

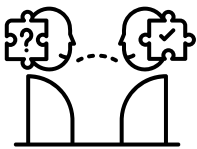
MATCH Professionals

MATCH Professionals are the mentors, advisors, technical assistance providers, consultants, and coaches supporting early childhood and afterschool professionals and programs. MATCH Professionals provide individualized supports for individuals, groups, or programs via mentoring, advising, consulting, or coaching relationships.



Mentoring

A relationship-based learning opportunity between colleagues in similar professional roles; a more experienced professional (mentor) and an individual seeking to gain knowledge and experience related to a particular role (mentee)



Advising

Support related to choosing and following education and career pathways provided by an advisor



Technical Assistance

Targeted and customized support provided by an outside consultant to an organization on a specific subject or to address an identified problem



Consultation

Collaborative problem-solving process facilitated by an outside consultant about a specific subject or to address an identified problem



Coaching

Relationship-based process to develop specialized knowledge and skills facilitated by a coach based on goals set by the individual or group

Examples:

- **Mentor** teacher for a student teacher completing a teacher preparation program
- Academic **Advisor** at a college supporting students with education and career planning
- Federal **TA Provider** supporting organizations with implementing a particular program
- Maternal Child Health **Consultant** supporting a program developing strategies to meet a child's special health needs
- Practice-Based **Coach** supporting teachers in meeting individual teaching goals

MATCH Professionals:

- Provide responsive guidance to early childhood and afterschool professionals and programs
- Have current knowledge of their discipline
- Stay informed about systems, requirements and resources pertinent to their field
- Are experienced and effective in their use of evidence-based practices
- Engage in continuous improvement related to their own skills and competencies

MATCH Knowledge Areas and Competencies

Standards, Resources, and Systems

Ethical Guidelines and Professionalism

Effective Communication

Relationship Building

Facilitating Growth

The Vermont Knowledge and Competencies for MATCH Professionals are the common skills and knowledge these professionals should use to guide their work with early childhood and afterschool professionals and programs.

- Assessment
- Goal-Setting
- Facilitating Change in Practice
- Measuring Outcomes
- Evaluation

Standards, Resources, and Systems

- 1.1 Knows national, statewide, and regional resources and organizations
- 1.2 Articulates and practices a professional philosophy
- 1.3 Understands and promotes practices that meet or exceed the state and national regulations / standards
- 1.4 Facilitates effective collaboration
- 1.5 Uses and promotes research-based practices
- 1.6 Uses knowledge of adult learning principles and stages of professional development

Ethical Guidelines and Professionalism

- 2.1 Describes what ethical practice means and consistently maintains this professional standard
- 2.2 Upholds a commitment to the quality of a MATCH relationship through ongoing and open evaluation of the process, goals, etc.
- 2.3 Implements reflective practice personally and supports this within the MATCH relationship
- 2.4 Promotes professional well-being through clear boundaries, positive self-care practices, and cultural and self-awareness
- 2.5 Develops and reflects on own leadership role within the early childhood and afterschool community
- 2.6 Practices effective time management, record keeping and documentation
- 2.7 Demonstrates a commitment to continual learning and discovery

Effective Communication

- 3.1 Uses a wide array of communication modalities appropriately
- 3.2 Models cultural competence and commitment to diversity
- 3.3 Uses effective listening, questioning, scaffolding and verbal and non-verbal communication strategies
- 3.4 Has knowledge of and uses effective negotiation, facilitation, conflict management and team building strategies
- 3.5 Is honest and sets clear realistic expectations using nonjudgmental and objective feedback. Gathers current information through observation and/or other strategies and is respectful of the context and culture of the organization and community in which they are working
- 3.6

Relationship Building

- 4.1 Establishes trusting relationships and builds a partnership within set boundaries
- 4.2 Uses an individualized, participant-led, strengths-based approach
- 4.3 Practices mutual respect and promotes collaboration
- 4.4 Facilitates and supports motivation to learn and grow
- 4.5 Practices flexibility
- 4.6 Provides feedback in the context of agreed upon expectations
- 4.7 Models and promotes reflection that leads to effective practice

Facilitating Growth

- 5.1 **Assessment:** An objective self-assessment or external assessment of practices and skills identifies current strengths, needs and conditions
- 5.2 **Goal Setting:** Results of the assessment inform planning, goal setting and an action plan guided by the MATCH professional
- 5.3 **Facilitating Change in Practice:** Implementation of the action plan to meet the stated goals by problem solving, innovation, skill development, discovery, modeling, reflecting, facilitating, and risk-taking
- 5.4 **Measuring Outcomes:** Review of practice and learning, and assessment of outcomes determines next steps
- 5.5 **Evaluation:** Reflection and assessment of the MATCH relationship, as well as contributing to the MATCH program evaluation results is ongoing