Ontario

Child and Youth Care Program Standard

The approved program standard for Child and Youth Care programs of instruction leading to an Ontario College Advanced Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 60701)

Ministry of Colleges and Universities
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Introduction

This document is the Program Standard for the Child and Youth Care programs of instruction leading to an Ontario College Advanced Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 60701).

Development of system-wide program standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards Unit of the Ministry of Colleges and Universities has responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario Colleges of Applied Arts and Technology.

Program standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question),
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual Colleges of Applied Arts and Technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The expression of program standards as vocational learning outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation from one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges, curriculum matters such as the specific program structure and delivery methods.

The presentation of the vocational learning outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The development of a program standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the program standard

The Ministry of Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Child and Youth Care Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the Ministry of Colleges and Universities.

Vocational standard

All graduates of Child and Youth Care programs have achieved the [twelve vocational learning outcomes (VLOs)](#), in addition to achieving the essential employability outcomes and meeting the general education (GE) requirement.

Preamble

Graduates of the Child and Youth Care program engage with **children**, **youth**, and their **families** in their everyday lives, use a relational approach to developing **therapeutic relationships** and building on their strengths and capacities to promote optimal development and to facilitate positive changes. Many of the **children** and **youth** receiving care, and their **families**, experience complex needs and challenges associated with multiple factors such as, socioeconomic factors, systemic factors, mental health, cognition, learning, and/or developmental exceptionalities and/or involvement in the justice system.

Child and Youth Care graduates demonstrate an understanding of and ability to adhere to values and guiding principles in their practice. These include but are not limited to:

- A belief in **child and youth-centred**, **holistic**, developmental, and **ecological perspectives**
- A commitment to **anti-oppressive** practice, **anti-racist** practice, **cultural safety**, and **cultural humility**
- A knowledge of **evidence-based**, **evidence-informed**, **trauma-informed** and **strength-based** interventions
- A focus on self-awareness and **self-advocacy** and the promotion of **resiliency**

Child and Youth Care practitioners adhere to professional codes of ethics, and all relevant legislation governing the systems and services in which child and youth care practitioners are employed. Practitioners are committed to **evidence-based** research, and **evidence-informed practice** and engage in continuing professional education to support ongoing professional growth and competence in Child and Youth Care practice; including the use of proactive supervision seeking from both those assigned to them as well as ascribed mentorships.

Child and Youth Care graduates are valuable members of inter-professional teams and can expect to work with **children**, **youth** and their **families** across a variety of settings, including community-based child and **youth** development programs, parent education and family support, school-based programs, community mental health, group care, live-in treatment centres, day and live-in treatment programs, early intervention, home-based care and treatment, private practice, clinical facilities, child and **youth** mental health and psychiatric centres, rehabilitation programs, pediatric health care, child protection and **youth** justice.

The learning outcomes will provide a graduate with the knowledge, skills and practical

field experience necessary to work as Child and Youth Care practitioners. The graduate can expect to work with **children**, **youth** and their **families** and contribute their care and support for positive changes in their **life spaces**.

There are opportunities for graduates to pursue further educational qualifications and degree completion. Graduates should contact individual colleges for further information.

[See Glossary](#)

Note: The [Ontario Council on Articulation and Transfer](#) (ONCAT) maintains the provincial postsecondary credit transfer portal, [ONTransfer](#).

Synopsis of the vocational learning outcomes

Child and Youth Care (Ontario College Advanced Diploma)

The graduate has reliably demonstrated the ability to:

1. Develop and maintain **therapeutic relationships** with **children**, **youth** and their **families**, respecting their unique **life spaces**, and applying the principles of **relational practice** to meet their needs.

2. Assess the strengths, developmental and **holistic** needs of **children**, **youth** and their **families**, using methods grounded in theoretical frameworks, research and **therapeutic practices**, to develop **care and intervention plans**.

3. Develop and implement **care and intervention plans** appropriate for the **therapeutic milieu** using **evidence-informed** practices and research to provide support for **children**, **youth**, and their **families**.

4. Use **equitable** and **inclusive** approaches that are anti-colonial, anti-oppressive, anti-racist, and **strength-based** frameworks, as well as **cultural humility**, to create positive and sustainable solutions and respond to inequities and to systemic barriers experienced by **children**, **youth** and their **families**.

5. Advocate for, and in solidarity with, **children**, **youth**, their **families** and communities through their participation in the development and implementation of **care and intervention plans** that uphold their rights.

6. Employ communication, collaboration and relational skills with the inter-professional team and with community partners to ensure and enhance the professionalism of practice.

7. Engage in **self-inquiry**, **relational inquiry** and **critical reflection** to develop strategies for learning and the practice of **self-care**, as a practitioner.

8. Use professional development resources and supervision to increase professional capacity, learning and leadership skills.

9. Adhere to relevant legislation and Child and Youth Care **standards of practice**, **competencies**, and **codes of ethics** as a practitioner.

10. Practice in a variety of contexts and settings, respecting needs for developmental growth, safety, wellbeing and agency, while addressing the varying age and developmental ranges of **children**, **youth**, and their **families**.

11. Employ crisis prevention and intervention techniques, and harm-reduction principles, with **children**, **youth** and their **families** in the provision of care, to ensure their safety, resolution of crises, and reparation of relationships.

12. Develop the capacity to work with **children**, **youth** and **families** who identify with Indigenous, Black, and racialized communities, as well as people in **LGBTQ2+** and disabled communities, by identifying systemic inequities and barriers, integrating practices such as **trauma-informed care**, and respecting their inherent rights to self-determine.

[See Glossary](#)

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The vocational learning outcomes

1. The graduate has reliably demonstrated the ability to: develop and maintain therapeutic relationships with children, **youth** and their **families**, respecting their unique **life spaces**, and applying the principles of **relational practice** to meet their needs.

