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Child and Youth Care Educational Accreditation Board of Canada



CACEJ

CONSEIL D'AGRÈMENT DES CONSEILLERS AUPRÈS
DE L'ENFANCE ET DE LA JEUNESSE DU CANADA

CYCEA

CHILD AND YOUTH CARE EDUCATIONAL
ACCREDITATION BOARD OF CANADA

RECONCILIATION IN CYC EDUCATION

**Submitted By: Dr. Jaspreet Bal, PhD, CYCP
Professor, Program Coordinator, Child and Youth Care
Humber College**

If you are reading this, you are a CYC, an educator, or perhaps both.

Every child and youth care educator I know believes they are doing good work. They believe they are teaching best practices. They believe they are well intentioned and are training practitioners who will do excellent practice in the field.

At the same time, we are in a profession that has been complicit with colonization and genocide. We continue to educate practitioners who are turning around and hurting children. How do we reconcile this disconnect between what we think we produce in the classroom and what we see in the practitioners our students become?

September 30th is the new National Day for Truth and Reconciliation in Canada. For every Canadian this will mean something different. For the newcomer, the second-generation racialized settler, the fifth-generation white settler, the journey of reconciliation will vary. What will it mean for CYC educators?

There is no reconciliation without truth. The truth is that Child and Youth Care

practitioners have to look honestly at the history and present of their profession. We have to consider why, at our hand, young Indigenous children and youth continue to be funneled into foster care, residential schools, prisons, and streets. We have to actively decolonize our curriculum. We have to pick out the white supremacy and willfully insert Indigenous ways of knowing, being, and doing.

We have to consider that the continued colonization and genocide of Indigenous children and youth is perhaps not despite our best attempts at education, but because of it.

Educators were frontline in the colonization and genocide of those indigenous to this land. Educators were the ones that quite literally buried children. The Truth and Reconciliation Commission reminds us that educators are also frontline in moving forward, in making sense of what has happened, and committing to creating change. As we use this National Day for Truth and Reconciliation to reflect and commit to change, I stand with all CYC educators as we look specifically at our own profession and move forward.

RECONCILIATION / DECOLONIZATION / INDIGENIZATION

Resource List for the Classroom

**Returning to the Teachings:
Exploring Aboriginal Justice**

by Rupert Ross

**Integrating Aboriginal
Perspectives into School
Curriculum: Purposes,
Possibilities and Challenges**

by Kanu, Y.

**Decolonizing Education:
Nourishing the Learning Spirit**

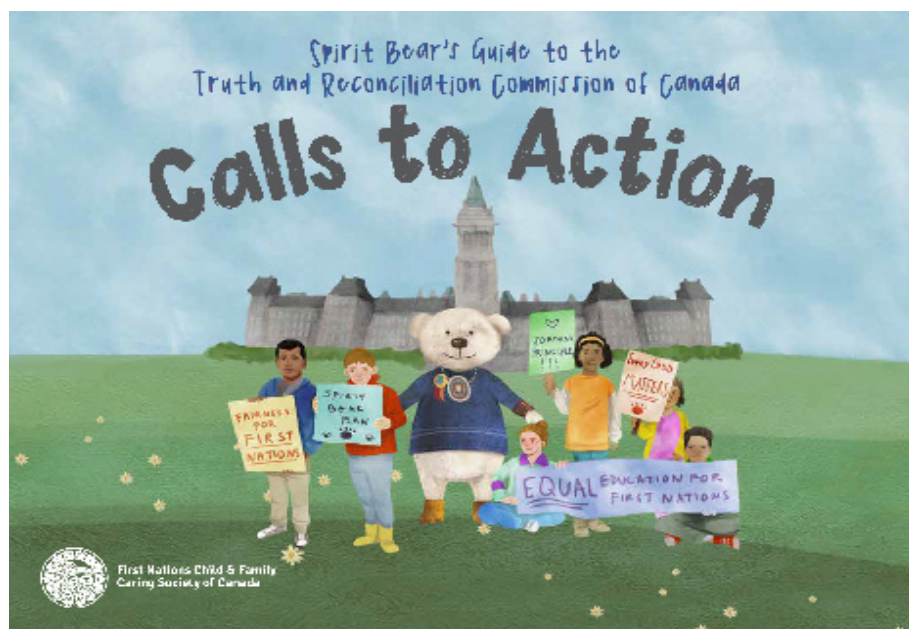
by Marie Battiste

**Working with Aboriginal
Communities in Places of Higher
Learning**

**Colonized Classrooms: Racism,
Trauma and Resistance in Post-
Secondary Education**

by Cote Meek, S

by Michell, H



A MESSAGE FROM OUR ACCREDITATION COORDINATOR

By: Wendy Weninger, Accreditation Coordinator

Hello to all CYCEAB member programs!

