Child, Family and Community Service Act (CFCSA) Delegation Matrix
April 2024

CFCSA Section	Description of Authority/Obligation	C3	C4	C5	C6
5	Family support service agreements	X	X	X	X
6	Voluntary care agreements	X	X	X	X
7	Special needs agreements	X	X	X	X
8	Agreements with child's kin and others	X	X	X	X
12.1	Establish support services for youth	X	X	X	X
12.2	Youth agreements		X	X	X
12.3	Agreements with specified adults	X	X	X	X
12.4	Agreements for the benefit of specified adults	X	X	X	X
15	Reports if a young child breaks the law			X	X
16 (1)	Receive and assess reports under s. 14, 15 and 27			X	X
16 (1.1) - (1.4)	Referrals of child protection reports to prescribed Nations			X	X
16 (2) (a)	Offer supports to a child and family			X	X
16 (2) (b)	Refer to community agency, Indigenous authority or another person			X	X
16 (2) (b.1)	FDR response				X
16 (2) (c)	Investigate child's need for protection				X
16 (2) (d), (2.1) - (2.3)	Referrals of child protection reports to prescribed Nations			X	X
16 (2.4)	Assess or investigate in accordance with s 92.1(2)(a)(ii) or (iii) agreement				X
16 (3)	Report investigation results			X	X
16 (4)	Report investigation results to the child			X	X
16 (5)	Decision to not report investigation results				X
17	Application for court ordered access to the child			X	X
19	Apply for specified orders and warrants by telephone			X	X
20	Refer to a family conference coordinator				X
21	Consent to plan of care developed by means of a family conference				X
22	Mediation or other alternative dispute resolution	X	X	X	X
25	Take charge: Unattended child				X
26	Take charge: Lost or runaway child				X
27	Take charge: Child in immediate danger				X
28	Protective intervention order			X	X
29	Child who needs essential health care		X	X	X
29.1	Apply for supervision order				X
30	Removal of child				X
32	Care of child until presentation hearing about removal			X	X
33	Returning the child before presentation hearing about removal				X
33.01	Withdrawal prior to presentation hearing without return to parent apparently entitled to custody				X
33.02	Withdrawal prior to presentation hearing due to Indigenous law				X
33.03	Withdrawal notification				X
33.04	Application as to whether Indigenous law applies				X
33.05	Transition to Indigenous authority				X

Child, Family and Community Service Act (CFCSA) Delegation Matrix
April 2024

CFCSA Section	Description of Authority/Obligation	C3	C4	C5	C6
33.06	Cancellation of orders due to withdrawal				X
33.1	Presentation hearing about application for a supervision order				X
33.2	Present written report to the court at the presentation hearing about application for a supervision order				X
34	Duty to attend and inform others of a presentation hearing about removal			X	X
35	Present written report to the court at the presentation hearing about removal			X	X
36	Remove if an interim supervision order no longer protects the child				X
39	Appear at the commencement of the protection hearing to entitle the director as a party to the proceeding			X	X
41	Orders made at protection hearing, including temporary custody orders			X	X
41.1	Recommend terms and conditions of supervision orders to implement the plan of care				X
42	Remove if a supervision order made at a protection hearing no longer protects the child				X
42.1	Presentation hearing about removal under section 42				X
42.2	Subsequent hearing about removal under section 42				X
44	Extension of supervision and temporary custody orders			X	X
46	Supervision of child after temporary custody order ends			X	X
47	Effect of interim or temporary custody order			X	X
48	Withdrawing from a proceeding after the presentation hearing				X
48.1	Withdrawal of director due to Indigenous law - after presentation hearing				X
48.2	Withdrawal notice - after presentation hearing				X
48.3	Application as to whether Indigenous law applies - withdrawal after presentation hearing				X
48.4	Transition to Indigenous authority - withdrawal after presentation hearing				X
48.5	Change of circumstances - withdrawal after presentation hearing				X
48.6	Cancellation of orders due to withdrawal - after presentation hearing				X
49	Continuing custody hearing and orders			X	X
50	Effect of continuing custody order		X	X	X
50.01	Planning for an Indigenous child after CCO		X	X	X
50.02	Indigenous authority intention to have custody - continuing custody order		X	X	X
50.03	Application as to whether continuing custody order maintained		X	X	X
50.04	Transition to Indigenous authority having custody		X	X	X
50.05	Change of circumstances - continuing custody order		X	X	X
50.06	Before placement of Indigenous child for adoption		X	X	X
50.1	Request a director of adoption to place a child for adoption		X	X	X
50.2	Dispensing with consent - Indigenous governing body *Designated Director approval required				X
52	Duty to notify the Public Guardian and Trustee		X	X	X
54	Cancellation of continuing custody order		X	X	X
54.01	Transfer of custody before continuing custody order		X	X	X
54.1	Transfer of custody to a person who is not a parent		X	X	X
55	Access to child in interim or temporary custody of director or other person			X	X

Child, Family and Community Service Act (CFCSA) Delegation Matrix
April 2024

CFCSA Section	Description of Authority/Obligation	C3	C4	C5	C6
56	Access to child in continuing custody of director		X	X	X
57 (1) (a)	Changes to supervision orders other than one that is an interim order			X	X
57 (1) (b)	Changes to temporary custody orders			X	X
57 (1) (c)	Changes to access orders		X	X	X
57.1	Access orders if application is made under section 54.1		X	X	X
58	Apply for an order appointing the Public Guardian and Trustee as property guardian			X	X
59	Apply for psychiatric or medical examination orders		X	X	X
60	Consent orders		X	X	X
63	Enforcement of custody order		X	X	X
65	Apply for an order for access to a record			X	X
71	Placement of children	X	X	X	X
Part 5	Freedom of Information and Protection of Privacy	X	X	X	X
93	Other powers and duties of directors	X	X	X	X
94	Authorize caregivers by agreement to carry out director's duties and responsibilities with respect to the care, custody or guardianship of a child	X	X	X	X
94.1	Agreements with prospective adoptive parents		X	X	X
96	Director's right to information	X	X	X	X
97	Maintenance agreements and orders	X	X	X	X
98	Restraining orders	X	X	X	X

Delegation Handbook

For Directors Designated under the
Child, Family and Community Service Act

Office of the Provincial Director of Child Welfare
Ministry of Children and Family Development
Revised October 2024

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Introduction

The purpose of this document is to provide direction and guidance to Designated Directors in managing their responsibilities relating to delegation of authority under the *Child, Family and Community Service Act* (CFCSA). It is only applicable to Designated Directors within the Ministry of Children and Family Development (MCFD) and does not apply to Indigenous Child and Family Services Agencies.

Under Section 91 of the CFCSA, the Minister of Children and Family Development designates a Director or Directors. A Designated Director is an individual with statutory responsibility for carrying out powers, duties and functions authorized by the CFCSA. Designated Directors, acting under Section 92 of the CFCSA, in turn delegate statutory authority to other individuals, assessed by the Designated Director to be qualified and competent, to carry out specific powers, duties and functions under the CFCSA.

Delegation of Authority is the legal process through which a Designated Director entrusts statutory authority to an individual who is assessed by the Designated Director as qualified and competent to carry out specific powers, duties and functions under the CFCSA.

The authorities conferred on a Designated Director under the CFCSA are among the most powerful and intrusive in society. These authorities include Child Protection Services, Family Support Services, Guardianship of Children and Youth in Care, and Residential Resources for Children and Youth in Care. With these powers comes a duty of care that a Designated Director owes to the children, youth and families served, many of whom are among society's most vulnerable members. Further, a Designated Director is legally responsible and accountable for the actions or omissions of those who perform the powers, duties and functions on her or his behalf. A Designated Director must, therefore, have confidence that individuals who carry out these powers, duties and functions will represent the Designated Director in an appropriate, responsible and accountable manner in accordance with statutory provisions.

The CFCSA confers on a Designated Director the right to determine which individuals are authorized to act on the Designated Director's behalf and what specific powers, duties and functions an individual is authorized to perform. A Designated Director is responsible for ensuring that individuals have the necessary educational credentials, training, experience and competencies to qualify to receive the category of delegated authority ***(see Appendix A)*** required to perform their duties. A Designated Director also has the right to revoke or limit delegation when the Designated Director loses confidence in the delegate.

Designated Director's responsibilities:

A. Ensuring delegation candidates have required educational credentials
B. Overseeing learning and development plans

C. Administering delegated authority
D. Reviewing delegation

About this revised edition:

This October 2024 edition of the Delegation Handbook replaces the previous edition that was released in July 2023. Part C of the Handbook has been updated to include a section on the considerations for dual delegation.

