



Understanding trauma and brain development

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 competencies 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 developing these competencies. 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 trauma and brain development 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 specific to embedding competencies in regards to **trauma and brain development**.

- *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 the competencies within their organisation

1.1 The organisation has an organisational development plan in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 <i>Competency 1: Understanding trauma and brain development</i> is written into key 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 1</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Staff have accessed online information about <i>Competency 1</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Staff have been informed about mandated reporting and legislative requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Staff can recognise and address the symptoms of vicarious trauma in themselves and other workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Develop staff to ensure their practice reflects the commitment to the shared competencies

2.1 The organisation has identified gaps and opportunities related to upskilling in understanding trauma and brain development.	<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 (need to provide evidence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Links to training and resources about trauma and brain development are available on the organisation's website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Online information about trauma and brain development has been accessed by staff	<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 has been trauma and brain development undertaken and by whom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Staff have completed the worker self-assessment tool for trauma and brain development and can demonstrate how they are applying what they've learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Please check the appropriate box:

Yes

No

In progress

3. Apply the competency 'trauma and brain development' to the work of the organisation

3.1 All staff who work directly with children, young people or families have undertaken professional development or training in *Competency 1: Understanding trauma and brain development*

4. Monitor your organisation's progress in applying the competency 'trauma and brain development' and the impact on children and families

4.1 Senior leadership monitors and reviews training and professional development completion in this competency.

4.2 Managers review the completion of staff self-assessments to identify gaps in knowledge and application of this competency.

4.3 Client feedback on service quality/delivery is collected and informs practice

4.4 The organisation can identify examples of how its practice has changed as a result of increased competency in *Understanding trauma and brain development*

5. Share successes and approaches across the partnership

5.1 The organisation shares good practice in embedding this core competency with other Loddon partner organisations

5.2 The organisation collects data from staff, clients, and partner organisations to identify if and how upskilling in this competency has changed practice.



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