

**BOLD
NESS**

**THE
WINNIPEG
BOLDNESS
PROJECT**

WORKING WITH THE CHILD- CENTRED MODEL

**OUR THEORY
OF CHANGE
MARCH, 2018**

winnipegboldness.ca/childcentredmodel

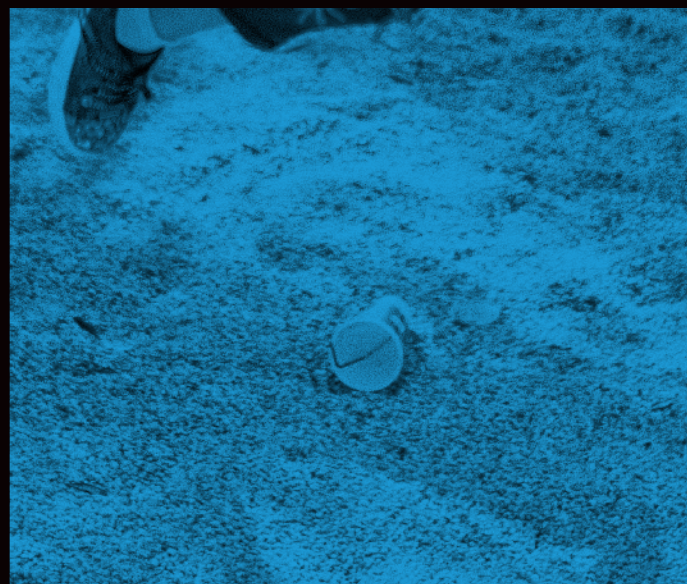
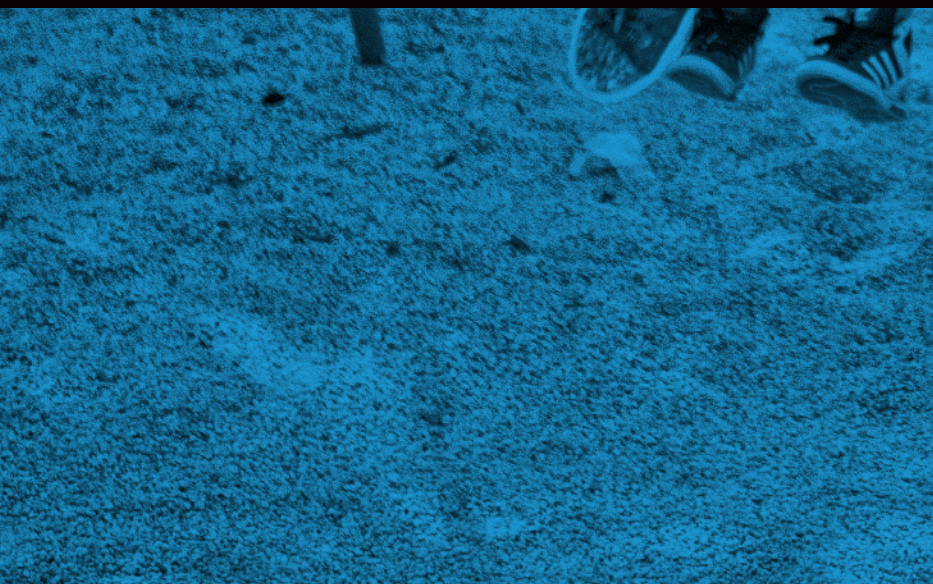


We are instructed by Elders to approach community with humility and great diplomacy. We do not have the answers for their lives; only they have the authority to make necessary changes that will benefit themselves and their families.

— Guiding words from
community leaders



The child-centred model can create positive change in a community. The Winnipeg Boldness Project has been working with the Point Douglas community since 2014 to understand how to improve outcomes for children in the area. Through this work, it became clear that an informal model was being used in this neighbourhood by service providers and families alike, which was documented as the Child-Centred Model. This model represents a worldview and values shared by this community that, when implemented on a large-scale, could lead to largescale, systemic change.



WHAT IS THE CHILD-CENTRED MODEL?

IT IS COMMUNITY WISDOM

The model was developed through a deep dive into the vast knowledge base of local residents – a community that best knows how to define success for their children and what they need to achieve it.

