



Government of Western Australia  
Department for Child Protection  
and Family Support

# PEOPLE DEVELOPMENT FRAMEWORK

## A Learning Organisation 2015-17



# People Development Framework

The People Development Framework supports the Department for Child Protection and Family Support (CPFS) as a 'learning organisation' where all interactions, including mistakes, are recognised as learning opportunities.

The People Development Framework defines our learning model, approach and pathways. It articulates our personal and collective responsibility for its success. Together with our partner agencies and foster carers, we develop and facilitate innovative learning opportunities across formal and informal settings, integrating learning into routine work practice.

## Learning and Development Approach (70:20:10)

Our approach for all staff is based on the **70:20:10 model** which builds capacity by integrating structured learning and collaboration with learning opportunities in the workplace.

Work-based Learning (70)	Collaborative Learning (20)	Structured Learning (10)
Workplace learning	Appreciative enquiry	Learning pathways
Supervision	Coaching	Extension programs
Personal reflection	Mentoring	Induction
Self-assessment & learning	Debriefing	eLearning
Observation	Participating in networks	Orientation programs
Individual experience and feedback	Peer tutoring	Conferences
Achieving new tasks	Professional conversations	Qualification pathways
Action learning projects	Workshops	
Developmental projects		
Research		

### Work-based Learning

People learn as they go about their daily work tasks, provided they have a solid foundation of structured learning sustained by supportive local networks, individual and group supervision.

### Collaborative Learning

Learning with and through colleagues, partner agencies and foster carers develops practice depth and competency. This is critical to contextualise learning in the workplace and is essential for growth and change.

### Structured Learning

Structured learning is a critical component of an individual's professional development and is the foundation for collaborative and work-based learning.

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### Our strategic priority

To strengthen the Department as a learning organisation.

### Our Approach

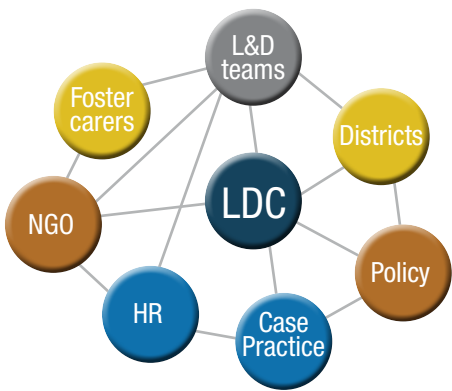
To build capacity by integrating structured learning, collaboration and work based learning.

### Our Values

Respect, Openness, Teamwork, Responsiveness.



# Features of Learning and Development



## The Learning and Development Centre (LDC)

LDC is the nationally recognised leader for the delivery of work-based, collaborative and structured learning and the production of eLearning materials for child protection, family support, out-of-home care and the community services sector in Western Australia.

LDC learning facilitators design and develop learning programs and resources in partnership with staff, foster carers and partner agencies to meet identified learning needs. As a Registered Training Organisation, LDC can offer accredited qualifications at Certificate and Diploma level from the Community Services Training Package.

## The Learning and Development Network (LDN)

LDN is the people and tools of the Departments learning model. It is a collaborative online network of people in metropolitan, regional and remote areas of the state, who identify themselves as leaders of learning, share peer expertise and support local learning. LDC facilitates partnerships with LDN content specialists who provide practice depth and current case examples when co-developing and co-facilitating structured learning, face to face training and video conferencing. The LDN members share, customise and use learning material to build local capacity and meet local needs.

## Learning and Development Teams

Learning and Development Teams are established across the Department’s work units to implement local induction and promote, increase and sustain workplace learning. They are the champions who support informal, work based, local learning. Aboriginal Practice Leaders are an important part of these teams and work to embed cultural learning and development to grow practice depth.

## Aboriginal Learning and Development Strategy

The Aboriginal Learning and Development Strategy 2013 – 2015 articulates specific learning strategies and opportunities for Aboriginal and non-Aboriginal staff to apply a cultural lens across all areas of work and develop culturally secure practice for working with Aboriginal people.

# People Development Framework

Our Key Focus Areas	Our Strategies	Our Initiatives
Build on the Learning and Development Network (LDN) and strengthen Local Learning and Development Teams across the Department.	Maximise the Learning and Development Network (LDN)	<ul style="list-style-type: none"><li>• Harness expertise of LDN specialists as co-facilitators</li><li>• Expand and develop LDN facilitators</li><li>• Assist Learning and Development Teams to develop and share resources</li><li>• Extend Aboriginal cultural learning to all staff including general awareness and local Aboriginal context</li></ul>
	Strengthen local learning and development Teams	
Promote learning opportunities via video conferencing and high quality electronic learning resources for workplace learning.	Increase participation in learning using video conferencing	<ul style="list-style-type: none"><li>• Develop and enhance video network</li><li>• Expand the number of learning programs available via the video network</li><li>• Review and improve existing programs</li><li>• Develop new online programs to meet demand</li></ul>
	Increase on-line learning resources	
Enhance core child protection learning and pursue expanded qualification pathways.	Increase access and participation in the child protection learning pathway	<ul style="list-style-type: none"><li>• Enable staff to complete required learning pathway</li><li>• Provide a Diploma qualification pathway</li><li>• Provide paid placement scholarships</li><li>• Develop facilitators for advanced practice in signs of safety</li></ul>
	Support staff who require a child protection qualification	
Expand workplace learning opportunities and qualification pathways for corporate and service support staff.	Expand learning opportunities for corporate and support staff	<ul style="list-style-type: none"><li>• Develop learning pathways for case support staff</li><li>• Encourage leaders to develop learning and qualification pathways for service support staff</li><li>• Provide corporate and local induction</li><li>• Expand the LDC training calendar for support staff</li></ul>
	Promote qualification pathways	
Provide targeted and comprehensive leadership development across all levels with particular focus on middle management.	Provide leadership learning programs	<ul style="list-style-type: none"><li>• Encourage leaders to develop individual learning plans from Reaching Forward and Supervision meetings</li><li>• Provide development opportunities for leaders</li><li>• Develop leadership opportunities for Aboriginal Practice Leaders to support and extend the Aboriginal Practice Network</li></ul>
	Facilitate middle management leadership development	

## Personal commitment

We are individually responsible for maximizing our learning and development opportunities.

