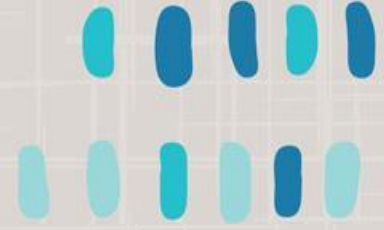




Child Protection Learning Pathway

Information Guide

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Foundation Pathway Information for practitioners

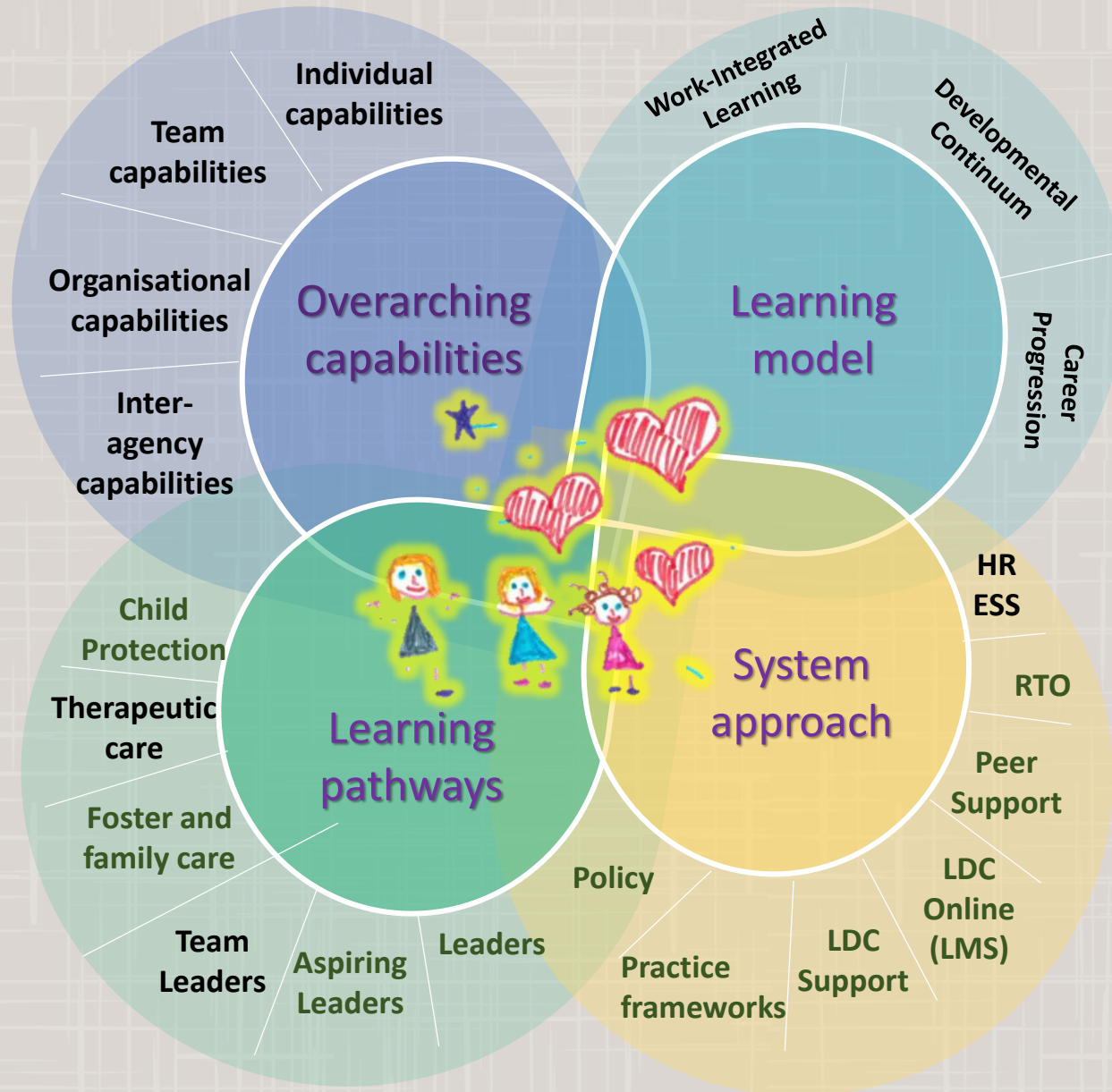
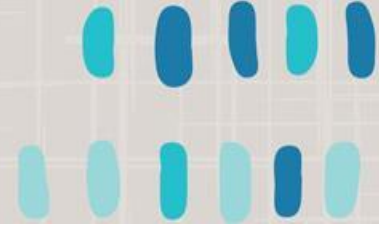
24-31

Key Messages



- Child protection work is complex, emotionally challenging and the stakes are high for the children and families involved.
- In an environment of such complexity, newly appointed, inexperienced staff need structured, scaffolded learning and performance development with supervision support.
- A required learning pathway helps new practitioners acquire and apply essential knowledge and skill sets to effectively perform their job role.
- Practitioners need to work within a practice and development framework, sharing responsibility to **develop capabilities** to address the needs of vulnerable children and make sure they are safe.
- Confidence, capability and skilful use of authority grows with practice experience, support, supervision and constructive feedback.

People Development Framework



The People Development Framework outlines the outcomes to be achieved by practitioners across the WA child protection system. It guides the systematic way we develop highly skilled, capable and supported child protection workers.

Keeping the needs of vulnerable children and families at the heart of everything we do is central to learning and development.

The People Development Framework outlines

- overarching capabilities (linked to national standards)
- learning model and developmental continuum
- learning pathways for job roles
- Learning, competency assessment and qualification pathway for career progression
- Supervision and support mechanisms
- System approach as a learning organisation.

Measures of Success

1. Performance Assessment
2. Employee and Stakeholder Perceptions
3. Cost-benefit and Impact Assessment
4. Organisational and community change results



Learning Pathways



Child Protection Learning Pathway



Therapeutic Care Services
Learning Pathway



Carer Learning Pathways



Leadership Learning Pathways

Each Learning Pathway relates to a specific work role in service delivery.



Child Protection Learning Pathway

Key:

- Local Learning
- eLearning
- Courses

Month 1: Induction

Months 1 - 6: Child Protection FOUNDATION

CPFS Induction	Orientation Program 1 <i>Child Protection & Signs of Safety</i>	Orientation Program 2 <i>Trauma-Informed Assessment</i>	Orientation Program 3 <i>Intensive Family Support</i>	Orientation Program 4 <i>Care Team Approach</i>
Local Induction (District-specific)	Pre- and/or Post-requisite Tasks	Pre- and/or Post-requisite Tasks	Pre- and/or Post-requisite Tasks	Pre- and/or Post-requisite Tasks
Corporate Induction (online)	Child Protection, Intro Legislation For Case Practice 1-6 Child Development & Attachment, Intro Child Protection Signs of Safety Practice ASSIST: An Introduction ASSIST Case Management & Objective	Legislation for Case Practice 7,8 Family & Domestic Violence, Intro Trauma Tales: Trauma Recovery Principles * Trauma Sensitive Practice Assessment & Professional Judgement	A Parent's Perspective Family Finding: Overview and Tools * COPMI Supporting Infants & Toddlers Intensive Family Support	Children in Care, Introduction Legislation Case Practice 9-10 Viewpoint * The Care Team approach to Planning for Children in Care
R E Q U I R E D ¹				

PROBATION
Review

Supervision with your Team Leader (every 4-6 weeks)
Coaching or Mentoring with your SPDO and/or APL and/or Senior Practitioner