IT IS GUIDANCE

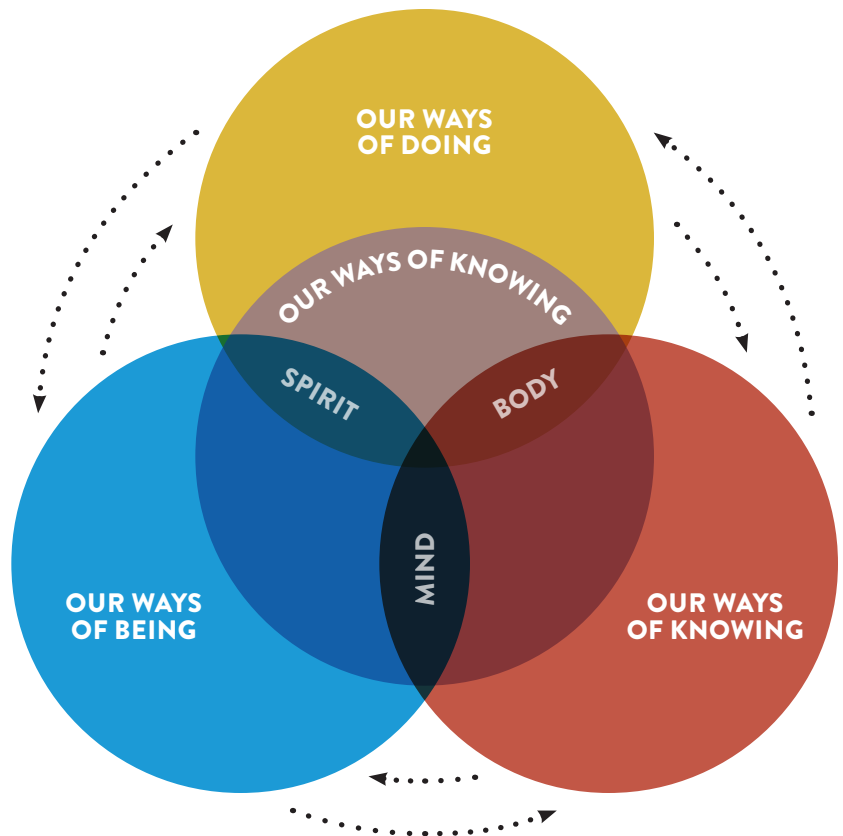
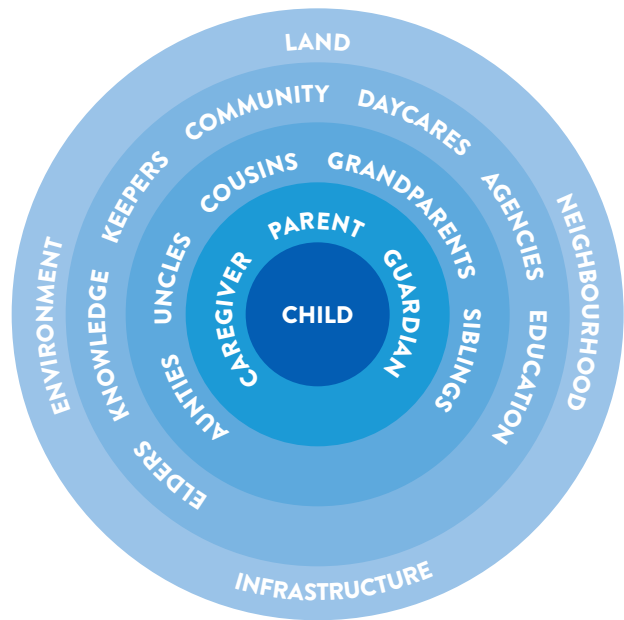
The model provides specific guidance on how we can all support a child's healthy development in this community. Anyone whose work affects their community should seek to understand and respect this wisdom.

IT IS RECONCILIATION

Working by the values in this model prioritizes developing meaningful relationships and acknowledges the community as the experts in their lives. This way of working is the foundation of the calls to action from the Truth and Reconciliation Commission of Canada.

IT IS WHOLISTIC

The foundation of the model is interconnectedness, in the sense that you cannot change one aspect of a child's life without also affecting all the other parts of their life.



THE MODEL IN PRACTICE



Service providers, organizations, and systems can work by these values to support families and children in a person-centred way.

CHILDREN ARE SACRED

It is all of our responsibilities to support success for children. Support not only the child, but the whole community, history, and culture around them.

