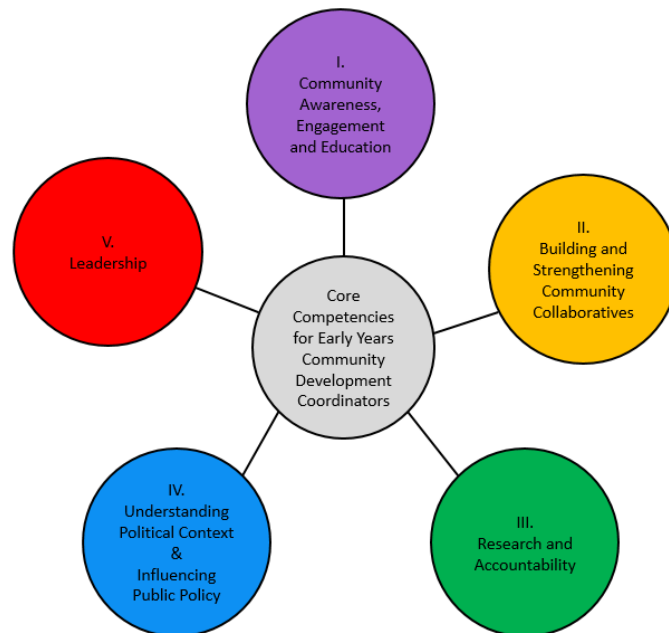


A Self Evaluation for Early Years Regional and Community Development Coordinators

The Early Years Community Development Institute, with recommendations from Early Years coordinators from across the province, have established five knowledge and competency areas that are central to the work of Early Years Community Developers. Each section of this self-evaluation begins with an introduction to one of the following categories, followed by questions related to key activities.

This Early Years Community Development Self-Evaluation is intended to support you in identifying your current strengths and areas of future progress in your professional development pathway. The questions and focus areas outlined in this document may also be shared with your direct supervisor(s) and Early Years colleagues as an additional tool to support a full appreciation of the scope of Early Years community development coordination work.



In each section, you will find questions relating to one of these five competencies of Early Years Community Development and Coordination. Please add up the total value of your answers in each section, based on the number associated with each response level, and shade in the table at the back of the document to provide a visual depiction of your current state across the competencies. You are also encouraged to reflect on your current experiences, successes and challenges relative to each competency. This may be helpful to consider on a quarterly or annual basis.

For further information on professional development opportunities, mentoring supports and specific resources in regard to any of the key knowledge and competency areas, please connect with Success By 6 and the EYCDI, email info@successby6bc.ca.

I. Community Awareness, Engagement and Education means to actively and meaningfully learn from and share information with different segments of the community to enhance knowledge, skills and behaviours that promote optimum child development opportunities.

Guiding Principles:

- The neurobiological windows of opportunity, early in children's lives, offers the most effective periods of investment in human development.
- Social change will occur with persistence and optimism.

Knowledge:

- How to select, translate and communicate ECD content knowledge for broader audiences.
- Social marketing approaches that support change in people's knowledge, attitudes and behaviours.
- Adult education principles to enhance community learning and mobilization.

1. Are you involved in community engagement planning and managing community projects with consideration of multiple audiences within your community/region?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Do you utilize a variety of media opportunities including online, radio, paper and print?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Do you coordinate ECD community awareness through product design, resource development and dissemination?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Are you meaningfully engaging Aboriginal communities and stakeholders in ECD public awareness and planning?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you apply new technologies to improve engagement and communication within your community/region?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Have you been able to engage families, cross-sectoral leadership, and community stakeholders in EYCD planning within your community/region?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total:

Reflections on my professional development in the area of Community Awareness, Engagement and Education: eg. How would you like to bring innovation to your community ECD awareness raising activities?

II. Building and Strengthening Community Collaboratives is growing and sustaining local and/or regional multi-agency, multi-discipline, cross cultural community collaboratives who work together to improve services, supports and opportunities for very young children and their families.

Guiding Principles:

- An effective ECD Community Collaborative positively impacts child level outcomes.
- Capacity building activity improves an individual or a community's ability to identify and meet challenges in a sustainable manner.
- An awareness, understanding and acceptance of diversity supports the creation of meaningful partnerships and service integration.

Knowledge:

- A variety of collaborative group processes for learning, strategic planning, action and evaluation.
- The uniqueness of the particular cultures and ethnic groups locally represented.
- The sources and key findings of the most up-to-date research and local knowledge on early child development.
- The different interests, strengths, resources and power influences of the individuals and organizations represented in the community collaborative.