Months 7 - 12: Child Protection FOUNDATION PLUS

Core:	Family & Domestic Violence	Aboriginal Cultural Responsiveness	Infant, Child & Parent Mental Wellbeing
	Promote change with families with multiple and complex needs		
Signs of Safety:	Safety Planning with Words & Pictures	Purposeful Conversation Using 3 Houses	Facilitating Family Meetings Pre-birth Planning
Specialist courses:	Child Assessment Interviewing	AOD & Motivational Interviewing	Responding to Aggression or TCI for Families
	Carer Assessor	Circle of Security	
R E Q U I R E D			

eLearning Online
Alcohol and Other Drugs, Intro
CALD, Introduction
Safe Sleeping
Legislation – Mutual Exchange of Information
Legislation - Giving Evidence in Children's Court
Investigative Child & Vulnerable Person Interviewing
Countering Violent Extremism
Better Care Better Standards
COPMI

- Signs of Safety Gathering
- Festival of Learning
- Family Finding Bootcamp
- Sanctuary Festival

Note: Course titles are subject to change: Check [LDC Learning Handbook](#)

* = Course under development

¹ Required training helps workers to develop their competencies needed for their job role. Completion of training does not affect Probation.

1 - 3 years: Continuing Professional Development		Extension Courses
Signs of Safety: Advanced Practice and Leadership	Giving Evidence in Court	Aspiring Leadership
Trauma-Informed Advanced Practice	Managing Child Protection Cases Through the Courts	Fetal Alcohol Syndrome Disorder
Safety Planning Advanced Practice	Pre-Hearing Conferences	Protective Behaviours
Critical Decision Making in Child Protection	Working with CaLD and refugee families in Child Protection practice	Parental Mental Health
Creating Sanctuary	Responding to Amphetamine Intoxication	Disability
Concerning Sexualised Behaviours	Managing vicarious trauma through supervision	Social Work Student Placement Supervision
Suicide Prevention and Intervention	Permanency Planning In Child Protection	ChildFirst Forensic Child Interviewing
Consistent Intake Assessment	Family Finding Refresher	

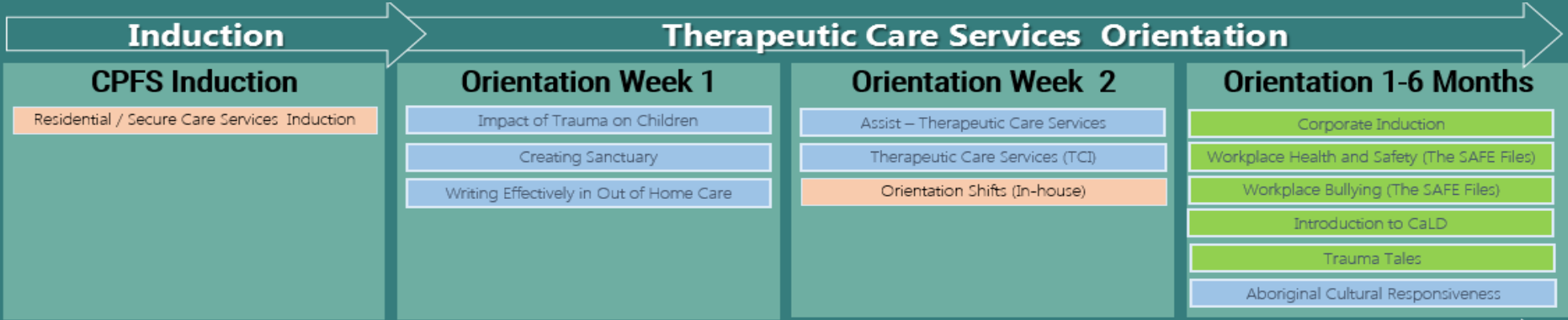
Team Leader Program



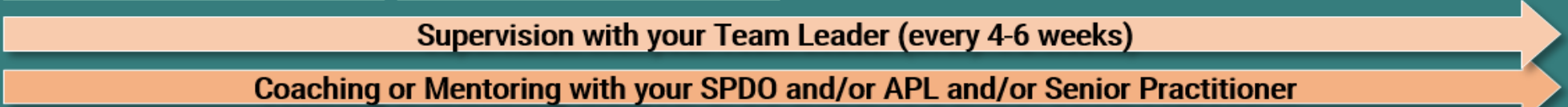
Therapeutic Care Services Learning Pathway

Key

- Local Learning
- eLearning
- Courses



PROBATION
interview





Carer Learning Pathways

The **Foster Carer Learning Pathway** begins during the assessment process. Carers complete **six modules** as preparation training. Once carers are approved, they should have a learning plan as part of their assessment and annual review process. The learning plan may include LDC programs and/or a range of other learning options offered by districts.

FOSTER CARE

Prior to Application	During Assessment
No current requirements	Fostering with Skill & Care (19 hours) <i>This course is compulsory for all new applicants</i>
	Module 1 – Provide foster care as part of a team
	Module 2 – Trauma and Attachment
	Module 3 – Healing Parenting Skills
	Module 4 – Impact of Fostering & Placement Considerations
	Module 5 – Safe Caring and Self-Care
	Module 6 – Cultural Considerations and course review

The **Family Carer Learning Pathway** identifies **five** priority learning modules. These are currently under development and will be piloted September - November. The modules will be delivered during the family carer assessment process.

FAMILY CARE

Post Approval (recommended)	Recommended Learning (1-2 years)
CORE Learning <i>(within first 12 months)</i>	<ul style="list-style-type: none"> Caring for Aboriginal Children
Attachment & the Impact of Trauma (3 sessions)	<ul style="list-style-type: none"> Concerning Sexualised Behaviours eSafety
<ul style="list-style-type: none"> Heartbeat (Resuscitation) 	<ul style="list-style-type: none"> Protective Behaviours Signs of Safety overview
<ul style="list-style-type: none"> Therapeutic Crisis Intervention (3 sessions) 	<ul style="list-style-type: none"> Therapeutic Crisis Intervention - refresher Grief and Loss
eLearning	eLearning
<ul style="list-style-type: none"> Aboriginal Cultural Appreciation Child Development & Attachment, Intro to 	<ul style="list-style-type: none"> Children in Care, Intro to Children Protection, Intro to

Prior to Application	During Assessment	Post Approval
No current requirements	1. Working Together – (Understanding the Child Protection System)	Same as for Foster Carers
	2. Tracks in the Mud – (Trauma, Grief, Loss, Attachment)	
	3. Family Time	
	4. Staying Strong – (Healing and Guiding Skills)	
	5. Legal Processes (in Child Protection)	



Leadership Learning Pathways

Aspiring Leadership

- Personal reflection
- Cultural leadership
- Cross cultural leadership

Team Leader

- Leadership
- Management
- Advanced practice



Masterclasses and Qualification Pathway

This Child Protection Learning Pathway is for staff in statutory child protection roles.

Newly appointed staff in a Child Protection job role commence the learning pathway on appointment and complete required components during probation and in the first year.