A. Ensuring delegation candidates have required educational credentials:

Candidates for SPO24 positions and higher in MCFD that require delegated authority under the CFCSA are screened for eligibility at the time of hiring based on, among other things, the established educational qualifications.

1. Preferred Credentials Education & Experience:

a. Bachelor's Degree or higher in Social Work
b. Bachelor's Degree or higher in Child and Youth Care
c. Master's Degree in Educational Counselling Psychology/Master of Arts in Counselling Psychology with completion of a practicum in family and child welfare

The candidate is primarily responsible for demonstrating that her or his credentials are equivalent to the acceptable degrees. A candidate's credentials may be considered equivalent to the above education requirements when they are registered and a member in good standing with the BC College of Social Workers or have a letter from the College confirming that their application for registration has been approved.

2. Expanded Credentials Education:

a. Bachelor's Degree in a Human Services field (Human Services fields include Psychology, Sociology, Criminology, Anthropology, Early Childhood Education, Indigenous Studies, Education, Theology and Nursing)
b. Bachelor's Degree with a Major/Honours in a Human Services field (Human Services fields include Psychology, Sociology, Criminology, Anthropology, Early Childhood Education, Indigenous Studies, Education, Theology and Nursing)
c. Master's Level Graduate Certificate/Diploma in a Human Services field obtained AFTER the completion of an unrelated Bachelor's Degree

3. Expanded Credentials Experience:

Minimum 1 year of job-specific OR related work experience

a. Job specific experience includes experience working with and planning for children and youth in a child and family service agency that provides legislated services (child protection, guardianship, resources, family support or adoption). This may include progressive responsibility in legislated child and family services in an agency and/or managing/supervising a team of employees who work in child and family services.
b. Related work experience includes a minimum of 1-year working with children, youth, families, or adults in any one or a combination of the following settings:

- A child and family service agency that provides legislated services (child protection, guardianship, resources, family support or adoption);
- A social services agency on an Indigenous reserve, providing direct support services;
- A family services agency that provides assessment and counselling services;
- A contracted agency providing assessment, counselling and family support services;
- A specialized care setting for vulnerable adults, children, or youth that also involves direct work with families;
- A policing, probation or corrections setting;
- A mental health or healthcare setting providing assessment and counselling services;
- An education setting undertaking assessment and counselling services;
- A social services agency providing services to people with diverse abilities and vulnerable adults;
- A provincial agency dedicated to promoting safe and healthy workplaces providing services and support for injured workers.

Additional Important Information:

- All education credentials will be subject to verification and validation as per ministry process.
- In addition, if the education was obtained outside of Canada, it needs to be assessed for equivalency through the International Credential Evaluation Service. Preferred education requirements require a comprehensive report and MCFD supplemental report. Expanded (Base) education requirements require a basic report.
- If the education/experience require the completion of a practicum, it should be a practicum in family and child welfare occurs in an agency/organization where a student had the opportunity to practice assessing the needs of children and families to develop and provide intervention services to the children and/or families.

4. Exceptions:

There may be occasions where, for a specific reason, a Designated Director wishes to delegate a person who does not meet the educational requirements. **An exception to the above educational requirements can only be approved by the Provincial Director of Child Welfare (PDCW)** and will only be considered in the following circumstances:

a. In operational-critical circumstances (i.e., critical, chronic staff shortage /need), where there are no qualified candidates, and it is very clear that there is no other viable option.

b. When a current ministry employee who does not meet the educational requirements for CFCSA delegation may be impacted or under-utilized or is seeking an opportunity in a position that requires CFCSA delegation.
c. When the candidate is an individual who has at least a beginning level of competence with the Child/Youth Safety and Support Competencies, but does not meet the educational requirements for delegation, and the exception is part of a Designated Director's plan to build capacity for serving Aboriginal children, youth, families and communities, and is congruent with the Aboriginal Policy and Practice Framework.

A written request is sent to the PDCW for review and approval. It must include the support of the Designated Director CFCSA for the Service Delivery Area, typically the Executive Director of Service. The request must contain the following information:

- Candidate's name, current classification, current job description;
- Reason for the request;
- Candidate's educational credentials;
- Related training;
- Related work experience;
- Familiarity with community and services in community;
- Rationale for how the candidate's combination of related education and experience makes them suitable for delegated work considering the initial level of competence in the Child/Youth Safety and Support Competencies.
- Consideration of candidate upgrading to one of the required degrees (if appropriate); (Current BC Public Service Staff have opportunities to access the Pacific Leaders Program that funds post-secondary education for staff);
- Plan to provide ongoing clinical support and oversight to the candidate.

The PDCW will review the request and decide whether the candidate's combination of education and experience is such that the candidate can continue to be reviewed through the Delegation Assessment and Readiness Tool (DART) process. The PDCW may attach terms and conditions as required.

B. Overseeing learning and development plans:

A Designated Director ensures that the candidate has completed an individualized Learning and Development Plan (including any required training) that is appropriate for the category of delegation sought. Most new candidates are, at hiring, placed on a path leading to Full Child Protection (C6) Delegation, and this is guided by the Delegation Assessment and Readiness Tool (DART). The Designated Director is responsible for ensuring that the candidate's learning and

development process is thorough and satisfactory and meets the learning needs of the candidate. The following sample questions may assist the Designated Director in assessing this:

- Has the candidate successfully completed Mandatory Core Training?
- Is the candidate collaboratively engaged in the assessment of his or her strengths and learning needs and in the development of an individualized learning plan?
- Does the candidate's learning and development plan sufficiently cover the knowledge, skills and abilities required of a delegated Child Protection Worker?
- Do the candidate and supervisor engage in monthly reviews of the learning plan?
- Is there continuity in the candidate's relationship with his or her supervisor and team?
- Is the candidate engaged in the mandatory, facilitated virtual Learning Network?
- Is the candidate receiving sufficient dedicated and protected time for self-directed, formal and informal training?
- Does the candidate feel supported to spend time, for example: reading policy or practice directives, becoming familiar with relevant laws, familiarizing themselves with community stakeholders or spending time with contract legal counsel and observing court processes?
- Is the assignment of casework to the candidate gradually increased according to her or his developing skills and abilities?
- Does the candidate receive the support needed from her or his supervisor, including supervisory signatures/sign off when required and has the candidate NOT been put in the position of making decisions on her or his own?
- Does the candidate receive regular clinical supervision focused on reflective practice?

For Full Child Welfare Delegation (C6), mandatory training is **Core Child Welfare Training**, provided to new hires near the beginning of their employment. Core Training meets the basic requirements for full Child Welfare Delegation but is only the beginning. It is important to recognize that Core Child Welfare Training must be supplemented with other formal and informal training as part of professional development on an ongoing basis.

The Designated Director is also responsible for overseeing the Learning and Development process for a candidate or delegate on a path to placement in a position other than a Child Protection position, for example, when a delegate is being reassigned from a Child Protection position to another position with a different delegation category. The principles of DART are applicable regardless of the delegation category sought. While there will be many similar and transferable competencies, it should not be assumed that a delegate who has acquired the competencies necessary for a Child Protection position will also have all of the competencies necessary for a different category of delegation. Rather the strengths and needs of the candidate in relation to

her or his new duties need to be reassessed and an appropriate Learning and Development Plan created to support the candidate in her or his new delegated duties.

C. Administering delegated authority:

1. Assigning delegation for child welfare workers:

a) A Designated Director has discretion regarding the delegation they issue to newly hired child welfare workers. The following are the recommended guidelines for new hires:
   - New hires with both the Child Welfare Specialization Program (CWSP) and a successful MCFD child protection practicum will be granted C5 delegation upon hire – completion of the Child Welfare Training Program and DART are required to recommend a worker for C6 delegation.
   - New hires without either the CWSP or a successful MCFD child protection practicum placement will be granted C3 delegation upon hire. The initial courses of the Child Welfare Training program, specifically – Child Welfare Skills 101 and a recommendation from their supervisors are required to recommend a worker for C5 delegation. Completion of the Child Welfare Training Program and DART are then required to recommend a worker for C6 delegation.
   - New hires without either the CWSP or a successful MCFD CP practicum placement that have child protection experience in other jurisdictions will be managed on a case-by-case basis, in discussion with Designated Director (C3 or C5). Staff in the Child Welfare branch (lead on the delegation portfolio or the Deputy Director of Child Welfare) are available for consultation as needed. Completion of the Child Welfare Training Program and DART are then required to recommend a worker for C6 delegation.

b) A Designated Director has discretion regarding the delegation they issue to current employees who are moving into a child welfare worker role:
   - Those workers who have had C6 delegation in the past two years can be re-delegated at C6 at the discretion of the Designated Director keeping in mind a review of any major policy or practice changes should be completed prior to C6 delegation.
   - Those workers who have had C6 delegation in the past, but, more than two years ago can be delegated at C5 level and should be assessed via the DART. Recommendation from their supervisors and DART completion required to move to C6 delegation.
   - Those workers with at least one year in a role related to child welfare (SPO-A or SPO21 Support Worker) and a recommendation from their supervisor can be granted C3 or C5. Completion of the Child Welfare Training program and DART required to move to C6 delegation.
   - Those workers with no child welfare experience or less than one year of experience will be granted C3 delegation. The initial courses of the Child Welfare Training

program, specifically – Child Welfare Skills 101 and a recommendation from their supervisor is required to recommend a worker for C5 delegation. Completion of the Child Welfare Training Program and DART are then required to recommend a worker for C6 delegation.

