Permanency Support Program Sector Workforce Development And Training Strategy

PSP

Contents

List of tables and figures

Executive Summary

The Permanency Support Program (PSP), implemented July 1, 2018 forms part of the suite of reforms being delivered under Their Futures Matter (TFM).

The Department of Communities and Justice (DCJ) engaged Curijo through an open tender to work in partnership with the sector to finalise and implement a state-wide PSP Sector Workforce Development and Training Strategy.

The Sector Workforce Development and Training Strategy (SWDATS) covers the period 2019-2022. The SWDATS:

- identifies the skills and knowledge required for implementing the permanency placement principles through contextually and culturally appropriate evidence-based practice,

- recommends the learning initiatives for strengthening caseworker capability.

1.1   Strategy Objectives

DCJ is committed to supporting PSP service providers PSP service providers achieve better outcomes for children, young people and families through strengthening caseworkers' skills and knowledge.

The SWDATS provides a point in time understanding of caseworkers' skills and knowledge needs. The objectives of the 2019-2022 SWDATS are to:

- Develop common skills and knowledge across the PSP workforce, closing the knowledge and skill gaps and ensuring all PSP casework staff have the core capability required to implement the PSP.

- Provide a focused and strategic approach to the supplementary development of PSP casework staff.

- Deliver supplementary learning solutions that are suited to the PSP workforce profile, such as consideration of work design, workforce size, and composition.

1.2   Guiding Principles

The guiding principles are the framework that guide all the activities performed as part of designing and implementing the SWDATS. The Guiding Principles are:

1. Focus on value.
2. Make cultural respect and safety, strong relationships and mutual understanding the pillars that support collaboration.
3. Share responsibility for decision making and achieving outcomes.
4. Conduct business in an ethical manner.

1.3   Scope

The scope of the 2019-2022 SWDATS is to:

- Articulate the knowledge and skills required by caseworkers to implement the PSP through contextually and culturally appropriate evidence-based practice.

- Systematically link learning activities with identified needs.

- Establish priorities and plans for activities and resource development.

1.4   Method

In 2017-2018 the NSW Aboriginal Child, Family and Community Care State Secretariat (AbSec) and the Association of Children's Welfare Agencies (ACWA), funded by the DCJ conducted a sector training needs analysis (TNA). The TNA indicated a widespread need to increase PSP practitioner knowledge, skill and capability across all areas of PSP core business.

In 2018-2019 DCJ developed a preliminary SWDATS using the TNA outcomes and implemented services to support PSP service providers increase PSP practitioner knowledge, skill, and capability across all areas of PSP core business.

During October – November 2019 the PSP Learning Hub (a DCJ funded initiative), led by Curijo Pty Ltd conducted a second-round consultation with PSP service providers to finalise the preliminary SWDATS.

The second-round consultation identified sector perceptions on current needs and solutions, prioritised needs and developed a workforce profile to inform adult learning approaches best suited to the audience.

The second-round consultation included:

- PSP staff survey
- Discovery questionnaire interviews (These questions aimed at understanding key factors about the workforce e.g. operational environment, demographic factors, experience and understanding of changes, the workforce's learning preferences)
- Presentations and attendance at forums and meetings.

1.5   Key Themes

The second-round consultation identified several key themes; these are shown in the figure below

Figure 1: Key themes

LIMITED SECTOR WIDE, SHARED, COMMON UNDERSTANDING OF THE PSP

52% found information, advice and expectations confusing and inconsistent
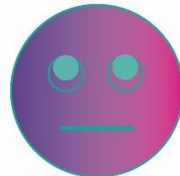
38% unsure if their organisation delivered PSP specific training

'Understanding the difference between the different types of permanency options and what it means legally'

CHALLENGES TO IMPLEMENTATION OUTSIDE THE SWADTS
There are challenges that will influence the success of interventions including but not limited to:
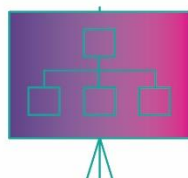
Internal organisational factors such as implementation experience and progress
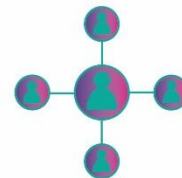
Sector wide systemic factors such as role clarity

NEED FOR GREATER SHARING, COLLABORATION AND TRANSPARENCY

'All services on the same page and effective communication with DCJ'

Stakeholder Analysis and Consultation

2.1   Training Needs Analysis

In 2017-2018 DCJ funded AbSec and ACWA to conduct a TNA. The purpose of the TNA was to identify and evaluate the needs of frontline staff engaged in delivering the PSP.

The following is a summary of the AbSec and ACWA TNA steps as provided in their reports:

- AbSec identified the need by establishing a group of senior leaders from Aboriginal service providers to provide input on the high-level practice needs and priorities across the Aboriginal sector.

    The direct practice challenges and needs associated with the identified high-level needs and priorities were then identified and evaluated through consultation (8 sessions). The consultations were conducted on-site with caseworkers, practitioners, managers, and senior leaders (105 participants) from Aboriginal service providers. The consultation findings were then incorporated into an online survey.

    The online survey asked respondents (113 managers, caseworkers and practitioners from Family and Community Services (FACS) and non-Aboriginal PSP service providers who directly support Aboriginal children, young people and their families to assess their knowledge, identify the topics, resources, training and professional development needed and if they had experienced any direct practice challenges.[1]

- ACWA identified the need by conducting structured group discussions (11 sessions) with frontline practitioners and managers (120 participants). The findings of the focus groups were then incorporated into a state-wide online survey.

    The online survey asked respondents (132 managers and frontline workers) to assess their own and their colleague's knowledge and critical needs, and to prioritise needs and suggest solutions. Respondents were also able to provide further detailed comments.

    In addition, the online survey asked for agency and individual characteristics such as job title; individual or team response; FACS district; Aboriginal OOHC agency or not; CALD OOHC agency or not; organisation size by funded placement type (range); primary area of work.[2]

2.1.1   Outcomes

The AbSec and ACWA TNAs identify skill and knowledge needs. The identified needs are broad ranging and are categorised in the table below.