1. Are you able to build relationships and productive group interactions based on trust, transparency, inclusivity and open communication?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How often are you able to recognize both helpful and harmful communication patterns in groups?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Do you coordinate the inclusive development and/or revision of an annual ECD strategic action plan for your community/region?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Are you actively supporting an integrative, or systems approach, to collaborative Early Years planning and service delivery?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Does your collaborative group process acknowledge the culture and history of Aboriginal and First Nations peoples, and support meaningful engagement and participation in planning?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Are you able to identify diverse community partners and nurture their inclusion in your EYCD work?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total:

Reflections on my professional development in the area of Building and Strengthening Community Collaboratives: eg. What are your strengths in facilitating productive group interactions?

III. Research and Accountability is the use of and participation in research to analyze situations, explore options, understand possible outcomes and is then able to justify decisions from a sound knowledge base.

Beliefs:

- Evaluation identifies ways to improve action.
- Culturally appropriate assessment is both critical and complex.
- Sharing information spreads learning and collaboration.

Knowledge:

- The Early Development Instrument (EDI-HELP) and other key Early Years health determinant data sources.
- Qualitative and quantitative evaluation techniques and applications.
- The ECD research that supports best practice and systemic change.
- How ECD policy changes affect local supports and services.
- Who holds relevant ECD data and how to access it.

1. Do you work with ECD stakeholders to identify needs, gaps and community assets?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Are you able to translate ECD research – such as the EDI and Aboriginal EDI data – to be relevant for different audiences?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Do you use research to collaboratively identify local ECD priorities and action strategies?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Are you employing accessible and culturally respectful approaches to share, evaluate, and communicate ECD research and service delivery models?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Are you comfortable applying ECD Community Capacity Evaluation data to improve EYCD activities in your community/region?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Are you comfortable designing and implementing evaluation frameworks including measuring and monitoring outcomes?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total:

Reflections on my professional development in the area of Research and

Accountability: eg. What is an area of ECD research that you would like to understand more thoroughly and be able to explain?

IV. Understanding Political Context & Influencing Public Policy is a critical component of early years' community development because it addresses the broad influences on children in society.

Beliefs:

- Advocacy takes different forms and requires the context to influence the approach.
- Strategic thinking and pro-active planning is more effective than reacting to issues.

Knowledge:

- The process of public policy development.
- How to apply the language of economics and investment to ECD.
- Where to find ECD advocacy resources.
- How the ECD system is impacted by funding and political agendas at local, regional, provincial and national levels.

1. Do you act, and inspire others to act, as champions for children, young people and families?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Are you able to engage with and influence key stakeholders to develop and sustain ECD related action?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Do you advocate and support advocacy for the resources and capacities required for ECD action?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Are you able to secure cross-sector commitment for child well-being within your community/region?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Are you able to bring an awareness to political decisions and cultural priorities as they relate to community needs?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Are you able to anticipate funding opportunities and support collective Early Years community proposals?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total:

Reflections on my professional development in the area of Understanding Political Context & Influencing Public Policy: eg. How are you constructively addressing the need for public policy change in your work?

V. Leadership is a function of knowing yourself, having a vision that is well communicated, and building trust among colleagues. It is a process that involves mobilizing, influencing and guiding others.

Guiding principles:

- Quality early childhood development has a life-long impact on education, health and social well-being.
- A collaborative community approach to social change is more effective than isolated, individual actions.
- There is value to the role of the Early Years Community Developer – both in community and in the larger ECD system.

Knowledge:

- Leadership practices.
- Personal and professional strengths, weaknesses, motivations, areas of interest and bias.
- Local community (including resources, needs and history).

1. Are you regularly self-reflecting about your practice as an EYCD Coordinator, including your role in Aboriginal Engagement and Coordination?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Do you seek feedback from stakeholders about your impact as an EYCD Coordinator?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Do you work from a self-directed professional development plan?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Are you guided by a shared vision and leadership approach to EYCD within your region or community?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Are you applying a whole-community perspective/systems thinking approach to EYCD progress in your region or community?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Are you working and sharing your EYCD progress and exchanging learning as part of a provincial or regional network?

Never [0]	Occasionally [1]	Sometimes [2]	Often [3]	Always [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total:

Reflections on my professional development in the area of Leadership: eg. What do you consider to be your leadership strength and what is one area of leadership that you feel is an area for improvement?

EYCD Core Competency Self Evaluation Portrait