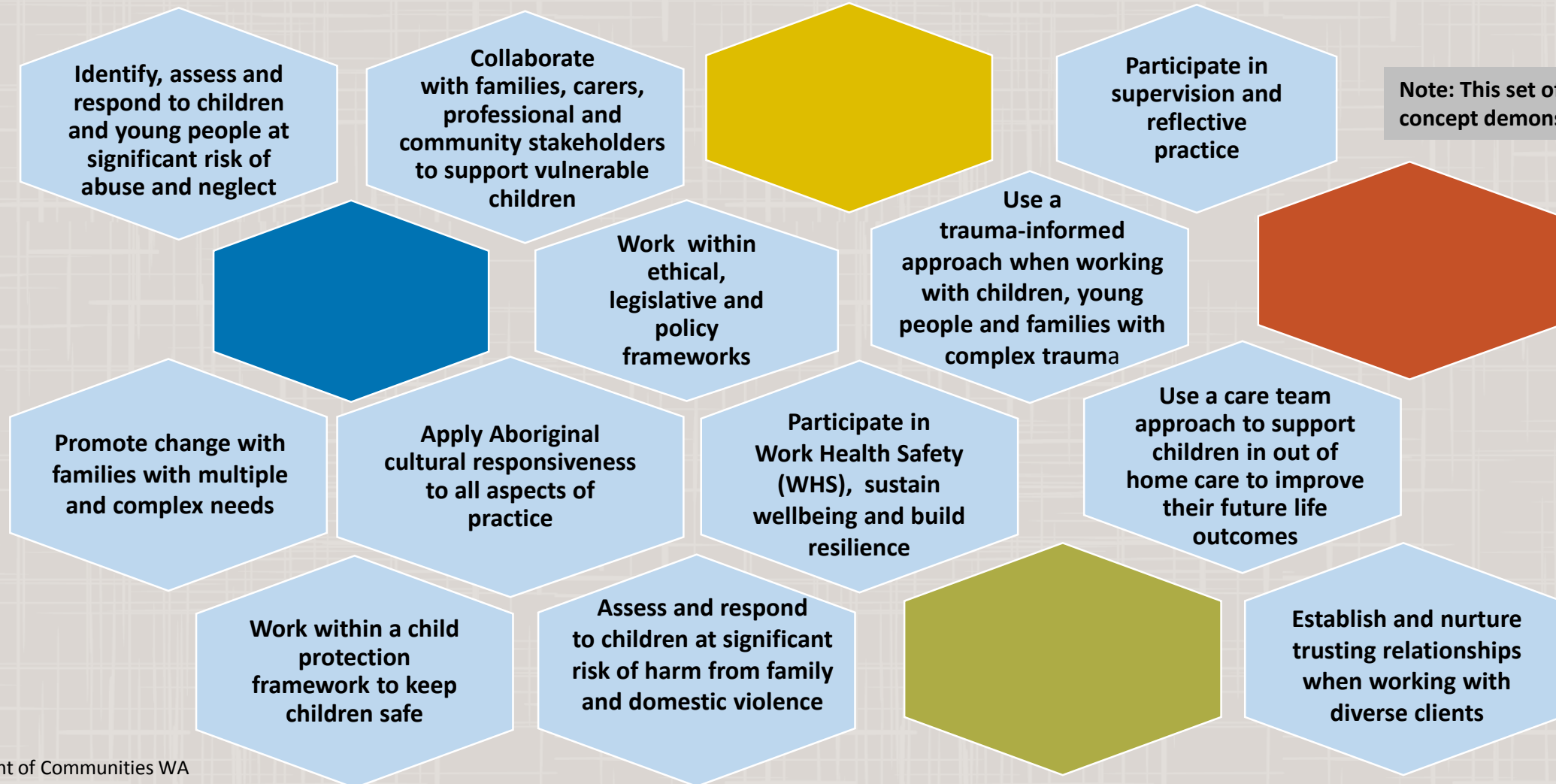
Statutory child protection positions include:

- *Child Protection Workers*
- *Field Workers*
- *Senior Child Protection Workers*
- *Senior Field Workers*
- *Aboriginal Practice Leaders*
- *New Team Leaders*
- *Senior Practice Development Officers*
- *Case Support Officers*
- *Youth and Family Support Workers*
- *Best Beginning Plus Officers*
- *Parent Visitors*

Overarching Capabilities

The **People Development Framework** outlines the core capabilities required of child protection staff, highlighting the paramount importance of practitioner's skilled use of self and capacity to establish open, trusting, accountable, and compassionate professional relationships.

The capability profile is level-specific, describing the capabilities required of entry-level practitioners through to advanced practitioners.



Capability Assessment

Capability Framework

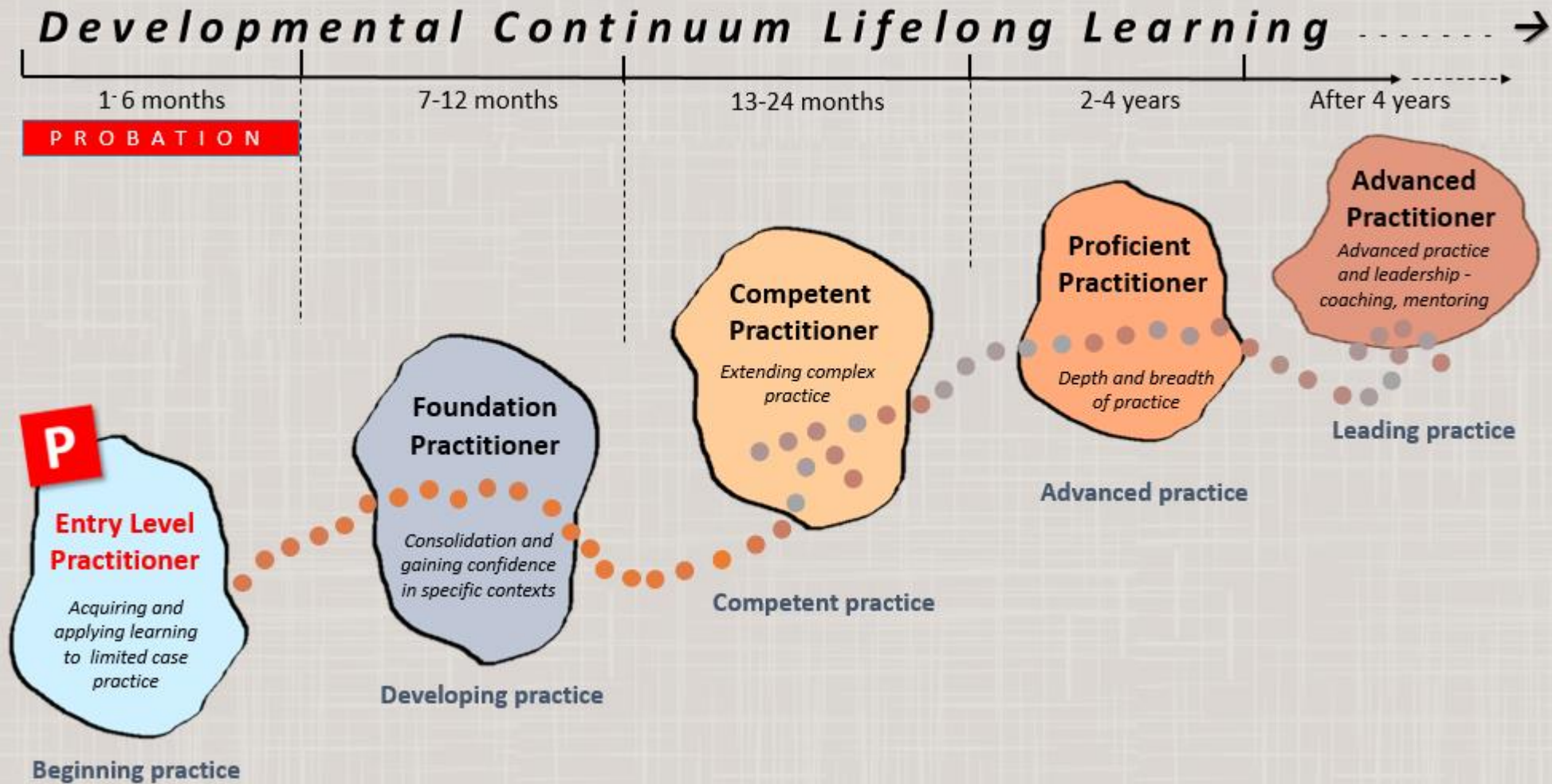
During the first year of appointment, practitioners apply the overarching capabilities, commensurate with their job role and level of responsibility.