Table 1: TNA categories of knowledge and skill gap

Identified gap category	Example
Specific skills	Creating detailed genograms
Skill clusters	Working and engaging with Aboriginal children, families, agencies
Knowledge domains	Understanding of the pathways for permanency case planning

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[1] Permanency Support for Aboriginal Children and Young People: Needs Analysis Report March 2018.
[2] ACWA NGO Sector Permanency Support Program (PSP) Needs Analysis Overview Report December 2017.

The highest training and development priorities, when skill and knowledge are mapped to PSP core business / practice areas[3] are listed in the table below. The priorities do not represent any order of preference.

Table 2: TNA priority practice areas

Practice Area Priorities	
Understanding the PSP	Restoration
Working with Aboriginal families, children and young people	Working with birth families including family finding
Legal processes for PSP	

2.2 Key Learning Area Second Round Consultation

During October – November 2019 the DCJ funded initiative, the PSP Learning Hub (led by Curijo Pty Ltd) conducted a second-round of consultations with PSP service providers.

The purpose of the consultation was to confirm and further identify sector perceptions on current needs and solutions, prioritise training and development needs and develop a workforce profile to inform decisions on adult learning approaches.

The following describes the steps in the second-round consultation:

- Consolidate the PSP practice areas and preferred learning approach.

  Using the identified practice areas in the DCJ preliminary SWDATS as the base, consult with DCJ to identify additional and or amend draft practice areas.

  Review existing resources and identify training and workforce development activities available within DCJ, Office or Senior Practioner (OSP) and across the sector to support the identified needs and preferred learning methods.

- Survey PSP staff.

  Design a survey to consolidate perceptions on two key areas, priority of need and preferred learning approach.

  The survey was distributed via email to all 48 PSP service providers. 20 of the 48 PSP service providers responded and a total of 107 responses were received from caseworkers, carer recruitment or support caseworkers, clinician or specialists, team leaders, program managers and senior managers.

  Respondents were asked to prioritise a list of 12 pre-defined practice areas. There was also opportunity for respondents to add other areas of need.

  The 12 pre-defined practice areas respondents were asked to prioritise are listed in Figure 2

  The survey questions on preferred learning approach asked respondents to prioritise their preference approach from three options. The options are listed in Table 3

- Discovery questionnaire interviews.

  Develop a questionnaire to understand the PSP workforce profile.

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[3] The practice areas are derived from DCJ preliminary SWDATS and ongoing consultation with DCJ.

An effective workforce development and training strategy considers its audience needs. Needs include key factors about the workforce. These factors include, but are not limited to the operational environment, work design, workforce size, composition, experience and understanding of changes, the workforce's learning preferences and opportunities/support for transference of knowledge and skills to the job.

All 48 providers were invited to participate in the discovery questionnaire interview. 35 of the 48 PSP service providers were interviewed.

The interview was conducted by telephone and targeted the PSP casework leadership level.

- Conduct presentations and actively participate in sector forums, workshops and meetings.

Forums, workshops and meetings were attended to introduce the sector to the PSP Learning Hub services, inform attendees about the second-round consultation and engage with the sector on their identified training and development needs as well as participate in practice discussions.

Examples of forums, workshops and meetings attended include:
- DCJ Permanency Coordinator meeting
- Metro District Working Group – Family Finding Brains Trust
- South West Sydney Permanency Support Sub-Group
- My Forever Family - Evidence to Practice
- PSP Forum Planning Committee
- PSP Preservation Forum - working with high risk families
- ACWA PSP Agency Forums – Sydney and Illawarra/Shoalhaven
- Coffs Harbour Interagency
- Illawarra/Shoalhaven PSP Managers Implementation Meeting
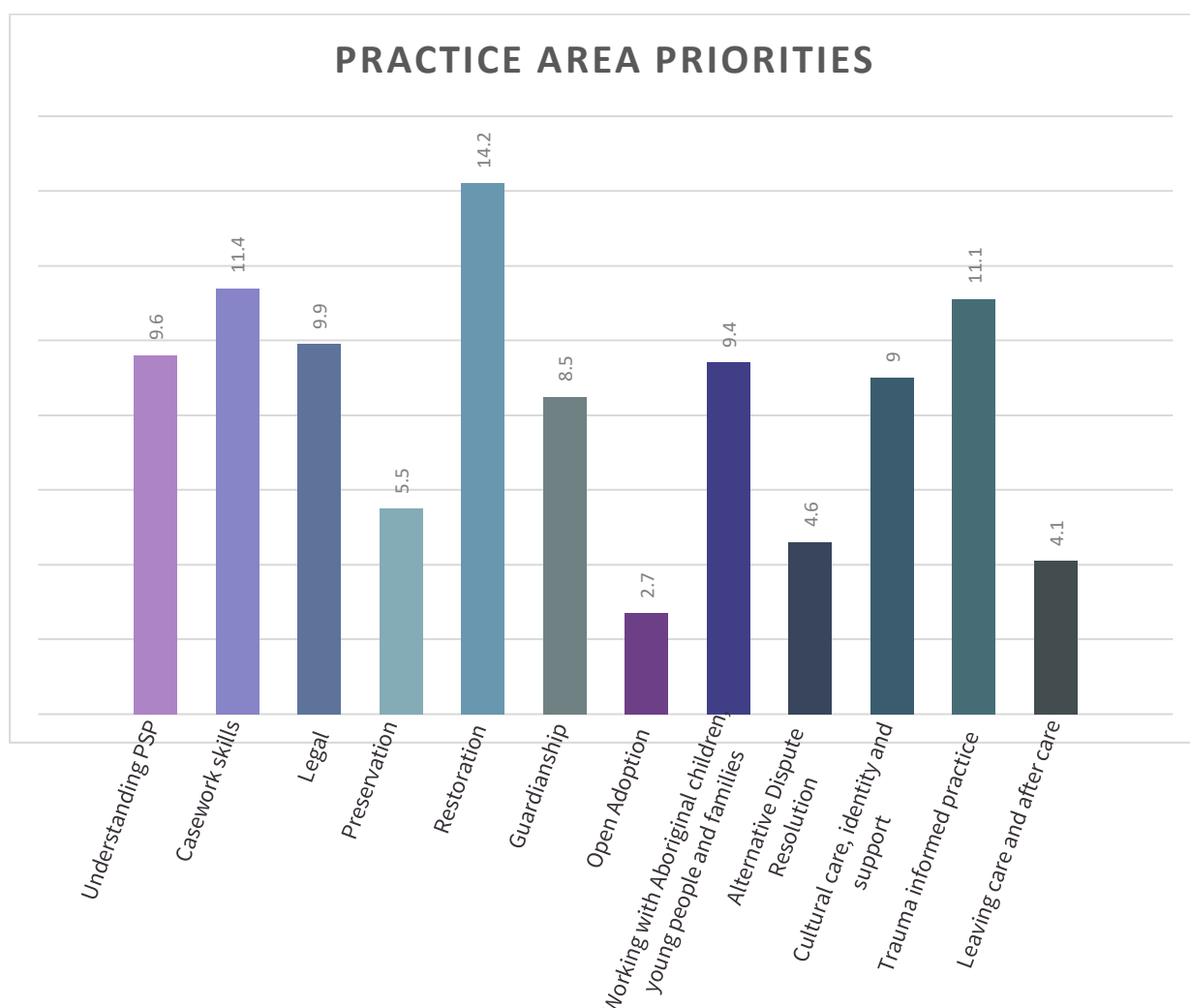
2.3   Summary of Consultation Findings

