

# Potential Applications of Practitioner Competencies



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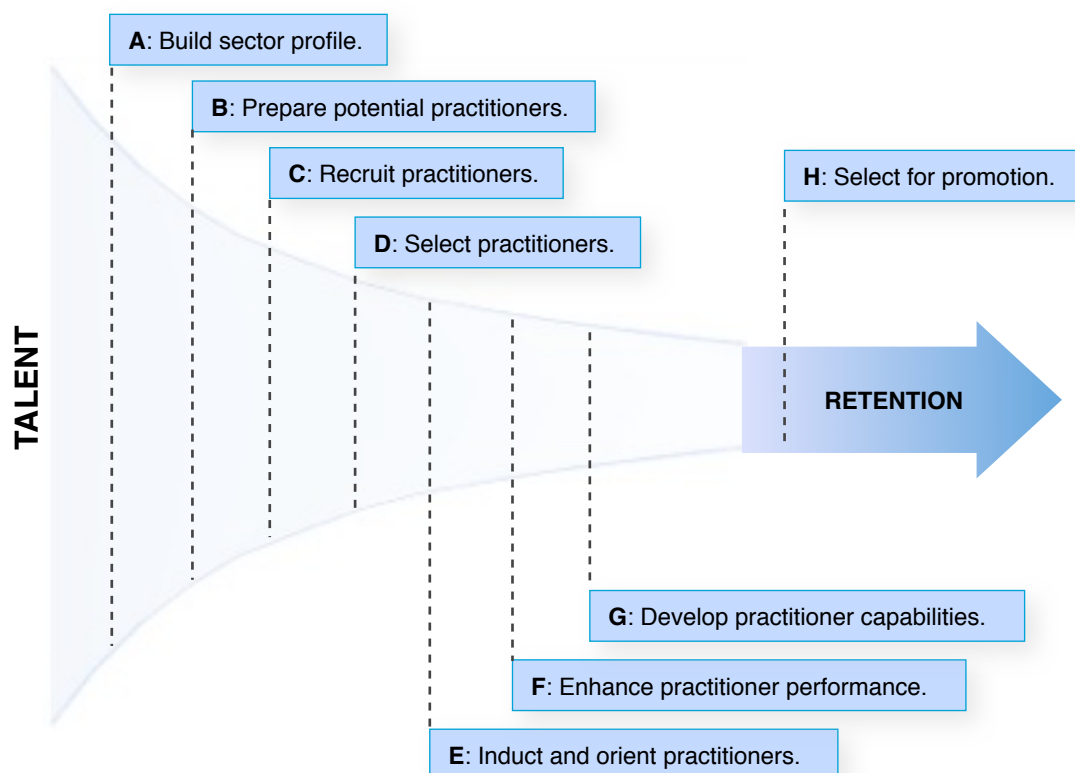
# Potential Application of Practitioner Competencies

The Early Childhood Intervention Practitioner Competencies (2009) have many applications as part of the development of a quality framework for Victorian ECI services, particularly for the workforce development of the sector.

Such applications exist within eight broad processes:

1. Building the **profile** of the ECIS sector
2. **Preparing** potential ECI practitioners
3. Competitively **recruiting** practitioners
4. **Selecting** the best practitioners from a pool of candidates
5. Inducting and **orienting** new practitioners
6. Enhancing the **performance** of all practitioners
7. Developing **capabilities** of all practitioners
8. Selecting the most promising practitioners for **promotion**.

The eight processes exist on a continuum of workforce development, which can be depicted as a funnel. The mouth of the funnel draws in a wide array of potentially talented candidates to the practitioner pool. Through well-crafted processes, this pool is gradually narrowed until, at far right, we have a 'retained' group of talented, competent and highly valuable professionals.