Capabilities reflect required practice standards and include:

- Generic attributes
- Values and attitudes
- People skills
- Practice skills
- Competencies
- Cultural competence
- Emotional intelligence

	Classification	Titles	Descriptor
1	Para-professional	<ul style="list-style-type: none"> • Case Support Officer • Parent Visitor • Youth & Family Support Worker 	Foundational knowledge and skills Follows explicit instructions Works in specific context Operates under supervision
2	Professional Practitioner	<ul style="list-style-type: none"> • Child protection worker • Field worker • Best Beginnings Plus worker 	Qualification and broad theoretical knowledge base with some specialisation Takes personal responsibility for managing caseload and works in multiple contexts Autonomy & self directed work
3	Senior practitioner	<ul style="list-style-type: none"> • Senior child protection worker • Senior field worker 	Applies integrated and theoretical concepts in a broad range of contexts Depth and breadth of knowledge with some specialisation Extensive experience with an 'intuitive' grasp of a complex situation and a deeper awareness of a client's needs. Makes complex judgements
4	Advanced practitioner	<ul style="list-style-type: none"> • Aboriginal Practice Leader • Senior Practice Development Officer • Team Leader 	Depth and breadth of knowledge and extensive experience, with specialisation in multiple areas Uses practice wisdom to guide the work of others and takes responsibility to share and pass on knowledge and influence change

Competency, Qualifications and Career Progression



As practitioners develop competency, they are able to demonstrate the required capabilities to progress their careers to senior practitioner and team leader roles.

Where possible, practitioners will be encouraged and supported to gain relevant qualifications.

Practitioners move through a developmental continuum, progressing from novice to leader.

Developmental Continuum

Entry-level practitioners learn differently to expert professionals.

Entry-level practitioners rely on their education and value formal training as they have very limited experience with real situations.



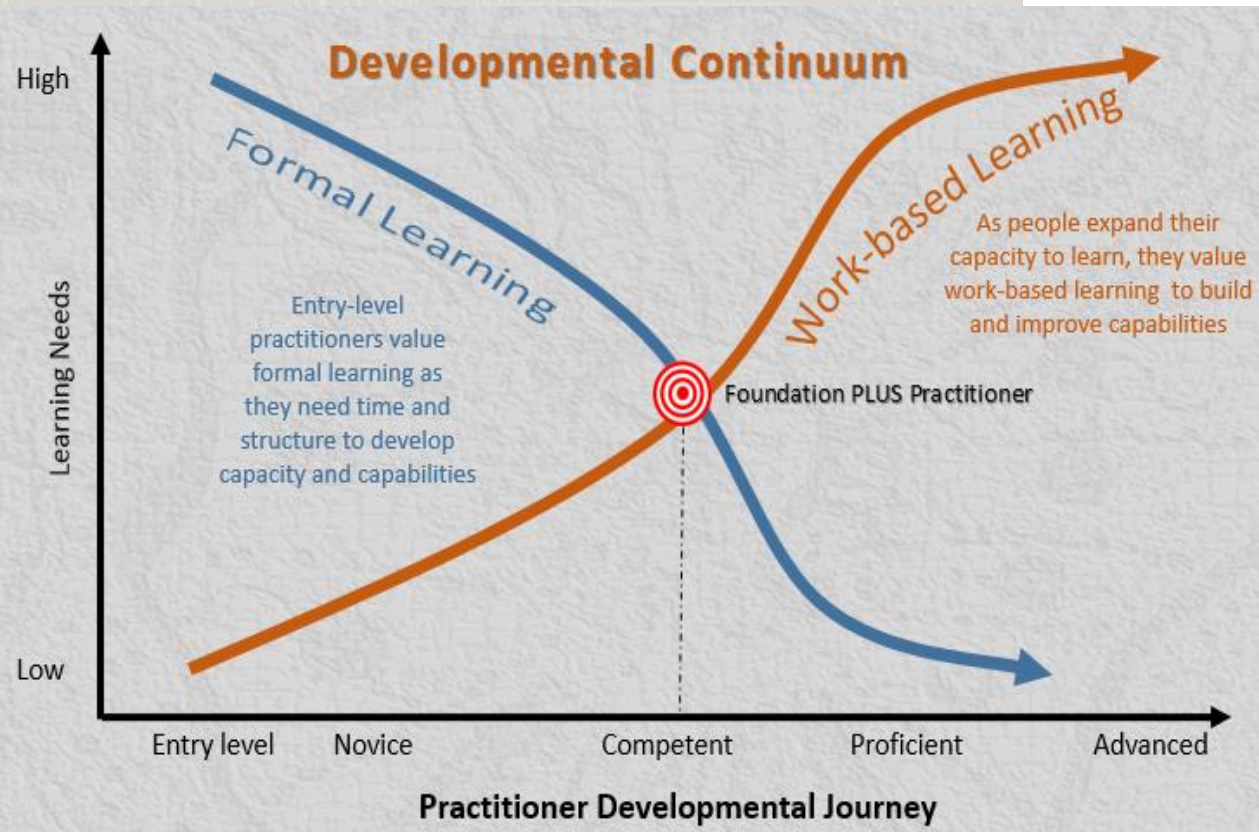
They are often nervous to take first steps without feeling sufficiently safe and supported.

Novice professionals tend to govern their practice with rule-oriented behaviour: they rely on explicit instruction, policy and practice guidelines to function.

Competent practitioners transfer their learning to multiple practice settings and work environments

Proficient practitioners tend to have an 'intuitive' grasp of a complex situation and a deeper awareness of a client's needs.

Advanced practitioners determine what is salient for a particular client in a particular situation, and are able to zero in on a way forward.



Integrated Learning Model

Structured programs

Learn from others

On-the-job experience

Formal Learning

Social Learning

Work-based Learning

Accredited courses
 Structured workshops
 Scheduled programs
 eLearning modules
 Conferences
 Planned learning events
 Qualification pathways
 Knowledge and skills assessment
 Certification

Collaborative learning
 Supervision with manager
 Coaching/mentoring with SPDO/APL
 Team meetings/Group debriefing
 Aboriginal Practice Network
 Professional practice networks
 LDN network/ Two-way learning
 Social forums or networks
 Peer-tutoring, role modelling and observing
 Appreciative Inquiry
 Community of practice

Work-based tasks
 Experiential learning
 Informal learning
 Self-paced learning
 Self-directed learning
 Action learning
 Practice reflection
 Observation of peers
 Constructive feedback
 Learning from mistakes
 Action research projects
 Self-assessment

The Integrated Learning Model captures three types of learning: work-based, social and formal learning. The model helps explain that ‘capability’ is developmental in nature, dependent on an individual's level of experience.