2.3.1   Practice Area Priorities

The 12 predefined practice areas represent a combination of the:

- skill clusters and knowledge domains identified in the 2017-2018 AbSec and ACWA TNAs

- the Preliminary PSP SWDTS developed by DCJ.

From the 12 pre-defined practice areas, survey respondents rated their priority areas for development. Figure 2 shows the consolidated outcomes of respondent's ratings.

Figure 2: Consultation results: priority practice areas

PRACTICE AREA PRIORITIES

Practice Area	Rating
Understanding PSP	9.6
Casework skills	11.4
Legal	9.9
Preservation	5.5
Restoration	14.2
Guardianship	8.5
Open Adoption	2.7
Working with Aboriginal children, young people and families	9.4
Alternative Dispute Resolution	4.6
Cultural care, identity and support	9
Trauma informed practice	11.1
Leaving care and after care	4.1

Points for consideration and further investigation:

- The prominence of Restoration may be indicative of where PSP service providers are in their implementation of the PSP and so may represent the focus of respondent's current workload. Other areas such as preservation may raise in prominence as PSP service providers move to a more 'Business As Usual' approach with the growth of Family Preservation and Restoration services.

- The skill clusters and knowledge domains that underpin the permanency principles e.g. working with Aboriginal children, young people and families, cultural care, identify and support and trauma informed practice may represent a higher need than currently revealed.

Current analysis does not allow differentiation between needs around permanency principles and skill clusters and knowledge domain needs.

- PSP learning hub will work collaboratively with Peak Bodies and other key stakeholders such as ITC Intermediary Organisation to promote access to information, resources, training and other services
- PSP Learning hub is a complimentary service that will not duplicate services of the Peak Bodies and ITC Intermediary but rather enhance and promote their services

2.3.2   Preferred approach to training and development

The 2017-2018 AbSec and ACWA TNAs identified several approaches for addressing training and development needs.

The second-round consultation consolidated and further articulated the approaches by providing examples of the range of activities associated with each approach.

The range of activities was derived from responses to the 2017-2018 AbSec and ACWA TNAs. Table 3 shows the approaches and the range presented to respondents, with examples from the 2017-2018 TNAs on PSP service providers responses.

Table 3: Consolidated approaches

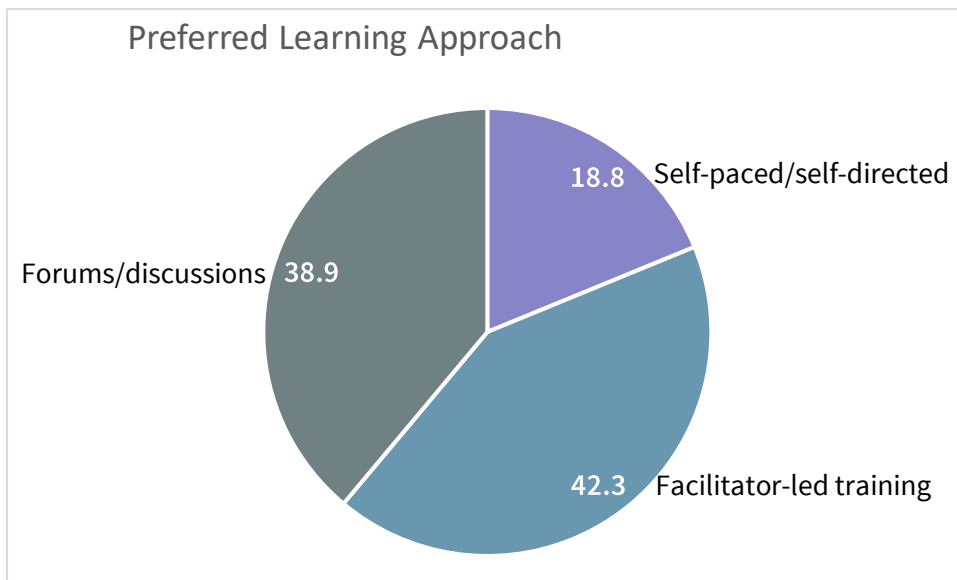| Approach	Examples/Range[4]	What PSP service providers expect[5]
Self-paced and self-directed	Podcasts, videos, factsheets, infographics, online quizzes to self-assess knowledge, online learning modules	- Documents and written information, including information on PSP service providers and government agency roles and responsibilities, glossary to support common language - Podcasts including current best practice and reforms
Facilitator-led training	Face-to-face or live webinars	- PSP service providers specific information sessions - Joint training with DCJ
Group discussions and forums	Collaboration opportunities on peer agreed 'hot topics' including joint workshops with DCJ and discussions with subject matter experts	- Share and communicate best practice at a local level including representation from DCJ and PSP service providers casework staff and managers - Share knowledge and a support structure to embed this knowledge into practice - Shared and jointly co-ordinated training and professional development to develop common skills and capabilities - A learning culture that is centred on critical reflection of knowledge and practice through active and practical engagement

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[4]PSP Learning Hub Second-Round Consultation Survey
[5]ACWA NGO Sector Permanency Support Program (PSP) Needs Analysis Overview Report December 2017. Permanency Support for Aboriginal Children and Young People: Needs Analysis Report March 2018

Approach	Examples/Range[4]	What PSP service providers expect[5]
		• A more holistic view of knowledge and its value for casework staff
Telephone advisory	Nil provided	• An expert point of contact for managers on 'tricky' permanency related practice issues
Leadership and mentoring	Nil provided	• Specialist casework and legal support • Practical 'hands-on' learning as opposed to communication of information from the top-down • Mentoring • Secondments

Survey respondents show a preference for face-to-face training and forums. Figure 3 shows respondents ratings.

