the community

C-2	Regulatory Framework —It is critical that practitioners have current information about the regulatory framework within which child care services operate. They need to know:
	C-2-1 Governmental mandates and jurisdictions
	C-2-2 Current licensing and/or registration regulations
	C-2-3 Organizational structure, authority, and procedures for provincial and local Community Care Facilities licensing
	C-2-4 Current <i>CFCSA</i> including the duty to report neglect and abuse and reporting protocols
	C-2-5 <i>FOIPPA</i> and corresponding regulations

C-3	Child Care Service —It is critical that practitioners know the following information about the organization and/or service where they are employed:
	C-3-1 Organizational structure
	C-3-2 Decision-making protocols and procedures
	C-3-3 Mandate, vision and/or philosophy
	C-3-4 Policies and procedures governing work
	C-3-5 Job description and responsibilities
	C-3-6 Key or target constituency served

Activities I

Function No. 1: Create and maintain a safe and healthy environment for children

1-a	Ensure that the environment complies with or exceeds licensing requirements and/or report licensing related issues appropriately	
	1-a-1(a)	Conduct safety checks of grounds, facilities, furnishings, equipment and materials
	1-a-1(b)	Identify unsafe items for removal, replacement or repair
	1-a-2	Maintain compliance with provincial licensing regulations (e.g., staff-child ratios)
	1-a-3	Demonstrate up-to-date knowledge of current licensing regulations and requirements
	1-a-4	Comply with current legislative and regulatory requirements (e.g. Criminal Record Check, nutrition)
	1-a-5	Explain the importance of current licensing regulations for staff, families, volunteers, others
	1-a-6	Report licensing related issues promptly and appropriately
	1-a-7	Maintain regular and on-going communication with licensing officers within established protocols
1-b	Develop, implement and maintain policies that ensure the health and safety of all children	
	1-b-1	Monitor, record and update children's physical and emotional health status using appropriate methods
	1-b-2	Plan nutritious, appealing, and balanced snacks and meals, taking into account cultural preferences
	1-b-3(a)	Demonstrate up-to-date knowledge of illness and injury prevention strategies that ensure health and safety (e.g., sleeping positions and SIDS)
	1-b-3(b)	Develop, implement and maintain comprehensive policies and procedures about sick and injured children and those with other health care needs (i.e., allergies, diets)
	1-b-4(a)	Develop, implement and maintain comprehensive policies and procedures for storing and administering medication
	1-b-4(b)	Store and administer medication
	1-b-5	Supervise children at all times and maintain an awareness of the whole group when working with an individual child or small group
	1-b-6	Demonstrate a knowledge and practice of required hygiene standards and procedures
	1-b-7	Practice Universal Precautions for all personal care activities
	1-b-8	Develop, implement and maintain emergency procedures and protocols, including those for fire, earthquake and critical incidents
	1-b-9	Develop, implement and maintain policies and procedures for obtaining and recording the appropriate legal guardian's consent for all necessary activities
1-c	Design environments that meet the development and educational needs of children and ensure their health, safety and well-being	
	1-c-1	Provide children with access to a range of activity areas that promote small and large motor, cognitive, creative, language and social/emotional development
	1-c-2	Create play environments that reflect the diversity within the community and maximize interaction and exploration

	1-c-3	Create play environments that are appropriate and enable participation by children with a range of physical abilities
	1-c-4	Select indoor and outdoor furniture, equipment and materials that are developmentally appropriate in size and function
	1-c-5	Provide children with access to space for individual, small and large group activities
	1-c-6	Use colour, lighting, noise control and visual stimulation appropriately throughout the environment to enhance and promote a full range of activities
	1-c-7	Access appropriate resources and materials for children and staff
1-d	Comply with child protection responsibilities as outlined in legislation, regulations, protocols and court orders	
	1-d-1(a)	Develop, implement and maintain policies, protocols and procedures for reporting protection concerns and/or complying with court orders
	1-d-1(b)	Report protection concerns and/or comply with court orders
	1-d-2	Explain policies, protocols and procedures for reporting protection concerns and/or complying with court orders to families who are encouraged to seek clarification
	1-d-3(a)	Maintain accurate and current records about child protection and/or custody issues as required by statutory and regulatory requirements
	1-d-3(b)	Maintain confidentiality
	1-d-4	Observe, monitor and report on potential risks or indicators of abuse and neglect
	1-d-5	Develop, implement and maintain policies and procedures for ensuring the personal safety of staff
	1-d-6	Respond to allegations of misconduct by staff or others working within the program

