SUMMISSION TO THE INQUIRY INTO THE CHILD PROTECTION SYSTEM IN THE NORTHERN TERRITORY

NTFC WORKFORCE DEVELOPMENT UNIT

This submission draws on the knowledge and experience of the Workforce Development staff and its interactions and associations with Care and Protection Managers, Team leaders and operational staff.

The NTFC Workforce Development Unit is responsible for attraction, recruitment and retention, workforce reporting, training and professional development. The Unit consists of a team of 8 staff:

- 1 x Senior Manager;
- Learning Development team: 2 x Professional Development Coordinators and 1 x Project Officer currently employed until July 2010 to coordinate implementation of the NTFC Supervision Framework;
- Workforce Development team: 1 x Workforce Development Systems Management Officer, 1 x Senior Workforce Development Officer and 1 x Workforce Reporting Officer; and
- 1 x Aboriginal Workforce Development Officer with duties spread across both teams.

Additionally, the Office of Aboriginal and Torres Strait Islander Health (OATSIH) currently fund a project that employs 2 staff engaged to pilot and deliver a community education program.

Challenges and Constraints for Workforce Development

Training and Professional Development

1. Low staff numbers within operational offices can impinge on participation levels in core and other training.

2. Participation by new staff can be an issue in that it can take up to 12 months for some staff to complete core training if their date of recruitment does not link to the workshop delivery cycle. Additionally, a lack of staffing resource may mean that core training may be missed or overlooked due to Team Leaders/Manager’s inability to release staff to access training opportunities at that particular time.

3. Participation by Senior Practitioners, Team Leaders and Managers in learning opportunities is generally low. Team Leaders commonly carry case loads and step in to fill staffing gaps and provide back up when there are staff resource issues or critical practice issues that require additional support.
4. The Workforce Development Unit has been able to retain one Professional Development Coordinator/Trainer over 4 years. A second position has been filled for only the last 2 years. The Unit is chronically under resourced in attempting to meet the personal and professional development needs of Care and Protection staff.

5. There has been a major deficit in the provision of leadership training in NTFC.

6. The size and nature of the Northern Territory does not allow for application of models of training used in other jurisdictions. A combination of robust strategies that can be tailored to the unique circumstances of various offices and work units and provided in flexible and timely ways is required and has an impact on resources.

7. Staffing levels in NTFC’s Learning Development team do not allow for the effective provision and coordination of training. Additionally, the development, implementation, monitoring and evaluation of robust learning strategies that can adequately meet the learning needs of NTFC staff and management are also impacted.

8. Staff induction and orientation processes are ad hoc and often inadequate. Induction of new staff needs to be comprehensive and consistent, and specific guidelines and policy need to be established and further resources developed.

9. NTFC has been unable to provide staff with a clear process to meeting their career progression expectations or to aligning the core roles and responsibilities of staff to their relevant learning and development needs.

Staff Supervision

1. Supervision in NTFC appears to consist predominantly of an ‘on-the-run’ approach. Regular scheduled supervision sessions, where reflective practice and personal and professional development are attended to, are the exception rather than the rule due to staff resource issues and subsequent difficulties for Team Leaders or Managers in being able to provide regular supervision. This pattern can vary across different offices or work units and from time to time. Provision of formal supervision is also affected according to the level of knowledge, skills and experience of Team Leaders and Managers.

   This issue requires immediate attention to ensure all NTFC staff are familiar with statutory, policy and procedural requirements, relevant practice values and skills, and to support effective learning development including the integration of formal learning into practice.

2. NTFC has, to date, not had a comprehensive framework for the conduct of supervision or the development of agreements, apart from the tools that Team Leaders/Managers may draw on from their own learning and experience. Currently, there is no mechanism for compliance with identified standards and NTFC lacks agency wide strategies for supporting supervision.

3. Staff supervision arrangements and a formal line management structure are critical to initiating, implementing, tracking and supporting learning development strategies for staff.
Recruitment & Retention and Career Advancement

NTFC has difficulty in the recruitment and retention of staff across all areas, particularly within Child Protection Services. Challenges arise when staff are not sufficiently aware of their roles and responsibilities, or feel that they can progress their career within the Child Protection Services sector.

Current Strategies

NTFC Supervision Agreement

The Workforce Development Unit developed an NTFC Supervision Framework Implementation Project, endorsed by directors in August 2009. The Unit is in the process of further developing the Framework which consists of a clear articulation of the principles, purposes, objectives, policy and standards of staff supervision and identifies the structure, duties and responsibilities.

The Framework will consist of a standard supervision agreement and a Practice and Professional Development planning template to assist in the identification and implementation of individually tailored practice and professional development goals and strategies.

Core training in supervision will be developed and incorporated into the NTFC Learning Development Calendar.

The Framework will commence implementation from mid 2010.

Copies of the draft framework and draft NTFC Supervision Agreement Template are provided at Attachment 1.

NTFC Learning Development Framework

The Workforce Development Unit has been developing an NTFC Learning Development Framework in conjunction with the Training and Development Working Group. A copy of the draft Framework is provided at Attachment 2.

The Framework includes the articulation of desired outcomes, principles, objectives, and strategies for learning development.

Key features of the Framework include:

- Individually tailored Practice and Professional Development plans, including quarterly and annual reviews designed to address learning and professional development needs. The reviews will take into account strengths and capabilities, short and long term learning goals and strategies, career development, and progress in relation learning goals.
- Pre-induction, induction (see attached Proposed NTFC Induction and Practice Orientation Phases)
- Resources and mechanisms for learning including:
  - Core, and Specialist training
Supervision including regular scheduled supervision, group and peer supervision, mentoring and coaching
Opportunistic learning opportunities
Career Pathway development for all staff
Team and office-based learning opportunities
Forums

In addition to this work, the Workforce Development Unit in consultation with care and protection staff has identified critical gaps in training provision that need to be addressed. These include, among others:

- Cumulative Harm
- Governance
- Dealing with conflict and aggression
- Occupational Health and Safety specific to Care and Protection
- Orientation to the internet and intranet
- Leadership and management, change management, performance management, relationship and team building
- Specific training for Intake
- Remote court issues
- Specialist Care training
- Handling bullying and harassment complaints

The learning/education function of supervision is critical to the development and implementation of Practice and Professional Development Plans which will use the resources outlined above to assist learning development.

An additional strategy under development for learning development and career advancement is also included in the NTFC Capability Framework.

**NTFC Capability Framework**

The Capability Framework is a new Recruitment & Retention Strategy for NTFC Child Protection Services. The Framework focuses on the development of staff skill sets to perform functions of positions at different levels within and across all operational areas.

The framework also aims to:

- Develop a clear understanding of the functions, responsibilities and skills of staff to work at different levels of operational service delivery;
- Provide career pathways for staff, through the provision of education, support and training to allow them to optimise their career advancement within NTFC; and
- Allow for independent assessments of individuals against an established and clearly defined approach.

A copy of the NTFC Capability Framework is provided at Attachment 3.
Risks

The current reality for NTFC Care and Protection is that staff are under enormous pressure as they have been for many years. Staff resourcing issues can impinge on the ability to provide quality services to ensure that we keep children safe.

If the learning, guidance, support and professional advancement needs of staff are not met, recruitment and retention and quality service delivery will continue to be adversely affected.

The link between learning and professional development, staff supervision and the Capability Framework is central to the provision of support and guidance and subsequent retention and quality service delivery.

Recommendations

NTFC Learning Development team requires significant additional resources to meet the learning and supervisory needs of staff and management.

Induction and other learning development strategies need to be tailored to the unique circumstances of the Northern Territory.

Ongoing implementation, review and development of the NTFC Supervision Framework, the NTFC Learning Development Framework (including comprehensive induction program) and the NTFC Capability Framework will require higher staffing levels across the Workforce Development Unit.

This may best be achieved through a restructure of the Learning Development Team and the Workforce Development Unit as follows:

**Option 1**

1 x Manager Learning & Development A08  
4 x Professional Development Facilitators [A07 and A06]  
4 x Indigenous Professional Development Facilitators [A07 and A06]  
3 x Mobile Training Team A05

**OR**

**Option 2**

1 x Senior Manager Learning & Development (Darwin based) P4  
2 x Professional Development Coordinators A07 (Darwin based)  
4 x Professional Development Facilitators [A07 and A06] one each based in Casuarina, Palmerston, Alice Springs and ‘Other’ (Covering the Katherine, Nhulunbuy, Mobile Outreach Service, Specialist Care and Intake).  
4 x Indigenous Professional Development Facilitators [A07 and A06] one each based in Casuarina, Palmerston, Alice Springs and ‘Other’ (Covering the Katherine, Nhulunbuy, Mobile Outreach Service, Specialist Care and Intake).
To ensure the successful implementation of the NTFC Supervision Framework the following initiatives are suggested:

- Allocation of service-closure time. This will require 4 hours per fortnight.

- Removal of Team Leaders from case management responsibilities. Urgent action needs to be taken to ensure that Team leaders are relieved of these duties and tasks so as to enable quality support and learning for staff, increased compliance and continuous improvement in service delivery.

**Forward planning 2010 and beyond**

The Workforce Development Unit is in the process of planning a number of key strategies to address many of these workforce issues outlined in this submission.

While incomplete, a working draft of the proposed strategies is provided at Attachment 4.

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COMMUNITY ENGAGEMENT

Challenges and constraints

1. NTFC currently has no allocated staff or dedicated positions available to offer Community Education or mandatory reporting sessions.

2. The Learning Development team provides ad hoc support in response to requests for Community Education or mandatory reporting sessions through finding and supporting staff who can deliver this service as required.

3. Lack of a strategic approach that addresses the allocation of resources to best meet the needs government and non-government organisations nor community awareness and prevention strategies.

4. Lack of a coordinated approach to mandatory reporting and training on child protection and child and family welfare matters

5. Due to the geography and demographics of the Northern Territory, logistical constraints may exist in the delivery of meaningful Community Education regarding child protection and child and family welfare issues.

6. There is a need to develop a capacity building approach that ensures effective transfer of knowledge and strategies for child protection and child and family welfare.

Current strategies

Safe Kids, Strong Futures

Safe Kids, Strong Futures is a joint partnership through OATSIH and the NTFC. The program provides Community Education in remote aboriginal communities on topics which include child protection, reporting of child harm, how to keep children safe and raises community awareness on child safety and wellbeing. Management of this project sits in the Workforce Development Unit. At this stage, there are no guarantees that the project will receive ongoing funding beyond June 2010

Further Community Education sessions are offered, as resources allow, in response to requests for delivery of mandatory reporting training from the wider community sector and with presentations at Department of Health and Families orientation days.

Risks

If Community Education is not adequately resourced collaborative efforts in child protection and child and family welfare will be adversely affected and put unnecessary strain on relations between the child protection services, the non-government sector and communities.

Prevention of child harm across regions and within communities will continue to be a problem unless Community Engagement can continue to be sufficiently resourced.
Recommendations

1. Development of a model that enshrines the principles of Community Engagement to address the safety and wellbeing of children, family support and wellbeing, and spans government, non-government organisations, communities and regions.

2. Implementation of an NT-wide Community Education and Engagement strategy that goes beyond simply providing mandatory reporting training and develops a meaningful, strategic, well coordinated, collaborative and consistent approach.

3. Allocation of staff resources to ensure that dedicated positions can plan, implement, coordinate and evaluate Community Education and Engagement programs across the Northern Territory.

4. Creation of a Community Engagement Unit to implement Community Education and engagement strategies

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NTFC Supervision Framework

Summary
June 2009
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Introduction

The NTFC Supervision Framework is critical to strategies for quality service delivery. It is complementary to the proposed NTFC Learning Development Framework in which staff supervision is conceptualised as a key component of workplace learning.