It is hard to believe we are already well into the fall 2021 term of courses. Hopefully, your students are excited, engaged, and eager participants in your classes, whether the classes are face to face, online, or in a blended model of delivery.

CYCEAB held the first board meeting of the academic year in September, and I am excited to announce that three new CYC post-secondary programs were approved to begin the accreditation journey. They join three other programs working diligently to finish the final steps - organizing site reviews, submitting their response to the Reviewers' Report, and awaiting the final decision by the board. I am eager to support all programs, no matter what stage of the process they are in.

For those unfamiliar with my role, I connect with the programs prior to their application submission and guide, support, clarify details throughout the process, answer questions, sometimes troubleshoot, and overall encourage them. My involvement starts prior to a program's application and continues until the time the accreditation decision is finalized by the board. I check in with programs via email monthly, and additionally I am available via email, telephone, or virtually whenever a program needs.

One recent question –from accredited programs wanting to make sure they are remaining current, as well as those looking ahead to engage in the process, is about practicum hours. Particularly in the challenging times we presently face, programs want to clarify the requirements for practicum hours. Specific details can be found in

the 2021 version of the Self-Study Guide (found on the CYCEAB website under the “Accreditation” tab) in section 1.4 Program Structure and Course Sequencing. I encourage programs to review all the bullet points in this section. One key bullet from a previous message sent out to all member programs is as follows:

Child and Youth Care (CYC) practicum (inclusive of terms such as field work, field placement, internship, etc.) is an essential experiential component of the CYC credential. Due to the situations such as the COVID-19 pandemic, post-secondary programs had to be creative to provide such practicum opportunities. Student and community safety is paramount. CYCEAB realizes adaptations to the traditional practicum may be necessary.

As programs consider these adaptations, they should centre on the following: CYC learning outcomes, CYC core competencies, and CYC vocational standards. As public health recommendations allow in your geographical area, the standard for CYCEAB accreditation will continue to require 80% of the practicum hours to be direct engagement with children, youth, and families.

If you have any questions about this statement or anything in the 2021 versions of the Self-Study Guide, Site Review Guide, or accreditation process flowchart, please feel free to contact me.

Take care, stay safe and healthy!

Wendy Weninger

Accreditation Coordinator, CYCEAB

Email: wendy.weninger@outlook.com

Phone: 403-393-3574

BOARD MEMBER SPOTLIGHT

Melissa Teles



Melissa Teles (she/her) is a settler in Canada currently working in Tkaronto/Toronto (Dish with One Spoon Territory). She has worked in the child and youth sector for over 20 years as a service-provider, supervisor, faculty member in the Child and Youth Care program at George Brown College, and a contract lecturer at Ryerson University. Her institutional education includes a Master of Arts and she is currently completing her PhD at the University of Toronto in Higher Education and Sexual Diversity Studies. Melissa attributes her most significant learning to her lived experiences, social identities, and the connections and relationships she feels so privileged to hold. Melissa currently serves as the treasurer for the CYCEAB and she has been a board member for the last five years. Melissa is interested in engaging in critical dialogue about all aspects of child and youth practice, including accreditation – with the aim to consistently strive to do better for children, young people, families, and communities. She lives in Burlington, Ontario with her partner, two kids – Tiego & Matias, and their dog, Rocky. In her spare time, she enjoys spending time with her family, listening to music, reading, MMA, listening to true crime podcasts, and spending time in nature.

FROM SOMEONE WHO KNOWS...

**Mohawk College
Newly Obtained Accreditation**



Early in 2020, the Mohawk College Child and Youth Care program expressed readiness for the accreditation application, presented this interest to the CYCEAB committee, and embarked on the application and questionnaire process. Wendy Weninger, the Accreditation Coordinator assisted throughout the entire process as she worked closely with the team on the next steps. Wendy was instrumental in providing guidance and resources needed throughout the accreditation process.

Once the board reviewed and accepted our application, the Data Sharing Agreement and Consent to Share Materials were sent and Student, Alumni, and Employer Surveys were then completed.

During this time, the Mohawk CYC Program approached Accreditation as a team and spent a great deal of time preparing the Self-Study Report and Quality Enhancement Plan. This was an arduous task that required collaborative help from all team members. Every team member took on an area of focus and tasks to complete. The team met regularly to update one another and to review documentation and submissions. The team also sought additional assistance from other college departments and community partners. As the Self-Study report requires data, information, etc. from a variety of departments within the college, we strongly recommend that this be taken into consideration when plotting out timelines and that applicants allow for ample time to attain, process, and compile documentation for completion.

FROM SOMEONE WHO KNOWS CONTINUED...

