Guidelines for Administration and Approval of Professional Learning Activities.

EARLY CHILDHOOD INTERVENTION PROFESSIONAL SUPPORT SCHEME AIMS

The Early Childhood Intervention Professional Support Scheme aims to support services to provide new professionals working in early childhood intervention with access to mentoring/clinical supervision and/or attend relevant professional development to assist them to further develop their knowledge and skills to work in early childhood intervention in alignment with the Early Childhood Intervention Practitioner Competencies, developed by Early Childhood Intervention Australia.

ADMINISTRATION AND RESPONSIBILITIES OF SERVICES AND SERVICE MANAGERS

Approval of suitable activities and courses:

- It is the responsibility of the **Service Manager** to approve all professional learning activities as contributing to an individual's professional learning and development plan.
- All learning activities must align with the **ECI Practitioner Competencies** (outlined on page 2 of this document).
- **DEECD approval is not needed for courses and activities that align with the ECIS Practitioner Competencies and are similar in content to those listed below.**
- **Service Managers** should use the **Pre-Approved List of Courses and Activities** as a guide only when approving activities. This list reflects the most commonly approved activities and courses under this Scheme to date.
- **Service Managers** may approve suitable courses and professional learning activities as follows:
  - Courses and professional development activities must be delivered by reputable and industry recognised professional development providers.
  - Formal mentoring and clinical supervision are acceptable activities if in alignment with the Scheme aims and an individual's professional learning and development plan.

    *[Note: Funding under this scheme is not intended to subsidise operational revenue (e.g. by being allocated to internal salaried staff). Where supervision and/or mentoring is (or has been) approved by a **Service Manager** the details must be clearly outlined on the approved DEECD **Acquittal Form].***
  - The purchase of books and learning materials is acceptable if aligned with the aims of this Scheme and an individual's professional learning and development plan.
  - All training and professional development activities undertaken (including the title and author of purchased books), and associated costs, must be documented on the DEECD **Acquittal Form.**
  - An allowance for travel is permissible for rural and regional professionals that have to travel over 2 hours one-way to attend professional development. The use of funding for this purpose must be approved by **Service Managers** and is limited to $200 for travel costs and $300 for accommodation costs (per event), and all details must be documented on the DEECD **Acquittal Form**.
- **Exclusions**.

  While a wide range of professional learning activities will be supported through this scheme the funding of the following activities is excluded:

  - Membership for professional associations/networks
  - Purchase of assessment tools
  - Attendance at conference that has been subsidised by DEECD
  - Time release to attend professional learning activities
  - Study toward any formal qualification, or part-thereof
  - Interstate and international travel and accommodation
  - Travel within metropolitan areas.

Acquittal of funds:

- It is the responsibility of the **Services** and **Service Manager(s)** to account for the expenditure of funds associated with each funding allocation made under this scheme. This includes the details of all activities where funding was expended against each individual's allocation of funds on the **approved DEECD Acquittal Form.**

  [Note: Where an individual allocated funds has left the Service the Service may use the funds to provide suitable professional development to other ECI staff in line with the objectives of this scheme. In this case all staff associated with the expenditure of that individual funding allocation should be listed on the relevant Acquittal Form].

- **Services** must maintain an adequate record of the expenditure of allocated funds. The responsible **Service Manager (or delegated Senior Manager) must sign and submit a DEECD approved Acquittal Form for each funding allocation no later than 30 June 2013 (or 30 June 2012 in cases where this has been requested).**

ECI Practitioner Competencies

These competency statements describe the sets of skills, knowledge, values and beliefs of capable early childhood intervention (ECI) practitioners. There are six overarching competencies which have been developed to align with other Early Childhood frameworks.

	Competency		Competency elements
1	Develop abilities of children with disabilities	1.1	Apply knowledge of typical childhood development to recognise characteristic developmental achievements.
		1.2	Apply knowledge of atypical childhood development and awareness of its many causes.
		1.3	Apply knowledge of environmental influences on a child and recommend appropriate interventions.
		1.4	Foster relationships with the child to support their learning development and skills.
2	Strengthen family participation in a child's development	2.1	Recognise features of family systems.
		2.2	Enable families to develop their strengths.
		2.3	Work in partnership with families to ensure their needs are addressed.
		2.4	Create conditions which enable a family to advocate for their child to the degree they choose.
3	Optimise community inclusion for children with disabilities	3.1	Promote inclusive environments.
		3.2	Within a child's community, encourage the capacity of individuals who can support inclusion.
4	Deliver service	4.1	Assess a child's ability to participate confidently at home and in a local community.
		4.2	Design service based on objectives agreed by carers/family.
		4.3	Deliver and evaluate specific interventions.
		4.4	Work effectively within own service.
		4.5	Collaborate with other practitioners.
		4.6	Empower and enable others while managing realistic expectations.
		4.7	Frame and solve problems collaboratively.
		4.8	Articulate how one's consultancy facilitates improved outcomes for a child, family and community.
5	Engage others	5.1	Engage others.
6	Develop own capabilities	6.1	Actively seek feedback
		6.2	Reflect on own and team-member's practice.
		6.3	Develop professional skills.
		6.4	Apply learning to achieve better outcomes.

More detail on the ECI Practitioner Competencies can be found at http://www.eciavic.org.au/competencies/index.html