Supervision can be defined as any active process in which two or more people (Worker, Team Leader, Manager or Director) work with one another to meet professional and organisational objectives and personal development objectives within the professional role. The aims are competent and accountable practices, and learning and support.

The Framework applies to both the Professional and Administrative streams

1. Benefits

The benefits provided by the implementation of the Framework will include:

- oversight of service delivery or project development
- accountability and effective risk management
- meaningful reflection on practice
- support to staff
- workplace learning

2. Expected Outcomes

The expected outcomes of a successful implementation of the proposed Supervision Framework are:

- All NTFC staff and management, including Senior Managers and Directors, in all work units, teams and branches, will regularly participate in scheduled supervision sessions
- Supervision sessions will focus on critical reflection on practice, accountability, quality assurance, learning development and support
- Supervision will be the primary means of ensuring quarterly and annual practice and professional development reviews
- Other forms of supervision and practice reflection will be established in all work units. These will include group supervision, Practice Reflection Forums, peer supervision, coaching and mentoring
- Team Leaders and Managers will be skilled and confident in providing supervision
- All staff will have a supervision agreement
- Staff will have access to the tools to assist supervision
- Staff will have the capacity and adequate time and resources for meaningful and rigorous supervision

3. Key Elements of the Framework

The following are key elements of the proposed NTFC Supervision Framework.

3.1 Principles

The principles of the NTFC Supervision Framework include:

- NTFC's obligation to provide supervision
- the right and responsibility of staff to participate in supervision
- supervision should be based on positive relationships and an environment of learning
- supervision is the key mechanism for professional development review and planning
- staff engaged in the provision of supervision must receive relevant training.
3.2 Purpose

The purpose of the NTFC Supervision Framework is to maximise:

- quality service delivery
- accountability
- support
- learning and professional development
- understanding of roles and responsibilities.

3.3 Objectives

The objectives of the NTFC Supervision Framework include:

- continuous improvement in service delivery (direct and indirect)
- development of a learning culture in NTFC
- enhancement of professional practice
- increase staff retention
- provide feedback to and from NTFC leadership.

3.4 Supervision Structure

A hierarchy for formal supervision enables 'management up' and 'management down' via reporting arrangements and internal team and management meetings. These arrangements apply to operational and non-operational contexts. Supervision will be provided using the following structure:

- Executive Director to Directors
- Directors provide supervision to Senior Managers
- Senior Managers provide supervision to Managers
- Managers provide supervision to Team Leaders
- Team Leaders provide supervision to team members

3.5 Content

The Content of supervision will reference relevant agency values, standards, procedures, practice principles, knowledge and skills. It will focus on:

- practice issues, risks, challenges, strengths and resources
- the development of goals and strategies relevant to practice
- support for learning and professional development
- management and administrative procedures

3.6 Practice and Professional Development Planning

Practice and professional development planning as a core function of supervision will involve quarterly and annual reviews designed to address practice and staff development needs. These reviews will take into account:

- demonstrated capabilities
- short and long-term learning goals in relation to practice in general and career pathways
- progress in relation to learning goals
- and strategies for continuous improvement
3.7 Supervision Agreements

Supervision Agreements will be developed for all levels of the Supervision structure and will stipulate:

- standards, expectations and limitations
- responsibilities of supervisor and supervisee
- frequency, duration and location of formal supervision sessions
- alternative arrangements and forms of supervision (group, peer and on-the-run supervision including briefing and debriefing arrangements)
- processes for and content of sessions
- tools and means and purposes of recording
- commitments and limitations regarding confidentiality
- when the agreement will be reviewed
- when occasional and annual practice and professional development reviews will take place

3.8 Tools

Tools that need to be developed to support the Supervision Framework include:

- Supervision Agreement Template (designed flexibly to match specific services, projects and levels of responsibility)
- template for recording supervision
- practice and professional development plan template

Current tools that will be utilized to support the Supervision Framework are:

- NTFC Child Protection and Out of Home Care Procedures Checklists
- Similar checklists relevant to non-care and protection services
- The Column Approach (a review and planning tool)
- NTFC Induction/Orientation Manual

3.9 Training

Training in Supervision will engender core training to Team leaders, Managers, Senior Managers and Directors that will address the following:

- Policy, principles, objectives, functions, purposes, standards, structures, processes, skills and tools for the provision of supervision
- formal, informal, peer and group supervision
- principles and skills for mentoring and coaching

4. Steps to Implementation

4.1 Establishment of a Project and Appointment of a Project Coordinator

A project coordinator is appointed to oversee and coordinate implementation of the Supervision Framework.

4.2 Formation of a Reference Group

A Reference Group needs to be formed to oversee and coordinate implementation of the Framework (consisting of the project coordinator and representation from Quality and
Performance, Policy, Directors, Senior Management, Team Leaders and Managers from Care and Protection, Youth Services and Family and Individual Services, Central Australia and the Top End).

4.3 Develop Policy and Procedures

Policy and relevant procedures are developed and endorsed by DLG that address principles, purposes, objectives, structure, content of supervision; and Practice and Professional Development, Supervision Agreements, tools and training.

4.4 Develop Supervision Agreement Template and Tools

Tools and templates are developed and endorsed by DLG including the Supervision Agreement template, Practice and Professional Development and other tools.

4.5 Develop and Provide Core Training

A training package is developed and delivered that addresses policy and procedures, principles, skills and tools for supervision.

4.6 Commencement of the Framework in all Work Units

In recognition of the need to provide quality supervision and workplace learning, regular weekly or fortnightly closure of offices or Work Units will be necessary. This needs to be carefully managed and planned to ensure that staff participate in supervision and related learning during this time and that this time is not used to undertake other tasks or responsibilities.

This time would allow for participation in staff meetings, group supervision, some formal supervision, information sessions, Practice Reflection Forums, peer supervision or coaching.

5. Resource Implications

Implementation of the Framework will require the resources of a full time Project Coordinator for a period of 4 months
ATTACHMENT 2

NT FAMILIES AND CHILDREN

NTFC Learning Development Framework

Proposal
February 2009
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1. INTRODUCTION

The NTFC Learning Development Framework provides a broad range of experiences that facilitate continuous and personal growth. Learning development in NTFC inspires a culture which values and supports quality service provision and outcomes.

The NTFC Learning Development Framework is critical to strategies for quality service delivery and staff retention and support. It is complementary to the NTFC Supervision Framework and incorporates the NTFC Induction and Practice Orientation Process which are essential components of workplace learning.

Learning development can be defined as any active process in which people engage to share knowledge and information, develop skills, and explore principles and values aimed at professional and personal development within the professional role. The purpose of learning development is to meet professional and organisational objectives including quality service delivery.

The Learning Development Framework engages a range of strategies for learning including:

- an emphasis on workplace learning dependent upon and originating from the NTFC Supervision Framework
- induction and practice orientation
- core, specialist and leadership learning opportunities
- career pathway development

The framework applies to all NTFC employees.

2. BENEFITS

The benefits provided by implementation of the Framework will include:

- continuous improvement of service delivery, projects, management and leadership
- accountability and risk management
- improvements in support to staff
- improvements in attraction and recruitment

3. EXPECTED OUTCOMES

The expected outcomes of a successful implementation of the NTFC Learning Development framework are:

- All NTFC staff and management, in all work units, teams and branches, will participate in formal and informal learning opportunities
- Learning development will include induction and practice orientation, critical reflection on practice in teams and work units through regular supervision, group supervision, peer supervision, mentoring and coaching; and team, unit, branch, divisional and cross-divisional forums and meetings
• All staff will have a Practice and Professional Development Plan, developed through supervision and reviewed quarterly, that identifies learning goals and strategies to achieve them.
• Team leaders and managers will be skilled and confident in supporting learning development in its various forms.
• Staff will have access to, and opportunities to provide structured learning opportunities including internal and external face-to-face core and specialist training, presentations and information sessions.
• Staff will have opportunities to participate in forums and conferences.
• Staff will receive meaningful and effective induction and practice orientation.
• Staff will have the capacity, time and resources for participation in formal and informal learning opportunities.
• Staff will be supported in career development.
• Staff who complete 2 years service will be guaranteed additional learning and professional development opportunities.

4. KEY ELEMENTS OF THE FRAMEWORK

The following are key elements of the Framework:

4.1 Principles

The principles of the NTFC Learning Development Framework are:

1. NTFC develops a culture which values and facilitates opportunities for continuous personal professional development, which is reflected in quality service delivery outcomes.

2. Learning development provides a structured process that informs the goals and purpose of work, gives direction to staff on how, when and where to deliver services, and enables quality service delivery and outcomes.

3. NTFC provides opportunities to access a broad range of relevant experiences that facilitate professional growth and integration of theory and practice.

4. NTFC is responsible for:

   • enabling staff to take responsibility for their learning
   • creating equal access to and opportunities for learning development
   • delivering flexible learning development opportunities that address organisational and individual needs
   • providing learning development that is ‘value for time’
   • delivering induction and supervision in ways that enhance learning
   • providing learning development as a mechanism for prevention/early intervention
   • recognition of prior learning and experience

5. Learning development language, practice, processes and strategies reflect the principles of inclusion, collaboration, transparency, self-determination and capacity building embedded in the NTFC Values and Vision Statement.

6. Quality processes and strategies are integrated into learning development, learning opportunities and supervisory processes.
7. Staff induction and supervision are pivotal to learning development. Staff supervision structures, processes and functions are linked to the building of capabilities.

8. Individual and unit-based learning development goals, structures, mechanisms and resources are linked to the building of capabilities.

4.2 Objectives

The objectives of NTFC Learning Development Framework are:

- quality service delivery processes and outcomes
- development of a learning culture in NTFC
- ongoing practice and professional development
- staff retention and workforce development
- support to all staff
- orientation to and ongoing implementation of NTFC values and vision, statutory obligations, accountability, administrative requirements, and practice principles, policy, procedures
- reflection on practice
- skill and knowledge development

4.3 Strategies for learning development

NTFC strategies for learning development include supervision, team, office and unit-based learning, E-learning, recruitment and induction, face-to-face training, career pathways, forums and conferences.

1. Supervision as a mechanism for learning

   i. *Formal staff supervision* consisting of regular scheduled supervision designed to reflect on practice and support learning, assist appreciation of and adherence to NTFC policy, standards, and procedures, and support professional development

   ii. *On the run supervision* consisting of spontaneous or pre-planned briefing, debriefing, guidance, advice, reflection or support, initiated by supervisee, supervisor, peer or manager

   iii. *Quarterly and annual practice and professional development plans* consisting of structured sessions focused on reviewing and planning around practice and professional development

   iv. *Peer supervision* consisting of planned and as-needed linkages that assist practice development among peers. This can take the form of structured or unstructured interactions

   v. *Group supervision* consisting of reflection on practice in groups (mixed or peer groups)

   vi. *Mentoring* consisting of planned, structured or unstructured interactions between staff who can benefit from contributions from experienced practitioners
vii. Coaching consisting of planned, structured or unstructured sessions or co- 
working in service delivery or projects

viii. External supervision consisting of complementary supervision aimed at 
additional support and learning

2. Team and office-based learning

- Presentations and skill development sessions presented by trainers, 
  consultants or staff on issues or specialisations relevant to NTFC work.
- Planned induction and training sessions provided in the office by professional 
  development staff as part of core training
- Participation in Practice Reflection Forums

3. Recruitment and induction as mechanisms for learning

i. Recruitment processes that reflect and model NTFC Values and Vision. 
  Promotion, advertising, interviews and selection are a learning and orientation 
  opportunity

ii. Induction and Practice Orientation consisting of orientation to NTFC values, 
  practices, policy, procedures and standards, both in general and work-unit 
  specific. Induction and Practice Orientation includes: pre-induction phase, 
  short term, workplace, medium term and long term induction. (See the NTFC 
  Induction and Practice Orientation Process below)

4. Formal face-to-face learning opportunities

i. Core training consisting of compulsory participation by staff and management 
  in training relevant to core service delivery. Core training will include learning 
  opportunities in cultural practice, case management and case planning, 
  legislative mandates, policy and procedures, practice standards, roles and 
  responsibilities and supervision.

ii. Specialist training consisting of participation in learning opportunities that 
  address areas of specialisation relevant to NTFC service delivery, 
  management and supervision

iii. Opportunistic learning opportunities consisting of participation in and 
  presentations at conferences, forums or specialised learning opportunities

iv. Leadership training consisting of core training in supervision and 
  management and relevant specialist learning opportunities

5. Career pathways

i. Career development opportunities where internal and external measures are 
  used to assist career development including agency sponsorship of courses 
  of study.

ii. NTFC Capabilities Framework is used to promote learning and career 
  development

6. Forums

i. Leadership forums are a means of learning development for managers and 
  team leaders

ii. Practice Reflection Forums are conducted regularly in and across work units

iii. Inter-agency forums
7. E-learning is developed to enable self-guided learning and complement other learning development strategies.