Figure 3: Preferred learning approach

Preferred Learning Approach

- Self-paced/self-directed: 18.8
- Facilitator-led training: 42.3
- Forums/discussions: 38.9

Delivery Plan

The initial TNAs undertaken in 2017-18, the preliminary SWDATS and the consultation completed in 2019 have all informed the development of the PSP SWDATS 2019-22.

3.1   Key focus areas and approaches

The SWDATS is underpinned by five focus areas. The five areas are a consolidation of the key themes identified from the TNA's (2017-2018 AbSec and ACWA) and the second-round consultation (2019 PSP Learning Hub, led by Curijo).

The five focus areas connect, overlap and reinforce each other. The SWDATS vision is informed by the focus areas.

The key approaches are how we will implement our vision and the five focus areas. The approaches take a continuous improvement and two-way learning approach and support positive ways of working with the complex and diverse factors in implementing the PSP SWDATS.

Figure 4: Key focus areas and approaches

3.2 Implementation roles

The implementation of the SWDATS requires collaboration with DCJ, peak bodies and PSP service providers.

The collaboration framework that supports the SWDATS implementation and the roles of each group involved are described in Table 4.

Table 4 Implementation roles

Collaboration Framework	Roles
Advisory Board (The PSP Learning Hub Governance structure includes DCJ, OSP, Peaks and PSP service provider representatives)	• Applying the guiding principles to collaboration • Direction and advice on high impact issues and risk resolution • Endorsing the SWDATS
DCJ Project Manager	• Applying the guiding principles to collaboration • Establishing in consultation with Curijo Project Manager processes for identification, development, release, updating and version control of all training and development
PSP Learning Hub Team	• Applying the guiding principles to collaboration • Applying the processes for identification, development, release, updating and version control of all training and development • Guiding and supporting implementation of the SWDATS
PSP Learning Hub Leadership Team (PSP service provider representatives at a leadership level)	• Applying the guiding principles to collaboration • Providing feedback on success indicators to ensure understanding of skill and knowledge transference to practice is considered in training and development initiatives • Identifying and communicating training and development concerns/issues/risks that are/have potential to be cross organisational to enable a timely and effective response • Ensuring communication of SWDATS initiatives within organisation and communication of organisational successes to the sector
PSP Learning Hub Working Group (PSP service provider representatives with direct practice experience)	• Applying the guiding principles to collaboration • Providing input on SWDATS initiatives as required e.g. reviewing artefacts, facilitating shared learning

Practice Leads	• Communicating SWDATS initiatives to team and organisational successes to the sector
	• Ensuring feedback on success indicators is communicated to enable understanding of skill and knowledge needs
	• Identifying and communicating training and development concerns/issues/risks that are/have potential to be cross organisational to enable a timely and effective response
Caseworker staff	• Understanding the success indicators and providing information in a way that allows practice leads to understand and provide feedback on progress toward success indicators
	• Understanding and using feedback mechanisms to give feedback and raise needs

3.3   Communication

Communication of SWDATS activities will ensure relevant groups receive and timely and appropriate communications to ensure the sector has opportunity to active and collaborative engage. The communication type, groups and channels are described in Table 5.

Table 5: Communication activities

Communication type	Communication group	Channel
SWDATS development or review initiative (including establishment of a Learning Hub Working Group for a specific initiative)	PSP Learning Hub Leadership Team Practice Leads Casework staff	Established PSP networks and meetings (e.g. RIGS, DIGS, local community meetings etc.) PSP Learning Hub website PSP Learning Hub monthly newsletter mail-out group DCJ webpage Tweet on PSP Learning Hub Twitter account Post on PSP Learning Hub Facebook page Post on PSP Instagram page
SWDATS resource release (Self-paced and self-directed learning e.g. podcasts, videos, factsheets, infographics, online quizzes to self-assess knowledge, online learning modules)	PSP Learning Hub Leadership Team Practice Leads Casework staff	Established PSP networks and meetings Direct contact (email/phone) with Practice Leads PSP Learning Hub website including promotion and links to provider resources PSP Learning Hub monthly newsletter mail-out group DCJ webpage Tweet on PSP Learning Hub Twitter account Post on PSP Learning Hub Facebook page Post on PSP Instagram page
SWDATS face to face and shared learning (live webinars, facilitated group discussions, forums, on-site training)	PSP Learning Hub Leadership Team Practice Leads Casework staff	Established PSP networks and meetings Direct contact (email/phone) with Practice Leads PSP Learning Hub website including promotion and links

		to provider face to face and shared learning
		PSP Learning Hub monthly newsletter mail-out group
		DCJ webpage
		Tweet on PSP Learning Hub Twitter account
		Post on PSP Learning Hub Facebook page
		Post on PSP Instagram page
Feedback on SWDATS resources and learning	PSP Learning Hub Leadership Team Practice Leads Casework staff	Evaluations Tweet on PSP Learning Hub Twitter account Post on PSP Learning Hub Facebook page Established PSP networks and meetings PSP Learning Hub website Post on PSP Instagram page

3.4   Evaluation

Evaluation of the SWDATS is to provide a process to:

- Facilitate continuous processes of resources and learning initiatives.
- Assess the extent to which the resources and learning initiatives have been implemented as intended: have all the activities been delivered/implemented and if not, what are the reasons or barriers?
- Assess whether the resources and learning initiatives have increased the knowledge, skills and/or confidence of PSP casework staff.