Elements of the performance

a. Identify the conditions of the **life spaces** of the children and youth, and practice within all their **life space** dimensions.
b. Recognize virtual communication and electronic media use in the care context as part of **life space** work and identify their possible implication for privacy and/or confidentiality for children, youth* and their **families** or for the child and youth practitioner.
c. Apply the principles of **relational practice** including consideration for safety, presence, empathy, and trust in the development of **therapeutic relationships**.
d. Explain behaviour using relevant, theoretical frameworks.
e. Identify factors that promote mental health and well-being, or indicate the need for support to maintain it.
f. Use engagement strategies to promote positive relationships with the children, youth and their **families**.
g. Use empowerment strategies and **self-advocacy** to support the development of decision-making, problem solving, participation and agency.
h. Select and use strategies of **relational, developmental, trauma-informed and culturally safe** practices to support changes for children's and youth interpersonal patterns.
i. Establish and adopt professional boundaries with children, youth and their **families** while accepting the **diverse** needs, composition and dynamics of **families**.
j. Evaluate interactions and progress with children, youth and their **families**, on a consistent basis, making adaptations where necessary to ensure equity and cultural sensitivity.

See Glossary

2. The graduate has reliably demonstrated the ability to: assess the strengths, developmental and **holistic** needs of children, youth and their **families**, using methods grounded in theoretical frameworks, research and **therapeutic practices**, to develop **care and intervention plans**.

Elements of the performance

a. Use a **strength-based** and capacity building focus within their day-to-day environment.
b. Promote **resiliency** in children, youth and their **families** by assisting them to identify strengths and needs.
c. Promote mental health and wellness in children, youth and their **families** through effective application of therapeutic support and counselling skills.
d. Assess developmental domains (cognitive, physical, emotional, behavioural and social) in children, youth and their **families** applying theories of growth and development, and attachment.
e. Support children's, youth's and their **families'** participation in the identification of their strengths and needs to build capacity.
f. Analyze observed responses considering biological, psychological, sociological and environmental strengths along with challenges (e.g. substance use, neglect, abuse, family disruptions and trauma).
g. Assess and analyze the **ecological and system contexts** (i.e., family life/home, school, cyberspace, recreation) of children, youth and **families** to identify opportunities to support positive changes in behaviours, thoughts and emotions.
h. Apply the principles of **Milieu theory** – (i.e. physical, social, sensory- emotional, cultural, and ideological factors), meeting needs for safety, inclusion and affirmation.
i. Evaluate, in collaboration with children, youth, their **families** and members of the inter-professional team, the impact of the environment, including the cultural, economic, physical, emotional, social, spiritual, and/or psycho-social contexts in which children, youth and their **families** live and function.
j. Identify and communicate strengths and needs to ensure that service plans reflect the needs of children and youth and their **families** within their communities.
k. Assess children, youth and their **families'** readiness to engage, applying current **evidence-based** and **evidence-informed** research in patterns of growth and development and change theories.
l. Identify the intrinsic motivation of children and youth and the role of the child and youth practitioner in improving extrinsic motivation.
m. Incorporate culturally specific developmental perspectives into Child and Youth Care practice.
n. Include the participation of the community to obtain the important cultural perspectives on the **life spaces** of children, youth and their **families** (e.g., immigrant, Indigenous, Black, and racialized people (**BIPOC** – Black, Indigenous and People of Colour), marginalized, faith-based, differently abled, etc.).

o. Apply learning theories to promote regulation skills in children, youth and their **families**.
p. Promote psychological flexibility in children and youth by assisting them in developing effective, prosocial strategies.
q. Identify and apply developmentally appropriate counselling techniques and therapeutic strategies to support individuals who may present with behaviours which may be associated with identified disorders and exceptionalities.
r. Assist with the administration and documentation of medication under supervision and in accordance with prescribed directions and agency policies.

See Glossary

3. The graduate has reliably demonstrated the ability to: develop and implement **care and intervention plans** appropriate for the **therapeutic milieu** using **evidence-informed** practices and research to provide support for children, youth, and their **families**.

Elements of the performance

a. Apply **healing centered engagement** in guiding children, youth and their **families**.
b. Apply **evidence-informed** therapeutic approaches and counselling techniques to enhance therapeutic nature of care provision.
c. Respect Indigenous ways of knowing and the use of **Wise** approaches to support Indigenous children, youth and their **families**.
d. Respect the views and values of children, youth and their **families** in determining positive changes in their **life spaces**.
e. Establish goals and objectives, using SMART format (specific, measurable, attainable, realistic and time reasonable) in the creation of **care/intervention plans**, that are progressive in nature and include deliverables.
f. Apply the use of **resiliency frameworks** in **care plans** for children, youth and their **families**.
g. Apply **strength-based** approaches to the assessment of the needs of children, youth and their **families**.
h. Assess the family system and incorporate information into the service delivery plan using a variety of models and tools.
i. Identify and discuss the theoretical/empirical basis for selected **care plans**.
j. Plan, implement and adapt activities of daily living consistent with the interests, developmental level and the cultural practices of children and youth.
k. Plan, implement and evaluate moment-to-moment interventions such as **life space** interviewing and use of daily activities and make meaning to support positive change.
l. Apply an interactive approach (e.g. work with and play with) to activities of daily living within the **therapeutic milieu** to develop relationships and promote involvement in programming activities.
m. Select and modify the **therapeutic milieu** to increase a sense of connection, belonging and inclusion to promote growth in children, youth and their **families** in a variety of situations and surroundings.
n. Plan, implement and evaluate **strength-based** activities and programs that account for age, developmental status, cultural and/ or ethnic background as well as the unique objectives of children and youth in care.
o. Articulate theoretical framework used in intervention and understand rationale for its choice.
p. Apply **co-creation** approaches to oversight of the **care/intervention plans** of children, youth and their **families**.

See Glossary

4. The graduate has reliably demonstrated the ability to: use **equitable** and **inclusive** approaches that are anti-colonial, anti-oppressive, anti-racist, and **strength-based** frameworks, as well as **cultural humility**, to create positive and sustainable solutions and respond to inequities and to systemic barriers experienced by children, youth and their **families**.