8. Practice Appraisal Teams are a means of assisting learning.

4.4 Tools and Mechanisms for Learning Development

1. Practice and Professional Development Planning

Practice and professional development planning is a core feature of learning development. It will involve quarterly and annual reviews designed to address practice and staff development needs. The reviews will take account of strengths and capabilities, short and long term learning goals and strategies, career development, and progress in relation learning goals.

Line managers and team leaders will be responsible for establishing Practice and Professional Development Plans.

2. Supervision Agreements

Supervision is a key mechanism for learning development. Supervision agreements will stipulate learning needs, goals and strategies relating to practice and professional development. Line managers and team leaders will be responsible for establishing supervision agreements.

3. Other tools to support NTFC Learning Development Framework

Other tools that will support implementation of the Framework will include:

- Service delivery 'process maps' used in induction, face-to-face training, and ongoing practice development
- NTFC Induction and Practice Orientation Framework and Checklist
- The Column Approach (a strengths-based review and planning tool)
- Policy and Procedures and Resource Manuals
- NTFC Capability Framework and Matrix (Care and Protection only)

4.5 Monitoring and Evaluation

4. STEPS TO IMPLEMENTATION

5.1 Establishment of a project and appointment of a project coordinator

5.2 Formation of a reference group

5.3 Finalisation and endorsement of the Framework

5.4 Development of policy and procedures

5.5 Development of templates and tools
5.6 Provide orientation to the Framework to all staff

5.7 Implementation
## NTFC Induction and Practice Orientation Process

<table>
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<th>Workplace Induction 5 days</th>
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<td>1. Introduction to NTFC: • Agency orientation • HIR 2. Complete Introductory Core Learning Modules and generic training* 3. Establish Induction Plan: Complete Part A of NTFC Practice and Professional Development Plan (analyse competencies and learning needs, develop learning plan/strategies, introduce NTFC Capability Framework as applicable (Care and Protection)</td>
<td>1. Work Unit orientation 2. Location orientation including site visits (internal and external) 3. Job orientation 4. Commence implementation of Practice and Professional Development Plan Part A*</td>
<td>1. Establish Supervision Agreement 2. Participate in DHF Orientation Day 3. Implement learning development strategies using NTFC resources: • Supervision (reflective practice) • Coaching • Mentoring • Face to face training • Shadowing • Peer supervision • Group supervision • Reading and discussion • Practice Reflection Forums • Practice Appraisal Team presentations 4. Complete Part B Practice and Professional Development Plan (Use of Capability Framework as a tool as applicable)</td>
<td>1. Complete identified core face-to-face training* • Child Protection • Out of Home Care • Court and Legal issues • Aboriginal Cultural Practice • Case Management • Working with Children • Supervision 2. Review Practice and Professional Development Plan (3 and 6 months) • Review learning goals • Implement learning development strategies 3. Review Supervision Agreement</td>
<td>1. Face-to-face training: • Specialist training • Leadership training • Opportunistic training • Conferences • Forums 2. Review: • Practice and Professional Development Plan (9 and 12 months) • Supervision Agreement (6 monthly) 3. Career Pathways: • Use of NTFC Capability Framework • Sponsored courses</td>
</tr>
</tbody>
</table>

*Note: Probation Period applies at 2 and 6 months*
## CAPABILITIES FRAMEWORK FOR ABORIGINAL COMMUNITY WORKERS AND COMMUNITY WORKERS

### CHILD PROTECTION

#### ADMINISTRATIVE STREAM

<table>
<thead>
<tr>
<th>Capabilities</th>
<th>AO4</th>
<th>AO5</th>
<th>AO6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Child Protection Officer</td>
<td>Child Protection Officer</td>
<td>Senior Child Protection Officer</td>
</tr>
</tbody>
</table>

### CORE REQUIREMENTS

- **Oral and written communication skills**
  - Satisfactory: Communicate effectively both orally and in writing.
  - Proficient: Well developed oral and written communication skills.

- **Interpersonal skills including negotiation, networking & facilitation.**
  - Satisfactory: Ability to work effectively with others in negotiation, networking & facilitation situations.
  - Proficient: Well developed in negotiation, networking & facilitation situations.

- **Skills in resolving conflicts and solving problems**
  - Developing: Ability to empathise with others and work towards achieving good outcomes in resolving problems and handling conflicts.
  - Proficient: Well developed conflict resolution and problem solving skills as demonstrated in the workplace.

- **Organisational skills including time management**
  - Satisfactory: The ability to set priorities and timelines and to meet these without the need to be prompted.
  - Proficient: Very sound organisational skills including organising one’s time to maximise performance on delivering assignments on time and mentor other staff to achieve same.

- **Computer skills**
  - Satisfactory: Basic computer skills including ability to create a document and use email.
  - Proficient: Well developed computer skills including ability to use the functions of client information management systems.

- **Thinking & reasoning skills**
  - Developing: Ability to think through issues, drawing on experience, knowledge and learning.
  - Developing: Proven ability to draw on knowledge, information, theoretical models and experience and apply in the workplace.

- **Personal attributes including motivation, strong work ethic, ability to maintain confidentiality, integrity.**
  - Satisfactory: Motivated, enthusiastic, awareness of the need to maintain confidentiality & demonstrate integrity.
  - Proficient: Highly motivated, strong work ethic, enthusiastic, well able to demonstrate integrity & maintain confidentiality.

- **Team Skills**
  - Developing: An understanding of the work of teams and the role of individual members.
  - Satisfactory: Proven team skills including an awareness of group dynamics and willingness to participate in all team activities.

- **Knowledge of occupational health and safety (OH&S) issues & work conduct.**
  - Developing: Understanding of how work areas are structured/organised and the way in which approval is given to actions taken by staff.
  - Satisfactory: Sound knowledge of hierarchical structures and the appropriate channels for approving actions/expenditure etc.

**Developed 24 June 2008**
## CAPABILITIES FRAMEWORK FOR ABORIGINAL COMMUNITY WORKERS AND COMMUNITY WORKERS
### CHILD PROTECTION
#### ADMINISTRATIVE STREAM

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<th>AO6</th>
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<tbody>
<tr>
<td></td>
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<td>Child Protection Officer</td>
<td>Senior Child Protection Officer</td>
</tr>
</tbody>
</table>

### WORKING WITH INDIGENOUS CLIENTS

- **ATSI History & Culture**
  - **Developing**
    - Demonstrate respect for ATSI history and culture and knowledge of differing family structures.
  - **Comprehensive**
    - Demonstrate experience working with ATSI families and communities, incorporating into practice models of knowledge of the differing family structures operating throughout ATSI groups, particularly incorporating appropriate consultation and liaison into practice.

- **Respect for culture & historical issues**
  - **Developing**
    - Demonstrate understanding and respect of ATSI history and culture and ability to incorporate this into a practice framework.
  - **Comprehensive**
    - Demonstrate an understanding of the historical, social, political and economic factors impacting upon ATSI families and communities and the over representation of ATSI people in certain social and economic indicators.

- **Protocols for engaging & communication with ATSI persons & communities**
  - **Developing**
    - Demonstrate understanding of the challenges of working in a cross-cultural environment and demonstrated ability to work effectively with clients from diverse cultural and ethnic backgrounds, or ability to quickly acquire.
  - **Satisfactory**
    - Demonstrate understanding of the challenges of working in a cross-cultural environment and demonstrated ability to work effectively with clients from diverse cultural and ethnic backgrounds, or ability to quickly acquire.
  - **Comprehensive**
    - Demonstrate experience working with clients from diverse cultural and ethnic backgrounds in a manner that is inclusive, empowering and consistent with the principles of strengths based framework.

### WORKING WITH CLIENTS IN A STATUTORY FRAMEWORK

- **Supervision processes**
  - **Satisfactory**
    - Willingness to participate in supervision, accepting its role in the case work process as a reflective process; the contribution it makes to the professional development of the practitioner.
  - **Satisfactory**
    - Demonstrate understanding of the role of supervision in the case work process as a reflective process and the contribution it makes to the professional development of the practitioner and actively participate.
  - **Satisfactory**
    - Willingness to provide mentoring to less experienced staff.

- **Decision making framework/processes**
  - **Developing**
    - Ability to implement decisions relating to case management activities.
  - **Satisfactory**
    - Demonstrate experience implementing case management plans and utilising decision-making frameworks to make recommendations.
  - **Comprehensive**
    - Demonstrate extensive knowledge of decision making frameworks and experiencing making decisions relating to management of cases in a statutory environment.

- **Engaging children, young people, families and carers**
  - **Developing**
    - Demonstrate ability to effectively engage with children and young people, their families and carers.
  - **Proficient**
    - Demonstrate ability to engage with children and young people, their families and carers, taking into account statutory responsibilities, the principles of empowerment and strengths based practice and focus on achieving best outcomes for children and families.
  - **Comprehensive**
    - Demonstrate experience effectively engaging with children and young people, their families and carers to achieve the best outcomes for children and families.