2. Assigning delegation for non-child welfare workers:

a) For current employees with delegation moving into a non-child welfare role (guardianship, CYSN, resources, adoption, etc.). Delegation should be updated to the appropriate delegation category as soon as the employee begins that role. Training and support for the new role should be provided but are not required to change the category of delegation.

b) For new hires with no prior experience in a delegated role a Designated Director has discretion about the level of delegation they issue for the role. It is recommended that new hires without prior experience be granted C2 delegation until they are assessed as understanding the duties and responsibilities of their role.

3. Assigning individual delegation to someone in a role covered by class delegation:

a) A Designated Director has discretion to issue individual delegation to an employee who is in a role covered by a class delegation. The following are the recommended guidelines for when this type of "dual delegation" may be appropriate:

- The employee is eligible for individual C-Series delegation as outlined in section C1 or C2 above AND
- The employee is doing work that requires C-Series delegation, some examples of when this may be appropriate include:
    - Regular (monthly or more often) member of an after-hours call-out list.
    - Regular (monthly or more often) shifts in a child welfare role including after hours or provincial centralized screening.
    - Regular (monthly or more often) support and mentorship to new child welfare workers who are working towards obtaining C6 delegation, this is appropriate for employees who have previously held a role with C6 delegation.
    - Regular (monthly or more often) support and mentorship to guardianship (C4) or resource work (C3), this is only appropriate when the mentor needs delegation to be the primary decision maker for actions under the CFCSA according to the delegation matrix.
    - Participation in the guardianship and child protection volunteer program.
    - Currently acting in the role of a delegated team leader or regularly (monthly or more often) doing so.

4. Assessing readiness for delegation:

When a Designated Director receives a Request for Delegation (CF 1800), the Designated Director may approve delegation of the candidate when satisfied that the candidate has:

- Acquired the required educational qualifications or equivalents (see Section A of this document),
- Successfully completed a satisfactory Learning and Development Plan appropriate to the category of delegation sought (see Section B)
- Demonstrated that she or he has acquired the necessary competencies for the position, and
- Earned the Designated Director's confidence that she or he will represent the Designated Director in an appropriate, responsible and accountable manner, in accordance with statutory provisions, in carrying out delegated powers, duties, and functions.

In assessing the candidate's readiness for full child welfare (C6) delegation, a Designated Director is assisted by the Delegation Assessment and Readiness Tool (DART). DART is designed for newly hired candidates on the path to Full Child Welfare Delegation. However, the same principles apply when a newly hired candidate is on a path to any other category of delegation or when an experienced candidate changes roles and requires a different category of delegation.

A Designated Director may supplement the review of DART with a face-to-face interview with the candidate or by having the candidate make a case presentation, or through any other reasonable steps the Designated Director considers necessary.

5. Placing limits or conditions on a delegate's authority:

A Designated Director may limit or place conditions on a delegate's authority at the time of delegation approval or at any other time by putting the limits or conditions in writing on the delegate's letter of delegation.

6. Revocation of delegation:

Delegation is revoked when it is no longer required and specifically when:

- The delegate ceases to work for the Ministry
- The delegate's duties change and the new duties do not require delegation
- The delegate transfers to a different Service Delivery Area (reporting to a different Designated Director). The sending Designated Director cancels delegation and the receiving Designated Director re-issues delegation.
- The Designated Director has lost confidence in the delegate (see Section D of this document).

When a delegate takes a temporary leave from employment, the Designated Director uses discretion to determine whether delegation needs to be revoked. In order for delegation to be

maintained the delegate, upon their return to work, must complete any required training they missed while on leave.

7. Reinstating delegation:

- Delegation may be reinstated following a former delegate's temporary absence (of less than two years) when the former delegate has completed all required training provided during the former delegate's absence.
- If the former delegate has been away from delegated work longer than two years, or if the former delegate had less than three years of delegated experience before the absence, the Designated Director determines requirements on an individual basis taking into account the former delegate's previous experience, the length of absence from delegated work, and the training needs of the former delegate.
- When a former delegate who was previously delegated but moved to an undelegated position within the ministry returns to a position requiring delegation, the Designated Director determines requirements for reinstatement on an individual basis taking into account the former delegate's previous experience, the length of absence from delegated work, and the training needs of the former delegate.
- When the Designated Director has revoked a delegate's authority, it can be reinstated when the Designated Director is confident that the concerns that led to the revocation of delegation have been remedied through successful completion of a remedial plan (see Section D of this document).

8. Changing delegation categories:

When a delegate changes to a position requiring a different category of delegation, the Designated Director must ensure that there is a plan in place to assist the delegate in receiving mandatory training and acquiring the necessary knowledge, skills and abilities for the new position before issuing the new category of delegation (See Section B of this document, last paragraph).

The regular duties of the employee's base position determine which category of delegation is required. An employee should not, for example, be issued or retain Child Protection (C6) delegation unless the regular duties of their base position require them to have this category of delegation.

9. Backdating delegation:

It is not possible to retroactively provide delegated authority. In the event it is discovered that someone is not delegated but they should be, as soon as the error is caught it should be corrected

with a note on file explaining why there was a delay in the delegation process, which is usually due to administrative oversight.

10. Delegation management system:

A Designated Director is responsible for ensuring that the Delegation Management System (DMS) is kept accurate and current. DMS is the provincial database designed to track delegation of CFCSA authority. It enables the user to add and edit delegates, print delegation letters and reports, suspend or withdraw delegations, and track other information related to delegates and authorities. For details, the reader is referred to the "Delegation Management System (DMS) User Guide"

A Designated Director ensures that DMS is updated (and may place comments on the system) whenever:

- Delegation is approved,
- Limits or conditions are placed on a delegate's authority,
- Delegation is revoked,
- Delegation is reinstated,
- A delegate changes delegation categories,
- An delegate changes his or her name,
- Delegation is under review or revoked (see Designated Director's Responsibility D)

D. Reviewing delegation

A Designated Director may undertake a Delegation Review and may take appropriate action with respect to an individual's delegation when:

a. There is reason to believe that a delegate may not have the necessary competencies to perform delegated duties, or there are reasonable grounds to question an individual's practice (for example, failure to adequately assess risk to children; failure to take necessary steps to protect a child; failure to follow supervisory direction);
b. there is evidence of unethical conduct;
c. there is evidence of criminal behaviour;
d. there is evidence of moral turpitude or conduct that does not meet reasonable community expectations of a person working with vulnerable children in a position of trust and authority;

1. Delegation review:

In reviewing delegation, a Designated Director may:

- Speak directly with the delegate who is the subject of the Delegation Review or designate a person to interview the delegate.

- Speak with any person who may have relevant information
- Review relevant documentation
- Request an audit or caseload review of the files for which the delegate is responsible
- Request a file review or case review
- Take any other reasonable steps to review the identified concerns.

A delegation review may occur with or without disciplinary action by the employer. Designated Directors have consistently taken the position that suspension or withdrawal of delegation is separate from disciplinary action by the Ministry as an employer and there are no labour relations decisions contrary to this position. There is an important difference of focus between the Designated Director's decision-making process and labour relations procedures and the considerations that govern the outcomes are not identical.

When both processes take place concurrently, great care must be taken to ensure that a clear distinction is maintained between the two. At a minimum, different managers should take the lead on each of the two processes. Typically, the Community Services Manager (CSM) would take the lead in the disciplinary process and the Designated Director (Executive Director of Services (EDS)) would lead the Delegation Review. There will be times when the EDS needs to be involved in the disciplinary process or when the CSM is involved in the Delegation Review. At such times the EDS or CSM needs to be very clear in her or his own mind and with others, in which capacity she or he is speaking or writing. For example the EDS will sign as the Designated Director if it is about delegation but as the EDS if it is about discipline.