Elements of the performance

a. Identify relevant institutional systems, components and programs, including social, justice, education, recreation and health services, and analyze how these systems interact to meet the needs of children, youth and their **families**.
b. Support children, youth and **families** to access relevant, culturally appropriate community resources that respond to their identity and promote inclusion and equity.
c. Examine concepts of equity and human rights to identify structural and individual inequities in order to improve intervention.
d. Determine if there are services, programs or activities that would relate to the race, ancestry, place of origin, colour, ethnic origin, citizenship, family diversity, disability, creed, sex, sexual orientation, gender identity, gender expression, cultural or linguistic needs of children and youth, or regional difference that may affect them.
e. Identify needs for FNIM (First Nations, Inuit and Metis) children and youth that go beyond identity characteristics and take into account culture, heritage, tradition, connection to community and concept of the extended family.
f. Identify appropriate informal resource persons who can assist the service providers in planning and caring for the best interest of the child or youth.
g. Identify individuals' unconscious biases that contribute to oppression and discrimination with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental and/or physical disability.
h. Identify privilege and **social location** and their impacts on personal and professional practice.
i. Recognize the impacts of systemic practices rooted in colonialism on the lived experiences of Indigenous, Black, and racialized people (**BIPOC** – Black, Indigenous and People of Color), marginalized, faith-based, differently abled, etc. and their communities.
j. Recognize systemic practices that impact those who identify as **LGBTQ2+.**
k. Recognize the role of i**ntersectionality** in the context of selecting **care plans** and in **community care**.
l. Explain the approaches and role of **Cultural humility and cultural safety, cultural knowledge** and **cultural competency** in supporting children, youth and **families**.
m. Support children, youth and their **families** in overcoming system-based barriers (ex. systemic oppression, ableism, systemic racism, etc.) as they seek to engage in care practices and support services.
n. Promote equity and inclusion through the application of **anti-oppression*** **frameworks** at the individual, group and systems level.

o. Engage with all children, youth and their **families**, promoting an understanding of differences and diversity, suspending judgment and showing support and empathy.

See Glossary

5. The graduate has reliably demonstrated the ability to: advocate for, and in solidarity with, children, youth, their **families** and communities through their participation in the development and implementation of **care and intervention plans** that uphold their rights.

Elements of the performance

a. Increase capacity of children, youth, **families** and their supporters to seek out and make use of services and promote the development of **self-advocacy** skills.
b. Support and empower children, youth and their **families** to develop the personal agency to advocate for themselves and bring about positive changes within themselves.
c. Support children, youth and their **families** in their understanding of the roles of the systems and services with which they interact to facilitate their access to relevant resources.
d. Support children, youth and their **families** to advocate for systemic and policy change.
e. Identify, in collaboration with children, youth and their **families**, their strengths and support them in using areas of strength to promote positive change.
f. Support children and youth in developmental life skills and model pro-social behaviour.
g. Create opportunities that encourage children, youth and their **families** to contribute to the planning, implementation and evaluation of programs and services.
h. Collaborate in the development of goals with, and for, children, youth, and their **families**.
i. Identify, locate and evaluate community resources for programs and activities, and connect children, youth and their **families** to them, as needed.
j. Access and manage resources for the attainment of goals and identify the need for additional resources.
k. Support children, youth and their **families** in moving the social justice initiatives they deem important forward that impact the quality of their lives.
l. Identify and access information on the rights of children, youth and their **families** such as the **United Nations Convention on the Rights of the Child, Child Youth and Family Services Act, 2017 (CYSFA), CARE** (Child and Youth Care Alliance for Racial Equity), the Ontario Human Rights Code, Ontario's Education Equity Action Plan, etc.
m. Advocate for the rights of children, youth and their **families** to access and engage with quality services, programs and care.
n. Advocate for safeguards for the protection of children and youth from systemic injustices, abuse, mistreatment and exploitation.
o. Promote **self-advocacy**, capacity and agency in children, youth and their **families**.
p. Ensure that consent for participation in **advocacy** is obtained in work with children, youth, and their **families** in a genuine and authentic manner.
q. Plan and implement **advocacy**/engagement strategies.

6. The graduate has reliably demonstrated the ability to: employ communication, collaboration and relational skills with the inter-professional team and with community partners to ensure and enhance the professionalism of practice.

Elements of the performance

a. Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism as determined by ethical standards, organizational policies, and current legislation.
b. Use conflict resolution skills with children, youth and their **families**, and all team members as required.
c. Collaborate with other professionals to plan, implement and adapt therapeutic programs, approaches and resources that respond to identified areas of need and strengths for children, youth, their **families** and communities.
d. Collaborate with professionals, service providers and community stakeholders to improve the quality of services for children, youth and their **families**.
e. Contribute to **community care** by supporting and advocating with communities.
f. Identify and use communication technologies, including social media and accessible, adaptive technologies when appropriate, to promote professional communication and person-centered care.
g. Select and use accessible technologies to document all relevant information related to professional role and responsibility (e.g. completing written reports, taking meeting notes/minutes, preparing presentations, completing electronic forms, etc.).
h. Employ written and electronic communication with accuracy and conscious use of tone, wording, context and professionalism.
i. Employ verbal and non-verbal communication in a clear, respectful and non-violent manner, using active listening, **rhythmicity** and intentional use of micro-skills.
j. Employ public speaking skills for the purposes of workshop facilitation, inter-professional team meetings and community support.
k. Lead and facilitate group work in both formal and informal settings, applying knowledge of group process, program safety expectations, mediation and conflict resolution skills.
l. Work in partnership with children, youth and their **families**, ensuring clear access and communication with the inter-professional team.
m. Identify roles and responsibilities of all team members providing service to children, youth and their **families**.
n. Establish and maintain appropriate boundaries with professional colleagues, children, youth and their **families**.
o. Consult with relevant colleagues and professionals to gain a **holistic** understanding of services for children, youth and their **families**.
p. Model for others (e.g., teachers, parents) strategies and tools to support psychosocial development and positive change in children and youth.

q. Lead inter-professional team members in the integration of individualized, culturally relevant and developmentally appropriate intervention strategies into the service plan.
r. Develop clear, concise written, verbal and non-verbal, and electronic communications for **diverse** individuals, **families** and groups using anti-oppressive language.
s. Evaluate the results of the communication and active-listening, and adapt communication as necessary to promote understanding.
t. Use a **strength-based** and **solution-focused** approach in communication with the inter-professional team and children, youth and their **families**.