Developed 24 June 2008
<table>
<thead>
<tr>
<th>Capabilities</th>
<th>AO4: Child Protection Officer</th>
<th>AO5: Child Protection Officer</th>
<th>AO6: Senior Child Protection Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting &amp; Behaviour Management Strategies</td>
<td>Developing: Demonstrate knowledge of differing behaviour management strategies for working with children, young people, families and carers, or ability to quickly acquire.</td>
<td>Proficient: Demonstrate a sound understanding of differing behaviour management strategies used when working with children, young people, families and carers and experience developing and implementing behaviour management strategies.</td>
<td>Comprehensive: Demonstrate extensive knowledge of differing behaviour management strategies suitable for children and young people with challenging behaviours or severely affected by trauma and experience developing and implementing behaviour management strategies.</td>
</tr>
<tr>
<td>Professional boundaries</td>
<td>Satisfactory: Demonstrate understanding of the principles and importance of establishing and maintaining professional boundaries when working with vulnerable client groups.</td>
<td>Satisfactory: Demonstrate understanding of the principles and importance of establishing and maintaining professional boundaries when working with vulnerable client groups.</td>
<td>Comprehensive: Demonstrate knowledge of appropriate professional boundaries when working with vulnerable client groups, including frameworks for establishing and maintaining these boundaries and experience applying this in a work setting.</td>
</tr>
<tr>
<td>Responsibilities within statutory framework</td>
<td>Developing: Demonstrate an understanding of the responsibilities of the staff when working in a statutory environment.</td>
<td>Proficient: Demonstrate understanding of the responsibilities of the practitioner as an individual and a representative of the Department when carrying out duties and tasks within a statutory framework.</td>
<td>Comprehensive: Demonstrate extensive knowledge of &amp; experience working with Child Protection Legislation, including demonstrated expertise in: Statutory responsibilities and the legislative framework, Means of harm, Types of abuse, In Need of Care.</td>
</tr>
<tr>
<td>Legislation</td>
<td>Developing: Demonstrate knowledge of • Child Protection Legislation • FACS Policy &amp; Practice Manual or ability to quickly acquire.</td>
<td>Proficient: Demonstrate experience working with Child Protection Legislation.</td>
<td>Comprehensive: Demonstrate extensive knowledge of strategies for effectively representing the Minister and the Department when carrying out duties and tasks within a statutory framework.</td>
</tr>
<tr>
<td>Types of abuse &amp; resulting harms</td>
<td>Developing: Develop an understanding, with training of the different types of abuse and harm by which children can be affected and their differing impact upon the child.</td>
<td>Satisfactory: Demonstrate a sound understanding of the different types of abuse and harm by which children can be affected and their differing impact upon the child.</td>
<td>Comprehensive: Extensive knowledge of the different types of abuse and harm by which children can be affected, their differing impact and the ability to incorporate support strategies into case planning.</td>
</tr>
<tr>
<td>Child focussed &amp; strengths based practice</td>
<td>Developing: Demonstrate understanding of the principles and models of child focussed and strengths based practice.</td>
<td>Proficient: Demonstrate understanding of the principles of child focussed and strengths based practice and their application in a child protection framework.</td>
<td>Comprehensive: Demonstrate extensive knowledge of child focussed and strengths based practice and experience using them as a framework for working with children, young people, families and carers within the child protection system.</td>
</tr>
<tr>
<td>Child &amp; adolescent development</td>
<td>Satisfactory: Demonstrate understanding of the phases of child and adolescent development.</td>
<td>Proficient: Demonstrate understanding of the phases of child development as a basis for assessing 'usual' behaviours.</td>
<td>Comprehensive: Demonstrate extensive knowledge of child development phases, assessment of children &amp; adolescents and experience in using results to inform case planning.</td>
</tr>
<tr>
<td>Child centred communication</td>
<td>Developing: Demonstrate understanding of strategies for effectively communicating with children and young people.</td>
<td>Proficient: Demonstrated experience effectively communicating with children and young people.</td>
<td>Comprehensive: Demonstrate extensive knowledge of strategies for effectively communicating with children and young people, and extensive experience applying these in a work setting.</td>
</tr>
<tr>
<td>Theories on vulnerability &amp; resilience in children</td>
<td>Developing: Demonstrate understanding of the long-term impact of abuse and neglect on children.</td>
<td>Developing: Demonstrate a sound understanding of the long-term impact of abuse and neglect on children.</td>
<td>Proficient: Demonstrate extensive knowledge of the long-term impact of abuse and neglect on children and their ability to 'recover' and the ability to integrate this into practice.</td>
</tr>
<tr>
<td>Family structures &amp; dynamics</td>
<td>Satisfactory: Demonstrate a basic understanding of the inter-relationships and power structures within families, how these would apply in a statutory environment, and ability to apply these to simple family structures.</td>
<td>Proficient: Demonstrate a sound understanding of the inter-relationships and power structures within families and experience in mapping these in a complex case.</td>
<td>Comprehensive: Demonstrate comprehensive knowledge in the mapping of inter-relationships and power structures within families and experience using these to inform case planning.</td>
</tr>
</tbody>
</table>

Developed 24 June 2008
<table>
<thead>
<tr>
<th>Capabilities</th>
<th>AO4</th>
<th>AO5</th>
<th>AO6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Crisis Intervention skills</strong></td>
<td>Developing</td>
<td>Developing</td>
<td>Proficient</td>
</tr>
<tr>
<td>Demonstrate understanding of crisis intervention theories and models and ability to apply these principles to practice.</td>
<td>Demonstrate understanding of crisis intervention theories and models and ability to apply these principles to practice.</td>
<td>Demonstrate extensive knowledge of crisis intervention theories and models and demonstrated experience successfully applying these within a statutory environment.</td>
<td></td>
</tr>
<tr>
<td><strong>Programs available for children and families</strong></td>
<td>Satisfactory</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of the programs available in both the government and non-government sector to provide support to children and families.</td>
<td>Demonstrate knowledge of the programs available in both the government and non-government sector to provide support to children and families.</td>
<td>Demonstrate comprehensive knowledge of the scope of services available to children and families; including demonstrated experience in referring clients to other government and non-government sector.</td>
<td></td>
</tr>
<tr>
<td><strong>Court processes, rules &amp; etiquette</strong></td>
<td>Developing</td>
<td>Developing</td>
<td>Proficient</td>
</tr>
<tr>
<td>Demonstrate knowledge of court processes, court orders, rules and etiquette.</td>
<td>Demonstrate knowledge of court processes, court orders, rules and etiquette.</td>
<td>Demonstrate experience in the preparation and presentation of information to court as part of the statutory process, this should incorporate extensive knowledge of court processes, court orders, rules and etiquette.</td>
<td></td>
</tr>
<tr>
<td><strong>International Convention on the Rights of the Child</strong></td>
<td>NA</td>
<td>NA</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Knowledge of human and children’s rights, including an understanding of the protections provided by the International Convention on the Rights of the Child.</td>
<td>Knowledge of human and children’s rights, including an understanding of the protections provided by the International Convention on the Rights of the Child.</td>
<td>Knowledge of human and children’s rights, including an understanding of the protections provided by the International Convention on the Rights of the Child.</td>
<td></td>
</tr>
<tr>
<td><strong>Participation, Collaboration &amp; consultation</strong></td>
<td>Developing</td>
<td>Developing</td>
<td>Proficient</td>
</tr>
<tr>
<td>Demonstrate experience in working with clients in a manner that supports participation, collaboration and consultation.</td>
<td>Demonstrate experience working with clients in a manner that support participation, collaboration and consultation.</td>
<td>Demonstrate sound knowledge of the principles of participation, collaboration and consultation when working with clients in a statutory system and experience working with clients in a manner that supports the underlying tenets and principles.</td>
<td></td>
</tr>
<tr>
<td><strong>Information gathering skills</strong></td>
<td>Satisfactory</td>
<td>Proficient</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Demonstrate understanding of:</td>
<td>Proficient</td>
<td>Demonstrate understanding of:</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>• the range of sources from which information can be obtained,</td>
<td>• the range of sources from which information can be obtained,</td>
<td>• gathering relevant, accurate and factual information from diverse stakeholders to support investigation and decision-making.</td>
<td>Demonstrate extensive knowledge &amp; experience applying the principles of record keeping (electronic &amp; written) including legal, professional and quality requirements. Particular issues include:</td>
</tr>
<tr>
<td>• the importance of ensuring information is relevant, accurate and factual,</td>
<td>• the importance of ensuring information is relevant, accurate and factual,</td>
<td>• timeliness, accuracy and accessibility</td>
<td>• Timeliness, accuracy and accessibility</td>
</tr>
<tr>
<td>and an ability to discuss private &amp; personal information in a professional manner.</td>
<td>and an ability to convey the request for private &amp; personal information in a professional manner.</td>
<td>and annual and based upon evidence.</td>
<td>and content factual and based upon evidence.</td>
</tr>
<tr>
<td><strong>Recording information</strong></td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Proficient</td>
</tr>
<tr>
<td>Demonstrate understanding of the legal, professional and quality requirements relating to recording client information (electronic and written). Particular issues include:</td>
<td>Demonstrate understanding of the legal, professional and quality requirements relating to recording client information (electronic and written). Particular issues include:</td>
<td>Demonstrate extensive knowledge &amp; experience applying the principles of record keeping (electronic &amp; written) including legal, professional and quality requirements. Particular issues include:</td>
<td></td>
</tr>
<tr>
<td>• Timeliness, accuracy and accessibility</td>
<td>• Timeliness, accuracy and accessibility</td>
<td>• Timeliness, accuracy and accessibility</td>
<td>• Content factual and based upon evidence.</td>
</tr>
<tr>
<td>• Content factual and based upon evidence.</td>
<td></td>
<td></td>
<td>and annual and based upon evidence.</td>
</tr>
<tr>
<td><strong>Advocacy – child focused</strong></td>
<td>Developing</td>
<td>Proficient</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Knowledge of the purpose and roles of advocacy.</td>
<td>Demonstrate experience acting as a child advocate.</td>
<td>Demonstrate experience acting as a child advocate and achieving improved outcomes for clients.</td>
<td></td>
</tr>
</tbody>
</table>

**Investigation Skills**

- **Satisfactory**: Demonstrate understanding of the process of investigation, including legal obligations and responsibilities.
- **Proficient**: Demonstrate experience in undertaking straightforward investigations within a legislative framework.
- **Comprehensive**: Demonstrate experience in undertaking complex investigations within a legislative framework.

*Developed 24 June 2008*
## CAPABILITIES FRAMEWORK FOR ABORIGINAL COMMUNITY WORKERS AND COMMUNITY WORKERS

### CHILD PROTECTION

#### ADMINISTRATIVE STREAM

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<tbody>
<tr>
<td></td>
<td>Child Protection Officer</td>
<td>Child Protection Officer</td>
<td>Senior Child Protection Officer</td>
</tr>
<tr>
<td><strong>Interviewing skills</strong></td>
<td>Satisfactory</td>
<td>Proficient</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Demonstrate understanding of the key principles of interviewing families and children when gathering information to support investigation and decision making, including where appropriate the alleged perpetrator.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Risk Assessment</strong></td>
<td>Developing</td>
<td>Proficient</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Develop an understanding with training of risk assessment frameworks utilised when working with children and families.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Risk Management</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Forensic child interviewing</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

## CASE MANAGEMENT & OUT OF HOME CARE

<table>
<thead>
<tr>
<th>Case Management</th>
<th>Satisfactory</th>
<th>Proficient</th>
<th>Comprehensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the principles and roles of case management.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Child placement principle</strong></td>
<td>Satisfactory</td>
<td>Proficient</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Demonstrate an excellent knowledge of the Aboriginal Child Placement Principle and how to apply in practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment skills</strong></td>
<td>Developing</td>
<td>Proficient</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Demonstrate ability to use frameworks and models to review information gathered, make recommendations, draft interventions and monitor change.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Out of Home Care Framework</strong></td>
<td>Developing</td>
<td>Satisfactory</td>
<td>Proficient</td>
</tr>
<tr>
<td>Demonstrate knowledge of Out of Home Care, its purpose and use within the child protection system.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reunification processes</strong></td>
<td>Developing</td>
<td>Satisfactory</td>
<td>Proficient</td>
</tr>
<tr>
<td>Demonstrate understanding of the processes and purposes of reunification.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transition from placements processes &amp; policies</strong></td>
<td>Developing</td>
<td>Satisfactory</td>
<td>Proficient</td>
</tr>
<tr>
<td>Develop understanding with training of the requirement for structured transitions from foster placements, including knowledge of local policies and processes.</td>
<td></td>
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</tr>
</tbody>
</table>

