

# Academy Core Values and Practice Behaviors for Service Providers



<i>Core Value</i>	<i>Definition</i>	<i>Practice Behaviors</i>
<b>PROFESSIONALISM</b>	Using expertise and the application of best practices to respectfully serve all learners and agency partners.	P1: I consistently role model professional behaviors as a representative of the Academy.
		P2: I apply my expertise and knowledge of best practices to the work I do.
		P3: I assess the needs of learners and adjust my engagement and facilitation style accordingly.
		P4: I receive feedback as a means to support my professional growth and I take advantage of developmental opportunities.
<b>ACCOUNTABILITY</b>	Being reliable and responsive to learners and Academy staff.	A1: I make decisions guided by the Academy’s purpose, mission, and core values.
		A2: I do what I say I will do.
		A3: I take ownership of how I conduct myself in the classroom and in my communication with Academy staff.
		A4: I strive for professional excellence by evaluating the impact of my work and remaining open to feedback.
<b>COLLABORATION</b>	Achieving learning goals through mutually respectful work with Academy staff, co-facilitators, and agency partners.	C1: I communicate with Academy staff and learners in a timely manner to address any barriers to a successful delivery.
		C2: I reach out to Academy staff and co-facilitators to provide and accept support.
		C3: I collaborate with Training Operation Assistants to support classroom management and address barriers to learning.
<b>INNOVATION</b>	Seeking ways to enhance the Academy’s work and develop creative solutions to challenges encountered.	INV1: I look for ways to enhance the flow and impact of my work.
		INV2: I seek and implement creative solutions to challenges encountered.
		INV3: I foster innovation by actively seeking diverse ideas, perspectives, and strategies.
<b>FLEXIBILITY</b>	Demonstrating openness, flexibility, and adaptability in	F1: I’m open to new ideas and new ways of doing things.

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	thought and action.	F2: I am willing to adjust my facilitation as needed to be responsive to the needs of learners.
<b>INTEGRITY</b>	Being honest, ethical, fair, and considerate in interactions and decisions.	INT1: I am mindful of my strengths, needs, and boundaries, and I am open, honest and genuine when sharing these with others.
		INT2: I seek out and take the interests and well-being of learners into account when planning and delivering training curriculum.
		INT3: I co-create agreements with learners and role model how to respect these agreements.
		INT4: I check my assumptions and strive to be generous in my assumptions about others' intent.
<b>DIVERSITY</b>	Creating an inclusive, respectful, and welcoming environment that appreciates and builds on the diverse talents, cultures, backgrounds, experiences and opinions of learners, Academy staff, co-facilitators, and external stakeholders.	D1: I am willing to learn and appreciate diverse cultural identities.
		D2: I listen attentively and ask questions to further my understanding of expertise and perspectives that are different from my own.
		D3: I value beliefs, boundaries, or practices that differ from mine.
		D4: I am committed to learning about how my bias impacts my decisions and I seek ways to unlearn these biases.
<b>WELL-BEING</b>	Creating a healthy classroom environment that is both brave and safe.	W1: I promote a healthy environment in the classroom by being trauma-responsive, using recovery and person-first language, and valuing the strengths of others.
		W2: I recognize that learners will experience discomfort as they grow and I must role model self regulation strategies to help learners manage this discomfort.