2. Actions following a delegation review:

Revocation of delegation is the ultimate action a Designated Director can take following a Delegation Review. However, depending upon the nature and seriousness of the concern(s) a Designated Director can also:

- Place written restrictions or conditions on the delegate's authority;
- Develop a plan for remedying the concerns without revoking delegation (usually accompanied by requirements for increased supervision and/or limiting assignment of cases while the remedial plan is in effect)

In deciding whether or not to revoke delegation, a Designated Director should consider that if a delegate's authority is revoked, the former delegate can no longer do delegated work. This makes it virtually impossible for a delegate to demonstrate competency during a remedial plan. The alternative approach, (for the delegate to retain delegation during a remedial plan with restrictions or conditions, such as increased supervision and a careful, selective approach to work assignment) may be preferable in many circumstances.

If delegation is permanently revoked the former delegate can no longer do delegated work and the Ministry may be obligated to find alternative work which does not require delegation for the former delegate to do. The Designated Director should consider that if the concerns are serious enough to warrant permanent revocation of delegation, there may also be serious disciplinary issues and that a disciplinary process may be preferable. Every situation is unique and consultation with Human Resources is recommended.

3. Administrative fairness:

Due to the discretionary nature of the Designated Director's powers, once delegation is granted it can be compared to an "office held at pleasure." The Designated Director does not have to establish just cause prior to revoking delegation but, because the Designated Director's powers are derived from statute, they must be exercised according to the rules of administrative law and the director has a general duty to act with procedural or administrative fairness. This includes but is not limited to:

- The right of the delegate to be informed of the Designated Director's concerns and the evidence supporting these concerns;
- The right of the delegate to be heard and to respond to the Designated Director's concerns prior to a decision being made.
- Provision of written notice to delegates regarding decisions affecting them;

The following is suggested wording for a letter advising a delegate her or his authority is revoked. The unique circumstances of the situation will determine the actual wording:

Sample Letter:

Personal and Confidential:

Dear _____:

Information has been provided to me that causes me to lack confidence in your ability to effectively carry out the duties and responsibilities of a delegated practitioner.

> *(State reason(s). For example: failing to adequately assess risk to a child; failing to take necessary steps to ensure the safety of a child; engaging in inappropriate e-mail communication with a youth in care; failure to follow clear supervisory direction; accepting a bribe in the performance of your duties; posting sexist, racist and homophobic cartoons, jokes and comments on your Facebook account; lying under oath when giving evidence in Court);*

This is notice to you that effective immediately, all authority previously delegated to you under the Child Family and Community Service Act is revoked. You may make written submissions to me regarding reinstating your delegation. Following receipt of any such submissions, I may investigate this matter further. If written submissions are not received within 14 days of receipt of this letter, I will consider the matter closed.

Yours truly,

Designated Director, Child Family and Community Service Act

These letters are strictly confidential and should be hand-delivered whenever possible. Other suggested methods of delivery include those in which receipt can be confirmed (e.g., courier, registered mail).

4. Reinstatement of delegation following revocation:

Delegation, once revoked, can be reinstated, with or without restrictions/conditions and in the same or different category only when the Designated Director is confident that the concerns that led to the revocation of delegation have been satisfactorily resolved. This will usually follow successful completion of a remedial plan. For example:

- A specified period of closely supervised practice followed by a satisfactory appraisal
- Successful completion of specified training; and/or
- Successful completion of a written or oral test specific to the areas of concern.

5. Provincial tracking:

When a Designated Director is conducting a Delegation Review or where Delegation has been revoked or limited by a Designated Director, the Designated Director must ensure that this action is recorded in the Delegation Management System. Comments must also be placed on DMS to ensure that if the delegate or former delegate applies for delegated work in future in another part of the province the hiring Designated Director will be aware that there has been an issue. Detailed information should not be provided in comments. Instead, the comment should simply refer the reader to the Designated Director and signal where more detailed information can be found. These comments are to be placed in the "Person" section (rather than the "Authorities" section) of DMS so that they will be noted regardless of the level of delegation being applied for in the future. When the comments no longer apply they need to be removed.

> ***(Note: After Hours Services also needs to be notified so that the delegate or former delegate does not receive call-outs for which they do not have appropriate delegation. Again, comments must be brief and provide no details).***

Appendix A: Categories of Delegation

Category	Name	Brief Description
C1	Practicum Student	For practicum students (except those in Category 2) to give them permission to access information obtained under the Act subject to the provisions of Section 75. This category contains does not contain any authority to independently exercise any of a director's powers, duties or functions under the Act, practicum students operate under the direction of delegated practitioners at all times.
C2	Child Welfare Specialization Practicum Student	For child welfare/child protection specialization students who are in a fourth-year child protection practicum with MCFD. Permission to participate in service delivery to enable the student to complete the tasks required in the practicum while operating under the direction of delegated practitioners at all times.
C3	Resources and Voluntary Services	For MCFD practitioners to make Section 96 requests for information and to enter into agreements with others (e.g., family support service agreements, voluntary care agreements, special needs agreements, Section 8 agreements, agreements with young adults, agreements with caregivers) and to make placement decisions for children in care under those agreements
C4	Guardianship	Includes all of the legal authority in C3 plus additional authorities to carry out the director's guardianship responsibilities for children and youth in the continuing custody of a director.
C5	Partial Child Protection	Includes all of the legal authority in C3 and C4 and limited authority for child protection. The purpose of this category is to give newly hired child protection workers limited authority while working under the supervision of fully delegated practitioners until the required competence to assume full child protection authority is demonstrated.
C6	Full Child Protection	Includes all of the legal authority in C3, C4 and C5 and full authority for child protection.

Appendix B: Resources

MCFD iConnect CFCSA Delegation Page
This site contains links to a variety of related material including legislation, the delegation matrix and the Delegation Assessment Readiness Tool (DART)
https://intranet.gov.bc.ca/mcfd/content?id=F24C6D62F02B4F21978B387D3E72CDD6

CFCSA 101
An online learning tool regarding the *Child, Family and Community Service Act*
https://intranet.gov.bc.ca/mcfd/content?id=4BF05D2DBBFE4021868FE6A09AB41C65

Recruitment of Delegated Social Program Officers
Strategic Human Resources support to hiring managers of SPO24-30 positions that require delegation under the CFCSA.
Recruitment of Delegated Social Program Officers (SPO24-30) - iConnect | Ministry of Children & Family Development (gov.bc.ca)

Child/Youth Safety and Support Competencies
These competencies apply to SPO24 – SPO30 positions in MCFD that require delegated authority under the CFCSA.
https://intranet.gov.bc.ca/assets/download/A712ED444DE643948095E4B461DEC7CC&filename=child_safety_competencies.pdf

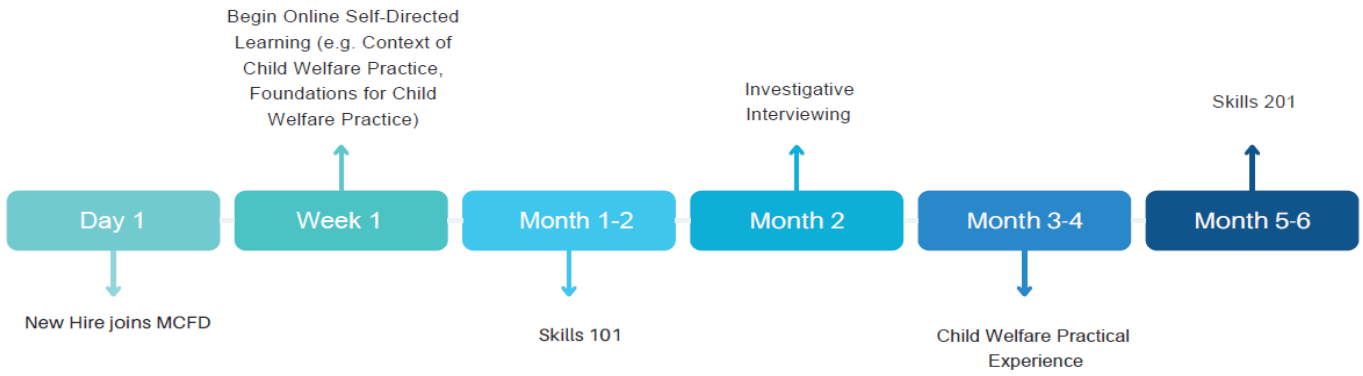
Indigenous Relations Behavioural Competencies
Four of the Indigenous relations behavioural competencies apply to all BC Public Service employees:

- Self-discovery and awareness
- Sustained learning and development
- Cultural agility
- Change leadership

https://www2.gov.bc.ca/gov/content/careers-myhr/job-seekers/about-competencies/indigenous-relations

Indigenous Recruitment & Retention: eGuide for Hiring Managers & Supervisors
Guides the consideration of important cultural concepts and wise practices along the pre-hire, hire and post-hire process to support Indigenous recruitment and retention, as well as cultural safety, within the workplace.
https://intranet.gov.bc.ca/mcfd/content?id=7F05A960F6BB4D97A243F1F8CACAC62B

CHILD WELFARE LEARNING CONTINUUM



The Child Welfare Training Program is intended for new Child Welfare Practitioners who are working toward their C6 delegation. New Child Welfare Practitioners access both formal course work and practical work experience to establish competencies in the 16 different competencies outlined in the Delegation Assessment and Readiness Tool. The DART is used to evaluate readiness for C6 delegation. The Child Welfare learning continuum is outlined above. Please keep in mind that this timeline is only an example of what new Child Welfare Practitioner's learning continuum could look like.