**Developed 24 June 2008**
<table>
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<tr>
<th>Capabilities</th>
<th>AO4 Child Protection Officer</th>
<th>AO5 Child Protection Officer</th>
<th>AO6 Senior Child Protection Officer</th>
</tr>
</thead>
</table>
| Life skills to meet the needs of young people | Developing.  
Demonstrate knowledge of the life skills children & young people need to develop and operate effectively in society. | Proficient.  
Demonstrate understanding of the life skills children & young people need to develop and operate effectively in society. | Comprehensive.  
Demonstrate sound understanding of the life skills necessary children and young people to operate effectively in society and experience guiding children & young people in the development of these skills. |
| Assessment - Identify & match needs      | Developing.  
Demonstrate an understanding of the importance of identifying the needs of the child and formulating appropriate responses. | Developing.  
Demonstrate an understanding of the importance of identifying the needs of the child and appropriately addressing them. | Proficient.  
Demonstrate experience in the identification of children’s needs and implementing appropriate responses. |
| Counselling skills                       | Developing.  
Demonstrate understanding of the types of counselling and their underlying principles when working with children, young people, families and carers. | Proficient.  
Demonstrate extensive knowledge of counselling principles, practices and models for use with children and families affected by trauma and experience providing effective counselling to children, young people, their families and carers. | |
| Attachment Theory                        | Satisfactory.  
Demonstrate understanding of attachment theory and the impact on children of being taken into care & their experiences in care. | Comprehensive.  
Demonstrate extensive knowledge and experience applying the principles of Attachment Theory, including the role of attachment in child development, the impact of entering/being in care on child development and appropriate strategies to support children and young people. | |
| Case planning (incorporating Permanent Planning) | NA.  
Developing knowledge of the role & purpose of case planning in a statutory environment. | NA.  
Developing knowledge of the role & purpose of case planning in a statutory environment. | Comprehensive.  
Demonstrate extensive knowledge of the processes of developing and implementing case plans for children in long-term care, and extensive experience applying these in a work setting. |
| Case Co-ordination Framework             | NA.  
Developing.  
Demonstrate ability to work respectfully & collaboratively with foster carers to achieve optimal outcomes for children in care. | NA.  
Developing.  
Demonstrate ability to work respectfully & collaboratively with foster carers to achieve optimal outcomes for children in care. | Comprehensive.  
Demonstrate experience working respectfully & collaboratively with foster carers to achieve optimal outcomes for children in care. |
## Capabilities Framework for Community Workers
### Child Protection
#### Professional 1
- Community Welfare Worker

#### Professional 2
- Advanced Practitioner

### Core Requirements

<table>
<thead>
<tr>
<th>Capabilities</th>
<th>Professional 1</th>
<th>Professional 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral and written communication skills</td>
<td>Satisfactory</td>
<td>Proficient</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>Satisfactory</td>
<td>Proficient</td>
</tr>
<tr>
<td>Negotiating, networking &amp; facilitation</td>
<td>Satisfactory</td>
<td>Proficient</td>
</tr>
<tr>
<td>Skills in resolving conflicts and solving problems</td>
<td>Developing</td>
<td>Proficient</td>
</tr>
<tr>
<td>Organisational skills</td>
<td>Satisfactory</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Including time management</td>
<td></td>
<td>Very sound organisational skills including one's time to maximise performance. Deliver assignments on time.</td>
</tr>
<tr>
<td>Computer skills</td>
<td>Satisfactory</td>
<td>Proficient</td>
</tr>
<tr>
<td>Thinking &amp; reasoning skills</td>
<td>Developing</td>
<td>Proficient</td>
</tr>
<tr>
<td>Personal attributes including motivation, strong work ethic, ability to maintain confidentiality, integrity</td>
<td>Developing</td>
<td>Proficient</td>
</tr>
<tr>
<td>Team Skills</td>
<td>Developing</td>
<td>Proficient</td>
</tr>
<tr>
<td>Knowledge of occupational health and safety (OH&amp;S) issues &amp; work conduct</td>
<td>Developing</td>
<td>Proficient</td>
</tr>
<tr>
<td>Knowledge of Office Structure/Delegations</td>
<td>Developing</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

### Working with Indigenous Clients

- **ATSI History & Culture**
  - Developing
  - Demonstrate respect for ATSI history and culture and knowledge of differing family structures.

- **Respect for culture & historical issues**
  - Developing
  - Demonstrate ability to communicate effectively with ATSI persons and communities, including an awareness of the differing family and community structures and recognising the importance of consultation.

- **Protocols for engaging & communication with ATSI persons & communities**
  - Developing
  - Demonstrate understanding and respect of ATSI history and culture and an awareness of the differing family structures operating throughout ATSI groups.

- **Factors impacting ATSI over representation**
  - Comprehensive
  - Demonstrate sound knowledge of the historical, social, political and economic factors impacting upon ATSI families and communities and the over representation of ATSI people in certain social and economic indicators.

- **Knowledge of diversity across communities**
  - Comprehensive
  - Demonstrate experience working with clients from diverse cultural and ethnic backgrounds in a manner that is inclusive, empowering and consistent with the principles of a strengths based framework.

### Cultural Awareness

- **Satisfactory**
  - Demonstrate ability to work effectively with clients from diverse ethnic and cultural backgrounds.
  - Demonstrate understanding of the challenges of working in a cross-cultural environment.

- **Comprehensive**
  - Demonstrate experience working with clients from diverse cultural and ethnic backgrounds in a manner that is inclusive, empowering and consistent with the principles of a strengths based framework.

### Cultural Brokerage

- **NA**

---

*Developed 24 June 2008*
## Capabilities Framework for Community Workers: Child Protection Professional Stream

### Working with Clients in a Statutory Framework

<table>
<thead>
<tr>
<th>Capabilities</th>
<th>Professional 1</th>
<th>Professional 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Welfare Worker</td>
<td>Advanced Practitioner</td>
</tr>
</tbody>
</table>

#### Supervision Processes
- **Satisfactory**: Willingness to participate in supervision, accepting its role in the case work process as a reflective process; the contribution it makes to the professional development of the practitioner and the importance of lifelong learning.
- **Satisfactory**: Demonstrate understanding of the role of supervision in the case work process as a reflective process; the contribution it makes to the professional development of the practitioner.
- **Satisfactory**: Demonstrate understanding of the role of supervision in the case work process as a reflective process; the contribution it makes to the professional development of the practitioner.

#### Decision Making Framework/Processes
- **Satisfactory**: Demonstrate an ability to implement case management plans and utilising decision making frameworks to make recommendations.
- **Satisfactory**: Demonstrate extensive knowledge of decision-making frameworks, with a particular focus on case management experience applying them in a statutory environment.
- **Satisfactory**: Demonstrate an ability to implement case management plans and utilising decision making frameworks to make recommendations.

#### Engaging Children, Young People, Families and Carers
- **Developing**: Demonstrate an ability to engage with children and young people, their families and carers.
- **Developing**: Demonstrate experience effectively engaging children and young people, their families and carers in a statutory system.
- **Developing**: Demonstrate an ability to engage with children and young people, their families and carers.

#### Parenting & Behaviour Management Strategies
- **Satisfactory**: Demonstrate understanding of differing behaviour management strategies used when working with children, young people, families and carers.
- **Satisfactory**: Demonstrate extensive knowledge of differing behaviour management strategies suitable for children and young people with challenging behaviours or severely affected by trauma.
- **Satisfactory**: Demonstrate understanding of differing behaviour management strategies used when working with children, young people, families and carers.

#### Professional Boundaries
- **Satisfactory**: Demonstrate understanding of the principles and importance of establishing and maintaining professional boundaries when working with vulnerable client groups.
- **Satisfactory**: Demonstrate knowledge of appropriate professional boundaries when working with vulnerable client groups, including frameworks for establishing and maintaining these boundaries and experience applying these principles/guidelines.
- **Satisfactory**: Demonstrate understanding of the principles and importance of establishing and maintaining professional boundaries when working with vulnerable client groups.

#### Responsibilities Within Statutory Framework
- **Satisfactory**: Demonstrate understanding of the responsibilities of the practitioner as an individual and a representative of the Department when carrying out duties and tasks within a statutory framework.
- **Satisfactory**: Demonstrate experience representing the Minister and the Department when carrying out duties and tasks within a statutory framework.
- **Satisfactory**: Demonstrate understanding of the responsibilities of the practitioner as an individual and a representative of the Department when carrying out duties and tasks within a statutory framework.

#### Legislation
- **Developing**: Demonstrate knowledge of Child Protection legislation and the FACS Policy and Practice Manual, or ability to quickly acquire.
- **Developing**: Demonstrate extensive knowledge of Child Protection Legislation and demonstrated expertise in:
  - Statutory responsibilities and the legislative framework
  - Meanings of harm
  - Types of abuse & resulting harms
  - In Need of Care:
  and experience interpreting child protection legislation.
- **Developing**: Demonstrate knowledge of Child Protection legislation and the FACS Policy and Practice Manual, or ability to quickly acquire.

#### Types of Abuse & Resulting Harms
- **Satisfactory**: Demonstrate a sound understanding of the different types of abuse and harm by which children can be affected and their differing impact upon the child.
- **Satisfactory**: Demonstrate extensive knowledge of the different types of abuse and harm by which children can be affected and their differing impact upon the child and support strategies which can be utilised to address issues arising.
- **Satisfactory**: Demonstrate a sound understanding of the different types of abuse and harm by which children can be affected and their differing impact upon the child.

#### Child Focused & Strengths Based Practice
- **Satisfactory**: Demonstrate understanding of the principles and models of child focussed and strengths based practice and their application within a child protection framework.
- **Satisfactory**: Demonstrate extensive knowledge of and experience applying child focussed and strengths based practice as a framework for working with children, young people, families and carers within the child protection system.
- **Satisfactory**: Demonstrate understanding of the principles and models of child focussed and strengths based practice and their application within a child protection framework.

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Developed 24 June 2008
<table>
<thead>
<tr>
<th>Capabilities</th>
<th>Professional 1: Community Welfare Worker</th>
<th>Professional 2: Advanced Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child &amp; adolescent development</td>
<td>Satisfactory: Demonstrate understanding of the phases of child development as a basis for assessing ‘usual’ behaviours in children and young people.</td>
<td>Comprehensive: Demonstrate extensive knowledge of child development phases, and experience conducting assessments of children and adolescents and applying results to inform case planning in a child protection setting.</td>
</tr>
<tr>
<td>Child centred communication</td>
<td>Satisfactory: Demonstrate understanding of strategies for effectively communicating with children and young people.</td>
<td>Comprehensive: Demonstrate comprehensive knowledge of strategies for effectively communicating with children and young people and experience applying these in a child protection setting.</td>
</tr>
<tr>
<td>Theories on vulnerability &amp; resilience in children</td>
<td>Satisfactory: Demonstrate understanding of the long term impact of abuse and neglect on children.</td>
<td>Proven: Demonstrate extensive knowledge of the long term impact of abuse and neglect on children and their ability to recover.</td>
</tr>
<tr>
<td>Family structures &amp; dynamics</td>
<td>Satisfactory: Demonstrate understanding of the inter-relationships and power structures within families.</td>
<td>Comprehensive: Demonstrate comprehensive knowledge and experience in the mapping of inter-relationships and power structures within families and how these can inform case planning.</td>
</tr>
<tr>
<td>Crisis Intervention skills</td>
<td>Developing: Demonstrate understanding of crisis intervention theories and models.</td>
<td>Proven: Demonstrate sound knowledge of crisis intervention theories and models and experience applying these in the workplace.</td>
</tr>
<tr>
<td>Programs available for children and families</td>
<td>Satisfactory: Demonstrate knowledge of the programs available in both the government and non-government sector to provide support to children and families.</td>
<td>Comprehensive: Demonstrate comprehensive knowledge of the scope of services available for children and families in the government and non-government sector, including appropriate referral mechanisms and processes.</td>
</tr>
<tr>
<td>Court processes, rules &amp; etiquette</td>
<td>Satisfactory: Demonstrate knowledge of court processes, court orders, rules and etiquette.</td>
<td>Comprehensive: Demonstrate extensive knowledge and experience of requirements for the preparation and presentation of information to court as part of the statutory process, including extensive knowledge of court processes, court orders, rules and etiquette.</td>
</tr>
<tr>
<td>Participation, Collaboration &amp; consultation</td>
<td>Satisfactory: Proven experience working with clients in a manner that encourages and supports participation, collaboration and consultation.</td>
<td>Comprehensive: Demonstrate sound knowledge of the principles of participation, collaboration and consultation when working with clients in a statutory system and experience applying these in a work setting.</td>
</tr>
</tbody>
</table>
| Information gathering skills                                                | Satisfactory: Demonstrate understanding of:  
  • the range of sources from which information can be obtained;  
  • the importance of ensuring information is relevant, accurate and factual; and  
  • an ability to convey the request for personal and private information in a sensitive and professional manner. | Comprehensive: Demonstrate knowledge of strategies for gathering relevant, accurate and factual information from diverse stakeholders to support investigation and decision-making;  
  • experience in the timely gathering of information in line with approved processes; and  
  • an ability to extract essential information of a sensitive and personal nature in a professional manner. |
## CAPABILITIES FRAMEWORK FOR COMMUNITY WORKERS
### CHILD PROTECTION
#### PROFESSIONAL STREAM