3.4.1   Evaluation phases

There are two phases to the evaluation of the SWDATS. These are:

- Monitoring and quality control.

  The key question for this phase is, to what extent do the resources and learning initiatives meet the needs of participants?

- Outcomes evaluation.

  This phase will focus on collecting the views of key stakeholders and synthesising the continuously collected data to answer the following questions:

  - To what extent has the SWDATS been implemented as intended?
  - Have all the activities been delivered/implemented and if not, what are the reasons or barriers?
  - To what extent have the key outcomes of the SWDATS been achieved?
  - To what extent has the SWDATS increased the skills and knowledge of PSP casework staff?

3.4.2   Data collected

A range of data collection tools will be developed to collect data during the period of the project. This will include the development of:

- pre and post surveys for training participants,
- case studies
- automated mechanisms for measuring use of website resources,
- surveys of key stakeholders, practice leads, participants,
- interviews and focus groups with key stakeholders,
- techniques to assess the learning outcomes of shared learning initiatives.

3.4.3   Use of evaluation data

The evaluation data will be used to monitor the appropriateness and effectiveness of the SWDATS resources and learning initiatives – a feedback loop that will ensure quality control and improvement. The data collected will be useful for a future external evaluation of the PSP.

3.4 Implementation Strategy

3.4.1 Development timeframes and priority practice areas

The table below shows the how the SWDATS will be implemented.

- Development stages show the focus of resource and professional development initiatives. The development stages allow the implementation to scaffold learning so that it builds and develops knowledge and skills systematically.
- The timeframes show when each development stage will start. These dates are indicative, and it is anticipated that there will overlap of stages and timeframes.
- Priorities reflect the outcomes of the second-round consultation (PSP Learning Hub 2019)
- Practice area knowledge and skills are drawn from the TNAs 2017-18, the second-round consultation and from the Office of the Senior Practitioner (OSP). OSP resources are used to develop resources for the PSP Learning Hub. The OSP also provides feedback on most of the resources developed by the PSP Learning Hub.

With the key approaches taking a continuous improvement and two-way learning process we anticipate that the practice area knowledge and skills will evolve over time. This part of the table should therefore be considered a living document and will be updated as required.

Table 6: Development timeframes and priority practice areas

Development stages	Foundational	Skills and knowledge in practice	Best practice	Continuous improvement in practice
Timeframes	June 2020 – Sept 2021	June 2020 - Sept 2021	June 2020 – Sept 2021	Sept 2021 – Dec 2021

Priorities **Practice Area Knowledge and Skill Development Focus**[6]

1. Restoration

- Analytical and critical thinking skills, including skills in assessing readiness for restoration
- Restoration viability assessments
- Case planning, assessing and decision making for restoration
- Working to achieve restoration with families, including families who live in remote areas
- The practice of talking with families during and after restoration to strengthen hope that children may be returned home safely
- Supporting carers to build meaningful relationships with families
- Working towards restoration with families reluctant to work with services
- How to manage relapse particularly when working within the set timeframes to achieve restoration
- Managing family conflict
- Working through resistance, to effectively work with existing carers towards achieving restoration together with parents and families

2. Casework skills

- Understanding of the pathways for permanency case planning
- Indicators and criteria for planning, assessing and decision making
- Skills of building relationships and partnerships with families, as well as the principles of language for each stage of permanency
- Pathways for permanency

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[6] ACWA NGO Sector Permanency Support Program (PSP) Needs Analysis Overview Report December 2017. Permanency Support for Aboriginal Children and Young People: Needs Analysis Report March 2018

- Evidence based assessment frameworks and tools
- The practice of talking with families during and after restoration to strengthen hope that children may be returned home safely
- Working with adults to support the child
- Assessing a child's development
- Assessing safety and risk concerns
- Assessing child wellbeing
- Record keeping

3. Trauma informed practice
- Recognising trauma
- Understanding the complications of a shared trauma history
- How to involve parents and families as active participants who experience past and present trauma
- Trauma informed practice, healing and culturally therapeutic interventions

4. Legal
- Understanding the legal processes for restoration, guardianship and adoption
- Negotiating short-term orders, preparing evidence and report writing
- Legal and court work required of service providers and DCJ
- Affidavit writing
- Reporting and documenting casework decisions

5. Understanding PSP
- Permanency Support Program service packages
- Providing birth families permanency information

6. Working with Aboriginal children, young people and families
- Culturally appropriate interventions to facilitate healing and recovery for Aboriginal children and families
- Family-centred practice to effectively engage and involve the whole family (including extended family and community
- Participatory approaches to encourage Aboriginal people to participate in decisions and actions affecting them (through Aboriginal family-led decision-making processes)
- Understanding of Aboriginal protocols and understanding of the local Aboriginal context
- Building relationships between Aboriginal families and foster carers

- Understanding of the Aboriginal Placement Principles and the application in decision making
- Aboriginal Cultural Support Plans

7. Culture care identity and support
- Family Finding
- Strengths based approaches that are culturally responsive
- Cultural support planning
- Cultural awareness and cultural safety
- Creating detailed genograms

8. Preservation
- Indicators and criteria for planning, assessing and decision making
- General training on the permanency support program including new service packages
- Evidence-based assessment frameworks and tools
- Family Group Conferencing and Family Finding in partnership with families
- Family-centred practice to effectively engage and involve the whole family (including extended family and community)

9. Guardianship
- Assessing the readiness of families to work towards Guardianship and take the necessary steps to safeguard an Aboriginal child's cultural identity and connection to their Aboriginal family, community and Country
- Case planning, assessing and decision making for Guardianship

10. Alternative dispute resolution
- Family Group Conferencing
- Effective consultation process and channels to access specialist facilitators
- The role and responsibility of the PSP service provider caseworker in an FGC
- Talking to families about FGC

11. Leaving care and after care
- Preparing young people for leaving and after care, including post permanency supports
- Leaving Care and after planning
- Promoting Living skills
- After care support

12. Open adoption

- Family-centred practice to effectively engage and involve the whole family, including extended family and community
- Legal and court work required of service providers and DCJ
- The difference between case management policy for non-Aboriginal children and Aboriginal children