Courses	Type & Length	Course Content
Context of CW Practice	Self-directed e- learning (45-60mins)	Context is a required course for new Child Welfare Practitioners who have not completed a Child Welfare Specialization. It introduces new Child Welfare Practitioners to Poverty as a Systemic Issue, Impacts of Mental Health, and Impacts of Visible and Invisible Disabilities.
Skills 101	Virtually facilitated: two weeks	Skills 101 is an intensive course introducing new Child Welfare Practitioners to the practice cycle (from intake to file closure) and the tools used throughout: Structured Decision Making tools (SDM), critical thinking, communication, documentation, etc. The course focuses on key decision points within the practice cycle, working with children, youth and families in a strengths-based and trauma informed way. Learning is facilitated through different lectures, resource reviews, videos, activities, role-playing, and exercises.
Skills 201: The Court Process	Blended learning model: Online: 4 hours Classroom: 2 days (virtually facilitated)	Learners will gain an understanding of the court process, how to complete court documents, and integrating the court process with ongoing case management. Learners will participate in experiential learning through a simulated practice example where they will review and complete relevant SDM tools and forms, write a Report to Court, and attend a mock trial.

Courses	Type & Length	Course Content
CWPF - Introduction to the PRIDE Model of Practice	Self-directed e-learning (1 hour)	This introductory course provides learners with an overview of the philosophy and competencies of the PRIDE Model of Practice. It is a required course for those involved in the development and monitoring of children's care plans. Through case scenarios, learners explore their role and responsibilities in the context of PRIDE and how the model of practice will impact their decision-making practices and their day-to-day work with children, their families and caregivers.
CWPF – CYSN Training for Child Welfare Practitioners	Self-directed e-learning (2-4 hours)	This online training aims to equip Child Welfare Practitioners with an understanding of their roles and responsibilities when working with children and youth with support needs (CYSN), including how to collaborate effectively with the CYSN Worker and Team to collectively ensure the best possible outcome for clients. The course focuses on the roles of both Child Welfare Practitioners as well as CYSN Workers in supporting and communicating with children, youth, families, and communities. The course addresses available CYSN services, eligibility for those services, and how to provide those supports and services is a culturally safe way.
CWPF – Assessing Substance Use (ASU 1)	Self-directed e-learning (7 hours)	This course will help CW Practitioners work with families impacted by problematic substance use while ensuring the safety of the children, youth, and families.
CWPF - San'yas Indigenous Cultural Safety Training	Online course (10 hours over 8 weeks)	San'yas Indigenous Cultural Safety Training: Indigenous Child Safety (PHSA) is training designed to increase knowledge, enhance self-awareness, and strengthen the skills of people working directly and indirectly with Indigenous people. This course has a specific focus on supporting cultural and racial identity for Indigenous children and youth and explores strategies for creating positive working relationships with Indigenous children, youth, families, and communities.
CWPF - Domestic Violence 1: Foundations	Self-directed e-learning (10 hours)	This course is designed to equip Child Welfare Practitioners with the knowledge and skills needed to effectively support children and youth whose families are experiencing domestic violence. The training will explore some background information around domestic violence, key legislation and resources, the roles of MCFD/ICFSA Practitioners, who else we work with, and strategies for working with non-offending parents, children and youth and offending parents.

Courses	Type & Length	Course Content
CWPF- Upholding Indigenous Jurisdiction over Child and Family Services	Self-directed e-learning e-learning (Approx. 5 hour)	This learning experience will introduce foundational knowledge and processes for upholding inherent rights that Indigenous Peoples have over Indigenous child and family services. It not only illuminates the practitioner's pivotal role in upholding Indigenous jurisdiction over Indigenous child and family services, but also underscores the profound significance of this work.
Foundations for CW Practice	Self-directed e-learning (4-6hours)	Introduces new CW Practitioners to Foundations for Practice, Legislation, Policy and SDM tools, Ethical Practice and Clients' Rights, Self-management and Self-Care, Power and Legislated Authority, Indigenous Children, Youth, Families and Communities, Approaches to Practice, and Diversity and Culture.
Investigative Interviewing	Blended learning model: Online: 8 hours Classroom: 2.5 days (in-person training)	This course outlines the role of the Child Welfare Practitioner in engaging in investigative interviewing with children, youth and parents. Investigative interviewing places children and youth at the center of a process that involves close collaboration with their families and communities, workers from various program areas and colleagues within MCFD and ICFS Agencies.
CWPF - Permanency Planning 1: Introduction to Permanency Planning	Self-directed e-learning (4 hours)	This course provides MCFD and ICFS Agency staff with a broad overview of what permanency planning requires. Permanency planning places children and youth at the centre of a process that involves close collaboration with their families and communities, and staff from various program areas and colleagues within MCFD and ICFS Agencies. This training features case studies involving members of the same family, each with different permanency planning needs. The case studies will allow you to apply your understanding of various legislation and policies as you progress through each section. Throughout the training, you will also come across guiding questions to help focus your reading, questions to support self-reflective practice, and interactive activities to support your learning.
CWPF - Permanency Planning 2: Foundations of Permanency Planning	Self-directed e-learning (6 hours)	In this course, learners will explore the role that Child Welfare Practitioners such as Guardianship Workers play in developing and maintaining Care Plans and the importance of starting Transition Plans for youth at the age of 14. In addition, you will learn about the steps involved in Gathering the Circle to create these plans collaboratively with the child or youth, their family, communities and other professionals. Building from Permanency Planning 1, this training features case studies involving members of the same family, each with different permanency planning needs. As you progress through each section, the case studies will help you connect your understanding of the related legislation, frameworks and policies to real-world examples. Throughout the training, you will

Courses	Type & Length	Course Content
		also come across questions to support self-reflective practice and interactive activities to support your learning.

* CWPF = Child Welfare Practice Fundamentals

Supplement Learning:

- Integrated Case Management (ICM)
- ICM User Guide
- Child and Youth Visit Applet Training
- Public Guardian and Trustee (PGT) Information Sessions for Child Welfare Practitioners
- Assessing and Planning for Safety Information Session

Foundation 1: Delegation Content

Module 2: Foundations for Practice

Delegation

What Is Delegation?

> "Delegation refers to the conferring of statutory authority to a practitioner. The overarching goal of any delegation process is to provide children and families with qualified, competent service.
>
> Delegation refers to the process whereby authority to carry out specific duties mandated by the Child, Family and Community Service Act, the Adoption Act, and the Youth Justice Act is conferred to Ministry employees who have demonstrated sufficient knowledge and skill to be entrusted with statutory responsibilities.
>
> The scope of that authority is defined according to the duties and functions required to meet the goals and expectations of the position held by the delegated individual. Accepting delegated responsibilities commits the practitioner to being accountable for their standard of practice."

Legislation's Role in Delegation

- CFCSA allows MCFD (referenced as the 'director' in the legislation) to delegate any or all of the director's powers, duties or functions under the CFCSA.
- Delegation must be in writing and may include any terms or conditions the director considers advisable.
- The powers, duties and functions are outlined in MCFD's Delegation Matrix.

Delegation Continuum

Aligned with the services and duties outlined in the CFCSA, responsibilities increase from C1 delegation to C6 delegation.

Click the green circle , drag it OR click the left/right arrow on your keyboard to slide the bar to learn about the delegation levels along the continuum.

C1: Information

- No legal authority, not in CFCSA Matrix.
- Permission to access information obtained under CFCSA, subject to the provisions of Section 75.
- Designed for practicum students (except those in category 2) and employees who require access to information to do their job, but have no case authority.