<table>
<thead>
<tr>
<th>Capabilities</th>
<th>Professional 1</th>
<th>Professional 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Welfare Worker</td>
<td>Advanced Practitioner</td>
</tr>
</tbody>
</table>
| **Recording information**     | Satisfactory: Demonstrate understanding of the legal, professional and quality requirements relating to recording client information (electronic and written). Particular issues include:  
  - Timeliness, accuracy and accessibility  
  - Content factual and based upon evidence. | Comprehensive: Demonstrate extensive knowledge of the principles of client record keeping (electronic & written) including legal, professional and quality requirements and experience incorporating these into a practice framework in a statutory setting. |
| **Advocacy – child focussed** | Developing: Demonstrate knowledge of the purpose and roles of advocacy. | Comprehensive: Demonstrate comprehensive understanding of the purposes and processes relating to child advocacy and experience advocating on behalf of children and families. |

### CHILD PROTECTION INVESTIGATION

<table>
<thead>
<tr>
<th>Investigation Skills</th>
<th>Satisfactory: Demonstrate understanding of the process of investigation, including legal obligations and responsibilities.</th>
<th>Comprehensive: Demonstrate experience and proficiency in the investigation of allegations of abuse and neglect, with a particular focus on compliance with legal obligations and responsibilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewing skills</td>
<td>Satisfactory: Demonstrate understanding of the key principles of interviewing families and children when gathering information to support investigation and decision making, including where appropriate the alleged perpetrator.</td>
<td>Comprehensive: Demonstrate comprehensive knowledge of interviewing techniques &amp; strategies when working with families and children, including the importance of age appropriate questioning, child directed communication and the use of non-leading questions and experience applying these in a work setting.</td>
</tr>
<tr>
<td>Risk Assessment – indicators of harm</td>
<td>Satisfactory: Demonstrate understanding of various risk assessment frameworks utilised when working with children and families.</td>
<td>Comprehensive: Demonstrate comprehensive knowledge of risk assessment frameworks used in child protection to make a professional judgement of assessed level of harm and risk and process of responding that is consistent with the principles, policies, procedures and practices of the Department and experience applying these in a work setting.</td>
</tr>
<tr>
<td>Risk Management</td>
<td>NA</td>
<td>Comprehensive: Demonstrate knowledge of the principles of risk management and their application to child protection cases and experience applying them in a child protection setting.</td>
</tr>
<tr>
<td>Forensic child interviewing</td>
<td>NA</td>
<td>Satisfactory: Demonstrate sound understanding and experience participating in forensic child interviewing, including legal requirements for using information gained as part of a successful prosecution.</td>
</tr>
</tbody>
</table>

### CASE MANAGEMENT & OUT OF HOME CARE

| Case Management               | Satisfactory: Demonstrate knowledge of case management frameworks. | Comprehensive: Demonstrate extensive knowledge of Case Management framework, models, principles and practices and experience applying them in a child protection setting. |
| Child placement principle     | Satisfactory: Demonstrate understanding of the principles of the Aboriginal Child Placement Principle and its purpose. | Comprehensive: Demonstrate extensive knowledge of the Aboriginal Child Placement Principle, including its origin and experience successfully applying it in a child protection setting. |

Developed 24 June 2008
<table>
<thead>
<tr>
<th>Capabilities</th>
<th>Professional 1</th>
<th>Professional 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment skills</td>
<td>Satisfactory. Demonstrate knowledge of assessment models</td>
<td>Comprehensive. Demonstrate knowledge of assessment models used in child</td>
</tr>
<tr>
<td></td>
<td>used when working with families and children, and</td>
<td>protection, ability to extract key pieces of information to support informed</td>
</tr>
<tr>
<td></td>
<td>ability to apply these in a statutory framework.</td>
<td>decision making, plan interventions and monitor change, including:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• evaluate information and identify elements needing further investigation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• monitor service outcomes, evaluate actions and reassess on an ongoing basis.</td>
</tr>
<tr>
<td>Out of Home Care Framework</td>
<td>Developing. Developing understanding of out of home care frameworks and their</td>
<td>Satisfactory. Demonstrate extensive knowledge of the Out of Home Care Frameworks</td>
</tr>
<tr>
<td></td>
<td>role within the child protection system, particularly:</td>
<td>and experience effectively interpreting and applying them whilst working in</td>
</tr>
<tr>
<td></td>
<td>• permanency planning</td>
<td>Out of Home Care.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• transition from placements</td>
</tr>
<tr>
<td>Reunification processes</td>
<td>Developing. Developing understanding of the processes and purposes of</td>
<td>Satisfactory. Demonstrate comprehensive understanding of legal obligations</td>
</tr>
<tr>
<td></td>
<td>reunification.</td>
<td>in relation to reunification and processes utilised and experience applying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>them in a child protection setting.</td>
</tr>
<tr>
<td>Transition from placements – processes &amp;</td>
<td>Developing</td>
<td>Satisfactory. Demonstrate understanding of the requirement for structured</td>
</tr>
<tr>
<td>policies</td>
<td></td>
<td>transitions from foster placements.</td>
</tr>
<tr>
<td>Life skills to meet the needs of</td>
<td>Satisfactory. Demonstrate understanding of the life skills necessary for</td>
<td>Comprehensive. Demonstrate sound understanding of the life skills</td>
</tr>
<tr>
<td>young people</td>
<td>children &amp; young people need to develop and operate effectively in society.</td>
<td>necessary for children and young people to operate effectively in society and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>strategies to assist in the development of these skills.</td>
</tr>
<tr>
<td>Assessment – identify &amp; match needs</td>
<td>Developing. Developing understanding of the importance of identifying the needs</td>
<td>Proficient. Demonstrate a sound understanding of the importance of identifying</td>
</tr>
<tr>
<td></td>
<td>of the child and appropriately addressing them.</td>
<td>the needs of the child and appropriately addressing them and experience doing</td>
</tr>
<tr>
<td>Counselling skills</td>
<td>Developing. Developing understanding of the types of counselling and their</td>
<td>this in a work setting.</td>
</tr>
<tr>
<td></td>
<td>underlying principles when working with children, young people, families and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>carers.</td>
<td></td>
</tr>
<tr>
<td>Attachment Theory</td>
<td>Developing. Developing understanding of attachment theory and the impact on</td>
<td>Comprehensive. Demonstrate extensive knowledge of Attachment Theory, including</td>
</tr>
<tr>
<td></td>
<td>children of being taken into care and their experiences in care.</td>
<td>the role of attachment in child development, the impact of entering/being in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>care on child development and appropriate strategies to support children and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>young people.</td>
</tr>
<tr>
<td>Case planning (incorporating Permanency</td>
<td>Developing. Demonstrate knowledge of the role &amp; purpose of case planning in</td>
<td>Comprehensive. Demonstrate extensive knowledge of the processes of developing</td>
</tr>
<tr>
<td>Planning)</td>
<td>a statutory environment.</td>
<td>and implementing care plans for children in long term care, with a particular</td>
</tr>
<tr>
<td></td>
<td></td>
<td>focus on permanency planning and proven experience applying them in a</td>
</tr>
<tr>
<td>Case Co-ordination Framework</td>
<td>NA</td>
<td>workplace setting.</td>
</tr>
<tr>
<td>Working with foster carers</td>
<td>NA</td>
<td>Comprehensive. Proven experience working with foster carers in a collaborative</td>
</tr>
</tbody>
</table>

Developed 24 June 2008
<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>In-House</th>
<th>External</th>
<th>AOS 4 ACW and CV</th>
<th>AOS 5 ACW and CV</th>
<th>AOS 6 Senior ACW and CV</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Formal</td>
<td>Informal</td>
<td>Child Protection</td>
<td>Child Protection</td>
<td>Child Protection</td>
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<tr>
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<td></td>
<td></td>
<td>Officer</td>
<td>Officer</td>
<td>Officer</td>
</tr>
<tr>
<td>Oral &amp; written communication skills</td>
<td>Satisfactory</td>
<td>Good</td>
<td>I E</td>
<td>I E</td>
<td>E Profficient</td>
</tr>
<tr>
<td>Interpersonal skills (negotiation, networking &amp; facilitation)</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>I</td>
<td>I Profficient</td>
<td></td>
</tr>
<tr>
<td>Conflict resolution &amp; problem solving</td>
<td>Developing</td>
<td>Developing</td>
<td>I E K</td>
<td>Profficient</td>
<td></td>
</tr>
<tr>
<td>Organisational skills including time management</td>
<td>Satisfactory</td>
<td>Proficient</td>
<td>I</td>
<td>Comprehensive</td>
<td></td>
</tr>
<tr>
<td>Computer skills</td>
<td>Satisfactory</td>
<td>Proficient</td>
<td>I</td>
<td>Comprehensive</td>
<td></td>
</tr>
<tr>
<td>Thinking &amp; reasoning skills</td>
<td>Developing</td>
<td>Developing</td>
<td>I E</td>
<td>Profficient</td>
<td></td>
</tr>
<tr>
<td>Personal attributes</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>I E</td>
<td>Comprehensive</td>
<td></td>
</tr>
<tr>
<td>Team skills</td>
<td>Developing</td>
<td>Satisfactory</td>
<td>I E</td>
<td>Profficient</td>
<td></td>
</tr>
<tr>
<td>Occupational Health &amp; Safety &amp; Work Conduct</td>
<td>Developing</td>
<td>Satisfactory</td>
<td>I E</td>
<td>Profficient</td>
<td></td>
</tr>
<tr>
<td>Office Structure/Delgations</td>
<td>Developing</td>
<td>Satisfactory</td>
<td>I E</td>
<td>Profficient</td>
<td></td>
</tr>
</tbody>
</table>

**Working with Indigenous Clients**

- ATS History & Culture
- Respect for culture and historical issues
- Factors impacting ATS over representation
- Protocols for engaging & communication with ATS persons & communities
- Cultural knowledge & understanding
- Knowledge of diversity across communities

**Working with clients in a statutory framework**

- Supervision processes
- Decision making/assessment processes
- Engaging children, young people & families
- Parenting & behaviour management strategies
- Professional boundaries
- Responsibilities within a statutory framework
- Legislation
- Types of abuse & resulting harms
- Child-focused & strength-based practice
- Child & Adolescent development
- Child-centred communication
- Theories of vulnerability & resilience in children
- Family structures & dynamics
- Crisis intervention skills
- Programs available for children & families
- Court processes, role & etude
- International Convention on the Rights of the child
- Facilitation, consultation & accountability
- Information gathering
- Advocacy - child-focused
- Resolution

**Child Protection Investigation**

- Investigation skills
- Interviewing skills
- Risk Assessment - indicators of harm
- Risk Management
- Forensic child interviewing