In practice, this means...

- Acknowledge that a child cannot excel in areas of their life such as academics or skill building if their basic needs are not met
- Recognize that the whole community supports the development of a whole child
- Provide supports not only for children, but for all those who care for them

WHOLISM

The body, mind, and spirit are interconnected parts of a whole person. Likewise, systems, communities, and people are interconnected and interdependent. Work towards supporting the whole person, not only specific parts of their life.

In practice, this means...

- Working towards addressing underlying causes of crisis and towards maintaining healthy lives
- Promote natural support systems as sustainable resources for individuals and families
- Foster each individual's sense of belonging and identity

STRENGTH-BASED

Focusing on strengths gives people energy to grow; regardless of an individual or group's situation in life, they have strengths. Value and nurture these strengths.

In practice, this means...

- Welcome all people and meet them at whatever stage they are at in their journey, without judgement
- Provide supports that honour individual worldviews and culture

BASIC NEEDS

Access to basic needs such as food, shelter, and safety is a right for all, and must be provided prior to addressing any other challenges a person might face. Provide access to basic needs for all.

In practice, this means...

- Provide access to restorative care and respite which is needed for healing but often denied to people in poverty
- Provide specialized services and increased support for those who have greater need



INTERDEPENDENCE

When people are supported by others they gain the strength to return that love and support. Foster this interdependence.

In practice, this means...

- Provide opportunities for community members to become mentors for their peers
- Support secure attachment between child and caregiver
- Take care to develop relationships and build trust with individuals and families

SELF-DETERMINATION

Provide opportunities for self-determination. Allowing individuals to make choices to attend to their needs will lead to them being able to support family and community. Encourage self-determination.

In practice, this means...

- Provide choices and options for individuals and families, and respect the choices that are made
- Acknowledge individuals and families as experts in their lives



OUR CALL FOR ACTION

Recommendations to put the
child-centred model into action:

1

CENTRE AROUND CHILDREN

Services and programs need to honour all aspects of a child's identity: history, culture, family, community, potential, and their right to the fullness of life.

2

ACKNOWLEDGE THE INTERCONNECTEDNESS OF CHILD DEVELOPMENT

Child development is a collaborative process that involves the entire community and requires input from all voices and diverse groups.

3

BUILD COMPETENCY IN MULTICULTURAL PRACTICES

Community helpers must be educated and trained in multicultural ways of working.

4

WORK FROM THE STRENGTH OF PARENTS

Parents should be actively involved in the development of their children, therefore keeping families together must remain a top priority. Supports provided to parents must affirm sacredness, dignity, worth, healing, strengths, hope, and be accessible for all.

5

ENGAGE WITH COMMUNITY RESIDENTS

Those who live in the community should be involved in renewal and planning efforts, especially around child-centred programming.

6

HONOUR COMMUNITY WISDOM

The community has its own answers. Service Providers can only be facilitators in the process of building strong communities.

7

MAINTAIN RECIPROCAL RELATIONSHIPS

There must be a balanced distribution of power between service providers and those seeking help. Relationships must remain equitable and mutually respectful.

**“WE INVITE PEOPLE OF ALL
NATIONS TO LEARN FROM
OUR WAYS, AS WE YEARN TO
UNDERSTAND OTHERS’ UNIQUE
WAYS OF BEING IN THE WORLD.”**

— Members of The Winnipeg Boldness Project
Community Leadership Guide Group

The Child-Centred Model is a foundation for positive change developed in partnership with the Point Douglas community. For those seeking to learn more:

READ THE FULL REPORT

This document is merely a summary of the wisdom shared by the Point Douglas community. The full report at winnipegboldness.ca/childcentredmodel expands upon the concepts shared briefly here.

STAY CONNECTED

Follow The Winnipeg Boldness Project through our website and social media platforms as we explore and develop ideas for change that support early childhood development in Point Douglas.

—The Point Douglas Community with the Winnipeg Boldness Project







**“WE ARE THANKFUL TO
OUR ANCESTORS WHO
ENTRUSTED US WITH
THE CARE OF THIS
GENERATION, AND THE
GENERATION WE WILL
NEVER KNOW.”**

—(MacNeill, 2014, p.29)

Thank you to everyone who contributed to the creation and documentation of the child-centred model, including many community leaders and traditional knowledge keepers, local residents, and the North End community as a whole.

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