



 NATIONAL CENTER ON
Parent, Family and Community Engagement


Using The Relationship-based Competencies (RBCs) as a Professional Development Tool for My Staff

Session 2b




Family Services
Manager Institute


Welcome and Introductions



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Session Audience Console

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Reflection

Share Your Thoughts Using the Q & A Tool.

What does this quote mean to you?

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Learning Objectives

- Explore how the Relationship-Based Competencies (RBCs) can be used as a pathway for professional development
- Examine reflective practice as a way to build relationships and support staff in growing their skills



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Key Messages

- The Relationship-based Competencies (RBCs) provide a measurable and observable description of the knowledge, skills, and practices to support family engagement.
- Listening and reflection can lead to identification of staff strengths and potential areas of needed growth for family engagement.
- Reflective supervision helps you and your staff focus on next steps and identify goals to support family engagement.

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Relationship-based Competencies

A set of knowledge, skills, individual practices, and other characteristics, including attributes, behaviors, and actions, that are necessary to be effective in one's family engagement work.



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The RBCs Suite of Resources



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Foundation of the RBCs

Head Start Parent, Family, and Community Engagement Framework

PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership	Program Environment	Family Well-being	Children are:
Professional Development	Family Partnerships	Positive Parent-Child Relationships	Safe
Continuous Learning and Quality Improvement	Teaching and Learning	Families as Lifelong Educators	Healthy and well
	Community Partnerships	Families as Learners	Learning and developing
	Access and Continuity	Family Engagement in Transitions	Engaged in positive relationships with family members, caregivers, and other children
		Family Connections to Peers and Community	Ready for school
		Families as Advocates and Leaders	Successful in school and life

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Relationship-Based Competencies

1. Positive Goal-Oriented Relationships
2. Self-Aware and Culturally Aware Relationships
3. Family Well-Being and Families as Learners
4. Parent-Child Relationships and Families as Lifelong Educators
5. Family Connections to Peers and Community
6. Family Access to Community Resources
7. Leadership and Advocacy
8. Coordinated, Integrated and Comprehensive Services
9. Data-Driven Services and Continuous Improvement
10. Professional Growth

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Application of the RBCs

Individual Level	Manager Level	Program Level
Consider a set of circumstances you are facing when working with families (e.g., need for community resources, connections to peers and community).	Consider several of the Family Services Staff are bringing the same concerns to reflective supervision sessions.	Consider information gained from family surveys. Reflect on strengths and opportunities for growth.
Consider a trend in requests from families (e.g., advocacy and leadership).		Review Family Partnership Agreements and determine any emerging trends.

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Listen and Reflect

Staff Shares	Supervisor Listens and Reflects
<ul style="list-style-type: none"> • “Several families are telling me they are really stressed right now.” 	<ul style="list-style-type: none"> • Families are sharing their feelings and worries and want to be heard.
<ul style="list-style-type: none"> • “I don’t know what to do when a mother breaks down and cries.” 	<ul style="list-style-type: none"> • Is this staff person comfortable having sensitive conversations?
<ul style="list-style-type: none"> • “I think I need some more resources for referrals that I could give them. 	<ul style="list-style-type: none"> • Is this staff person up-to-date on referral information?

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Aligning the Story with the RBCs: A Road Map for Action

The Supervisor listens and reflects.	“Your story makes me think of two of the RBCs.”
The Supervisor and staff explore which RBCs might help set the direction for their reflection.	“Let see which RBCs support engagement of the families in the story shared.”
Supervisor considers which model can best support the professional development needs of staff.	“Let’s take a look and see if the content could give us some direction on what would best fit your needs.”

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Model for Aligning “WHY” of PD to “HOW” of PD



Adapted from:
 McCollum Catlett
 (1997)

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Leadership Matters: Applying Knowledge, Skills, and Practices in Support of Staff Professional Development



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Wrap Up

- Knowledge, skills, and practices are key ingredients in building relationships with families
- The RBCs are useful tools at the individual, management, and program professional development levels



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Resources

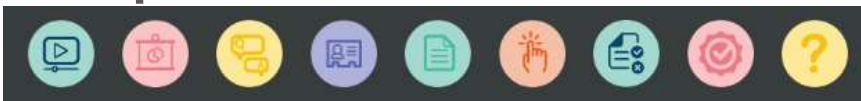
- Relationship-based Competencies to Support Family Engagement for Family Services Professionals
 - Relationship-based Competencies to Support Family Engagement: Professional Development Assessment for Family Services Professionals
- Reflect and Plan Handout



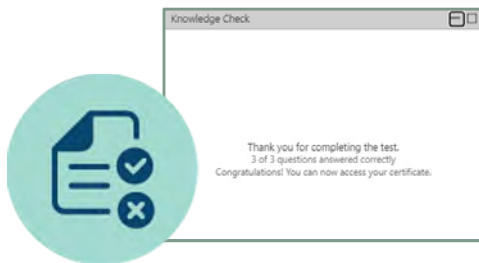
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Knowledge Check and Certificate of Completion



Media Player Slides Question & Answers Speaker Bios Resource List Call to Action Knowledge Check Certificate of Completion Help



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Reflection

Share Your Thoughts Using the Q & A Tool.

- How do I demonstrate effective relationships with my staff? How am I leading by example?
- What can I do to offer reflective interactions guided by listening rather than checklists or self-assessment?
- How do I encourage staff to listen and reflect with families during the family goal-setting process?

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