**Case Management & Out of Home Care**

- Case management
- Child Placement Principle
- Assessment skills
- Out of Home Care Framework
- Re-unification processes & permanency planning
- Transition from placements - processes & policies
- Life skills to meet the needs of young people
- Caring for children - identity & match needs
- Counseling skills
- Attachment theory
- Administration Theory
- Case planning
- Case Coordination Framework
- Working with foster parents

<table>
<thead>
<tr>
<th>I</th>
<th>Personal Qualities Interpersonal Skills</th>
<th>K</th>
<th>Knowledge</th>
<th>E</th>
<th>Experience</th>
<th>NA</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>Capability</td>
<td>In-House</td>
<td></td>
<td></td>
<td>Training</td>
<td></td>
<td></td>
<td>P1 New Graduate</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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<td>-------</td>
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</tr>
<tr>
<td>Oral &amp; written communication skills</td>
<td>LE</td>
<td>Satisfactory</td>
<td>Good</td>
<td></td>
<td>LE</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Interpersonal skills (negotiation, networking &amp; facilitation)</td>
<td>I</td>
<td>Satisfactory</td>
<td>I</td>
<td>Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict resolution &amp; problem solving</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Developing</td>
<td>LE</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Organisational skills including Time Management</td>
<td>I</td>
<td>Satisfactory</td>
<td>I</td>
<td>Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer skills</td>
<td>E</td>
<td>Satisfactory</td>
<td>E</td>
<td>Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking &amp; reasoning skills</td>
<td>I</td>
<td>Developing</td>
<td>I</td>
<td>Developing</td>
<td>LE</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Personal attributes</td>
<td>I</td>
<td>Satisfactory</td>
<td>I</td>
<td>Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team skills</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Satisfactory</td>
<td>K</td>
<td>Proficient</td>
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<tr>
<td>Occupational Health &amp; Safety &amp; Work Conduct</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Satisfactory</td>
<td>K</td>
<td>Proficient</td>
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<tr>
<td>Office Structure/Delegations</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Satisfactory</td>
<td>K</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Working with Indigenous Clients</td>
<td>P1 New Graduate</td>
<td>Developing</td>
<td>I</td>
<td>Developing</td>
<td>I</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>Aborigines &amp; Torres Strait Islands History &amp; Culture</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Respect for culture and historical issues</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Factors impacting ATSI over representation</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Protocols for engaging &amp; communication with ATSI patients &amp; communities</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Cultural brokerage</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>K</td>
<td>Satisfactory</td>
<td>I,K</td>
<td>Developing</td>
<td>K,E</td>
<td>Comprehensive</td>
<td></td>
</tr>
<tr>
<td>Knowledge of diversity across communities</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Working with clients in a Statutory Framework</td>
<td>P1 New Graduate</td>
<td>Developing</td>
<td>I</td>
<td>Developing</td>
<td>K</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>Supervision processes</td>
<td>I,K</td>
<td>Satisfactory</td>
<td>I</td>
<td>Satisfactory</td>
<td>I,K</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>Decision making framework/prococols</td>
<td>I</td>
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<td>I,K</td>
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<tr>
<td>Engaging children, young people &amp; families</td>
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<td>I,K</td>
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<tr>
<td>Risk assessment, management &amp; risk procedures</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
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<td>Professional boundaries</td>
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<td>Responsibilities within statutory framework</td>
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<td>Types of abuse &amp; resulting harms</td>
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<tr>
<td>Child focused &amp; strengths based practice</td>
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<td>K</td>
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<td>Theories on vulnerability &amp; resilience in children</td>
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<td>Crisis intervention strategies</td>
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<td>Practical &amp; ethical</td>
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<td>Child Protection Investigation</td>
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<td>Investigation skills</td>
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<td>Interviewing skills</td>
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<tr>
<td>Risk Assessment - indicators of harm</td>
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<td>K,E</td>
<td>Comprehensive</td>
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<tr>
<td>Risk Management</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
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<td>Forensic child interviewing</td>
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<td>Developing</td>
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<tr>
<td>Case Management &amp; Out of Home Care</td>
<td>P1 New Graduate</td>
<td>Developing</td>
<td>K</td>
<td>Developing</td>
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<td>Proficient</td>
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<td>Case Management</td>
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<td>K</td>
<td>Satisfactory</td>
<td>K,E</td>
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<td>Child Placement Principle</td>
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<td>K,E</td>
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<td>Developing</td>
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<td>Satisfactory</td>
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<tr>
<td>Re-identification &amp; permanency planning</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
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<tr>
<td>Transition from placement &amp; processes &amp; policies</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
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<tr>
<td>Life Skills to meet the needs of young people</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Satisfactory</td>
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<tr>
<td>Assessment - identify &amp; match needs</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Satisfactory</td>
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<tr>
<td>Caring for children</td>
<td>K</td>
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<td>K</td>
<td>Developing</td>
<td>K</td>
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<tr>
<td>Case Planning</td>
<td>K</td>
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<td>K</td>
<td>Developing</td>
<td>K</td>
<td>Satisfactory</td>
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</tr>
<tr>
<td>Case Coordinating Framework</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Working with foster parents</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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</tr>
</tbody>
</table>

I - Personal Qualities  Interpersonal Skills  K - Knowledge  E - Experience  NA - Not Applicable
<table>
<thead>
<tr>
<th>New Project</th>
<th>Details</th>
<th>How to achieve</th>
</tr>
</thead>
</table>
| Marketing & Communication Strategy | • Consistent messages incorporating Values and Vision Statement  
• Provide a "real" environmental picture which includes champions & NT spokespeople  
• Target specific Universities, career expos, conferences  
• Improve web page information  
• TV & Radio Campaign  
• Use in all recruitment advertising and marketing  
• Create a Pre-Induction Package  
• Promote lifestyle  
• Promote link to Indigenous culture | • Project staff required to progress development of strategy  
• Ongoing staffing resources required to keep information up to date, to coordinate expos and to assist with all marketing and recruitment advertising |
| Improved Networking | • Identify potential networks and partnerships from interstate and overseas to aid in recruitment and retention | • ??? |
| Broader the Professional stream qualification base | • Accept Diplomas and transferable degrees with bridging courses. This will create a bigger pool of applicants and bring NTFO in line with Victoria  
• Support should be given to existing staff to undertake Diplomas and bridging courses  
• This will be an opportunity to support Indigenous & other administrative stream employees into the professional stream, by providing a clear career path | • Investigate viability, taking into account all risk factors  
• Create a submission to be approved by OPE to amend Determination 3 of 1999 relating to qualification requirements  
• Change the qualification requirements in Essential Criteria 1 on all professional stream position descriptions  
• Establish a project team to undertake the above |
| Aboriginal and Torres Strait Islander Employment and Career Development Strategy | • Links to Capability Framework  
• Links to above  
• Employ more Aboriginal Cultural Brokers  
• ??? | • Project staff required to progress development of strategy |
| Identify appropriate staff mix for offices | • Analyse individual office needs and allocate appropriate position mix  
• Support expansion or restructure within work units | • Project staff required to analyse the requirements of each office |
<p>| Overseas recruitment campaign | Recruit from countries such as New Zealand and United Kingdom to address immediate staffing concerns. By targeting other countries NTFC will be tapping into a new market. New Zealand should be the 1st choice as there will not be any delays relating to visas | Review previous UK recruitment effectiveness. Recruitment should be based on merit. Investigate “packages” to be offered. Investigate various options such as use of agencies, attendance at migration expos and independent recruitment. |
| Continuous vacancy for P1/P2 staff | Under the Public Sector and Employment Management Act (PSEMA) the maximum period of employment for a vacancy which has not been advertised is 6 months. As a result, when the Workforce Development Unit receives resumes from suitable applicants, contracts are offered for 6 month periods. By establishing a continuous vacancy, the Workforce Development Unit will be able to direct potential recruits to the website vacancy. All applications received will then be assessed by a panel on a monthly basis and if applicants are ranked suitable they will be offered long term contracts or permanency. Potential recruits will be able to apply at any time, not just during advertising campaigns, which will lead to increased staffing levels. | Project underway. Consultation with CCPE, P&amp;OL, DBE has taken place. Approval required, then implementation can begin. Employment of a scribe to write monthly selection reports. Additional staffing resources required to undertake monthly panels. |
| Panel coordination and scribing service | By providing a dedicated panel and scribing service managers could address vacancies with minimal impact on their time. Managers would have more time to “manage” rather than spending large amounts of time involved in recruitment issues. The recruitment process would be faster, thereby resulting in less “drop off” from new recruits. | Establish a team of support staff dedicated to panels and recruitment. |
| Review Role Responsibilities and Job Descriptions | Define roles and responsibilities. Review current job descriptions. Draft new statements for all positions. | Consult broadly with staff at all levels. Establish a team to undertake project. |
| Review recruitment selection approach | Base selection on NTFC Values and undertake a behavioural based recruitment process. | Consider psychological testing for new recruits. Revise recruitment approach and objectives. Focus on Values and Vision statement and solicit applicants who share common philosophies. Establish a team to undertake the above. |</p>
<table>
<thead>
<tr>
<th><strong>Investigation of new recruitment, retention and career pathways</strong></th>
<th><strong>Partner with Monash University School of Health Research to identify new approaches to recruitment, retention and career pathways</strong></th>
<th><strong>Project staff required to progress development of strategy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regional Market Allowance</strong></td>
<td><strong>Pay a market allowance to all staff employed in Katherine, Alice Springs, Nhulunbuy and Tennant Creek (and consider inclusion of National CFTF, Team &amp; Child Abuse Taskforce)</strong></td>
<td><strong>Project officer required to prepare submission to OCPE</strong></td>
</tr>
<tr>
<td><strong>Development of Increment Guidelines</strong></td>
<td><strong>Develop clear policy and guidelines for starting salaries/incremental increases for new employees</strong>&lt;br&gt;<strong>Ensure that guidelines are transparent and that equity is enforced</strong>&lt;br&gt;<strong>Develop a rapid increment scheme where increments are advanced upon completion of relevant studies</strong>&lt;br&gt;<strong>Consider review of increments for all Professional stream staff to establish equity</strong></td>
<td><strong>Project staff required to progress development</strong>&lt;br&gt;<strong>Managers to refer to increment policy on any recommendations for appointment</strong></td>
</tr>
<tr>
<td><strong>Contract penalties</strong></td>
<td><strong>Develop contracts that demand remuneration of relocation expenses if contract period is not completed. This could work on a pro-rata basis with penalties imposed depending on length of contract completion.</strong>&lt;br&gt;<strong>These penalties would aid retention and reduce relocation costs</strong></td>
<td><strong>Consultation with legal department to develop</strong>&lt;br&gt;<strong>Project staff required to progress development</strong></td>
</tr>
<tr>
<td><strong>Succession Management Strategy</strong></td>
<td><strong>Provide a transparent process to allow for rotational opportunities, HDA and leadership positions, as part of a succession management strategy</strong>&lt;br&gt;<strong>Develop a defined strategy so that future managers can competently lead</strong></td>
<td><strong>Project staff required to progress development of strategy</strong>&lt;br&gt;<strong>Encourage future managers to attend Professional Leadership (P&amp;L) Management Training</strong></td>
</tr>
<tr>
<td><strong>Exit Interviews</strong></td>
<td><strong>Develop NTFC specific exit interviews to identify reasons for resignations and to improve retention</strong></td>
<td><strong>Project officer required to research and prepare exit interview</strong>&lt;br&gt;<strong>Staff required to analyse results</strong></td>
</tr>
<tr>
<td><strong>Work Life Balance</strong></td>
<td><strong>Consider part-time employment and other “Work Life Balance” initiatives</strong></td>
<td><strong>Encourage management to be flexible</strong></td>
</tr>
<tr>
<td><strong>Work Partnership Plan</strong></td>
<td><strong>Develop a system to make Work Partnership Plans meaningful and effective</strong></td>
<td><strong>Establish a database to track when WPPs are due</strong>&lt;br&gt;<strong>Utilise database to track training requirements and career aspirations</strong>&lt;br&gt;<strong>Project staff required to progress development</strong></td>
</tr>
</tbody>
</table>
## FINANCIAL/RETENTION PACKAGES