3.4.2 Collaboration and development approach

The approach to working with the sector and developing resources and learning opportunities is based on the key approaches

| Key approaches	How we will work with the sector
12 Practice areas - identified knowledge and skills	**Practice area working groups** • The working group has two functions, input to initial development and continuous improvement review. • In both initial development and improvement review the working group provide input on the knowledge, skills and learning methods for a practice area. This is to ensure that scope and approach reflect the sector needs. • The schedule for the practice area working groups is established in line with the identified priorities to ensure the resources and learning are rolled out in accordance with the sectors priorities. • At a minimum representation includes PSP service provider, DCJ and the PSP Learning Hub. • Each practice area will have a different working group, ensuring all FSP can provide input. • Participants do not need to commit to both initial development and continuous improvement review groups. **Training calendar** • The training calendar provides information on the PSP Learning Hub's learning initiatives and other providers training that is supported by DCJ.
Quality evidence-based resources and training	**Quality development process** • All resources and learning opportunities follow a design process. • The design process starts with input from the sector (the practice area working groups and scheduled collaborations) and progresses through a draft, review and approval process. The draft and review process includes subject matter and PSP sector experts, the Office of the Senior Practitioner (OSP), and final approval from DCJ. • The Office of the Senior Practitioner (OSP) resources are used to develop resources for the PSP Learning Hub. **Participation guidance documents** • All groups convened to provide input, guidance or advice will have guidance documents to establish frameworks for engagement and collaboration.

	• At a minimum these will include the PSP Learning Hub's Guiding Principles and Terms of Reference for the Group.
Professional communities and shared learning	**Telephone advisory service** • The telephone advice service provides help with connecting the sector to PSP relevant services and resources. **Sharing news and practice** • The PSP Learning Hub will establish meaningful ways for the sector to share news and practice. Strategies include social media strategies and the PSP monthly newsletter (email and website). • Sharing news and practice is to promote good news stories, share sector-wide updates, communicate events. **Shared Learning** • The range of learning opportunities include strategies for shared learning such as Communities of Practice, webinars and face to face training. • Communities of Practice (CoP) create connections among across organisational and geographic boundaries and focus on sharing practice to learn from each other and explore ways to improve. • Webinars and face to face training provide for structured discussions and learning through for example case studies
Collaboration and evaluation	**Stakeholder map** • The map describes who and how the PSP Learning Hub will collaborate. • The map ensures that the right mechanisms are in place for the sector to provide feedback and continuously improve the project's engagement, collaboration and resource and learning opportunities. **Advisory Board** • The Advisory board will provide valuable insights on project priorities and activities to ensure delivery optimizes benefits, provide direction and advice on high impact issue and risk resolution and help build strong and effective working relationships with the sector by communicating project vision and purpose. **Scheduled collaborations** • The range and frequency of scheduled collaborations are informed by the stakeholder map. Examples of collaborations include RIGs, DIGs, established forums and working groups.

	- The purpose of scheduled collaborations is to gain feedback on the PSP Learning Hub resources and learning opportunities, provide updates on the PSP Learning Hub's activities, identify emerging needs and opportunities for enhancing connections, knowledge and skills. - Outcomes of scheduled collaborations that are within the scope of the PSP Learning Hub will be actioned through the quality development process. **Evaluation plan** - The evaluation plan measures the PSP Learning Hub's outcomes. - The evaluation plan will use various qualitative and quantitative measures including website analytics, feedback on learning opportunities, surveys and interviews.
Risk management – removing barriers	**Collaboration map** - The collaboration map removes barriers to connecting. It identifies the PSP service provider and DCJ PC offices throughout the state, providing easily visible and accessible contact details. **Issue/Risk register** - Some outcomes from the practice area working group and scheduled collaborations maybe outside the scope of PSP Learning Hub. - Outcomes identified that are outside the scope of PSP Learning Hub are recorded in the issue/risk register for treatment through the issue/risk management process.

3.4.3 Approach and range of learning methods

The approach and range of learning methods are derived from the outcomes of the TNAs 2017-18 and the consultation 2019. The approach is underpinned by adult learning principles and the principles in the 70:20:10 learning model[7].

Figure 5: Learning methods

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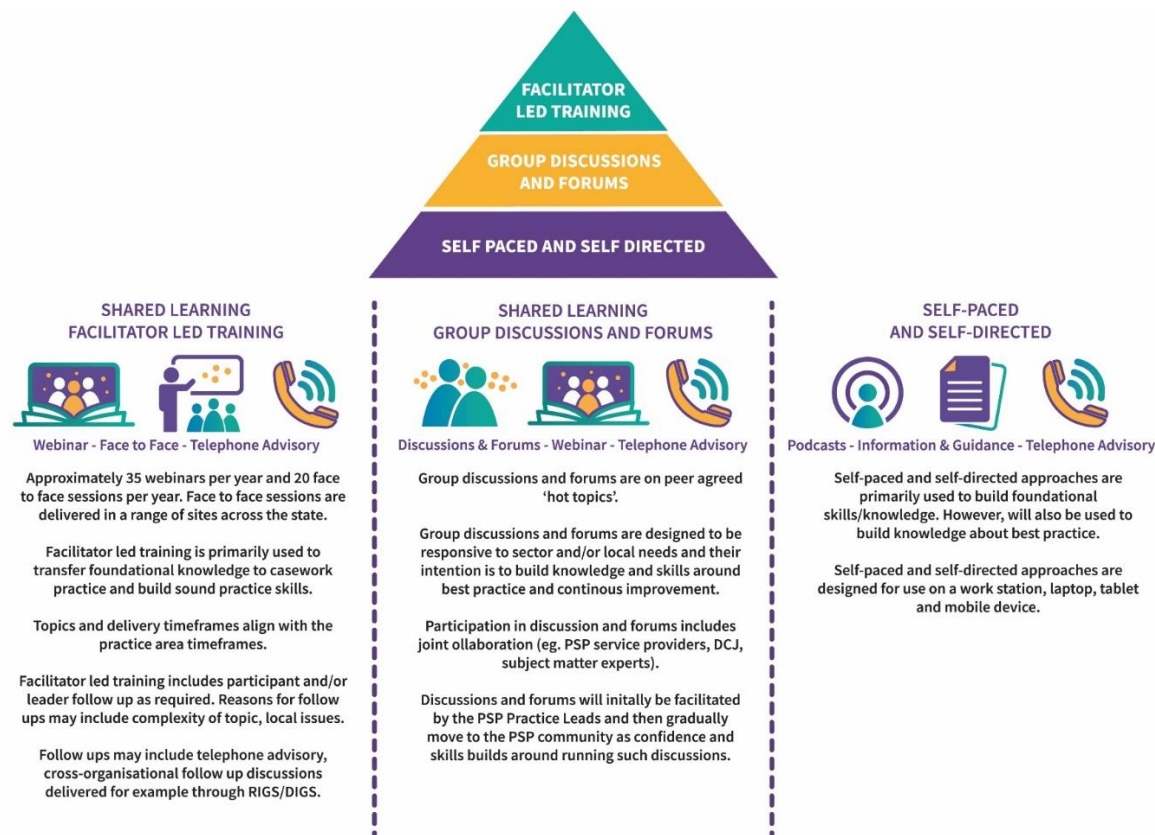
[7] 70-20-10 model developed by Michael Lombardo and Robert Eichinger (2000), recommended by NSW Public Service Commission for professional development. 70% from on-the-job experiences, tasks and problem solving; 20% from peer-based learning or examples; and 10% from formal courses and reading.

