



**Coaching Session 4 with Dr. Shelley Moore  
Boys and Girls Club Okanagan**

**May 5, 2026**

**Follow up items from Session 1 -3**

**Shelley**

- Create and share a dashboard with resources for the team, and send the link to Leah
- Build an example resource showing how to adapt personal awareness/social-emotional competency goals for early learning (from birth)
- Send the competency framework document to Margaret (and team) for review and feedback
- Extend the current competency crosswalk example to cover up to age 8 and consider adding more profiles as appropriate.
- Develop a parallel version of the framework for ages 8 to 19 (school age/after-school care), incorporating relevant profiles and frameworks (e.g., First People's Principles, Core Competencies)
- Look into the Environmental Rating Scales (ITERS, ECERS, SACERS) and consider how to align or connect these tools with the BC Early Learning Framework and the team's work.
- Review the support plan sent by Leah and consider possible tweaks based on the meeting's conversations.
- Start building sample resources for identifying needs and goals, including examples for the team to review
- Prepare an example of the template completed for an example child

**Leah**

- Send the current support plan template to Shelley for review

**BGCO Team**

- Review the competency framework document shared by Shelley and provide feedback, including suggestions for additions, changes, or rearrangement
- Brainstorm how the competency framework fits with current work and consider possible directions for implementation



## Meeting Summary

### New Support Plan Dashboard

The team met to continue discussions about the IEP project. Shelley presented a new dashboard for keeping track of our sessions.

### Example of Proposed Template

Shelley walked through the proposed template sections which included discussions about confidential and non-confidential sections, and the organization of the template around the five dimensions including identities, interests, strengths, stretches and needs. Shelley also talked about a needs-based reflection tool which could be developed specifically designed for early learning settings, which focuses on areas like emotional and behavioral development, self-regulation, communication, early learning and play, physical development, and social relationships. The discussion concluded with Shelley preparing to demonstrate how to use the new template with an example case, focusing on the distinction between needs (what adults need to do) and goals (what children need to do).

### Educator Support Tool Discussion

Shelley discussed a document needs based planning tool that could be developed and used both at an individual child level and a group level to identify children who might be struggling. She explained that a tool could help educators see how supports for individuals can be embedded within community supports, rather than as separate efforts. The group participants, including Leah and Kayleigh, shared their initial reactions to the tool, noting it will require time to fully absorb to understand its implications for their system.

### Inclusive Competency-Based Program Template

Shelley presented the proposed inclusive and competency-based program plan template using a fictional case study of Liam Chen to demonstrate its structure. The template includes multiple perspectives (child, family, team, and community) and focuses on needs-based support rather than individual strategies. Kayleigh expressed initial concerns about workload but found the approach aligned with existing pyramid model training, while Elizabeth noted the plan makes community supports more visible and accessible. The group agreed to focus on implementing the needs-based support plan portion before the next session, with Dr. planning to introduce competency-based goals in the follow-up meeting.

## Next steps

### Shelley

Prepare an example of the template completed for an example child – focus on goals