<table>
<thead>
<tr>
<th>New Project</th>
<th>Details</th>
<th>How to achieve</th>
</tr>
</thead>
</table>
| Establishment of Financial/Retention Packages | Offer financial packages as a recruitment and retention incentive. Packages could be similar to those offered by essential services such as Police, Firefighters, Teachers etc. | Project team required to progress development of strategy  
Consult with HR Units linked to essential services, such as Police, Teachers etc to establish comparative data  
Refer attached spreadsheets for suggestions |
| Package could include:       | • Provision of accommodation or subsidies  
• 2 yearly interstate airfares  
• regional allowance  
• payment of retention bonus  
• rotational opportunities  
• professional development allowance  
• subsidised utilities       |                                                                                                           |
## WORKFORCE TREND ANALYSIS

<table>
<thead>
<tr>
<th>New Project</th>
<th>Details</th>
<th>How to achieve</th>
</tr>
</thead>
</table>
| Strategic Data Profiling and Trend Analysis | Strategic Data Profiling and Trend Analysis for each work unit outlining:  
  - Current mix of Staff  
  - Environmental Drivers  
  - Turnover Rate  
  - Sick leave / Toil / Flex  
  - Exit Interview Information  
  - Identification of Peak Recruitment times  
  - Age ranges of staff  
  - Identify areas in need of development – ties in with Learning Development  
  - Contract staff, end dates etc  
  - Gap analysis  
  - Deliverability of KPI’s (staffing related)  
  - This will aid in future workforce planning as well as being a proactive, responsive tool to develop systems and communications to manage workloads and caseloads and identify structural impediments  
  - Ongoing monitoring and evaluation will be required  
  - Should include research and reporting undertaken from other jurisdictions | Staffing resources required to develop strategy around data profiling and ongoing management of profiling the workforce |

attachment 4
Factors that lead to a strong, healthy NTFC workforce

- Capability Framework
- Financial packages similar to essential services
- NT grown workforce
- Attraction and Recruitment
- Supervision Framework
- Quality
- Composition / Trend / Analysis
- Leadership and Communication
- Learning and Development Framework

Strong, healthy workforce
### NT Families and Children - Policy and System Support

**Unit Name:** Workforce Development

#### Current Workforce Development Projects

<table>
<thead>
<tr>
<th>Attraction</th>
<th>Recruitment</th>
<th>Retention</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visa Sponsorship to become Australian Residents</td>
<td>Bulk Recruitment process</td>
<td>Market Allowance submissions to OCPE</td>
<td>Various reports for Executive Director, Legislative Assembly, Minister, Chief Executive.</td>
</tr>
<tr>
<td>Advertising – Internet, Expressions of Interest, Interstate and overseas</td>
<td>GV Screening</td>
<td>Work Life Balance – option to buy a year off etc.</td>
<td>New Position Creation and Historical Data</td>
</tr>
<tr>
<td>Recruitment Agencies</td>
<td>Recruitment &amp; Relocation Package</td>
<td>Study Assistance</td>
<td>Structural Evaluation Tool for Directors which identifies staff structure (nominal and actual) against divisional expenditure rates.</td>
</tr>
<tr>
<td>Career Expos</td>
<td>Recruitment Fact Sheets</td>
<td>Stress Management / Wellbeing Strategy</td>
<td>Maintenance of NTFC organisational charts</td>
</tr>
<tr>
<td>Conferences</td>
<td>“Grow Your Own” Strategy through Graduates, Scholarships and Cadetships</td>
<td>Supervision/Reflection/Feedback</td>
<td>Data Collection &amp; Training</td>
</tr>
<tr>
<td>Word of Mouth</td>
<td>Assistance with Individual/Work Unit recruitment – panel member participation and coordination</td>
<td>Learning and Development mechanisms and resources</td>
<td></td>
</tr>
<tr>
<td>Web Page</td>
<td>Provision of Recruitment and Staffing Advice – transfers/IDA/contracts/relocations</td>
<td>Aboriginal &amp; Torres Strait Islander Forum</td>
<td></td>
</tr>
<tr>
<td>Charles Darwin University Open Days</td>
<td>Facilitate vacancies through Recruitment Agencies</td>
<td>NTFC Climate Survey</td>
<td></td>
</tr>
<tr>
<td>Research on what attracts people to NTFC jobs.</td>
<td></td>
<td></td>
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</table>

#### Expansion of Existing Workforce Development Projects – Internal Consultancy Model

**Development of NTFC Workforce Development Strategy which includes:**

<table>
<thead>
<tr>
<th>Attraction</th>
<th>Recruitment</th>
<th>Retention</th>
<th>Workforce Demand Forecast Model &amp; Trend Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing &amp; Communication Strategy</td>
<td>Continuous Vacancy for Professional Staff [allows for long term contests]</td>
<td>Regional Market Allowance submission to OCPE</td>
<td>Strategic Data Profiling and Trend Analysis for each Work Unit outlining:</td>
</tr>
<tr>
<td>• TV &amp; Radio Campaign</td>
<td>Aboriginal and Torres Strait Islander Employment and Career Development Strategy</td>
<td>Rapid Increment Scheme submission to OCPE + development of policy and guidelines for transparency.</td>
<td>• Current mix of staff</td>
</tr>
<tr>
<td>• Consistent messages</td>
<td>Partner to identify appropriate staff mix for offices [one size does not fit all]. Recruit more administrative support and Aboriginal Cultural Brokers to allow professional staff to undertake their role.</td>
<td>Career Development support to advance to Professional Stream</td>
<td>• Environmental drivers</td>
</tr>
<tr>
<td>• Provide values, vision and strong leadership messages</td>
<td>Review UK Recruitment and Expand Overseas Recruitment Campaign UK, New Zealand, Asia and Canada. Recruitment for a minimum of 2 year placements.</td>
<td>Contract to ensure staff are indentured for 2 years, Retention Package which includes: housing, rental assistance, retention bonus, airfares</td>
<td>• Turnover rates</td>
</tr>
<tr>
<td>• Provide a real environmental picture which includes champions and NT spokespeople</td>
<td>Provide Pre-Induction Package</td>
<td>Provide transparent process to allow for rotational opportunities, HGA, leadership positions; part of a Succession Management Strategy</td>
<td>• Sick leave/TOL/Flexi</td>
</tr>
<tr>
<td>• Target specific interstate universities, career expos, conferences</td>
<td>Support expansion or restructuring within work units.</td>
<td>Work Partnership Program Tracking &amp; Reports Supervision</td>
<td>• Exit interview information</td>
</tr>
<tr>
<td>• Act in overseas recruitment campaigns</td>
<td>Provide panel coordination and sourcing service.</td>
<td>Management and Team Leader Support and Training</td>
<td>This will aid in future workforce planning as well as being a proactive, responded tool to develop systems and communications to manage workloads and case loads and identify structural impediments.</td>
</tr>
<tr>
<td>• Improve website information</td>
<td>Rules &amp; Responsibilities; define roles and responsibilities, review current job descriptions, draft role statements for jobs.</td>
<td>Bullying and Harassment Training</td>
<td>Ongoing Monitoring and Evaluation.</td>
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<tr>
<td>Identify potential networks and partnerships to aid in recruitment and retention (in-state and overseas).</td>
<td>NTFC Values and Behavioural Based Recruitment Process developed and implemented.</td>
<td></td>
<td>Research and reporting undertaken from other jurisdictions.</td>
</tr>
<tr>
<td>Broaden the qualification base: accept diplomas and transferable degrees with bridging courses [creates a bigger pool to draw off]. Support expansion of academic qualifications once recruited.</td>
<td>Partner with Members School of Health Research to identify new approaches to recruitment, retention and career pathways.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**CURRENT LEARNING AND DEVELOPMENT PROJECTS**

**UNIT NAME:** Workforce Development

<table>
<thead>
<tr>
<th>CORE TRAINING FOR STAFF AND NGO SECTOR</th>
<th>SPECIALIST</th>
<th>OPPORTUNISTIC</th>
<th>CAREER PATHWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protection</td>
<td>Strengths Approach</td>
<td>Presentations</td>
<td>Study for diplomas, masters, degrees**. Child Protection Diploma – support study if linked to social work degree. Facilitating and promoting P&amp;A, OIL initiatives</td>
</tr>
<tr>
<td>Out of Home Care</td>
<td>Respond rather than React (Behaviour Management with Young People &amp; Drug &amp; Alcohol)</td>
<td>Conferences</td>
<td></td>
</tr>
<tr>
<td>Cultural Practice</td>
<td>Domestic Violence</td>
<td>Individual learning and development and study opportunities</td>
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</tr>
<tr>
<td>Case Management</td>
<td>Mental Health</td>
<td>Forums</td>
<td></td>
</tr>
<tr>
<td>Court and Legal</td>
<td>Protective Behaviours</td>
<td>Practice Reflection forums</td>
<td></td>
</tr>
<tr>
<td>Working with Children</td>
<td>Sexualised Behaviours</td>
<td>Leadership forums</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Australian Childhood Foundation Workshops</td>
<td>Aboriginal &amp; Torres Strait Islander Forums</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SMART/SAAP Case Management/Therapeutic Crisis Intervention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Currently redesigning the training and development package including: supervision framework, induction framework, capability framework and care and protection training in terms of content and method of delivery.

**EXPANSION OF EXISTING LEARNING AND DEVELOPMENT PROJECTS – Internal Consultancy Model**

**CORE - TO BE REVISED AT WORKSHOP TO BE HELD ON 5 MARCH 2018**

<table>
<thead>
<tr>
<th>INDUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Induction</td>
</tr>
<tr>
<td>First 5 days</td>
</tr>
<tr>
<td>Workplace Induction</td>
</tr>
<tr>
<td>Practice and Professional Development Plans and Implementation</td>
</tr>
<tr>
<td>Policy development of authorisation for front line staff</td>
</tr>
<tr>
<td>Development of resources for induction for generic NTFIC model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
</tr>
<tr>
<td>Time Management &amp; Stress Management</td>
</tr>
<tr>
<td>Dealing with Aggression and Conflict including on the phone and ability to gather appropriate information.</td>
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<tr>
<td>OH&amp;S and Self-Care – worker safety, legal responsibility, bullying [re: vicarious liability]</td>
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<tr>
<td>Getting familiar with intra and internet – knowing how to navigate your way around</td>
</tr>
<tr>
<td>Leadership, change management, team management, relationship building, including Action Learning Programs (Alice Springs model)</td>
</tr>
</tbody>
</table>

| CIT |
| CAT/CFI |
| RAFCWP |
| JCRWP |
| Sale Places |
| Specialist Care |
| Remote Court Issues |
| Team Leader Accredited Program |
| Performance Management |
| Handling Complaints on Bullying and Harassment |

In considering this model, it may be appropriate to establish a Remote Mobile Training Team. Learning & Development also needs to review, suit, analyse and design NTFIC learning needs.

**CURRENT COMMUNITY EDUCATION ENGAGEMENT**

| Safe Kids, Strong Futures, Ad hoc mandatory reporting request, DHF orientation. |

**FUTURE COMMUNITY EDUCATION ENGAGEMENT**

| 5 year expansion model of Safe Kids Strong Futures. Development of community engagement strategies across government, NGO and community sector. Provision of appropriate resources and materials in language. Use 3 Tier government approach: strong partnership approach and entry points into community, local government and across government. Build understanding and capacity to deal with child protection and child wellbeing issues and mandatory reporting. |