- **Formal learning.** Structured learning provides the **critical foundation** for developing competence. We develop skills and knowledge with time for questioning, practise and critical reflection.
- **Shared learning.** With guidance, support and supervision, we learn through **collaboration** and networking. Receiving advice and feedback from others improves our practice and boosts confidence.
- **Work-based learning.** With **experience**, we become more capable in completing daily tasks, accepting challenges, practising and improving skills.

Year 1 Child Protection Learning Pathway

- New practitioners complete the **FOUNDATION PROGRAM** within the first 6 months of employment.
- New staff complete Orientation Programs 1 & 2 *in sequential order*.
- Staff must have completed induction (minimum of 4 weeks) before they attend Orientation Program 1
- Once Orientation Program 2 is completed, staff may complete Orientation Program 3 or 4 in any order.
- Staff may enrol in any **FOUNDATION PLUS** course (especially the CORE and SIGNS OF SAFETY courses) as soon as possible or practicable.

FOUNDATION PROGRAM		
P DURING PROBATION	Induction - Local Induction – Corporate	Month 1
	ORIENTATION PROGRAM 1	Month 2-6
	ORIENTATION PROGRAM 2	
	ORIENTATION PROGRAM 3	
	ORIENTATION PROGRAM 4	Month 6-7
Probation Review		
CERTIFICATE IN STATUTORY CHILD PROTECTION		

FOUNDATION PLUS PROGRAM		
P DURING FIRST YEAR	CORE • FDV • Mental Health • Aboriginal Cultural Responsiveness	Month 7-12
	SIGNS OF SAFETY • Safety Planning with Words & Pictures • Purposeful Conversation Using 3 Houses • Facilitating Family Meetings • Facilitating Pre-birth Planning	
	SPECIALIST COURSES	
	OPTIONS (Extension Courses)	Month 12
	CERTIFICATE FOUNDATION PLUS	

Roles and Responsibilities for Developing New Practitioners

Who is responsible for what ?

Structured programs

Learn from others

On-the-job experience

Formal Learning

Social Learning

Work-based Learning

LDC & SDPU

- SPDOs
- Senior facilitators
- Assessors

SPDOs & APLs

- Peer tutors
- Mentors
- Peer Assessors

Team Leader

Formal learning

LDC, Service Delivery and Policy are responsible for revising programs, facilitating programs and challenging assumptions, beliefs and attitudes during workshops. LDC facilitators observe and assess knowledge, skills, behaviours and provide feedback on pre-requisite and workshop assessment tasks .

Social Learning: Mentoring and Peer Guidance

Team Leaders delegate responsibility to SPDOs, APLs or others to provide guidance, support, peer observation and peer assessment. Mentors provide advice and constructive feedback on required workplace tasks to improve new practitioner's practice and boost confidence and efficacy.

Work-based Learning and Performance Development

Team Leaders are responsible for supervision. During supervision they ensure new practitioners have completed the requisite tasks for their job role as evidence of competency. They sign the Supervisor Verification Reports and upload evidence with supervision record into performance management system (PMS).

Supervision and Performance Development

Supervision with your Team Leader (every 4-6 weeks)

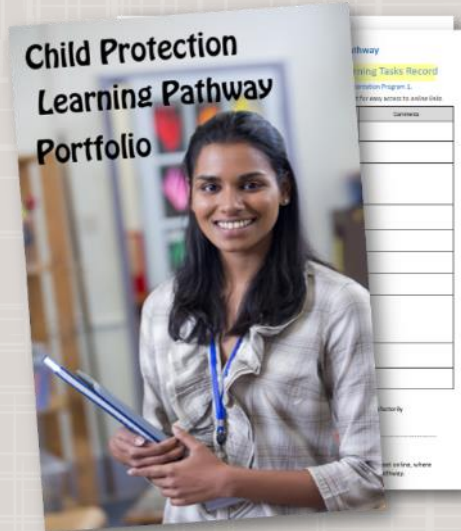
← **P**lan

Program participation →

← **P**erformance feedback

← **P**ortfolio

Probation review →



- New staff will develop a structured learning plan: scheduling induction, orientation and participation in learning and supervision.
- New practitioner’s performance will be supported and monitored during the probation period, which is a minimum of six months.

Caseload Allocation

New workers

Workers with no relevant experience must complete Child Protection Orientation Programs 1 and 2 before they are allocated cases to manage. They can be given tasks arising from cases as long as they are closely supervised.

Note: Workers are included in the Planning Cycle on Assist, but have no cases allocated to them and no designated FTE recorded until they complete Orientation Programs 1 and 2.

New child protection workers may hold 50% caseload on completion of Orientation Program 1 and 2.

At the discretion of the team leader, a new worker who has completed orientation programs 1 and 2 and has relevant experience can hold an increasing caseload at the discretion of the team leader.

New child protection workers may be allocated 100% caseload on completion of all orientation programs and deemed competent at the end of probation. The number of cases is dependent upon their skills and experience, and the nature of the cases.

Refer to the **Workload Management Policy** in the **Casework Practice Manual** for more details.

Supervision and Performance Development

LEARNING PLAN

Foundation Program (first 6 months)

Schedule date and time to:

- Attend first supervision meeting to complete supervision agreement and learning plan.
- Attend all supervision sessions
- Shadow experienced worker (home visits, family meetings, court attendance etc.)
- Complete local induction
- Complete Corporate Induction eLearning modules
- Complete orientation pre-requisite tasks
- Attend each orientation program
- Complete workplace tasks for job role
- Meet with mentor to discuss progress
- Invite peer (SPDO, APL or senior practitioner) to observe your practice and provide feedback.
- Schedule meeting for probation review

Learning and Development Centre Online

Government of Western Australia
Department of Communities
Child Protection and Family Support

Learning and Development Centre

INDIVIDUAL LEARNING PLAN

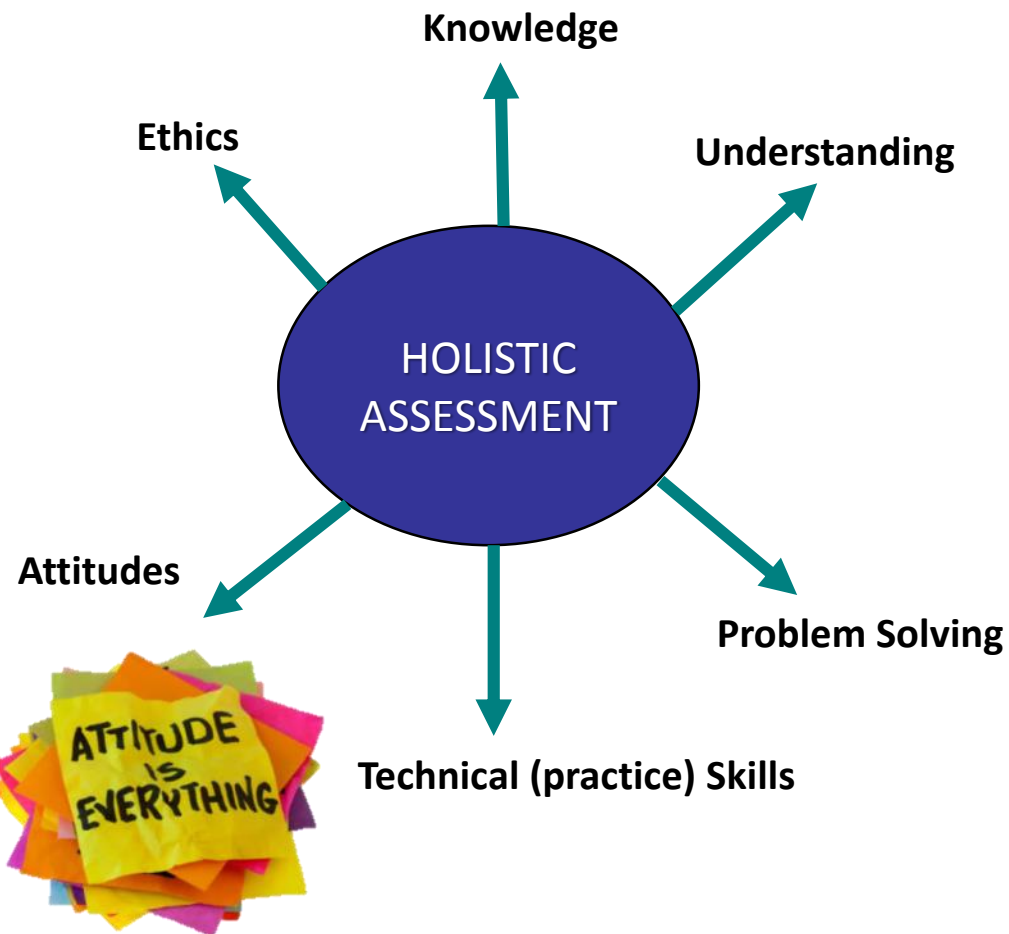
Discuss your Learning Plan with your supervisor and document your agreement, adapting this template to suit both your needs and supervisor requirements.
Use this Learning Plan template to record your progress in your Learning Pathway

