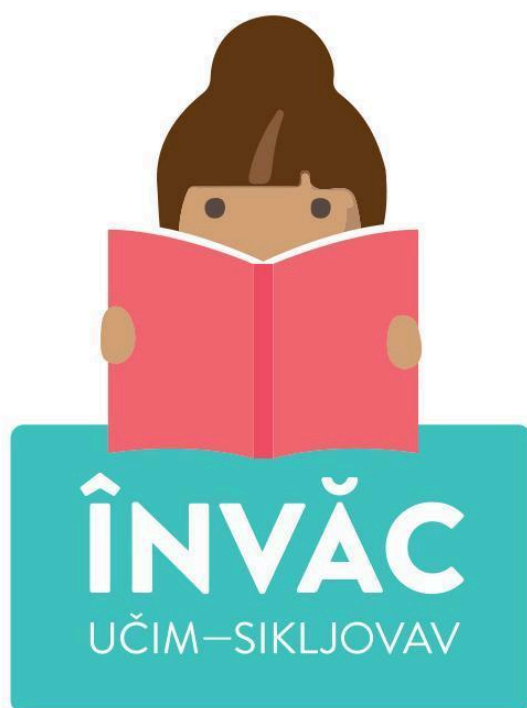


PROFESSIONAL DEVELOPMENT OF ROMA PARAPROFESSIONALS IN EDUCATION AND CHILD CARE

Self-assessment tool



Co-funded by
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This tool is part of the INVAC Guidelines, separated here only for the purposes of easier use by practitioners.

It can be used by paraprofessionals (Roma paraprofessionals or other educational assistants) for the purposes of self-assessing their professional competences needed in child care and education of young children from vulnerable social groups.

It is intended as a portfolio-based model that includes criteria with a scale for self-assessment, and reflexive questions to help plan for self-paced improvements. To plan self-improvements, users are encouraged to consult the INVAC Guidelines Training model, which provides a variety of types, ideas, and resources on how to progress in certain areas of competencies. In order to support practitioners in engaging with this model, a short video course was created as a result of piloting with Roma paraprofessionals in Croatia and Slovakia.

Furthermore, this tool promotes a portfolio-based model of continuous professional development (CPD). The portfolios can help practitioners manage their CPD as they provide a structure for collecting evidence of the achieved learning and development, either before they apply for a job or in-service. It can also be used by higher education institutions (HEIs) that could grant degrees (or offer top-up programmes) upon evaluation of the achieved learning outcomes described and substantiated in a portfolio (recognition of prior learning, RPL).

A CPD portfolio made based on this model should contain a learning plan to target learning goals (achieve or improve certain competences), CPD activities conducted and documented by the practitioner or a CPD/educational provider (certificates attached), written reflections of the experience relating back to learning goals and plans for future improvements. Note that quality professional development is a continuous and never-ending process for any practitioner.

Portfolios created with the support of this template can then be compiled in a coherent manner to be presented to others for different purposes (e.g., to HEIs for recognition of prior learning).



Area	Competencies	1-5	Reflections on assessment and plans for learning/CPD	Completed CPD	Reflections on implementation, effect, and further CPD
<p>Legal framework and purpose of education</p>	<p>Familiar with regulations in education</p> <p>Familiar with regulations on the RP role and responsibilities of the job</p> <p>Familiar with child rights and educational policies</p> <p>Have administrative skills</p> <p>Advocate for the rights and needs of children within the educational system</p> <p>Navigate legal and policy contexts for Roma inclusion</p> <p>Implement a child and human rights approach</p> <p>Implement inclusion and equity</p> <p>Exhibit educational values</p> <p>Engaged in CPD and lifelong learning</p>		<p><i>e.g.</i></p> <p><i>Reflections:</i></p> <p><i>Am I familiar with ...</i></p> <p><i>Do I practice it?...</i></p> <p><i>Plans for improvement:</i></p> <p><i>Self-paced reading of the legal and administrative provisions in education, researching topics of child rights, inclusion in education, and educational objectives.</i></p> <p><i>Engaging in training on educational policies, on child and human rights, inclusion and equity in education, educational values and objectives.</i></p> <p><i>Exhibiting educational values, engaging in LLL, and CPD</i></p>	<p><i>e.g., description, type, provider, date and hours, evidence of completion</i></p>	