[See Glossary](#)

7. The graduate has reliably demonstrated the ability to: engage in **self-inquiry**, **relational inquiry** and **critical reflection** to develop strategies for learning and the practice of **self-care**, as a practitioner.

Elements of the performance

a. Determine the impacts of individual social location, power, privilege and experience on practice when working in relationships with children, youth and their **families**.
b. Employ **critical reflection** on impacts of individual social location, power, privilege and experience on practice, using anti-oppressive frameworks and skills.
c. Assess professional skills, knowledge and personal well-being in an on-going manner and reflect on the impact of these factors on one's own practice.
d. Use reflexivity and reflective tools to learn from and gain insight from interaction with children, youth, **families** and colleagues, seeking evaluation and direct feedback.
e. Critically examine the impact of self on others and ensure that interactions are consistent, constructive, **equitable** and consider power, identity and context.
f. Identify and consider how personal **meaning-making lens** (values, beliefs, opinions and one's own **social location** and experiences) impact interactions with children, youth, **families** and colleagues.
g. Access and utilize appropriate resources, supervision feedback and self-care strategies (i.e., cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance personal growth and professional practice.
h. Value self-care practices and integrate preventative crisis management techniques and emotional regulation practices into one's own practice.
i. Identify and use strategies to prevent and/or combat compassion fatigue, vicarious trauma, stress reactions and other occupational stressors associated with Child and Youth Care practice.
j. Apply techniques such as **noticing** skills as an aspect of self-awareness of one's own interactions and responses with children, youth and **families** considering their underlying dynamics.
k. Reflect on one's own biases and critically examine how one's own identity and experiences influence their interactions with children, youth and **families**.

See Glossary

8. The graduate has reliably demonstrated the ability to: use professional development resources and supervision to increase professional capacity, learning and leadership skills.

Elements of the performance

a. Seek and use formal and informal (reciprocal) supervision opportunities and ongoing feedback to enhance professional growth and competence.
b. Seek ongoing feedback from children, youth, their **families** and communities.
c. Determine current skills and knowledge and self-awareness through self-assessment, reflection and collaboration with colleagues, peers and supervisors.
d. Establish SMART Goals and objectives (specific, measurable, attainable, realistic and time reasonable), in the creation of personal and professional development plans, that include deliverables, to enhance work performance and evaluate progress towards goals.
e. Identify relevant professional codes of ethics (such as those of the Ontario Association of Child and Youth Care) as well as professional standards consistent with the Child and Youth Care Educational Board of Canada and the Child and Youth Care Certification Board to guide practice.
f. Distinguish between legal and ethical issues and apply an ethical decision-making process.
g. Develop a professional identity as a Child and Youth Care practitioner.
h. Establish a professional support network (formal and informal supports).
i. Build capacity for the use of internet tools to conduct and support relational virtual care practice.
j. Transfer and adapt knowledge and skills to other related contexts.
k. Access and apply professional literature, particularly in the area of **evidence-based** research and **evidence-informed**, and culturally safe, **wise practice.**
l. Identify formal and informal leadership skills and practices that can be employed in the context of the inter-professional team and workplace settings.
m. Analyze and discuss current professional issues, future trends and challenges in the field of child and youth care.
n. Assess relevant certification(s) and their applicability to achieving professional goals
o. Strive towards achieving a **constructive developmental lens** of **self-authorship** or even more ideal**, self-transforming**.
p. Determine and adjust practice in accordance with feedback from peers, supervisors and supervision, as well as children, youth, **families** and communities which we support.

See Glossary

9. The graduate has reliably demonstrated the ability to: adhere to relevant legislation and Child and Youth Care **standards of practice**, **competencies**, and **codes of ethics** as a practitioner.

Elements of the performance

a. Interact in a professional manner as recommended by professional Child and Youth Care codes of ethics (e.g. OACYC), professional **competencies**, current legislation affecting services, and organizational policies and procedures.
b. Examine the Ontario Quality Standards Framework: A Resource Guide to Improve the Quality of Care for Children and Young Persons in Licensed Residential Settings.
c. Act in accordance with all relevant legislation and regulations related to the practice of child and youth care such as the Child, Youth and Family Services Act, 2017; Child Care and Early Years Act, 2014; Ministry of Community and Social Services Act, 1990; Family Law Act, 1990; Ministry of Correctional Services Act, 1990; Personal Health Information Protection Act, 2004; Education Act, 1990:)Accessibility for Ontarians with Disabilities Act, 2005; Mental Health Act, 1990 and the Youth Criminal Justice Act, 2002. OACAS, ANCFSO, Act respecting First Nations, Inuit, Metis, Indigenous Child Youth and Families (Bill C92), Truth and Reconciliation Commission Report, 2015., the Missing and Murdered Indigenous Women and Girls (MMIWG) Report 2019 and its calls to action.
d. Explain the history of legislation impacting Child and Youth Care practice in Ontario.
e. Identify and discuss the role of child welfare agencies and their legislated authority.
f. Determine reasonable grounds to suspect when a child is at risk for abuse or neglect and may be in need of protection, and take appropriate action in reporting these incidences in accordance with the Ontario Child and Family Services Act, 2017.
g. Identify and describe the role of the Office of the Ombudsman (Children and Youth Unit) and its legislated authority.
h. Protect the rights to confidentiality for children and youth, including the safe and secure transmittal, storage and disposal of all information, records and file, in accordance with current and applicable legislation, such as the Freedom of Information and Protection of Privacy Act, 1990 (FIPPA); the Personal Information Protection and Electronic Documents Act, 2000 (PIPEDA).
i. Protect and maintain privacy and/or confidentiality* as governed by agency policy and procedures, legislation, and professional codes of ethics.
j. Comply with documentation and reporting requirements (such as serious occurrence reporting) including those related to the Child, Youth, and Family Services Act, 2017, youth justice requirements and other applicable legislation, regulations, and policies.
k. Act responsibly and be accountable for one's own decisions and actions that affect the wellbeing and safety of children and youth, oneself and others in accordance with the Occupational Health and Safety Act, 1990.

l. Act in accordance with all relevant legislation and regulations related to the practice of child and youth care in school settings, including the Education Amendment Act (Learning to Age 18), 2006, S.O., 2006, c28- Bill 82.