Learner Profile	Name: _____ Position: _____ Contact details: _____ Background information (e.g. qualifications, experience etc.): _____ Learning needs: _____ Preferred learning style: _____
Literacy skills (ACSF level):	Would you like to complete a literacy diagnostic test (reading and writing and/or reasoning skills) to assist you improve skills and/or complete learning tasks? <input type="checkbox"/> Yes <input type="checkbox"/> Level <input type="checkbox"/> No, not needed <input type="checkbox"/> Tuition required
Purpose for Learning	What are the main reasons for your learning and development plan? Tick the appropriate boxes below. <input type="checkbox"/> complete Induction <input type="checkbox"/> extend skill development <input type="checkbox"/> complete Orientation programs <input type="checkbox"/> develop leadership skills <input type="checkbox"/> Organisational requirement <input type="checkbox"/> gain a qualification <input type="checkbox"/> Public sector requirement <input type="checkbox"/> Traineeship requirement <input type="checkbox"/> other reasons (please comment below)
Learning goals (to be achieved by learner)	Learning goals and priorities must be consistent with the strategic and operational plan of CPFS and your directorate and be agreed upon between employee and supervisor 1. _____ 2. _____ 3. _____
Supervision arrangements	Name of manager: _____ Outline how you will discuss your learning plan in supervision.
Mentor or Coach	Who will help you to gain the knowledge and skills you require? Name: _____ Title: _____ Guidance to be provided: _____ Outline how and when you will be supported in your learning journey.
Qualification (see Learning Pathways)	Code and name of the qualification to be achieved.
Competencies (assessed by an RTO)	Code and name of the competencies to be achieved

To record and track your progress in your Learning Pathway use a [Learning Plan](#) available from your [Dashboard](#) @ LDC Online

Holistic Assessment of Competency

During the probation period, new practitioners complete a variety of tasks to demonstrate competency (skills, knowledge and attitude) in a range of workplace contexts.



- **Formal Learning & Assessment:**

LDC facilitators assess knowledge, skills and attitudes demonstrated in program workshop tasks. Facilitators may provide verbal and written feedback to supervisors regarding knowledge acquisition and application, skills performance and personal reflection, attitudes, values and ethics observed during group participation and the learning process.

- **Workbased Learning & Assessment:**

Practitioners use self assessment tools to reflect on progress. They get third party feedback (from mentors, clients and peers). Team Leaders provide practice performance feedback during supervision. They assess a portfolio of evidence prior to the end of the probation period to determine if job role competencies and practice standards have been met.

Probation and Competency Verification

Child Protection Learning Pathway: Orientation Program 1

Competency Record 1

Child Protection Learning Pathway Portfolio



and this Learning Pathway.

learning.

Competency Standard	
satisfactory	Successful outcomes

Completed the ...
dated the ...
date:

Learning and Development Centre

LEARNING PLAN

ent your agreement.
Supervisor requirements.
Learning Pathway

Experience, learning needs, etc.):

Test (reading and writing and/or complete learning tasks?)
No, not needed Tuition required

Development plan?

extend skill development
develop leadership skills
gain a qualification
Traineeship requirement
Other reasons (please comment below)

Department's strategic and
between supervisee and supervisor

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During probation (minimum of 6 months), new practitioners are encouraged to collect *evidence* of competency in a **Learning Pathway Portfolio**

Evidence may include:

- ESS Record (course attendance)
- Workshop attendance certificate and assessment record
- Work samples
- Peer observation and feedback
- Workplace Learning Tasks Record
- Client feedback
- Supervision records
- Supervisor feedback and verification reports

Prior to end of probation period, supervisors review practitioner's evidence to determine if required behaviours and performance standards have been met.

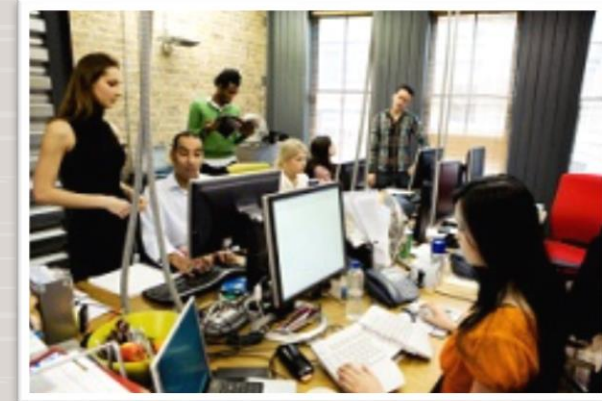
Supervisors are responsible for assessing practitioners.

Assessment result will either be:

- **Competent** and employment confirmed
- **Not yet competent** and probation is extended
- **Not competent** and employment ceased.

Learning Pathway begins with Local Induction

Click on the Program title to access the course online



During the first month of your employment, you will complete a local and corporate induction process.

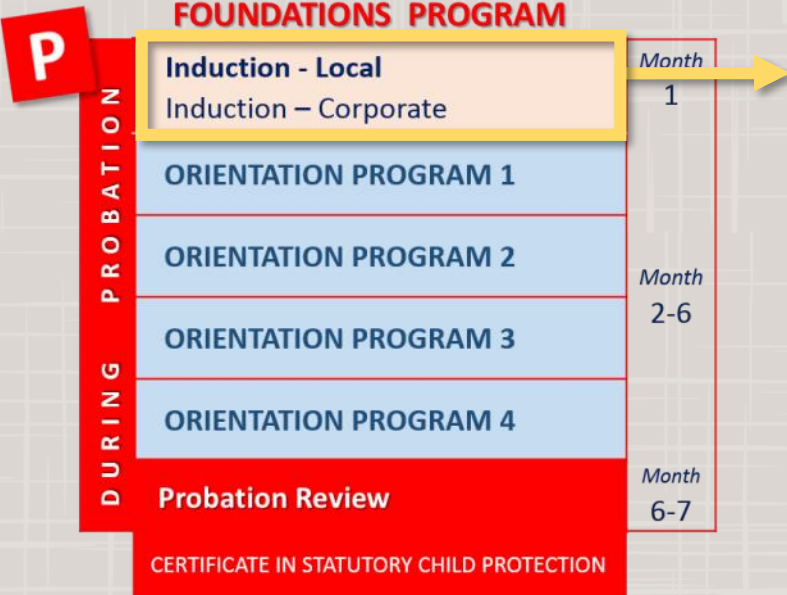
During the first two weeks you will be given a 'Local Induction' to your District or Business Unit. Local induction will help you to become familiar with roles and responsibilities of things unique to your workplace.


