

Pre-Service Training Delivery Approach

December 2, 2016

Recommendations from the Residential Review Final Report (2012) called for the Ministry of Children and Family Development, service partners, and Delegated Aboriginal Agencies (DAAs), to develop and implement a contemporary caregiver training program that meets the learning and skill development needs of new foster and kinship caregivers.

As a result, MCFD has partnered with the BC Federation of Foster Parent Associations (BCFFPA) to build upon the existing foundational curriculums, while at the same time including trauma-informed, attachment-based, permanency-focused and culturally-sensitive content.

Following extensive consultation, an inter-jurisdictional review of existing training programs, and the collaborative development of a benchmark content outline, the BCFFPA and MCFD made the decision to bring the PRIDE model of training and practice to BC (April 2016).

Since this time the project team has embedded BC-specific content within the PRIDE pre-service curriculum and is in the process of completing a pre-service pilot study involving a number of caregivers, sector partners, DAAs and staff.

In the new year, the project team will be turning their attention to pre-service implementation, while at the same time beginning curriculum development for kinship caregivers and customizing the PRIDE in-service modules.

Similar to other Canadian jurisdictions, BC will be taking advantage of the PRIDE Online pre-service curriculum.

Alternative delivery options for the PRIDE Online curriculum continue to be explored for individuals that experience barriers with online learning.

PRIDE Online pre-service participants mostly proceed through the sessions at their own pace, having ongoing interactions with a virtual facilitator. For this reason, streamlined delivery of the formal pre-service curriculum intuitively lends itself to a centralized delivery model.

The MCFD Learning and Development Branch will lead the formal facilitation of PRIDE pre-service training for all new caregivers throughout the province beginning in the spring of 2017.

Indigenous Perspectives Society (IPS) will collaborate with Learning and Development Branch to facilitate the Caring for Aboriginal Children session and the full pre-service curriculum for DAA caregivers.

This move to online pre-service is intended to address a number of the existing participation barriers and content inconsistencies that have led to many new caregivers not receiving training, including class times, a lack of available offerings, travel time and costs, and child care.

With this new pre-service training delivery model in mind, the continued importance of local relationship building, networking and support during and after training remains well understood and we there will be opportunities to provide input as to how these activities may be incorporated.

For this reason, communities will be encouraged to proceed with optional discussion groups and 1-on-1 interactions as a complement to the formal curriculum. These activities may include local resource social workers, experienced caregivers, support agencies and First Nations.

Support agencies holding contracts that include deliverables pertaining to formal pre-service facilitation will be encouraged to connect with their contract liaison to explore options for redefining these services into other areas of need, up to and including the above support activities.

The training delivery approach for PRIDE in-service and kinship training has yet to be defined, as the curriculum is still under development.

