TSC Category	Professional Practice					
TSC	Professional Advice and Engagement					
TSC Description	Provide professional advice in response to requests from various stakeholders					
TSC Proficiency Description	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
		ECC-PPR-2022-1.1	ECC-PPR-3022-1.1	ECC-PPR-4022-1.1	ECC-PPR-5022-1.1	ECC-PPR-6022-1.1
		Provide professional advice in engagements with caregivers, families and Early Childhood educators	Provide professional advice in engagements with peers and other professionals in a transdisciplinary or multidisciplinary setting	Provide professional advice in engagements within the organisation and with external organisations in a transdisciplinary or multidisciplinary setting	Drive standards and practices in professional consultation within the organisation	Lead professional training and consultation to shape practices in the sector
Knowledge		• Process of providing professional knowledge and advice • Collaboration techniques for achieving shared goals • Relationship building strategies for achieving shared goals with Early Childhood educators and families • Methods to meet the needs of children with developmental needs at home and in preschool	• Professional responsibilities in relation to Early Childhood educators, Early Intervention professionals and other stakeholders • Strategies for transdisciplinary or multidisciplinary collaboration and relationship building • Communication techniques • Relevant Early Intervention frameworks, methods and theories	• In-depth Early Intervention professional knowledge • Evidence-based practices for providing consultation • Consultation methods in a range of settings • Methods and transdisciplinary or multidisciplinary approaches for establishing effective working relationships with other professionals	• Early Intervention structures and methods to work with them • Coaching and supervision techniques for Early Intervention professionals • Quality assurance principles and processes within professional practice	• Roles played by stakeholders in developing a harmonious work environment • Partnerships among stakeholders • Interests, national agendas as well as needs within Early Intervention sector • Current trends in the provision of Early Intervention services • Legislation relevant to professional practice • Social, cultural and political context of professional practice in operating landscape • Strategies to influence professional perspectives • Legislative and national planning contexts for service delivery • Early Intervention sector training needs on supervision and coaching

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Abilities		• Share about the child's profile and needs with caregivers, families and Early Childhood educators • Analyse caregivers', families' and Early Childhood educators' concerns about the child • Reflect on caregivers', families' and Early Childhood educators' concerns when providing strategies to meet the needs of the child at home and in preschool • Explain the different forms of evidence-based interventions to make a collective decision on the best way to meet the child's needs in different settings • Inform caregivers, families and Early Childhood educators on various developmental needs of children in simple and understandable terms	• Communicate effectively and appropriately clear and relevant information about different forms, approaches, interventions and practices to caregivers, families and other professionals • Explain the theoretical frameworks, methods and theories relating to professional practice • Explain child's issues in simple and understandable terms for the caregivers, families, Early Childhood educators and other professionals • Discuss evidence-based interventions, assessments and their objectives with Social Service professionals and other stakeholders • Articulate role and working capacity of the Early Intervention profession to other Social Service professionals • Provide professional perspective to guide peers and stakeholders within organisation	• Explain theoretical models that guide intervention in a transdisciplinary approach • Apply transdisciplinary or multidisciplinary approaches for providing professional inputs • Discuss intent of the interventions and any significant differences in transdisciplinary or multidisciplinary implications • Promote professional perspectives in transdisciplinary or multidisciplinary team settings • Synthesise information from transdisciplinary or multidisciplinary perspectives • Guide colleagues on methods of communicating information, advice, instruction or professional opinions clearly to peers and other Early Intervention professionals, Early Childhood educators, families and caregivers • Influence stakeholders within the organisation and Early Intervention organisations • Negotiate on parameters of one's professional involvement in providing Early Intervention services	• Evaluate sensitive and possibly contentious information for transdisciplinary or multidisciplinary team discussions, case conferences and policy development • Develop strategies for promoting maintenance, development and change in social structures when providing professional expertise • Foster collaborative working practices of transdisciplinary or multidisciplinary teams • Foster collaborative working practices of transdisciplinary or multidisciplinary teams • Develop systematic and effective working processes with a broad range of stakeholders • Review coaching and supervision framework relevant to the sector • Develop coaching and supervision framework for Early Intervention professionals within organisation	• Influence stakeholders from government ministries, agencies and international bodies with professional perspectives for policy development • Advise on policy implications related to professional practice • Integrate professional practice in providing transdisciplinary or multidisciplinary Early Intervention services • Collaborate with others in planning and decision-making at the individual, group and systems level • Drive acceptance of professional expertise to manage barriers from stakeholders • Evaluate quality assurance principles and processes to determine the relevance of professional practice within Early Intervention sector • Evaluate relevant and efficient coaching and supervision framework for the Early Intervention sector and other relevant sectors

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