[See Glossary](#)

10. The graduate has reliably demonstrated the ability to: practice in a variety of contexts and settings, respecting needs for developmental growth, safety, well-being and agency, while addressing the varying age and developmental ranges of children, youth, and their **families**.

Elements of the performance

a. Identify developmental stages and needs served in Child and Youth Care practice.
b. Explain the contexts and settings (e.g. residential treatment facilities, schools, community agencies and programs, children's welfare agencies, clinical practice settings, youth justice facilities, community outreach, mental health settings etc.) for providing services to children, youth, their **families** and communities.
c. Adapt and modify strategies of relational practice* to a variety of settings and contexts (virtual and in-person programming, care and interventions).
d. Work in **developmentally responsive** ways with groups children, youth and their **families** supporting the **holistic** work of the inter-professional team/agency.
e. Coordinate activities and facilitate efficient use of resources (e.g.., fiscal, human) that will provide quality service.
f. Develop and apply organizational and time management skills.
g. Use relevant theoretical frameworks to assess strengths and needs of children, youth and **families**.
h. Support **family*** relationships and connections.
i. Support developmental growth of children, youth and their **families** through counselling skills practice methods to promote positive change.
j. Identify the expectations regarding the implementation of pertinent Ontario Ministry of Education policies and programs.
k. Collaborate in school settings with the **Individual Education Plan (IEP)** team by assisting in the implementation of curriculum activities that address the learning needs of child and youth with **exceptionalities** in accordance with their IEPs.
l. Support children and youth with **exceptionalities** in their progress toward achieving learning expectations that are modified from those for their age-appropriate grade level in a particular subject or course for specified subjects in accordance with their IEPs.

See Glossary

11. The graduate has reliably demonstrated the ability to: employ crisis prevention and intervention techniques, and harm-reduction principles, with children, youth and their **families** in the provision of care, to ensure their safety, resolution of crises, and reparation of relationships.

Elements of the performance

a. Apply harm reduction principles and best practices to crisis prevention or interventions, and supporting the needs of children, youth and **families**.
b. Use of verbal and non-verbal, non-violent de-escalation techniques.
c. Use **Restorative Interventions and Transformative Justice methods** to support safety, resolution and repair of relationships.
d. Provide crisis intervention techniques that are least intrusive to children, youth and their **families**.
e. Use of surface management techniques to address behavior while working to find out what unmet need might be behind the actions of the children, youth, and their **families**.
f. Seek an alternate, prosocial, means to achieve resolutions to crises.
g. Use of physical restraints, as a last resort, and only in situations where harm is imminent to self and others.
h. Differentiate between self-injurious and suicidal ideations.
i. Differentiate between different conflict styles with awareness of the advantages and disadvantages associate with each one as well as identify practitioner's own style.
j. Employ awareness of self (e.g. mental emotional, psychological and physical), and emotional regulation strategies to prevent escalation and ensure de-escalation.
k. Recognition that marginalized and vulnerable children, and youth may present their own reactivity patterns.
l. Identify predisposing precipitating, perpetuating, and protecting factors.
m. Involve inter-professional team members in crisis intervention and management.
n. Use respectful treatment of **children, youth and families** and use of their feedback and inputs for prevention and de-escalation.
o. Follow institutional, organization or government policies in place on working alone or independently.
p. Identify specific triggers and antecedents to create appropriate behavioural interventions for children and youth through observation, and collaboration with them and their **families**.
q. Use of team and supervision inputs for debriefing interventions and self-care.
r. Adhere to appropriate reporting requirements for critical incidents (e.g. Serious Incident Reporting –SOR).
s. Use a relational focus* in safety and intervention planning.
t. Work to ensure a successful and safe resolution to crisis incidents for children, youth, their **families** and the inter-professional team.
u. Re-establish safety and well-being after incidents and interventions with all those directly and indirectly involved.

v. Repair the relational focus, ensuring processing and debriefing occurs with the child or youth post-intervention.
w. Use safety planning for all involved, when necessary, after incidents and interventions with Police service involvement as an intervention technique of last resort.
x. Promote children's, youth's and their **families'** engagement and participation in determining appropriate interventions.
y. Select and apply **evidence-informed** and trauma-informed interventions consistent with the assessed development level, identified strengths, needs and goals.
z. Apply principles of crisis management to de-escalate a crisis situation, to promote safety and to maintain dignity and integrity for children, youth and their **families**.
aa. Identify the nature of concurrent disorders.
bb. Provide interventions related to substance use by children, youth, and their **families** which may be impacting them in harmful ways.

[See Glossary](#)

12. The graduate has reliably demonstrated the ability to: develop the capacity to work with children, youth and **families** who identify with Indigenous, Black, and racialized communities, as well as people in **LGBTQ2+** and disabled communities, by identifying systemic inequities and barriers, integrating practices such as trauma informed care, and respecting their inherent rights to self-determine.

Elements of the performance

a. Recognize specific documents such as the TRC Calls to Action and the MMIW Calls to Justice, and incorporate them into practice.
b. Examine the history of colonization and Indigenous peoples in Canada.
c. Examine the impacts of trauma and pre- and post- colonization for Indigenous peoples and communities today, including an in-depth understanding of the residential school system, the 60's Scoop, and intergenerational trauma.
d. Utilize a healing centered, client centered and trauma informed care approach when working with all peoples and communities.
e. Identify and define the concepts of appropriation and pan-Indigenous as well as avoid and advocate against their practice.
f. Examine Indigenous Worldviews, political and community systems as well as cultural practices.
g. Identify care solutions that respect Indigenous ways of knowing and **wise practices** that respond to the needs of children, **youth**, their **families** and community.
h. Examine the impacts of colonization for black, racialized and marginalized people in Canada.
i. Recognize the impact of privilege and develop strategies of self-reflection to develop meaningful relationships with all peoples and communities.
j. Identify culturally safe practice considerations when engaging with community members or entering a community.
k. Engage with communities in ways which respect and support their self-determination.
l. Assist in the development of **holistic** healing plans that incorporate appropriate cultural resources.
m. Engage in a culture of learning through reflective practice that drives continuous learning and understanding of the role of oppression while focusing on meaningful relationship building with all peoples, **families** and communities.
n. Take into account the specific characteristics (or needs or experiences) of individuals from the **LGBTQ2+** community.