Area	Competencies	1-5	Reflections on assessment and plans for learning/CPD	Completed CPD	Reflections on implementation, effect and further CPD
Local context	<p>Know and understand the needs of the community, school children, and families, as well as their living conditions, opportunities, potential allies, and available services outside of education</p> <p>Do assessment, analysis, and resource mapping - getting to know every child's background</p> <p>Build partnerships with families, caregivers, and communities</p> <p>Have mediation, intercultural, and community-building skills</p> <p>Implement inclusion and equity for every child</p> <p>Uphold respect for and understand diverse community contexts</p> <p>Value the empowerment of the community and advocate for their needs</p>		<p><i>e.g.</i></p> <p><i>Reflections:</i></p> <p><i>Am I familiar with ...</i></p> <p><i>Do I know how to practice ...?</i></p> <p><i>Plans:</i></p> <p><i>Self-paced research on local context, visiting the community and children, finding out about the conditions of living, available services outside education, through visits</i></p> <p><i>Engaging in training on partnership with families, mediation, and community building skills.</i></p> <p><i>Taking steps in practice to know every child and search for opportunities, allies, available services that could improve their marginalised position, practicing mediation and partnership with families skills.</i></p>		

Area	Competencies	1-5	Reflections on assessment and plans for learning/CPD	Completed CPD	Reflections on implementation, effect and further CPD
(Inter)Cultural knowhow	<p>Familiar with both/all the school cultures</p> <p>Understand the linguistic and cultural diversity of Roma children and the school community</p> <p>Fluent in the language of Roma children and of the school</p> <p>Facilitate intercultural dialogue and promote mutual understanding</p> <p>Proficient in communicating across cultural barriers- cross-cultural/intercultural communication</p> <p>Skilled in mediating cultural misunderstandings and conflicts in a respectful and effective manner</p> <p>Have intercultural awareness</p> <p>Uphold a deep respect for all cultures and the willingness to learn from them</p> <p>Nurture the cultural heritage of minority children</p> <p>Strive for fairness and equity</p>		<p><i>e.g.</i></p> <p><i>Reflections:</i></p> <p><i>Am I familiar with ...</i></p> <p><i>Do I practice it?...</i></p> <p><i>Plans:</i></p> <p><i>Doing cultural research projects (self-paced reading, talking to community members) on local language, customs, artefacts, reflecting on the monocultural approach in education or school life that is marginalising one group of students.</i></p> <p><i>Taking intercultural skills lessons/training, courses in the Roma language and culture.</i></p> <p><i>Exploring intercultural skills in practice, nurturing the cultural heritage of minority children in different school events.</i></p>		

Area	Competencies	1-5	Reflections on assessment and plans for learning/CPD	Completed CPD	Reflections on implementation, effect and further CPD
Pedagogical knowhow	<p>Familiar with pedagogical foundations</p> <p>Familiar with national and school curricula</p> <p>Familiar with child development basics (relevant to their work)</p> <p>Observe and respond to children's needs</p> <p>Know/implement a child-centred approach</p> <p>Familiar with/implements supporting diverse types of learning, including. SEN</p> <p>Familiar with theories and implements appropriate methods of effective language acquisition</p> <p>Have solid digital literacy and a basic understanding of digital tools for educational purposes</p> <p>Embrace technology as a tool for inclusive learning.</p> <p>Support digital literacy and technology use among students and parents</p> <p>Believe in the success of children</p> <p>Value/facilitation of multilingualism</p>		<p><i>e.g.</i></p> <p><i>Reflections:</i></p> <p><i>Am I familiar with ...</i></p> <p><i>Do I practice it?...</i></p> <p><i>Plans:</i></p> <p><i>Doing curriculum explorations, self-paced learning on different educational approaches.</i></p> <p><i>Taking child development and learning training, special educational needs training.</i></p> <p><i>Familiarizing myself with the curriculum, observing, responding, or linking children to professionals based on their needs in education, practicing in a child-centred approach, and implementing language development strategies.</i></p> <p><i>Taking specific ICT training courses</i></p> <p><i>Evaluating and using new digital tools as they appear in the classroom.</i></p>		