Function No. 2: Plan and implement developmentally appropriate programs that meet the observed needs of children

2-a	Plan and implement comprehensive programs that promote each child's social, emotional, cognitive, physical, communicative and cultural development	
	2-a-1	Observe, monitor and record each child's developmental progress
	2-a-2	Ensure that programming is informed by knowledge of each child's unique needs, stage of development, and learning style
	2-a-3	Provide a wide range of stimulating and challenging play-based activities that foster the development of the whole child
	2-a-4	Demonstrate use of a variety of teaching methods to enhance children's development and learning
	2-a-5	Provide programming that ensures an appropriate balance of child-initiated, adult-guided, structured, and open-ended activities
	2-a-6	Provide children with opportunities to participate in individual, small and large group activities
	2-a-7	Develop, implement and maintain programming that is culturally appropriate and affirming
	2-a-8	Ensure programming is consistent with the service's philosophy and policies
	2-a-9	Share responsibility for program planning, evaluation and implementation amongst all staff members

	2-a-10	Identify and act on opportunities to improve programming based on self-reflection, current research and emerging trends that reflect good practice
2-b	Plan and implement a wide range of stimulating and challenging play-based activities that foster the development of the whole child	
	2-b-1	Observe, monitor and record each child's developmental progress in non-judgmental and objective ways
	2-b-2	Design comprehensive ¹ programs that promote each child's social, emotional, cognitive, physical, communicative, and cultural development
	2-b-3	Plan and implement routines that provide for extended periods of play
	2-b-4	Prepare program activities that acknowledge and reflect each child's developmental level and learning style
	2-b-5	Provide each child with the opportunity to participate in individual, small and large group activities
2-c	Ensure that program and services reflect and respect diversity	
	2-c-1	Reflect a consistent anti-bias approach and honour diversity in service philosophy, policies, and procedures
	2-c-2	Create an environment and activities that are culturally affirming and relevant to all groups
	2-c-3	Encourage families to share their cultural beliefs and child rearing practices
	2-c-4	Demonstrate respect for each family's home language and use when appropriate and/or necessary as resources are available
	2-c-5	Integrate children's cultural celebrations, practices and cuisine into program activities
	2-c-6	Reflect and clarify own values and biases in a mutually respectful climate with staff
	2-c-7	Resolve issues or conflicts arising from diverse perspectives and experiences
2-d	Provide and/or access the supports that are required for the successful inclusion of each child	
	2-d-1	Develop service philosophies, policies and procedures that are inclusive
	2-d-2	Create an environment that is safe, accessible and welcoming for each child and family
	2-d-3	Develop, implement and maintain a coordinated, individual plan in collaboration with families, caregivers and other relevant service providers for the successful inclusion of each child
	2-d-4	Develop, implement and maintain many strategies for informing all families about the benefits of inclusion
	2-d-5	Facilitate networking opportunities for families
	2-d-6	Maintain cooperative, on-going communication with other services for families and children who require additional support
	2-d-7	Use specialized equipment, adaptations and materials as needed and/or prescribed

¹ Refers to a balance of learning opportunities including: language, literature, music, movement, art, science, math, community awareness and social responsibility.

2-e	Communicate with families about their child's growth and development	
	2-e-1	Listen and respond to each family's views in a manner that supports and respects the individual family
	2-e-2	Employ a variety of strategies to communicate with families about their child's progress in ways that meet each family's needs and preferences
	2-e-3	Develop and maintain a consistent relationship with each family
	2-e-4	Communicate with families through a variety of creative and respectful methods
	2-e-5	Maintain confidentiality in all verbal and written communications with, and about, families in keeping with legislative, professional and organizational requirements