See Glossary

Glossary

Accessibility – The degree to which a product, device, service or environment is available to as many people as possible for their use.

https://www.aoda.ca/what-is-accessibility/

Advocacy – Actions taken by CYC practitioners to ensure that all children, youth, and their families views are heard and considered as integral to the decision-making process that directly affects them, and builds the capacity for children, youth and their families to know about, seek out, and to use community services and resources.

(Adapted from Stuart, Carol, 2008. Child and Youth Care Practitioners Contributions to Evidence-based Practice in Group Care).

Anti-oppression perspective – An approach to child and youth care practice that acknowledges oppression and power differentials that exist within society, the economy, cultures, groups and individuals and uses social-justice approaches to remove or mitigate these inequalities.

Anti-racism perspective – Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts.

Race Forward, "Race Reporting Guide" (2015).

BIPOC – Acronym for Black, Indigenous, Persons of Color. The term attempts to denote the collective experience of the detrimental impacts of colonization while acknowledging that these impacts have been more profound for Black and Indigenous Persons. In addition, it attempts to recognize that numerous oppressed individuals hold all three identities.

https://www.thebipocproject.org/

Care/Intervention Plans – Interventions may be formal (care or service plan) or informal (life space interventions) and that their basic principles are the same. They are purposeful and consistent with a specific theoretical orientation guided by agency policy and individualized to reflect differences in culture/human diversity, background, temperament, personality and differential rates of development.

Stuart, Carty (2006) The Role of Competence in Outcomes for Children and Youth: An approach for Mental Health.

Children – Persons from birth to twelve years of age.

Child and Youth Care Code of Ethics – A code of ethics to guide the practice of child and youth care practitioners.

https://oacyc.org/code-of-ethics/.

Co-creation – The Interpersonal in-between space that the practitioner shares with the child, youth and their family where care provision and solutions to adversity are negotiated; with each party having their own expertise that they can bring to the process.

Community Care – Care that is focused on proactive preventative caring actions aimed at enhancing the health of the communities and people within proximity to the practitioner, in their residences, and workplaces, etc., for the benefit of the whole.

Competencies – The CYC competencies for effective practice are organized across the following five domains; 1. Professionalism, 2. Cultural & human diversity, 3. Applied human development, 4. Relationship & communication, and 5. Developmental practice methods.

https://www.cyccb.org/competencies.

Constructive developmental lens – To facilitate transformative learning, facilitators can encourage socialized learners to see themselves as being capable of generating good decisions and having important perspectives, and to look inward to come up with their own ideas. Explicitly acknowledging their ideas and perspectives will support their growth and transition process.

(Drago-Severson, 2007).

Critical Reflection – The use of a reflective process to ask oneself questions about the way in which individual practice is conducted.

Cultural humility – The commitment to self-evaluation and self-critique for redressing the power imbalances, and being flexible and humble enough to say that I do not know when one truly does not know, and to search for and access resources that might enhance the care.

https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility_Tervalon-and-Murray-Garcia-Article.pdf.

Cultural competency – A set of congruent behaviours, attitudes, and policies that come together in a system, agency, or among professionals to work effectively in cross-cultural situations.

Cross TL, Bazron BJ, Dennis KW, Isaacs MR. Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely

Emotionally Disturbed, Vol. 1. Washington, DC: Georgetown University Child Development Center; 1989.

Cultural safety – Care provisions actions should not diminish, demean or disempower the cultural identity and well-being of an individual, and promote safety, which is often expressed as the feeling that accompanies the recipients of care provision.

Developmentally responsive – By understanding the behaviours and beliefs prevalent during any stage of human growth and capability, you can determine what stage the other person is in and how to create learning and support for growth into the next stage.

Diverse – Presence of difference or variety amongst a socially defined group. Incorporating diversity in practice involves recognition and respect for the differences that exist between individuals and groups, and acknowledgement of the rights of individuals who do not have the same access to equal opportunities as a result of their difference.

(Stuart, Carol - Foundations of Child and Youth Care, 2013).

Ecological perspective – Emphasizes the interaction between people and their physical and social environments, including cultural and political settings. The ecological perspective considers how institutional systems such as justice, health, child welfare, and education can help or restrict the growth and development of children and youth.

Stuart - Foundations, 2013.

Equitable – Just or characterized by fairness or equity. Equitable treatment can at times differ from same treatment.

Evidence-based – An approach, treatment and/or program that has research evidence to support its effectiveness.

Evidence-informed practice – A process that involves critical thinking and evaluation of information to determine the most effective and efficient responses for children, youth and their families. Evidence-informed practice takes into consideration children's, youth's and their families' values and expectations along with current research and best practices in child and youth care practice.

Families – Those individuals ascribed by children and/or youth to play a significant role in their lives and immediate ecosystem. These individuals may or may not: be connected through biology, reside in the same household, partake in caregiving tasks, etc.

Healing-centred engagement – An approach that involves asking the recipient of care what is right in their life space and that they would like to build upon for their future. This approach acknowledges: Possibility; Collective Experience; Culture as central feature in

well-being; and Civic action (political rather than clinical).

https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c.

Holistic – Characterized by comprehension of the parts of something as intimately interconnected and explicable only by reference to the whole.

Inclusive – Milieus that are accessible and welcoming to all persons and respect inherent right and dignity appreciating and using our unique differences – strengths, talents, weaknesses and frailties – in a way that shows respect for the individual and ultimately creates a dynamic multi-dimensional organization.

Intersectionality – A concept used to describe the ways in which various aspects of identity interconnect on multiple and often simultaneous levels and can form interlocking systems of oppression.

Kimberle Crenshawe, .pg 6. Walk A Mile, 2nd Ed. Anzovino.