C2: Child Welfare Specialization

- No legal authority, not in CFCSA Matrix.
- Only for Child Welfare/Child Protection Specialization students who are in a fourth-year child protection practicum.
- Permission to participate in service delivery to enable the student to complete the tasks required in the practicum.

C3: Resource and Voluntary Services

- Includes authorities to provide support services for families, voluntary care agreements, special needs agreements and to establish residential resources for children in care.
- Authority must be exercised within the parameters of a job description.
- This category is also known as Level 12 in the Aboriginal Operational and Practice Standards and Indicators.

C4: Guardianship

- Includes all of the legal authority in C3 plus additional authorities to carry out the director's guardianship responsibilities for children and youth in continuing custody.
- Authority must be exercised within the parameters of a job description.
- This category is also known as Level 13 in the Aboriginal Operational and Practice Standards and Indicators.

C5: Partial Child Protection

- Includes all of the legal authority in C3 and C4 and limited authority for child protection.
- The purpose of this category is to give new child protection workers limited authority while working under the supervision of fully delegated

practitioners until the required competence to assume full child protection authority is demonstrated.
- Authority must be exercised within the parameters of a job description.

C6: Full Child Protection

- Includes all of the legal authority in C3, C4 and C5 and full authority for child protection.
- Authority must be exercised within the parameters of a job description.
- This category is also known as Level 15 in the Aboriginal Operational and Practice Standards and Indicators.
    - Proceeding Towards Delegation
        - As you work towards C6 Child Protection Delegation, you will:
        - Complete the Child Welfare Training Program
        - Complete the Delegation Assessment Readiness Tool
        - Consult and work alongside experienced child welfare workers and Team Leaders
        - Apply your learning to your practice and gain confidence through experience

Delegation for Child Protection

Practitioners with C6 delegation for Full Child Protection are expected to be able to provide the CFCSA-legislated functions and duties.

Family Support Services and Agreements

- Support services for families
- Voluntary Care Agreements
- Support Needs Agreements
- Agreement with child's kin and others (Extended Family Program)

Youth & Transitional Support Services and Agreement

- Support services for youth
- Agreements with Youth
- Agreements with Young Adults

Child Protection Services

- Respond to reports

- Assess when protection is needed
- Investigate a child's need for protection

Report Results of an Investigation

- Decide how to protect a child through the least disruptive measures

Other Services

- Cooperative planning and dispute resolution services
- Applications for Court Orders and provide evidence in Court
- Ensuring rights of children in care
- Abiding by confidentiality and disclosure of information

Team Leader Check In

As you work towards full child protection delegation, pay special attention to the differences between C5 and C6 delegation during the investigation process and court process. The Delegation Matrix is a helpful resource.



Delegation Matrix.pdf

Delegation Assessment and Readiness Tool (DART)

To assess your readiness for C6 Child Protection Delegation, you will complete the DART in coordination with your Team Leader. The process towards C6 full child protection delegation typically takes 6 months. You and your Team Leader will assess how you demonstrate the 16 core competencies throughout the process.

Interpersonal Relationships

- Honesty and transparency
- Cultural agility
- Building respectful relationships
- Conflict management /resolution

Professional Practice

- Organizational scope
- Critical thinking and reflective practice
- Court skills

- Interviewing
- Integrating theory and knowledge into practice

Leading

- Interpersonal case management

Achieving Results/Outcomes

- Case management
- Accountability
- Collaborative practice

Personal Effectiveness

- Integrity
- Empathy
- Lifelong learning

Team Leader Check In

Connect with your Team Leader and discuss when you will begin to assess your skill in the 16 competencies.

You can access the DART and accompanying reference guide on iConnect.

Act Type CFCSA SECTION	Section	DESCRIPTION OF AUTHORITY	C3	C4	C5	C6
	5	Family Support Service Agreements	YES	YES	YES	YES
	6	Voluntary Care Agreements	YES	YES	YES	YES
	7	Special Needs Agreements	YES	YES	YES	YES
	8	Agreements with Childs Kin and Others	YES	YES		YES
	12.1	Establish support services for youth	YES	YES	YES	YES
	12.2	Youth Agreements		YES	YES	YES
	12.3	Agreements with Young Adults	YES	YES	YES	YES
	15	Reports if a young child breaks the law			YES	YES
	16 (1)	Receive and assess reports under s. 14, 15 and 27			YES	YES
	16 (2) (a)	Offer supports to a child and family			YES	YES
	16 (2) (b)	Refer to community agency			YES	YES
	16 (2) (c)	Investigate child's need for protection				YES
	16 (3)	Report investigation results			YES	YES
	16 (4)	Report investigation results to the child			YES	YES
	16 (5)	Decision to not report investigation results				YES
	17	Application for court ordered access to the child			YES	YES
	19	Apply for specified orders and warrants by telephone			YES	YES
	20	Family Conference				YES
	21	Plan of Care				YES
	22	Mediation or other alternative dispute resolution	YES	YES	YES	YES
	25	Take charge: Unattended child				YES
	26	Take charge: Lost or runaway child				YES
	27	Take charge: Child in immediate danger				YES
	28	Protective intervention order			YES	YES
	29	Child who needs essential health care		YES	YES	YES
	29.1	Apply for supervision order				YES
	30	Removal of child				YES
	32	Care of child until presentation hearing about removal			YES	YES
	33	Returning the child before presentation hearing about removal				YES
	33.1	Presentation hearing about application for a supervision order				YES
	33.2	Present written report to the court at the presentation hearing about application for a supervision order				YES
	34	Duty to attend and inform others of a presentation hearing about removal			YES	YES
	35	Present written report to the court at the presentation hearing about removal			YES	YES
	36	Remove if an interim supervision order no longer protects the child				YES
	39	Appear at the commencement of the protection hearing to entitle the director as a party to the proceeding			YES	YES
	41	Orders made at protection hearing, including temporary custody orders			YES	YES
	41.1	Recommend terms and conditions of supervision orders to implement the plan of care				YES
	42	Remove if a supervision order made at a protection hearing no longer protects the child				YES
	42.1	Presentation hearing about removal under section 42				YES
	42.2	Subsequent hearing about removal under section 42				YES

	44	Extension of supervision and temporary custody orders			YES	YES
	46	Supervision of child after temporary custody order ends			YES	YES
	47	Effect of interim or temporary custody order			YES	YES
	48	Withdrawing from a proceeding after the presentation hearing				YES
	49	Continuing custody hearing and orders			YES	YES
	50	Effect of continuing custody order		YES	YES	YES
	52	Duty to notify Public Trustee		YES	YES	YES
	54	Cancellation of continuing custody order		YES	YES	YES
	54.1	Transfer of custody to a person who is not a parent		YES	YES	YES
	55	Access to child in interim or temporary custody of director or other person			YES	YES
	56	Access to child in continuing custody of director		YES	YES	YES
	57 (1) (a)	Changes to supervision orders other than one that is an interim order			YES	YES
	57 (1) (b)	Changes to temporary custody orders			YES	YES
	57 (1) (c)	Changes to access orders		YES	YES	YES
	57.1	Access Orders if application is made under section 54.1		YES	YES	YES
	58	Apply for an order appointing the Public Trustee as guardian of the estate of a child in temporary custody			YES	YES
	59	Apply for psychiatric or medical examination orders		YES	YES	YES
	63	Enforcement of custody order		YES	YES	YES
	65	Apply for an order for access to a record			YES	YES
	71	Placement of children	YES	YES	YES	YES
	77	Refuse to disclose information to a person who has a right of access				YES
	79	Disclosure without consent	YES	YES	YES	YES
	93	Other powers and duties of directors	YES	YES	YES	YES
	94	Authorize caregivers by agreement to carry out director's duties and responsibilities with respect to the care, custody or guardianship of a child	YES	YES	YES	YES
	96	Director's right to information	YES	YES	YES	YES
	97	Maintenance agreements and orders	YES	YES	YES	YES
	98	Restraining orders	YES	YES	YES	YES
ILY RELATIONS ACT SECTION						
	23	Roles of Public Trustee and Director as Guardians		YES	YES	YES
	29 (3)	Loss of Guardian		YES	YES	YES

BRITISH COLUMBIA | Ministry of Children and Family Development

Delegation Assessment Readiness Tool (DART)

Name of child welfare worker	Position start date
Name of team leader - Mid point review	Date of mid point review
Name of team leader - Final review	Date of final review

Date Child Welfare training program was completed

The DART has two primary aims:

1) to support competency development of an employee new to child welfare work.
2) to assess the readiness of a new child welfare worker to assume the responsibilities of full child welfare delegation under the *Child, Family and Community Service Act* (CFCSA).