Function No. 3: Nurture children to promote positive development

3-a	Establish an emotionally safe and nurturing climate	
	3-a-1	Develop positive approaches to guide children's behaviour
	3-a-2	Guide children's behaviour using a range of developmentally appropriate, consistent and positive approaches
	3-a-3	Encourage children to openly express their positive and negative feelings through a range of verbal, non-verbal and culturally based communication styles
	3-a-4	Consult with parents and other professionals in cases where high level intervention strategies are used
3-b	Establish genuine and trusting relationships with children and others	
	3-b-1	Acknowledge and respond to each child's behaviours, interests and ideas
	3-b-2	Communicate with each child in a style, manner, and at a pace and level that is appropriate to their needs
	3-b-3	Use supportive and positive language and congruent verbal and non-verbal messages in communication with children
	3-b-4	Encourage consistent relationships between children and caregivers
	3-b-5	Share information about each child with other caregivers using discretion and respect
	3-b-6	Share responsibility for the care of children with other relevant team members
3-c	Enable children to develop self-esteem	
	3-c-1	Offer a range of activities that allows each child to achieve success
	3-c-2	Respond positively to children's efforts to learn, grow and acquire new skills
	3-c-3	Provide opportunities for the development of social skills and attitudes that help children become participating members of groups and communities
	3-c-4	Encourage children to share their ideas and feelings with their peers

	3-c-5	Support children to make decisions and solve problems (as is developmentally appropriate)
	3-c-6	Provide families with positive feedback about their children's development and the importance of self-esteem
	3-c-7	Encourage and support positive personal self-esteem for all staff members

Function No. 4: Support families

4-a	Demonstrate a knowledge of, and respect for, cultural, socio-economic and family diversity in all aspects of care	
	4-a-1	Develop service philosophy, policies and procedures that respect and reflect family diversity and describe the primary role of families in the care of their children
	4-a-2	Listen to families attentively and encourage them to express their needs
	4-a-3	Acknowledge individual parenting practices in a respectful manner
	4-a-4	Offer families a range of strategies and suggestions to augment their parenting skills
	4-a-5	Provide program activities and materials that respect and reflect a full range of family structures and lifestyles
	4-a-6	Provide program activities that support and enhance families' capacity to provide their children with enriching and stimulating experiences
	4-a-7	Welcome and involve other significant people in children's lives
	4-a-8	Respond respectfully to families' needs for resources (e.g., books, extra clothing and bedding, field trip fees, access to laundry facilities)
	4-a-9	Identify, research and share information about community resources that respond to family diversity
4-b	Provide information about child care and other related resource and referral services to families	
	4-b-1	Help families access child care information, and community resource and referral services
	4-b-2	Respond promptly to requests for information and resources
	4-b-3	Maintain confidentiality of inquiries and records in keeping with legislative, professional and organizational requirements
	4-b-4	Offer current and accessible information to families through a variety of methods
4-c	Promote family involvement in policy and programming decisions	
	4-c-1	Provide families with accessible information to clarify service philosophy, policies, procedures
	4-c-2	Provide families with opportunities to participate in decision-making through a variety of user-friendly and supportive methods
	4-c-3	Adapt programs regularly in response to expressed family needs
	4-c-4	Respond promptly to family input and feedback
	4-c-5	Encourage families to observe, visit and participate in the program
	4-c-6	Provide families with opportunities for support and networking with each other

Function No. 5: Share information appropriately, cooperate and coordinate efforts with other community services

5-a	Establish and maintain coordinated working relationships with other professionals and service providers involved with a child and/or family	
	5-a-1	Develop, maintain and share accurate, current and complete information about community services and resources
	5-a-2	Contribute to inter-agency and community development activities
	5-a-3	Provide other service providers with current information about child care services
	5-a-4	Share resources with other agencies to support their work
5-b	Contribute to the development of coordinated community, family and individual service plans	
	5-b-1	Record and maintain children's and families' records in an accurate, objective and respectful way from initial contact
	5-b-2	Share information about children and families respectfully and confidentially, as required by legislative, regulatory and policy requirements
	5-b-3	Develop and implement individual service plans with the full and active participation of family members, their advocates and other relevant agencies
	5-b-4	Provide referrals to a wide variety of community services
	5-b-5	Support families in their initial and on-going contact with other agencies and services
	5-b-6	Advocate on behalf of, and with, children and their families

Function No. 6: Develop yourself and contribute to the development of others to meet current and future needs

6-a	Plan and implement personal and professional development	
	6-a-1	Reflect on and evaluate professional practice on an on-going basis using an established, professional child care code of ethics
	6-a-2	Develop and implement a personal professional development plan, identifying achievable, realistic and appropriate short and long-term goals
	6-a-3	Invite input and assessment by colleagues/others
	6-a-4	Recognize and include personal wellness as a component of a personal professional development plan
	6-a-5	Review and revise a personal professional development plan
6-b	Recognize and respond to changes in public social policy that affect children, families, services and communities	
	6-b-1	Acknowledge and respond to emerging issues that affect children, families, organizations and/or communities
	6-b-2	Contribute to the identification and resolution of public policy issues that affect the child care profession