Once finalized in June 2020, Wendy was again very helpful in reviewing our documents to ensure we had completed everything necessary, and she provided feedback and direction on any required changes before moving to the Review Process step. With guidance and direction, approved reviewers were selected and contacted, and a site visit was scheduled. Due to the global pandemic, virtual site visits were scheduled for October 2020. Our site visitors thoroughly reviewed the submitted documentation, completed site visits in a timely manner, and were ever so accommodating and easy to work with. We appreciated how candid the reviewers were in their report and valued the feedback and recommendations made. In November 2020, the CYC team worked together diligently once again to prepare and submit a written program response to the Reviewer Report. Once completed, it was a matter of anxiously waiting to hear the Board of Directors' decision. Not long after in December 2020, the team was extremely happy to receive the formal letter and certificate of Accreditation. We were able to learn a great deal through this process and are proud of the designation as it demonstrates the Mohawk CYC Program's commitment to high-quality education and the highest standard of professional practice for our students.

HEAR A LITTLE MORE HERE

Submitted by:

Nicole Murray, Professor;
Child and Youth Care Program
School of Health and Community Services
Mohawk College

UPCOMING EVENTS

HOSTED BY THE CYCEAB EDUCATION COMMITTEE

LOVE CYC SCHOOL? THERE'S MORE!
A PANEL DISCUSSION ON CYC GRADUATE
SCHOOL OPTIONS



TUESDAY NOVEMBER 30TH, 2021

9:00AM PT (12:00PM ET, 5:00PM GMT)

FREE TO ATTEND

SAVE THE DATE

INCORPORATING SEX TRAFFICKING AND
SEX WORK IN TO POST SECONDARY CYC
CURRICULUM

TUESDAY JANUARY 25, 2022

\$25 FOR MEMBERS

\$35 FOR NON-MEMBERS

CYC EXCITING NEWS

The next National CYC Conference will be held in October 2022 in Canmore, Alberta, hosted by the Child and Youth Care Association of Alberta. Watch for more details coming out soon!



Nov 30th 2021

LEARN ABOUT: CHILD & YOUTH CARE GRADUATE SCHOOLS

HEAR FACULTY AND STUDENTS FROM CONCORDIA,
STRATHCLYDE, UNIVERSITY OF VICTORIA, AND X-
UNIVERSITY TO DISCOVER WHAT YOU NEED TO
KNOW TO BE SUCCESSFUL IN YOUR CYC
GRADUATE DEGREE.

NOVEMBER 30TH 2021
12:00 TO 2PM EST
9:00 TO 11AM PST

**EVENT SUPPORTED BY
CYC-NET.ORG**
**ALL ATTENDEES WILL RECEIVE THE
LATEST ISSUE OF RELATIONAL
CHILD AND YOUTH PRACTICE. A
SPECIAL ISSUE ON GRADUATE
SCHOOL RESEARCH**

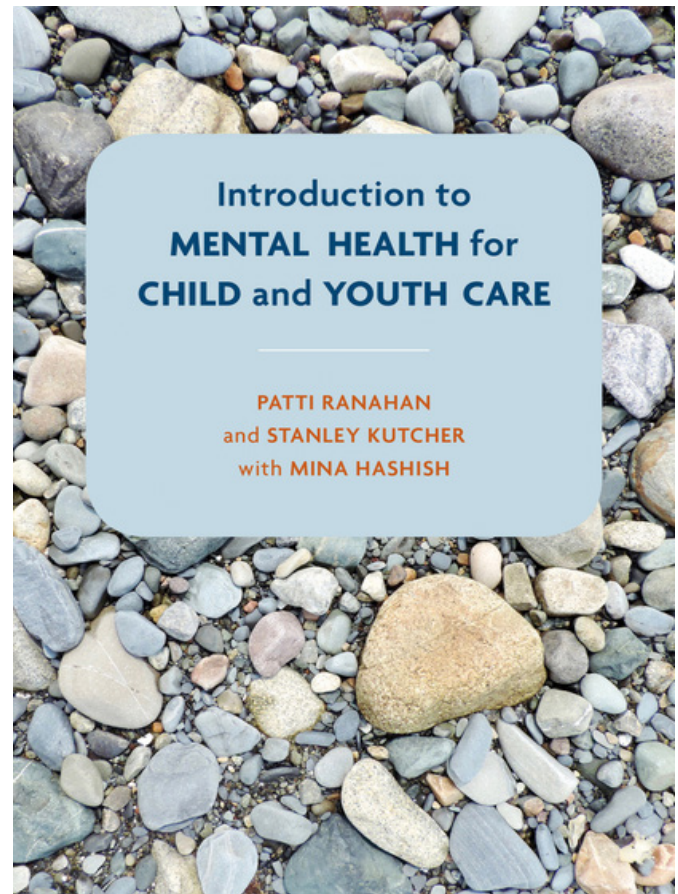
REGISTRATION:

Mark.Littlefield@ufv.ca



CYC BOOK HIGHLIGHT

Ranahan, Kutcher & Hashish offer a wonderful introductory text to Mental Health for CYC Practitioners. This text, written for the scholar, student, and practitioner, intentionally balances theory and practice. By acknowledging the human and relational aspects of child and youth care while also articulating the science of mental illness, this text discredits the binary between human and science. It goes beyond the surface of mental health through an intersectional lens; one of the first CYC texts that speaks to the complexities of and beauty in culture. One example is the chapter on Indigenous mental health theories, perspectives, and practices. Ultimately, this text leaves CYC practitioners well-informed and able to effectively communicate and practice in interdisciplinary contexts.



TO READ MORE, VISIT www.canadianscholars.ca.

FICE-CANADA

Background Information on FICE-International

FICE (pronounced “feet-say”) stands for the International Federation of Educative Communities; FICE is the abbreviation of the French version.

FICE-International was formed under the auspices of UNESCO in 1948 to support children’s villages that sprang up throughout Europe to care for the orphaned and traumatized children as a result of World War II. At this time, social pedagogues and éducateurs/éducateurs spécialisé (equivalent to CYCs) emerged, and post-secondary education programs focussed on child and youth work were developed in many European countries.

Today, FICE has evolved to address a wide-range of child and youth care/child welfare issues and programmes, and member sections include countries beyond Europe. For more information about FICE-International, go to <https://www.ficeinter.net/about>

For a more detailed account of the early history, David Lane from the UK wrote a piece on the 50 anniversary (1998): <http://www.davidlane.org/fice/english/history.htm>

Moving Towards a FICE-Canada Section

The process of discussing a possible FICE-Canada section emerged from a Zoom meeting of the ACYCP (Association of Child and Youth Care Practitioners, USA). FICE-USA is looking at a restructuring, with ACYCP taking overall leadership for the USA from an agency that was the previous “sponsor.” In this process, ACYCP was suggesting a FICE-North America organization with Canadian members serving on a global sub-committee of ACYCP.

Historically, Canadian CYCs have always been supportive of working collaboratively with our US colleagues. However, consultations with some Canadian CYCs who have been involved internationally and with ACYCP believe such collaboration should happen after we form a FICE-Canada section. FICE-Canada will need to be well-rooted in both the Council of Canadian Child and Youth Care Associations (CCYCA) and the national network of CYC educators (including the CYCEAB) in order to properly represent child and youth care across Canada.

It is also evident from initial discussions that in order for Canadian CYC to have a strong presence internationally, we need to ensure we have strong provincial (and territorial?) sections of the CCCYCA. Experience has shown that in order to have strong provincial CYC associations, there needs to be strong collaboration between practitioners and post-secondary educators at the provincial level.

The initial Zoom discussions have highlighted the critical importance of ensuring strong Indigenous involvement and diversity of participants. We need to include voices and experiences thus far under-represented in our conferences and organizational leaderships. In order to facilitate broad CYC representation, we need to recognize the uneven distribution of privilege and resources and move to better level the playing field of involvement, locally and globally.

Please join the conversations so Canadian CYC can share and learn as part of the FICE-International network. To be added to the developing FICE-Canada steering group, please contact Pennie Sibbald (President of the CCCYCA) at president@cyc-canada.org or Jim Anglin (Prof. Emeritus, UVic) at janglin@uvic.ca

CYCEAB MEMBER RECRUITMENT

WE'RE LOOKING FOR YOU!



Are you passionate about the field of CYC? Do you have a inner inkling to be part of the field as it changes? Want to make waves in the way education and practice is provided, preceived, and shifts to meet the needs of today?

If you answered yes to any of the questions above, we want you!

CYCEAB is always looking for committee members! From research to policy to education, we'll find something to match your interests!

We actively seek members that reflect the people CYC practitioners engage with each day, in classrooms and community. The CYCEAB supports the inclusion of all people and works to promote the diverse communities we teach, practice, and live within.

Contact

CYCEAB@lethbridgecollege.ca to sign up or request more information.

COVID-19 UPDATE

In light of the COVID-19 health pandemic, the CYCEAB recognizes the unprecedented need for programs and faculty to become innovative, creative, and flexible in their approaches to teaching, learning, and placements. The board has also responding according to the imposed restrictions and continues to suspend all travel for site reviews. Other work still carries on, so please stay engaged with us! We appreciate your ongoing commitment to quality post-secondary Child and Youth Care education. Please contact Wendy Weninger, our Accreditation Coordinator, should you have any further questions (wendy.weninger@outlook.com).

Accreditation Renewals

Reminder letters are sent out to programs two years before accreditation renewals come due. Please check your accreditation renewals.