The tool is divided into four sections. Each section starts with a competency rating table where each competency statement can be rated as Ready (R) for delegation or Not Yet Ready (NR) for delegation. Following the rating table is a list of activities that may inform a learning plan to support development of the competencies.

New child welfare workers and their team leaders are encouraged to review the DART within the first few weeks in their role. The DART supports the development of a learning plan identifying activities that may help the new worker develop competency in the different areas that are connected to child welfare work. It is recommended that the DART be reviewed regularly to discuss progress and learning needs.

The mid-point rating is intended to take place when a new child welfare worker has been in their role for three to four months. The final evaluation can take place as early as six months but can also take place later if a new worker needs more time to develop competencies and be ready for full child welfare delegation.

In addition to the rating tables there is a section at the end of the DART that includes space to document a learning plan and for both mid-point narrative and final narrative to be added. These narrative sections can include examples or highlights of how a new worker is working to develop competency in the different areas or a plan they are working on to develop competency.

Personal Effectiveness	Integrity
	Empathy
	Lifelong Learning
Interpersonal Relationships	Honesty and Transparency
	Cultural Agility
	Building Respectful Relationships
	Conflict Management/Resolution
	Interpersonal Change Management
Achieving Results/Outcomes	Case Management
	Accountability
	Collaborative Practice

Professional Practice	Organizational Scope
	Critical Thinking and Reflective Practice
	Court Skills
	Interviewing
	Integrating Theory and Knowledge into Practice

Personal Effectiveness

Demonstration of Competence - Personal Effectiveness:	My Rating		TL Rating	
	Mid	Final	Mid	Final
Integrity - I communicate my intentions, ideas and feelings openly and directly, and welcome openness and honesty even in difficult negotiations or discussions.				
Empathy - I can recognize and understand the circumstances and emotion of another. I listen openly, without judgement and without interrupting.				
Lifelong Learning - I remain curious and open to information that will increase my knowledge and skills. I examine my own performance and seek feedback to improve.				

Activities to inform the learning plan and support development of these competencies include:

Personal Effectiveness - Integrity

- Read and review the Standards of Conduct and comply with them.
- Request feedback from others, and if appropriate, adjust behaviour.
- Engage in clinical supervision.
- Actively seek feedback from team members.
- Discuss with a supervisor or mentor how to manage value conflicts and emotional reactions in challenging situations.

Personal Effectiveness - Empathy

- Discuss with your team leader and/or colleague any biases or judgements you have in relation to practice.
- During clinical supervision or debriefing work with a child, youth or family, articulate how you demonstrated empathy.
- Document client's strengths and needs.
- Use silence during discussions with clients.
- Debrief with your team leader a situation that evoked a strong emotion from you and how you responded.

Personal Effectiveness - Lifelong Learning

- Access the Health and Human Services library (and other sources i.e. Practice And Research Together - PART) for evidence/research based knowledge.
- Attend Lunch and Learns.
- Enroll in relevant courses in MyHR - The Learning Centre.
- Enroll in additional training opportunities through MCFD Learning and Development.
- Attend local professional development activities such as workshops, forums, conferences, etc.
- Join the Applied Practice Research and Learning Topics of Interest.
- Share learning with your team.
- Pick specific topics/areas of knowledge to discuss with your team leader.
- Participate in learning opportunities that are offered locally and virtually and where appropriate share your learning with your supervisor and colleagues.

Interpersonal Relationships

Demonstration of Competence - Interpersonal Relationships:	My Rating		TL Rating	
	Mid	Final	Mid	Final
Honesty and Transparency - I establish effective and productive working relationships through open, truthful and forthright communication and information sharing - without concealing facts, details or intent. I use language that can be readily understood and avoid Ministry-specific terms and acronyms.				
Cultural Agility - I examine my own culture and world-view and the culture of the BC Public Service, and notice their commonalities and distinctions with Indigenous cultures and other world-views.				
Cultural Agility - I am aware and understand how people are impacted by their life experiences, culture and values.				
Cultural Agility - I proactively seek to understand the experience of Indigenous people.				
Cultural Agility - I can identify the Indigenous communities and agencies in the area I work and am aware of the protocols in place for my work with these communities and agencies.				
Building Respectful Relationships - I have a fundamental understanding that building meaningful relationships takes time and commitment and recognize that the quality of my professional relationships affects outcomes.				
Building Respectful Relationships - I develop working relationships that facilitate the prevention or resolution of conflicts.				
Building Respectful Relationships - I maintain regular contact with, and I am responsive to the children, youth and families I work with.				
Conflict Management/Resolution - I work to resolve conflict when directly involved, by actively listening and promoting mutual understanding.				
Conflict Management/Resolution - I recognize there are conflicts and respect diverse points of view.				
Interpersonal Change Management - I recognize my role and responsibility in supporting a family's efforts to change.				
Interpersonal Change Management - I believe that the children, youth and families I work with are capable of change. I reinforce efforts to change through my personal attitude, behaviours and actions.				

Activities to inform the learning plan and support development of these competencies include:

Interpersonal Relationships - Honesty and Transparency

- Review policy, legislation, and confidentiality guidelines to ensure you are aware of your responsibilities when sharing information.
- Consult with team leader, colleagues and Director's counsel with regard to sharing information.
- Use common language and clarity when explaining ministry mandate.
- Give examples of value laden language when speaking with your team leader.
- Engage clients in a difficult conversation under the supervision of a senior practitioner and seeks feedback that promotes practice reflection.

Interpersonal Relationships - Cultural Agility

- Participate in available training to support cultural agility including opportunities through the PSA learning centre and the Indigenous Recruitment and Cultural Safety.
- Review the Aboriginal Policy and Practice Framework (APPF) and discuss with a supervisor or senior practitioner how this is integrated into your work.
- Demonstrate engagement with one or more Indigenous groups in your community.
- Describe the strengths and challenges of practicing in a culturally competent manner.
- Describe the demographics of your community and the implications for practice.
- Describe how to differentiate between stereotypes and culturally relevant information.
- Identify who to contact in the community to learn about protocols that identify decision makers in the community and how to navigate relationships.
- Develop/review a roster of First Nations/Indigenous agencies in your community and become aware of the MCFD/ Indigenous Agencies joint protocols.
- Review and discuss local protocols and provincial agreements that are located in the Repository of Agreements.
- Review and discuss a cultural plan for a child in care.
- Visit Indigenous agencies and communities in your area.
- Describe how various Indigenous communities in your area engage with the Ministry.
- Visit a designated Indigenous Services Team.

Interpersonal Relationships - Building Respectful Relationships

- Describe how you have been responsive to children, youth and families.
- Describe how you used a consultation with a team leader in a unique and challenging situation.
- Participate and lead meetings in a respectful and effective manner by being prepared and concise.
- Actively participate in at least one community event or meeting.
- Demonstrate effective communication skills through active listening, attending and responding effectively, particularly in circumstances where others are angry, hostile or depressed.
- Describe how your communication impacts the way that others receive and interpret it.

Interpersonal Relationships - Conflict Management/Resolution

- Describe conflict resolution strategies you have used in the past.
- Describe a situation in which you resolved a conflict.
- Describe how your own attitudes and behaviours can contribute to, as well as reduce conflict
- Identify and describe factors that contribute to conflict in a child welfare situation and describe how these factors could be mitigated.

Interpersonal Relationships - Interpersonal Change Management

- Research eco-maps and genograms and complete them with service recipients.
- Visit community resources to which children, youth and families are referred.
- Refer children, youth and families to appropriate community resources.
- Research the Ministry's six service streams and services in the community.
- Familiarize yourself with Aboriginal services and resources in the community.
- Familiarize yourself with local Indigenous Child and Family Service Agencies.
- Familiarize yourself with protocols with local First Nation communities.
- Review relevant protocols and memorandums that outline how the Ministry works with other agencies and government Ministries.
- If not currently developed, develop a roster of community resources that provide programs and services for children, youth and families (e.g. substance use, mental health, parenting teens, independent living, diversity issues, etc.).
- Discuss with a team leader/senior practitioner the informal protocols within your community.
- Review articles on change management in the human and social services.
- Discuss with your team leader a situation in which you advocated for your client to access services.
- Discuss with your team strategies to help families overcome obstacles and be open to change.
- Discuss with a colleague a situation that involved you having to make a significant change and how you accomplished that.
- Ask a senior practitioner about a time when a family successfully achieved change and identify the steps/intervention/ process for that change.