LGBTQ2+ - Acronym used for Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirited, and then the "+" sign which is there to represent all of the other identities e.g., Non-binary, pansexual, asexual and intersex.

Life space – The social environment where young people learn to manage life. It is a single unified space that includes physical, mental, relational, spiritual and virtual dimensions. By exploring young people's experience of life space one can help them develop agency and control over that space.

(Adapted from Gharabaghi, K. and Stuart, C. 2013.Right Here, Right Now: Exploring Life Space Intervention for Children, Youth and Families).

Meaning-making – A process of using past experiences such as those who raised us, our geographical location, culture & so much more, to create our individualized lens that guides us in how we think about the world, people and our experiences in it.

Garfat, T. (2003) Meaning-Making and Intervention in Child and Youth Care Practice. Scottish Journal of Residential Care, Volume 3, no1. Feb/March.

Noticing – In order to create and take advantage of the interventive moment, the child and youth care worker must be able to notice its existence. This requires a degree of self-awareness such that the child and youth care worker is able to be aware of what she is, or is not, noticing at any given point in time (Ricks, 1989). Maintaining awareness of multiple activities while attending specifically to one, is characteristic of effective child and youth care practice. In effective noticing, the worker must isolate an event briefly from both its situational interconnectedness (e.g. how the individual behaviours within a sequence are connected to each other) and from its global

interconnectedness (e.g., how a particular event is connected to the activities occurring in another part of the program). She must narrow her focus while at the same time allowing peripheral information to enter her experiencing so that she does not become detached from the other elements of the immediate context for which she is responsible. The challenge for the worker is to ensure that `noticing' one event does not cause her to be oblivious to others, which may be occurring concurrently. Equally important is the challenge to be aware when her `noticing' function is dormant or not functioning effectively.

https://cyc-net.org/cyc-online/cycol-0303-thom.html.

Relational care – A way of being in the world with others, "articulated through twenty-five characteristics, which are organized in a three-part framework of ways of being, interpreting, and doing" see

https://cyc-net.org/pdf/Characteristics%20of%20a%20Relational%20CYC%20Approach%20Revisited.pdf

Relational Inquiry – Our ability to create safe relational space in which we are willing to: conduct self-observation and give/get feedback on our personal and professional selves. With each experience we explore: what's working, what needs some work and discovering additional options we could have employed.

Adapted from Stuart, C (2013) Foundations of Child and Youth Care. Kendall Hunt Publishing.

Relational Safety – Co-created space that has built a level of trust, over time, that allows for one to be vulnerable with another individual.

Garfat, T. (2016) Nudging the development of relational safety. CYC-OnLine, 213, 2-4.

Relational Approach/Practice – A mindful approach to practice where the child and youth care practitioner provides co-created, child-centred and responsive care that meets the needs of children, youth and their families and leads to moments of growth and development. Through the development of relationships, relational practice is characterized by being present with others, sharing emotional involvement, considering cultural, psychosocial development, being sensitive to, and managing power differentials within relationships.

Garfat, Freeman, Gharabaghi, Fulcher (2018) The Characteristics of a Child and Youth Care Approach Re-visitied. CYC-Online Journal, October Edition.

Resiliency – A child's, youth or family's orcaregiver's ability to recover and/or adapt effectively from disruptive change, trauma, illness or misfortune without being overwhelmed or acting in dysfunctional ways. Resilient children, youth and

families/caregivers possess the skills to cope with life's challenges. Children and youth have a naturally resilient nature but it must be nurtured, strengthened and taught, particularly in the face of one or more risk factors.

(Adapted from the Ontario Ministry of Children and Youth Services, 2006, A Shared Responsibility for Child and Youth Mental Health).

Restorative Practice/Transformative Justice Approaches – Practices that emerged from the juvenile justice system involve forming healthy relationships and repairing broken ones through discussion with all parties who harm and are harmed during a conflict or criminal activity.

Stuart, Foundations, 2013 p. 387.

Self-Authoring – Able to determine their own sense of self through their own internal authority. Able to accept feedback and engage in self-reflection. Able to separate self from other, do not view behaviour of others as a reflection of themselves or their abilities. Able to release others from being the co-constructor of reality and have developed the capacity to not assume responsibility for others' responsibilities. Modlin, H. (2018) Exploring the experiences of Child and Youth Care Workers in Residential Care through a Constructive-Developmental Lens. Ph.D Thesis, University of Victoria when referring to the work of Kegan, R. (1982). The Evolving Self: Problem and Process in Human Development. Cambridge, p. 32 MA: Harvard University Press.

Self-Inquiry – Self and the encounter of selves, is, in fact, the essence of the helping relationship. By being truly self with other, we are in the condition of helping.

Garfat, T., & Charles, G. (2007)' How am I who I am? Self in child and youth care practice. Relational Child and Youth Care Practice, 20(3), 6-16. p.13.

Self-Transformation – Able to reflect on the limits of their own ideology. Can see across differences to identify similarities. Able to make space for the modification or expansion of their own agenda or guiding principles.

H. (2018) Exploring the experiences of Child and Youth Care Workers in Residential Care through a Constructive-Developmental Lens. Ph.D Thesis, University of Victoria when referring to the work of Kegan, R. (1982). The Evolving Self: Problem and Process in Human Development. Cambridge, MA: Harvard University Press.

Social Location – The groups that people belong to because of their place or position in history and society. All people have a social location that is defined by their gender, race, social class, age, ability, religion, sexual orientation, and geographic location. Each group membership confers a certain set of social roles and rules, power, and privilege (or lack of), which heavily influence our identity and how we see the world.

https://web2.uvcs.uvic.ca/courses/csafety/mod2/glossary.htm#socloc.

Standards of Practice – These principles and standards provide a framework to guide ethical thinking and decision making across the various settings and roles in which Child and Youth Care Professionals serve.

https://oacyc.org/code-of-ethics/

Strength-based – An approach to child and youth care practice that focuses on the abilities, skills, resources and cultural and life experiences of children, youth and their families and acknowledges their inherent resiliency. Child and Youth Care practitioners collaborate with children, youth and their families in the planning, intervention and evaluation of relevant strength-based strategies and programs with the goal to promote individual and family capacity building.

