



Social Inclusion

ORGANISATION SELF-ASSESSMENT TOOL



Loddon's Commitment to Supporting Families

Our shared core competencies

What is the purpose of the tool?

The tool has been designed to assist organisations across diverse sectors to be able to deliver on the *Charter of Commitment to Supporting Families*. It is intended to assist organisations along the journey of embedding the core competency **social inclusion** across organisations, recognising that organisations are at different stages on this journey.

It is *not* a 'test' that can be passed or failed. Rather, it is intended to highlight areas of strength within an organisation and opportunities for improvement. At this stage of the Partnership, this tool offers a useful perspective on how your organisation might most strategically embark on the journey towards strengthening its practice and policies in regards to supporting children, young people and families from across diverse cultures. There is no 'correct' set of responses that the tool is aiming towards, as competence is not a finished state – this is guided by Guthrie's description of competence as more of a process than an end-point.¹

How can the tool be used?

It can be used:

- to develop your organisation's strategic approach to using knowledge about **social inclusion** to strengthen its effectiveness
- to assist your organisation to meet relevant standards and program requirements
- as the basis for internal discussions with staff about their professional development needs
- to facilitate sharing of good practice
- as the basis for discussions about progress with partner organisations
- as the basis for self-reflection and planning
- as a baseline from which organisations and the Area Partnership can track progress.

Who should complete the tool?

Ideally, this tool should be completed by members of the senior management group rather than allocated to one individual as the tool requires information from across the organisation.

What information will assist organisations to complete the tool?

Information can be obtained from:

- a desktop review of your organisation's policies, strategic and operational plans, performance management reviews and training
- team meetings to discuss the gaps, needs and opportunities to build knowledge and skills in the organisation across the core competencies
- feedback from staff, management, board of management and clients.

How should organisations go about completing the tool?

- Priority should be given to supporting the professional development and training needs of *staff who work directly with children, young people and families*.
- Staff who do not work directly with children, young people and families will need professional development opportunities that are relevant to their role.
- The organisation might need to identify if and where in the organisation the need for competency training is more urgent than in other areas.
- In the table below indicate your organisation's progress against each of the key objectives of the *Charter of Commitment to Supporting Families* specific to embedding competencies in regards to **social inclusion**.

- *Yes* means the organisation can demonstrate an action has been applied. It is well advanced along the journey of embedding this core competency.
- *In progress* means the organisation has commenced the journey towards this competency being embedded. A response of 'in progress' should form the basis for discussion within the organisation to determine what else needs to be completed in relation to this core competency. 'In progress' gives the organisation a baseline from which to measure progress in 12 months' time.
- *No* means the organisation needs to develop a planned approach to embedding this competency. 'No' gives the organisation a baseline from which to measure progress in 12 months' time.
- *Organisational development plan* refers to an organisation's structured approach to building staff capability. In different organisations, this might be called a Learning and Development Strategy; Training Plan; Workforce Plan; Workforce Capability Framework etc.
- *Key documents* refer to an organisation's policies, strategic plans, internal communications, operational plans, performance review processes, training and external publications.

The organisation can use the information collected from the self-assessment tool to develop a structured approach to addressing gaps and building on strengths.

CHILDREN AND YOUTH
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¹ Guthrie, H. 2009. *Competence and Competency-based Training: What the Literature Says*. National Centre for Vocational Education Research, Adelaide.



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Name of organisation: Date:

Managers/managerial group completing this form:

Please check the appropriate box:

Yes No In progress

1. Embed a commitment to social inclusion within their organisation

- | | Yes | No | In progress |
|---|--------------------------|--------------------------|--------------------------|
| 1.1 The organisation has an organisational development plan in place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 <i>Competency 3: Social inclusion</i> is written into key policy and strategic documents, including position descriptions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 Staff have a good understanding of the rationale for <i>Competency 3</i> (note your evidence) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 Staff have accessed online information about <i>Competency 3</i> (note your evidence) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Develop staff to ensure their practice reflects the commitment to social inclusion

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2.1 The organisation has identified gaps and opportunities related to upskilling in the understanding of social inclusion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 There is a tiered approach to training which enables each person to complete learning activities relevant to their role | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Key challenges and barriers to training have been identified and addressed as far as possible (note your evidence) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 Links to training and resources about social inclusion are available on the organisation's website | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 Online information about social inclusion has been accessed by staff (note your evidence) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.6 Training programs are chosen based on a set of validation criteria | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.7 Training records show when training in social inclusion has been undertaken and by whom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.8 Staff have completed the social inclusion worker self-assessment tool and can demonstrate how they are applying what they've learned | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Monitor your organisation's progress in applying social inclusion and the impact on children and families

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3.1 Senior leadership monitors and reviews training and professional development completion in social inclusion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Managers review the completion of staff self-assessments to identify gaps in knowledge and application of skills regarding social inclusion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Please check the appropriate box:

	Yes	No	In progress
3.3 Client feedback on service quality/delivery in regards to social inclusion is collected and informs practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 The organisation can identify examples of how its practice has changed as a result of increased competency in <i>Social inclusion</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Share successes and approaches across the partnership			
4.1 The organisation shares good practice in embedding the principles of social inclusion with other Loddon partner organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 The organisation collects data from staff, clients, and partner organisations to identify if and how upskilling in the area of social inclusion has changed practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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