3.4.4   Success indicators

The following success indicators are derived from the TNAs 2017-18.

With the key approaches taking a continuous improvement and two-way learning process we anticipate that some of these indicators may change or be refined over time. The indicators should therefore be considered a living list and will be updated as required.

- Resources and other learning initiatives stored and accessible through the PSP Learning Hub website
- Learning evaluations report an increase in participant knowledge and/or skills
- Increase in reported understanding of roles and shared responsibilities
- Increase in reports of collaboration and sharing in the sector
- Sector initiated shared learning initiatives
- Sector modelling of highly valued successes for duplicating and innovating
- Practice Leads promote resources and other learning initiatives
- Practice Leads use resources and other learning initiatives to embed knowledge into practice
- Sector participation in and assessing needs and identifying trends
- Resources and other learning initiatives evolve in line with sector feedback and reviews
- Stakeholder and network maps fit for purpose and commonly used
- Surveys report achievement of SWDATS objectives

Appendix 1: Workforce profile

The PSP Workforce

- The casework workforce are largely full-time staff. With 92% engaged as full-time employees and 8% engaged as part-time employees.

- Casework managers, on average, supervise 4.1 caseworkers.

Operational factors

- On average, caseworkers stay in their role for an average of 3 years.

- On average, caseworkers spend just over 50% of their time out of the office.

- In the past 12 months caseworkers spent an average of 13.5 days in training.

Clear communication on training purpose

- 55% of respondents (inclusive of caseworkers, carer recruitment/support caseworker, clinician/specialist, team leader/program manager, senior managers) answered that their organisation delivers PSP specific training.

- By comparison 7% of respondents said that their organisation did not deliver PSP specific training and 38 % said that they were unsure.

Learning style preferences

- The learning methods survey respondents favoured most were facilitator led training[8] and group discussions[9], with facilitator led training scoring slightly higher than group discussions.

- The least favoured learning method was self-paced and self-directed learning[10].

PSP workforce experience and educational level

- The percentage of casework staff with more than 3 years of experience in child support is 37%.

- 43% have between 1-3 years of experience and 20% have less than 1 year of experience in child support.

- 98% of caseworkers have a Certificate IV qualification or higher.

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[8] Facilitator led training was described in the survey as face to face or live webinars.
[9] Group discussions was described in the survey as discussion and collaboration opportunities on peer agreed 'hot topics' (this could include joint workshops with DCJ and discussions with subject matter experts).
[10] Self-paced / self-directed (this could include podcasts, videos, factsheets and infographics, online quizzes to self-assess knowledge, online learning modules)

Appendix 2: Guiding Principles

The PSP Learning Hub's Guiding Principles reflect the NSW public sector **core values** of integrity, trust, service and accountability, the guiding principles for the Department of Communities and Justice (DCJ) and PSP service providers working together, the principles of the PSP, the Practice First Principles, and Curijo's two-way learning philosophy and participatory and collaborative evaluation processes.

The guiding principles are the framework that guides all the activities performed as part of the PSP Learning Hub service. The Guiding Principles are:

1. **Focus on value**

   Everything we do should create value for the services' stakeholders. Our stakeholders include all involved in the PSP, children, young people, families and carers, PSP service providers and DCJ casework staff and managers, training and advice providers, the DCJ project team and the Curijo delivery team.

   To ensure that we create value for our stakeholders we will focus on the core users of the PSP Learning Hub's service and how we create value for them.

2. **Make cultural respect and safety, strong relationships and mutual understanding the pillars that support collaboration**

   Create culturally respectful and safe places for people and expression of ideas, consider people and ideas respectfully, build relationships based on mutual understanding and respect, communicate intentions clearly and invite collaboration.

   Be transparent about what is happening, how it's going and share information to make collaboration easier.

3. **Share responsibility for decision making and achieving outcomes**

   No stakeholder stands alone, everyone contributes, and all decisions demonstrate our commitment to sound and principled evidence gathering and evaluation.

   Ensure participation in decision making, be flexible and seek feedback before, during and after deliverables. Use both observation of what is happening and metrics to inform decisions and plans for improvements.

   Ensure planning, improvements and innovation, create value for stakeholders and deliver services (to the predefined scope and size), that are reliable and fair.

4. **Conduct business in an ethical manner**

   Our stakeholders are at the centre of our practice.

   Consider what already exists, preserve the value of resources and focus on responsible, sustainable, efficient, effective and prudent use of all resources.

   Value relationships build trust and respect people's contributions, both previous and current.

   Focus on approaches that maintain value. Simplify or change approaches and processes that are too complex, lack guidance, or have no current or solid reason for being maintained.

Appendix 3: Introduction to the PSP Learning Hub

The PSP Learning Hub - A resource destination for ALL casework staff

Why was the PSP Learning Hub set-up?