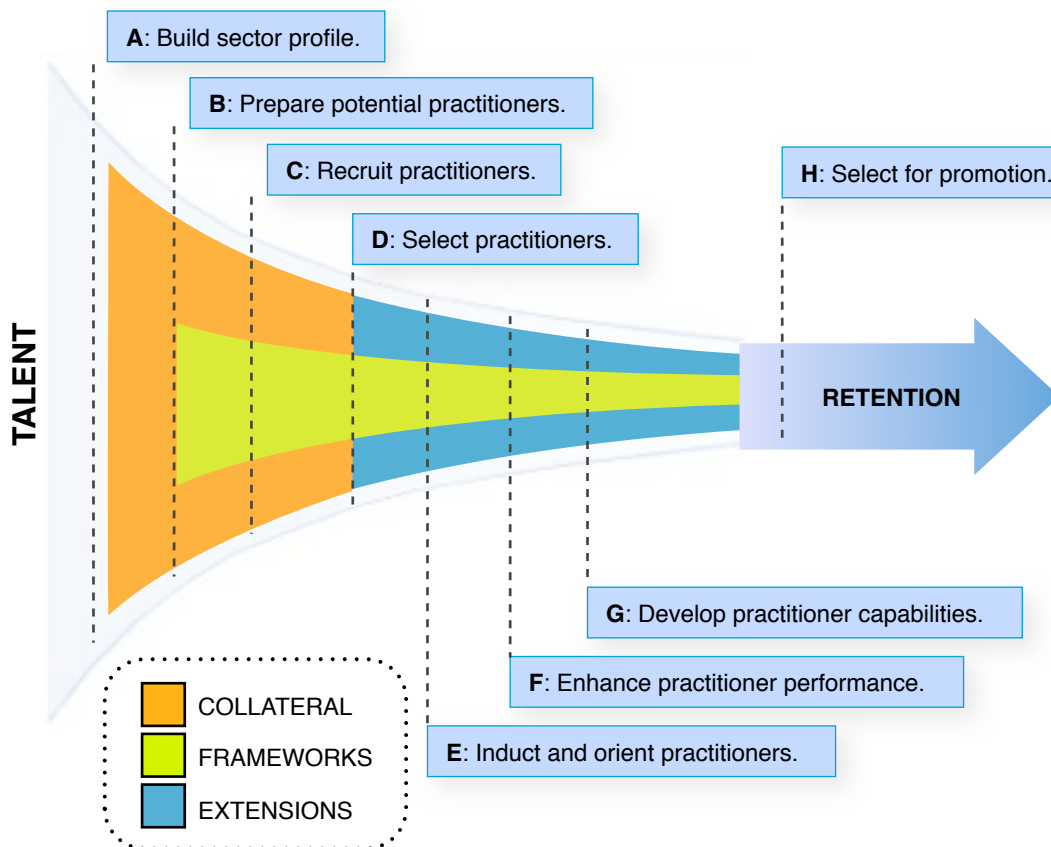


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Within these eight processes the practitioner competencies can be used to create three broad classes of practical tools:

<b>COLLATERAL</b>	These comprise marketing materials which <i>translate the competencies into 'plain English'</i> to a variety of audiences (such as tertiary education institutions). The purpose of these is to attract capable staff and thus 'future proof' ECI services.
<b>FRAMEWORKS</b>	These are proformas / checklists / templates which <i>use the structure of the competencies</i> to create simple, clear and concise visual & text summary tools for service leaders who seek to identify and integrate capable staff into their agencies.
<b>EXTENSIONS</b>	These use the competencies as a base, along with other protocols / guidelines to develop curricula, assessment tools and practice guides. These are of use to service leaders who wish to ensure high levels of efficacy, effectiveness and efficiency.

These classes of tools can be applied within the eight processes as illustrated below:



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Within these classes of tools, a range of specific products may be derived from the competencies. Some of these products may be developed by the sector, others by specific agencies for internal purposes. Some products can be easily and cheaply derived from the competencies, while others will require significant input, consultation and development resources. Finally, some have the capacity for high value / high impact, while others are modest enhancements to capable service deliver.

**TABLE 1: Potential Products derived from Practitioner Competencies**

	Collateral / marketing materials	Proformas /checklists / templates / descriptors / process visuals / maps	Curricula / assessment tools / best practice guidelines / protocols
PURPOSE	Talent attraction, future-proofing	Simplicity, clarity, structure	Consistency, efficacy, effectiveness, efficiency
A. Build sector profile	Targetted ECI Awareness Materials for training providers, potential users, referrers etc		
B. Prepare potential practitioners	Invitations to teachers / therapists to do training placements	Career Pathway Maps	
C. Recruit practitioners	Job Advertisements	Job Application Form Position Descriptions	
D. Select practitioners		Interview Checklist & Sample Questions / Scenarios Referee Checklist	Best Practice Selection Guidelines Selection Criteria
E. Induct & orient practitioners		Induction Checklist Probation Criteria Agency Induction Framework	Agency and Sector Induction Training Program
F. Enhance practitioner performance		Practitioner KPI Sample Sheet Performance Review Templates	Leadership & Management Best Practice Framework Recognition and Reward Practices
G. Develop practitioner capabilities		Personal PD Checklist "Expert Mentor" ID Kit	Competency Self-Assessment Kit Professional Development Options Specific Competency Element Training Packages On-the-job Supervision Guidelines Peer-led / Team-based Reflective Practice Guide
H. Select for promotion			Leader Preparation Assessment Leadership Readiness Program

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In addition to the eight processes described above, applications for these competencies will also conceivably enhance the sector generally, by promoting:

- evidence-based practice (4.1, 4.2.2, 4.3.3)
- articulation of outcomes, as well as outputs (4.3.2, 4.8, 6.4.3)
- emphasis on community-building (3, 4.5.3)
- service capacity building (4.4, 4.5.4, 6.2, 6.4)