Achieving Results/Outcomes

Demonstration of Competence - Achieving Results/Outcomes:	My Rating		TL Rating	
	Mid	Final	Mid	Final
Case Management - I assist children, youth, and families to identify their strengths, vulnerabilities and needs.				
Case Management - I use the practice tools that are available to me to complete thorough assessments and promote effective decision making.				
Case Management - I assess and reassess the strengths, vulnerabilities and needs of the child/youth, family, and extended family on an ongoing basis, and ensure that the family has the capacity to safety care for the child/youth before ending service.				
Accountability - To support my clinical judgement, I seek supervision/consultation when making decisions.				
Accountability - My documentation is accurate, complete, and timely.				
Collaborative Practice - I ensure there are opportunities for children and youth to maintain significant relationships with family, extended family, and others.				
Collaborative Practice - I engage and seek the views of children, youth, families, and community in planning, coordinating, and delivering service.				
Collaborative Practice - I endorse and support the implementation of plans developed by families that are consistent with the Ministry's mandate.				
Collaborative Practice - I promote and prioritize collaborative planning and decision making including traditional decision making in practice.				

Activities to inform the learning plan and support development of these competencies include:

Achieving Results/Outcomes - Case Management

- Access reflective practice materials from Health and Human Services library.
- Assist a senior practitioner in gathering information from a child/family.
- Receive and assess protection calls.
- Under the supervision of a senior practitioner/team leader, complete the required steps for an incident proceeding as a Family Development Response/Investigation.
- Review and discuss the Core Practice Accountabilities with your supervisor.
- Take the lead in conducting an assessment and formulating a plan with a senior practitioner that informs the completion of required Structured Decision-Making tools.
- Refer to the SDM Guidelines and take the lead in completing a vulnerability reassessment and reunification assessment with a senior practitioner to identify factors that inform clinical analysis in assessing and reassessing the risk of future harm.
- Use strength-based questions and trauma informed approaches when interacting with children/youth and parents.
- Gather information necessary to accurately complete the assessment tool(s).
- Assess all domains (e.g. past history, mental health, familial and social supports, substance abuse) that are correlated with child and family functioning.
- Demonstrate the ability to develop specific and measurable goals and assess the progress made.
- Demonstrate the ability to assess child safety.
- Demonstrate the ability to elicit child/youth perspective on future planning.
- Demonstrate knowledge of applicable policies, procedures and options in clinical supervision/consultation.
- Participate in Care Plan Training offered through the Learning and Development Branch.
- Develop a Care Plan with a child/youth in care.
- Participate in Permanency Planning courses through the Learning and Development Branch.
- In clinical consultation, provide examples of how permanency options were discussed and considered with family in the planning process.

Achieving Results/Outcomes - Accountability

- During formal and informal discussion, demonstrate respect and ethical considerations of information sharing.
- Demonstrate an understanding of confidentiality related to practice as articulated in policies and related documents.
- Describe the circumstances where confidential information can be disclosed without consent.
- Demonstrate an awareness of critical decision points.
- Review and discuss the reasons for the Practice Directive on Case Transfer & Joint Case Management.
- Demonstrate working knowledge and understanding of Chapter 3 policy.
- Describe and meet timelines for documentation. Present accurate and complete examples in consultation with a senior worker.
- Seek advice/consultation from a senior worker in prioritizing work requirements.
- Meet articulated timelines for work-related activities (e.g., returning calls, and completing reports within required timeline).

Achieving Results/Outcomes - Collaborative Practice

- Complete Indigenous Cultural Competency course(s).
- Review assigned children, youth and family files with a senior practitioner and identify key supports.
- Maintain continuity and stability for children and youth in care by ensuring sustained contact with family/extended family, school attendance and maintaining routines (e.g. sports, appointments, etc.) (if possible).
- Identify and involve key supports in developing a plan.
- Participate in an integrated planning process led by a senior practitioner and articulate the roles of attendees and rationale for the process.
- In discussion with your team leader, explain the purposes of collaborative planning and decision-making processes.
- Compare the available Collaborative Practice and Decision Making (CPDM) processes and identify when you would suggest using them.
- Participate in the development of a Safety Plan with a senior practitioner.
- In discussion with your team leader, explain the purposes of CPDM processes. Compare the available CPDM processes and identify when you would suggest using them.
- Participate in the development of a Safety Plan with a senior practitioner.
- Observe a senior practitioner discuss concurrent planning and/or explore permanency options with a family.
- Review with your team leader the Ministry's practice rationale for supporting out of care options for children.
- Review and discuss with your team leader the continuum of out of care options for children and youth.
- Work with a senior practitioner to identify family members and possible placement options.

Professional Practice

Demonstration of Competence - Professional Practice:	My Rating		TL Rating	
	Mid	Final	Mid	Final
Organizational Scope - I understand my role and mandate under the Child, Family and Community Services Act.				
Organizational Scope - I can explain the source, extent and limitations of my delegated authority.				
Critical Thinking and Reflective Practice - I keep an open mind and look for and consider alternative hypotheses.				
Critical Thinking and Reflective Practice - I obtain and evaluate information from multiple sources.				
Critical Thinking and Reflective Practice - I suspend judgement in the absence of sufficient information to support a decision.				
Court Skills - I have prepared court documents for a CFCSA court matter in my office.				
Court Skills - I have attended CFCSA court and had the opportunity reflect with a senior worker or supervisor about what I observed and learned.				
Interviewing - I can conduct different types of interviews, using different approaches (i. e.: investigative, strength-based, general, fact gathering, information sharing).				
Interviewing - I analyze the information obtained in interviews for validity, accuracy and completeness thereby assessing the safety and wellbeing of children and youth at each contact with a family.				
Integrating Theory and Knowledge into Practice - I integrate the various theories and foundational knowledge I learned through post-secondary studies and programs as well as additional training and life experiences into my practice.				

Activities to inform the learning plan and support development of these competencies include:

Personal Effectiveness - Professional Practice

- Under the supervision of a senior practitioner, explain your role and the Ministry's mandate to children and parents.
- Review the delegation matrix with your team leader and practice within the scope of your delegated authority.

Personal Effectiveness - Critical Thinking and Reflective Practice

- Actively seek feedback from others.
- Conduct thorough conversations with multiple collaterals. Actively engage in clinical supervision:
  - Discuss multiple hypotheses and perspectives.
  - Discuss various approaches and solutions.
  - Explore your biases.
- Use resources to support evidence informed practice.
- Discuss with your team leader a current child, youth and family situation where you have considered multiple perspectives.
- During consultations, seek ideas from colleagues that are different than your own.
- During consultations, review with your team leader the potential sources of information that could support your assessment and analysis.
- Explore with your team leader or senior practitioner a time when different perspectives were presented to you, and you adjusted/did not adjust your approach.
- Describe to your team leader how you came to a specific decision in your work with a child, youth or family.

Personal Effectiveness - Critical Thinking and Reflective Practice

- Observe a senior practitioner conduct interviews, including joint interviews with police, parents (including alleged offenders), children and youth and debrief with the experienced practitioner.
- Under the supervision of a senior practitioner, conduct interviews with a parent or caregiver, following investigative interviewing procedures.
- Under the supervision of a senior practitioner, conduct interviews with a child, following investigative interviewing procedures.
- Prepare for the type of interview being conducted by reviewing investigative interviewing procedures and/or strength-based questions.
- Prior interviews, discuss your approach to the interview with your team leader, based on the type of interview to be conducted.
- Prepare for interviews with children by reviewing the child development ages and stages chart or information about relevant special needs.
- Describe to your team leader how you adjusted your communication style based on the needs of the client.
- Review and critically analyze interview results with your team leader.
- Observe at least one interview in which a translator was used.

Learning Plan/Additional Activities to Support Competency Development:

Evaluation Summary and Acknowledgement:

Mid-Point Assessment:

Mid-point comments of child welfare worker. Please provide highlights or examples of how you have achieved competencies and/or a learning plan for how you are working towards competency development:

Mid-point comments of team leader including highlights or examples of how the child welfare worker is achieving competencies and/or a learning plan for working towards competency development:

☐ Child welfare worker acknowledgement of mid-point assessment:

☐ Team leader acknowledgement of mid-point assessment:

Final Assessment:

Final comments of child welfare worker including a narrative assessment of learning and readiness for full child welfare delegation:

Final comments of team leader including a narrative assessment of the child welfare worker's learning and readiness for full child welfare delegation:

☐ Child welfare worker acknowledgement of final assessment:

☐ Team leader acknowledgement of final assessment:

Submission Instructions

Once completed please submit this DART along with a Request for Delegation (CF1800), category C6 selected, to your Designated Director.