- The Permanency Support Program (PSP) requires casework staff to work in new areas

- The knowledge, skills and support needed for the work were identified by the Training Needs Analysis (TNA) done by ACWA and AbSec

- The PSP Learning Hub will connect casework staff with the identified knowledge, skills and support

*DCJ funded the TNAs. They were done in collaboration with PSP service providers

How will the Hub connect casework staff with knowledge, skills and support?

The PSP Learning Hub will provide a state-wide, central place to develop practice, engage, and access relevant, and reliable information and resources including:

– Telephone advice on resources and services
– Online learning with:

- Factsheets
- Podcasts
- Webinars
- Links to additional resources

– Face-to-face learning
– Supporting Communities of Practice

How can I get involved and hear about what is happening?

We'll communicate with you and get your feedback through:

- Forums and meetings, e.g. RIGs, DIGs, Peak Agency forums, informal yarning sessions and your staff meetings

- Establishing project working groups

- Tracking website feedback and Training Evaluations

- Newsletters and posting on the PSP Learning Hub's website and social media

Our vision is to strengthen and enhance connections, knowledge, skills and confidence through the establishment of the
PSP Learning Hub

PSP LearningHub

PSP Team Structure
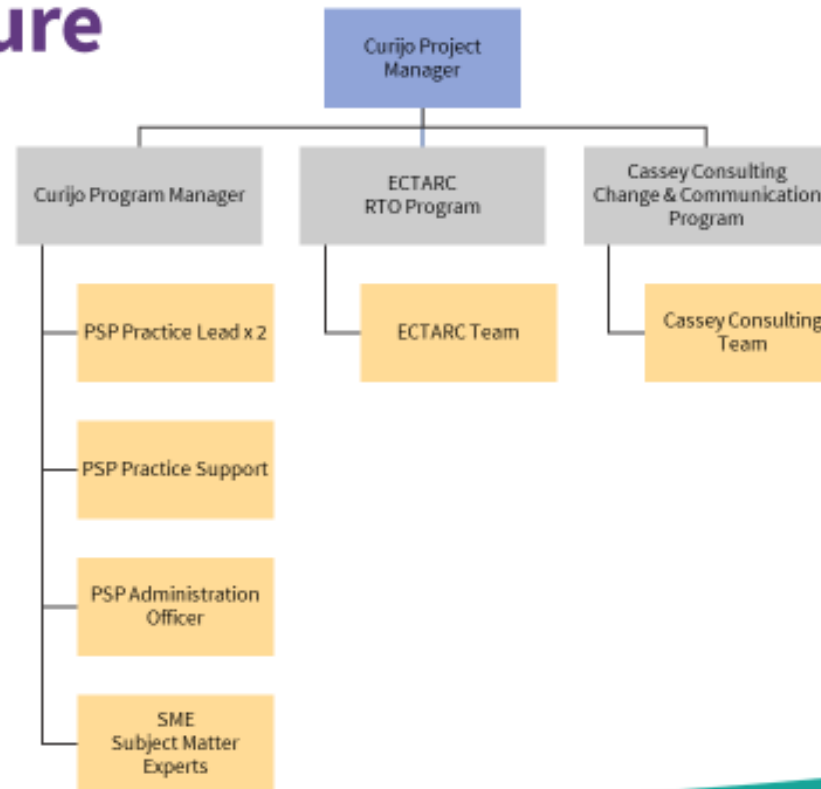

Curijo Project Manager

- Curijo Program Manager
  - PSP Practice Lead x 2
  - PSP Practice Support
  - PSP Administration Officer
  - SME Subject Matter Experts
- ECTARC RTO Program
  - ECTARC Team
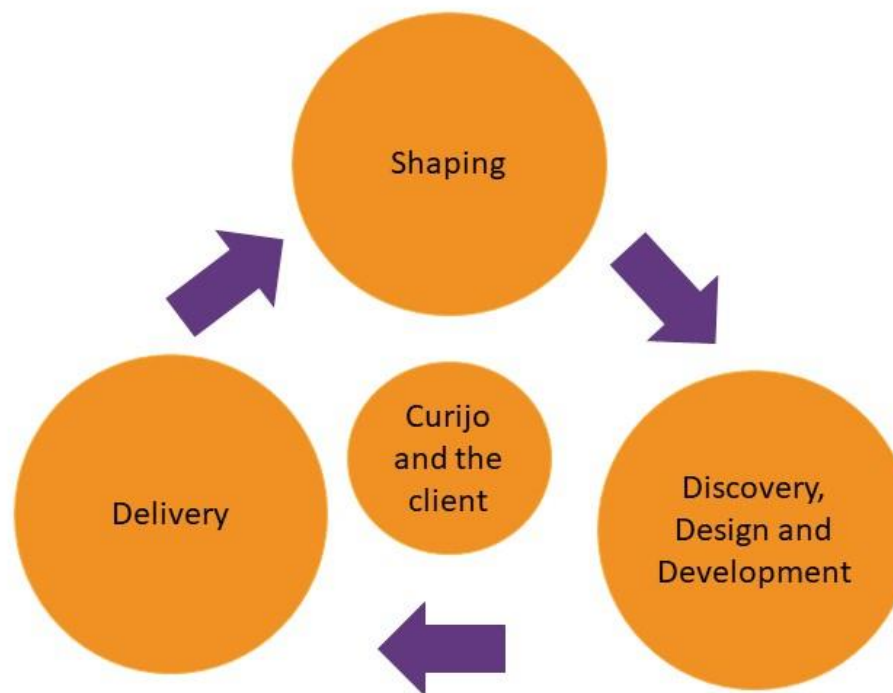- Cassey Consulting Change & Communication Program
  - Cassey Consulting Team

PSP LearningHub

Curijo Songlines

Contemporary Songlines: Blending journeys of the past and contemporary voices whilst creating a shared vision for all

Inherent Limitations

This report has been developed as described in the Purpose section outlined below within the Executive Summary. The consultancy services provided in relation to this engagement are a consultation service, the information in this report is not subject to any form of assurance or standards, therefore no information including conclusions and or opinions have been articulated to ensure assurance.