## Individual development

We are responsible for participating in supervision and Reaching Forward development processes to create individual learning plans.

## Learning pathways

We are responsible for participating in our learning pathway to extend our skills and knowledge.

## Our Frameworks

We are responsible for working and learning within our service delivery and practice frameworks.

## 2015 – 2017 Learning Pathways Map

	Child Protection	Family Support Services	Accommodation & Care Services	Service Support	Managers & Leaders	Foster Carers
Plan to learn Induction & orientation	Aboriginal cultural appreciation Accountable & ethical decision making Assist case management & Objective Corporate induction Occupational safety & health	Aboriginal cultural appreciation Accountable & ethical decision making Assist case management & Objective Corporate induction Fusion (Non Gov't Organisations) Occupational safety & health	Aboriginal cultural appreciation Accountable & ethical decision making Assist case management & Objective Corporate induction Occupational safety & health	Aboriginal cultural appreciation Accountable & ethical decision making Corporate induction Assist case management & Objective Occupational safety & health	Aspiring Team Leaders	Preparation
					Assessing child abuse & neglect using Signs of Safety Developing good practice: Working with family & domestic violence Managing child protection cases through the children's court Signs of Safety advanced practice & leadership	Bringing a child into your home Cultural & Indigenous considerations Care for the child: Parenting skills Provide foster care as part of a team Safe caring, self-development & self care Trauma and attachment

### Reaching Forward Discussions to develop an Individual learning plan and learning schedule for core training

Develop practice Complete core training	Children in care: Introduction Family & domestic violence Foster care partnerships Impact of trauma on children & youth Legislation for case practice (1-10) Orientation 1: Child Protection & Signs of Safety Orientation 2: Simulated district Orientation 3: Children in care - Case planning, care planning & partnership	Best beginnings core training Casework practice manual Child development & attachment Child protection: Introduction Family & domestic violence Impact of trauma on children & youth Orientation 1: Child Protection & Signs of Safety Parent support & best beginnings extension Parent support core training Responsible parenting services	Assist (Residential Care) Creating Sanctuary Impact of trauma on children & youth Legislation: Introduction Orientation 1: Child Protection and Signs of Safety Sanctuary Foundations Therapeutic crisis intervention	Interpersonal communication Workplace software and publishing Writing in the public sector Additional professional and administration programs (developed as required)	Team Leader Extension	New Foster Carers
					Professional supervision and performance development for team leaders Strategic and collaborative partnerships for team leaders	Attachment Caring for Aboriginal children Heartbeat Protective behaviours Transitions & endings Trauma in utero Understanding carer stress & burnout Understanding sexualised behaviours Therapeutic crisis intervention

### Extension programs for practice development based on individual learning plan

	Online eLearning	Practice Development	Signs of Safety	Mental Health & AOD	Management	Foster Care Extension
Extend career Build specialised skills	Aboriginal cultural appreciation Accountable/ethical decision making Alcohol & other drugs: Introduction Casework practice manual: Intro CaLD: Introduction Complaints handling and resolution module (CHARM) Child development & attachment Child protection: Introduction Children in care: Introduction Corporate induction Family & domestic violence Foster care partnerships Legislation: Introduction Legislation for case practice (1-10) Occupational safety & health Relative care: Introduction Responsible parenting services	Assessing child abuse & neglect using Signs of Safety Building relationships with clients Case management: Introduction Concerning sexualised behaviours Child assessment interviewing Developing good practice working with family & domestic violence within a Signs of Safety framework Identify & respond to children at risk Intersect child protection & disability Managing child protection cases through the Children's Court Managing client aggression Working with CaLD & refugee families Working with complex families	Advanced facilitation in mappings & safety planning Advanced practice and leadership Building & managing safety plans Decision making in child protection Facilitate mappings & safety planning Participating in pre-birth meetings & pre-hearing conferences Signs of Safety: An Introduction Signs of Safety: Booster Signs of Safety: questioning approach Strengthening advanced practice Using appreciative inquiry Using the three houses with children Using words & pictures with families	Assessing alcohol & other drugs Motivational interviewing Parental mental health Suicide prevention Working with people/ complex needs	Assist for managers Change management Essential leadership Facilitating workplace learning Leadership for ACS Managing & developing teams Mediation & negotiation Mentoring skills OSH for managers Problem solving & decision making Project management Self management & emotional intelligence Supervision Workload management	Caring for biological children Celebration: Men who foster Cyber safety Foetal alcohol spectrum disorder Grief and loss: When children leave Relative carer forum: Lets get together Sensory workshop: occupational therapy Signs of safety overview
				Accredited Programs		
				Certificate IV Training & Assessment Diploma of Child , Youth & Family Intervention Graduate Certificate in Public Sector Management Degree pathways for specified calling positions		

### Supervision discussions to regularly reflect on workload, learning, discuss what's working well and identify developmental needs

This map illustrates the developmental nature of structured learning in the Department. Refer to the Learning Pathways brochure for the prescribed requirements of each learning pathway. Programs are available to foster carers, CPFS and partner agency staff. Check the latest title, eligibility and access information on the Learning and Development portal as programs develop and details change <http://www.dcp.wa.gov.au/Resources/LDC/Pages/LearningandDevelopment.aspx>