Surface Behavior Management Techniques – A list of multiple different means to address behaviors and de-escalate situations.

Redl, F., and Wineman, D. (1952). Controls from Within: Techniques for the Treatment of the Aggressive Child. New York: Free Press.

Systems Context – Using s systemic framework orients the practitioner to the complexity within the child's environments and their influences on development. Central to the systems orientation is the notion that all the components of a system are interrelated. Thus, changes to one part of the system influence other components and affect the possibility for growth, change and successful outcomes for children, youth and families.

(Stuart, 2009, p.272).

Therapeutic relationships – In CYC practice, therapeutic relationships are grounded in relational care and the application of counseling techniques, effectively applying the characteristics of a relational Child and Youth Care approach to support the co-creation of a relationship that is responsive to the needs of the individual and family.

Therapeutic milieu – The context within which child and youth care practice occurs. The therapeutic milieu includes physical, social, emotional, cultural and ideological factors. All of these factors must be positive, affirming and non-oppressive in order to create a safe, healthy and positive space for children, youth and their families to develop and facilitate positive change.

(Adapted from Burns, Michael, 2006. Healing Spaces: Therapeutic Milieu in Child and Youth Work).

Therapeutic Practice – Includes the use of components of counselling theories, approaches and techniques to model healthy communications practices and to intentionally support the healing and overall wellbeing of children, youth and their families.

Trauma-Informed Care – An approach that asks the care recipient about what happened to them, and emphasizes 5 core values: Safety; Trustworthiness; Choice; Collaboration; and Empowerment.

Harris, M. & Fallot, R. D. (Eds.) (2001). Using Trauma Theory to Design Service Systems. New Directions for Mental Health Services. San Francisco: Jossey-Bass.

Trauma – informed Practice – Providing systems of care that recognize and respond to the presence and impact of trauma on children, youth and families.

(Adapted from DeCandia, C.J. & Guarino, K., 2015. Trauma Informed Care: An Ecological Response. Journal of Child and Youth Care Work).

Truth and Reconciliation Commission (TRC) – "The Indian Residential Schools Settlement Agreement, the largest class-action settlement in Canadian history, began to be implemented in 2007. One of the elements of the agreement was the establishment of the Truth and Reconciliation Commission of Canada to facilitate reconciliation among former students, their families, their communities and all Canadians. The TRC spent 6 years travelling to all parts of Canada and heard from more than 6,500 witnesses. The TRC also hosted 7 national events across Canada to engage the Canadian public, educate people about the history and legacy of the residential school system, and share and honour the experiences of former students and their families. "

https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525.

United Nations Convention on the Rights of the Child – An agreement regarding the appropriate and acceptable care and treatment of children and youth, signed by all participating nations, with the exception of the United States of America.

(Adapted from Fraser T. & Ventrella, M., 2019. A Tapestry of Relational Child and Youth Care Competencies).

Virtual Space – One of the four dimensions of the life space (see above term). It refers to hopes, dreams and imagination as well as the online world. In this latter location, it is crucial that care is provided in helping children, youth, families and communities both navigate platforms as well receive effective service provision within them.

Wise Practices – Acknowledges differences between individuals, communities, cultures and that context could and should alter the application of evidence-based/informed practice – see

https://www.researchgate.net/profile/Brian_Calliou/publication/259176947_Best_Practices_in_Aboriginal_Community_Development_A_Literature_Review_and_Wise_Practices_Approach/links/0c96052a20ef28dfa1000000/Best-Practices-in-Aboriginal-Community-Development-A-Literature-Review-and-Wise-Practices-Approach.pdf.

Youth – Adolescence and young adults; 13-29 years of age.

Essential employability skills

All graduates of the Child and Youth Care program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed below, in addition to achieving the vocational learning outcomes and meeting the general education requirement.

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's Colleges of Applied Arts and Technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

Skill categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

Application and implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

Skill category: communication

Defining skills

Skill areas to be demonstrated by graduates:

- reading
- writing
- speaking
- listening
- presenting
- visual literacy

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.
2. respond to written, spoken or visual messages in a manner that ensures effective communication.

Skill category: numeracy

Defining skills

Skill areas to be demonstrated by graduates:

- understanding and applying mathematical concepts and reasoning
- analyzing and using numerical data
- conceptualizing

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. execute mathematical operations accurately

Skill category: critical thinking and problem solving

Defining skills

Skill areas to be demonstrated by graduates:

- analyzing
- synthesizing
- evaluating
- decision making
- creative and innovative thinking

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. apply a systematic approach to solve problems.
2. use a variety of thinking skills to anticipate and solve problems.

Skill category: information management

Defining skills

Skill areas to be demonstrated by graduates:

- Gathering and managing information
- Selecting and using appropriate tools and technology for a task or a project
- Computer literacy
- Internet skills

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. locate, select, organize and document information using appropriate technology and information systems.
2. analyze, evaluate and apply relevant information from a variety of sources.

Skill category: interpersonal

Defining skills

Skill areas to be demonstrated by graduates:

- Teamwork
- Relationship management
- Conflict resolution
- Leadership
- Networking

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. show respect for the diverse opinions, values, belief systems and contributions of others.
2. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Skill category: personal

Defining skills

Skill areas to be demonstrated by graduates:

- Managing self
- Managing change and being flexible and adaptable
- Engaging in reflective practices
- Demonstrating personal responsibility

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. manage the use of time and other resources to complete projects.
2. take responsibility for one's own actions, decisions and their consequences.

General education requirement

All graduates of the Child and Youth Care program must have met the [general education requirement](#) described below, in addition to achieving the [vocational](#) and [essential employability skills](#) learning outcomes.

Requirement

The General Education Requirement for programs of instruction is stipulated in the [Credentials Framework](#) (Appendix A in the Minister's Binding Policy Directive Framework for Programs of Instruction).

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to Ontario Colleges in the development and identification of courses that are designed to fulfil the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall

goals of General Education.

Arts in society:

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

Civic Life:

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

Social and cultural understanding:

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In

addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

Personal Understanding:

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

Science and technology:

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our

society.

Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.

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