Area	Competencies	1-5	Reflections on assessment and plans for learning/CPD	Completed CPD	Reflections on implementation, effect and further CPD
Socio-emotional knowhow	<p>Understanding socio-emotional development in children and youth</p> <p>Familiar with the basics of pedagogical communication</p> <p>Familiar with theories and practices in conflict resolution and emotional support</p> <p>Implement effective communication with children, youth, and adults</p> <p>Build cooperation and resolve conflicts constructively</p> <p>Implement appropriate socio-emotional modelling and set behavioural boundaries</p> <p>Provide emotional support to children and families</p> <p>Teach by example and exhibit support and reliability</p> <p>Exhibit patience, empathy, and resilience in challenging situations</p> <p>Committed to the holistic development of children</p>		<p><i>e.g.</i></p> <p><i>Reflections:</i></p> <p><i>Am I familiar with ...</i></p> <p><i>Do I practice it?...</i></p> <p><i>Plans:</i></p> <p><i>Nurturing one's own socio-emotional skills, exploring them in self-paced learning.</i></p> <p><i>Taking courses on socio-emotional learning of children, methods of modeling and setting boundaries, strengthening children's resilience, on effective and respectful communication with children and caregivers, on providing emotional support, and on conflict resolution among children and adults.</i></p> <p><i>Practicing respectful and effective communication in the classroom, teaching by example and modelling behaviour, and practicing motivational and support skills.</i></p>		

Area	Competencies	1-5	Reflections on assessment and plans for learning/CPD	Completed CPD	Reflections on implementation, effect and further CPD
Professional collaboration	<p>Understanding of team dynamics and collaborative work principles</p> <p>Engage in quality tandem work (with the teacher)</p> <p>Engage in quality teamwork (with other school/kindergarten members, other professionals, coordinators, and leaders)</p> <p>Facilitate cross-sector collaboration (e.g., social services, health, community organisations)</p> <p>Have a cooperative approach to problem-solving</p> <p>Believe in shared responsibility and team success.</p>	.	<p><i>e.g.</i></p> <p><i>Reflections:</i></p> <p><i>Am I familiar with ...</i></p> <p><i>Do I practice it?...</i></p> <p><i>Plans:</i></p> <p><i>Taking workshops on tandem, teamwork, and collaboration.</i></p> <p><i>Exploring and practising tandem and teamwork at school and among other services relevant to children.</i></p>		

Area	Competencies	1-5	Reflections on assessment and plans for learning/CPD	Completed CPD	Reflections on implementation, effect and further CPD
Crisis Management	<p>Understand common stress factors and challenges faced by marginalised children and families</p> <p>Manage and de-escalate crises</p> <p>Provide support during family or community emergencies.</p> <p>Is dedicated to safeguarding children's well-being</p> <p>Maintains calm and focus under pressure</p>		<p><i>e.g.</i></p> <p><i>Reflections:</i></p> <p><i>Am I familiar with ... Do I practice it?...</i></p> <p><i>Plans:</i></p> <p><i>Exploring self-care strategies for resilience.</i></p> <p><i>Taking crisis management training, courses on emotional support to children in stress and trauma.</i></p> <p><i>Practicing crisis management at work.</i></p>		

Area	Competencies	1-5	Reflections on assessment and plans for learning/CPD	Completed CPD	Reflections on implementation, effect and further CPD
Ethical and Professional Conduct	<p>Have awareness of ethical guidelines and data privacy regulations</p> <p>Understand the boundaries of professional involvement</p> <p>Navigate ethical dilemmas in educational settings</p> <p>Maintain confidentiality and transparency.</p> <p>Exhibit integrity, professionalism, and respect for the dignity of all individuals</p>		<p><i>e.g.</i> <i>Reflections: Am I familiar with ... Do I practice it?...</i></p> <p><i>Plans:</i></p> <p><i>Reflecting on ethical dilemmas and sharing them in a peer group, such as a Professional learning community; joining professional associations in education; self-awareness activities, continuous professional development, and lifelong learning on confidentiality, boundary setting, and ethical challenges.</i></p> <p><i>Working with an experienced colleague, a mentor at first.</i></p>		