During induction you will attend your first supervision session, where you will complete a supervision agreement and learning plan.

Your learning plan needs to list and schedule the formal learning, shared learning and informal learning tasks that must be completed during probation .

Your supervisor will give you a [Workplace Induction Guide and Checklist](#)

Complete induction tasks and add to your portfolio.



Click on the Program title  to access the course online
to access the course online

Complete the 15 Corporate Induction modules online within 2 weeks of being employed by the Department. These Corporate Induction modules provide an overview of the core business of the Department.

P DURING PROBATION	FOUNDATIONS PROGRAM	
	Induction - Local	Month 1
	Induction – Corporate	
	ORIENTATION PROGRAM 1	
	ORIENTATION PROGRAM 2	
	ORIENTATION PROGRAM 3	Month 2-6
	ORIENTATION PROGRAM 4	
	Probation Review	Month 6-7
	CERTIFICATE IN STATUTORY CHILD PROTECTION	

 <p>Start your induction here</p> <p>Approx. 20 mins Aboriginal Cultural Awareness</p>	 <p>Department History</p> <p>Approx. 40 mins Information Systems</p>	 <p>Goals and Services</p> <p>Approx. 50 mins Record keeping</p>	 <p>Department Structure</p> <p>Approx. 20 mins Cyber security</p>	 <p>Role in the Community</p> <p>Approx. 40 mins Your Employment</p>
 <p>Approx. 25 mins Your Responsibilities</p>	 <p>Approx. 20 mins Accountable & Ethical Decisionmaking</p>	 <p>Approx. 20 mins Financial Management</p>	 <p>Approx. 20 mins Emergency Services</p>	 <p>Approx. 20 mins Your Safety & Support</p>
 <p>Approx. 20 mins</p>	 <p>Approx. 20 mins</p>	 <p>Approx. 20 mins</p>	 <p>Approx. 20 mins</p>	 <p>Approx. 20 mins</p>

You need to allow approximately 6-7 hours to complete the 15 modules.

Orientation Program 1 *Child Protection and Signs of Safety*

Click on the Program title to access the course online



Part A: Pre-requisite Tasks

Complete Workplace Tasks and track completion on Competency Record.



- Plan and attend a home visit
- Observe Signs of Safety mapping with family present
- Access Case Practice Manual and complete tasks

8 hrs

eLearning modules:



- [ASSIST: An Introduction](#) (after attending Program 1 and before ASSIST workshop and Program 2)
- [Child Protection: Introduction](#)
- [Child Development and Attachment: Introduction](#)
- [Legislation for Case Practice \(Topics 1-6\)](#)

1.5 hour

45 mins

45 mins

45 mins

Supervision and Portfolio Review:



During supervision, review workplace tasks that have been completed and discuss progress. Add to your supervision record.

1 hour

Part B: Scheduled Courses at LDC



1. Child Protection Signs of Safety Framework Online [Flyer](#) with ESS link
2. ASSIST Case Management and Objective (attend workshop after Program 1 and BEFORE Program 2) Online [Flyer](#) with ESS link

5 days

2 days

Part C: Post-Course Tasks



Plan agenda, organise and participate in a family meeting. Record notes from meeting. Track completion on **Competency Record**.

8 hrs

Total nominal time: 10 days ²⁶

FOUNDATIONS PROGRAM

P

DURING PROBATION

Induction - Local

Induction – Corporate

Month 1

ORIENTATION PROGRAM 1

ORIENTATION PROGRAM 2

Month 2-6

ORIENTATION PROGRAM 3

ORIENTATION PROGRAM 4

Probation Review

Month 6-7

CERTIFICATE IN STATUTORY CHILD PROTECTION

For each program:

- Enrol in selected courses
- Complete all pre-requisite and post-requisite tasks
- Participate in supervision (at least every 4-6 weeks)
- Complete Task Record and upload to LDC Online
- Put evidence of practice competency in a portfolio

Click on the Program title to access the course online



Orientation Program 2 *Trauma-Informed Assessment*

Part A: Pre-requisite Tasks

Readings:



1. Read “*Trauma informed services and trauma specific care for Indigenous Australian children.*” By J. Atkinson 2013.

4 hrs

2. Review CPM [Assessment and investigation processes](#)



Local activities:

Complete tasks from competency plan

1-4 hrs

eLearning Modules:



Family & Domestic Violence Intro (1 module)

45 mins

[Legislation for Case Practice Part 2](#) (Topics 7-8)

30 mins

Supervision and Portfolio Review:



During supervision, review workplace tasks that have been completed and discuss progress. Add to your supervision record.

1 hour

Part B: Scheduled Courses at LDC



1. Trauma Sensitive Practice with Children & Families (2 days)

5 days

2. Assessing Child Abuse using Signs of Safety (3 days) Online [Flyer](#) with more details

Part C: Post-course Workplace Tasks



Depending on role: Complete or read a Safety and Wellbeing assessment outcome report and in supervision discuss trauma indicators and consequences.

8 hrs

Total nominal time: xx days

27

FOUNDATIONS PROGRAM

P

DURING PROBATION

Induction - Local

Induction – Corporate

Month 1

ORIENTATION PROGRAM 1

ORIENTATION PROGRAM 2

Month 2-6

ORIENTATION PROGRAM 3

ORIENTATION PROGRAM 4

Probation Review

Month 6-7

CERTIFICATE IN STATUTORY CHILD PROTECTION

For each program:

- Enrol in selected courses
- Complete all pre-requisite and post-requisite tasks
- Participate in supervision (at least once every 4-6 weeks)
- Complete Task Record and upload to LDC Online
- Put evidence of learning and practice competency in a portfolio