6-c	Contribute to the personal and professional development of others	
	6-c-1	Contribute to, and participate in, professional and other child care related organizations
	6-c-2	Share personal/professional development experiences with colleagues in an open and respectful manner
	6-c-3	Model good practice ² with colleagues, students and volunteers
	6-c-4	Participate in developing and delivering quality, accessible and affordable professional development resources and activities
	6-c-5	Provide appropriate orientation, support, guidance, supervision and interpretation of practice to students

Function No. 7: Contribute to the effective management and administration of child care services

7-a	Participate in the development and implementation of policies and procedures for all aspects of service administration and management	
	7-a-1	Explain the mandate and philosophy of service and ensure that it is used to guide good practice
	7-a-2	Explain and implement decision-making and governance ³ policies and procedures
	7-a-3	Explain and implement financial management policies and procedures
	7-a-4	Explain and implement human resource management policies and procedures
	7-a-5	Explain and implement record keeping and information sharing systems
7-b	Contribute to an effective team⁴ to ensure the delivery of quality child care services	
	7-b-1	Demonstrate an understanding of the role of the team in developing and/or promoting changes in service philosophy, policies and procedures to improve the quality of service
	7-b-2	Share responsibility with the team for consistent implementation of service philosophy, policies and procedures to guide practice
	7-b-3	Work within the expectations and guidelines established in job descriptions, policies, procedures and codes of conduct
	7-b-4	Demonstrate a knowledge of, and an ability to use, appropriate decision-making processes, including consensus building and conflict resolution
	7-b-5	Contribute to a work environment where individual differences, strengths and weaknesses are acknowledged and respected
	7-b-6	Participate in the development and implementation of organizational planning
	7-b-7	Demonstrate an understanding of the importance of diversity in the team
	7-b-8	Develop, implement and maintain support for the health and well-being of the team

² Level of competence required of a licensed ECE practitioner in BC. (For the purposes of assessment only, the term ‘good’ is used to describe the level of competence, as there is no one ‘best’ method of practice.)

³ Processes that dictate how a service is operated (i.e., mission statement, goals and objectives, policies, procedures, operations manual).

⁴ Team may include staff, board members, parents, volunteers, etc.

7-c	Implement good practice and current government child care related policies, programs and procedures	
	7-c-1	Meet, and strive to exceed, licensing regulations
	7-c-2	Develop, implement and maintain strategies to access information about government policies, programs and/or procedures
	7-c-3	Share information with all stakeholders in an accessible and respectful way
	7-c-4	Develop and maintain contact with relevant government departments and personnel
	7-c-5	Share responsibility for assessing the impact of government policies, programs and procedures on good practice
7-d	Contribute to monitoring and evaluating all aspects of service to maximize effectiveness	
	7-d-1	Use a range of evaluative strategies to monitor the effectiveness and quality of service
	7-d-2	Seek and use families' input in program review processes
	7-d-3	Adapt services, systems, programming and procedures based on the results of the program review processes
	7-d-4	Share responsibility with stakeholders for monitoring and evaluating contractual and governance requirements

Function No. 8: Advocate for a high quality, accessible and comprehensive child care system

8-a	Contribute to the development of a comprehensive range of accessible child care services and supports to meet current and anticipated needs	
	8-a-1	Conduct service-based needs assessments regularly
	8-a-2	Participate in community needs assessments with other agencies to identify gaps and plan for improved service delivery
	8-a-3	Recommend changes to the appropriate decision-makers
	8-a-4	Lobby for the resources required for new services, additional supports, and/or changes to existing services
8-b	Communicate with, and lobby, members of the public, government and other decision-makers about child care and related social issues	
	8-b-1	Identify, discuss and analyze related issues that have an impact on children, families and communities
	8-b-2	Develop recommendations for progressive child care policies in partnership with families, child care organizations and others, as appropriate
	8-b-3	Use a range of appropriate strategies that meet the needs of specific audiences to advocate for progressive child care policies and resources
	8-b-4	Educate the public about child care and related issues through a variety of accessible, creative and effective mechanisms
	8-b-5	Participate in, and support, organizations and groups that are advocating for the well-being of children and families