Click on the Program title to access the course online



Orientation Program 3 *Intensive Family Support*

Part A: Pre-requisite Tasks

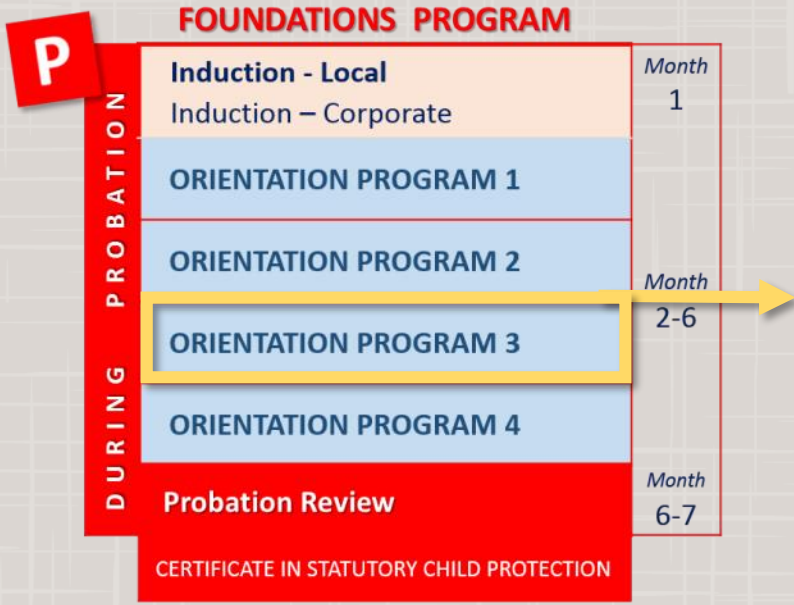
	Local activities:	Complete tasks on Pre-course Workplace Learning Tasks Record	<i>4 hrs</i>
Readings:			
		1. Multidisciplinary Case Consultation	
		2. Intensive Family Support Approach – June 2017	
eLearning Modules:			
		A Parent’s Perspective <i>(still being developed)</i>	<i>30 mins</i>
		Family Finding: Overview and Tools <i>(still being developed)</i>	<i>30 mins</i>
		COPMI Supporting Infants & Toddlers	<i>1.5-2 hrs</i>
Supervision and Portfolio Review:			
		During supervision, review workplace tasks that have been completed and discuss progress. Add to your supervision record.	<i>1 hour</i>

Part B: Scheduled Courses at LDC


	1. Intensive Family Support	Online Flyer with more details	<i>5 days</i>
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Part C: Post-course Workplace Tasks

	Complete tasks on the Competency Record .		<i>xx hrs</i>
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- For each program:
- Enrol in selected courses
 - Complete all pre-requisite and post-requisite tasks
 - Participate in supervision (at least once every 4-6 weeks)
 - Complete Task Record and upload to LDC Online
 - Put evidence of learning and practice competency in a portfolio


Click on the Program title  to access the course online

Orientation Program 4 *Care Team Approach*


Part A: Pre-requisite Tasks

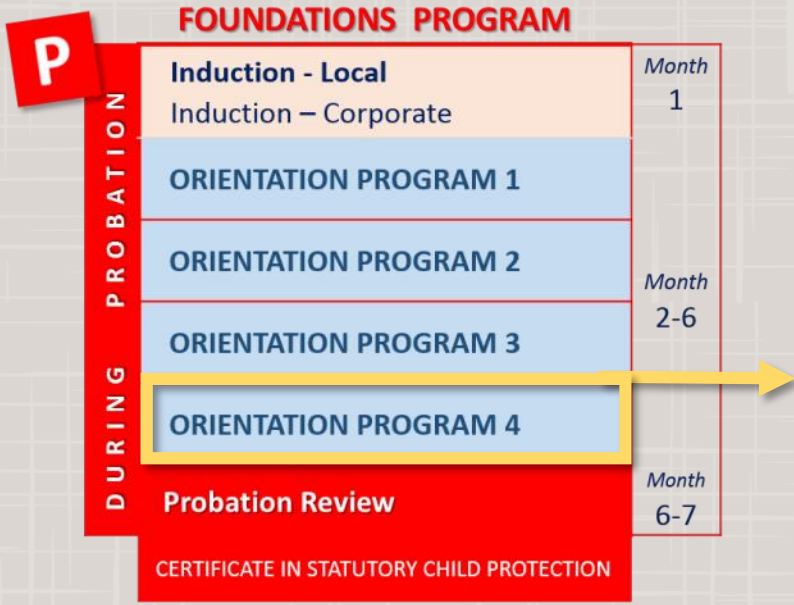
- Readings** - read policy documents and complete questions:
-  1. CPM: Children in the Care of the CEO
 - 2. CPM: Placements and Care Responsibilities 4 hrs
 - 3. CPM: Placement for Children in the CEO's Care
 - 4. CPM: Permanency Planning
- eLearning Modules:**
-  [Introduction to Children in Care \(online\)](#) 30 mins
 -  [Legislation for Case Practice Part 3: \(Topics 9-10\)](#) 30 mins
- Supervision and Portfolio Review:**
-  During supervision, review workplace learning tasks that have been completed and discuss progress. Add to your supervision record. 1 hour

Part B: Scheduled Courses at LDC

-  1. The Care Team Approach to Planning for Children in Care 5 days
Online [Flyer](#) with more details

Part C: Post-course Tasks

-  Complete tasks on the Post-course **Workplace Learning Tasks Record** that must be completed at work *after* attending courses. xx hrs



- For each program:
- Enrol in selected courses
 - Complete all pre-requisite and post-requisite tasks
 - Participate in supervision (at least once every 4-6 weeks)
 - Complete Task Record and upload to LDC Online
 - Put evidence of learning and competency in a portfolio

Complete the **Child Protection Foundations Plus** program once you have completed probation, the Child Protection Foundations program and you have six-months practice experience. Foundations Plus is **mandatory**.

Foundations Plus consists of 8 courses and is structured to maximise flexibility, increase practice depth and breadth and to meet supervisor-practitioner agreed priorities and interests.



You can find courses in the [CPFS Learning Handbook](#)

Months 7 - 12: Child Protection FOUNDATION PLUS

Select and complete a **minimum of 8 courses**:

Select at least 2 CORE courses:	Aboriginal Cultural Responsiveness	2 days
	Family & Domestic Violence	2 days
	Infant, Child & Family Mental Wellbeing	2 days
	Promote Change with Families with Multiple and Complex Needs	2 days
Select at least 2 SIGNS OF SAFETY courses:	Safety Planning with Words & Pictures	2 days
	Purposeful Conversation Using 3 Houses	
	Facilitating Family Meetings	
Select at least 2 SPECIALIST COURSES :	Pre-birth Planning	
	Child Assessment Interviewing	2 days
	Carer Assessor	
	Responding to Aggression or TCI for Families	2 days 3 days
	AOD & Motivational Interviewing	2 days
Select at least 2 OPTIONS :	Circle of Security	
	Any course from the child protection pathway	

Continuing Professional Development

Post 1st Year Program

In your 2 - 4th year with the Department, you should complete a **minimum of 30** hours of training each year. This should include **at least two (2) courses** from the Child Protection Learning Pathway each year.

NOTE: *Priority should be given to completion of the remaining FOUNDATION PLUS courses.*



Extension Courses

2-4 years: Continuing Professional Development		Extension Courses
Signs of Safety: Advanced Practice and Leadership	Giving Evidence in Court	Aspiring Leadership
Trauma-Informed Advanced Practice	Managing Child Protection Cases Through the Courts	Foetal Alcohol Syndrome Disorder
Safety Planning Advanced Practice	Pre-Hearing Conferences	Protective Behaviours
Critical Decision Making in Child Protection	Working with CaLD and refugee families in Child Protection practice	Parental Mental Health
Working with People with Complex Needs	Responding to Amphetamine Intoxication	Disability
Concerning Sexualized Behaviours	Managing vicarious trauma through supervision	
Suicide Prevention and Intervention		



eLearning Online

- Alcohol and Other Drugs, Intro
- CALD, Introduction
- Safe Sleeping
- Legislation – Mutual Exchange of Information
- Legislation - Giving Evidence in Children’s Court
- Investigative Child & Vulnerable Person Interviewing
- Countering Violent Extremism
- Better care Better Standards
- COPMI

- Signs of Safety Gathering
- Festival of Learning
- Family Finding Bootcamp
- Sanctuary Festival

[Refer to CPFS Learning Handbook for course information](#)

Discuss your learning needs during *Supervision* and *Reaching Forward* sessions with your supervisor to select “Extension Courses” relevant to your role for professional development.