



# Social Inclusion

## SUGGESTED TRAINING AND USEFUL RESOURCES



### Loddon's Commitment to Supporting Families

Our shared core competencies

### Introduction

The Loddon Children and Youth Area Partnership (the Partnership) has identified four competency areas that will enable workers and organisations to act in the best interests of children, young people and families:

- Understanding trauma and brain development
- Respecting culture and cultural difference
- Social inclusion
- Sharing information and integrating services (collaborative practice).

The purpose of this document is to provide recommendations regarding suitable training options in the competency, **social inclusion**. In addition to training options this paper also provides resources and information for professional development purposes.

### Methodology

The Centre for Excellence in Child and Family Welfare (the Centre) conducted a mapping exercise to identify existing training through:

- an online survey of Partnership organisations
- focus groups and telephone interviews with Partnership organisations
- a desktop review of existing training packages and resources relevant to each competency
- consultation with experts in each of the four competency areas.

To capture the full spectrum of professional development tools and to assist partner organisations to choose the mode of delivery best suited to their service, we have provided a range of training courses and other resources. Providing options encourages blended learning programs that provide flexibility and cater for different learning styles. The types of training and materials included in this competency training package include face to face training, seminars, webinars and eLearning modules, amongst others.

### Key findings from consultations

Consultations confirmed the importance of staff attitudes, beliefs and values to the acceptance and sustainability of professional development strategies. The main themes to emerge from interviews and focus group consultations are outlined below.

#### *Who needs training?*

Most Partnership organisations held the view that all practitioners who are in contact with children, young people and families should have at least a minimum standard of competency and training in the four competency areas. This was particularly true for trauma and brain development, and cultural awareness. However, Partnership organisations also highlighted the difficulties they face in achieving universal training with reference to cost, capacity and 'training fatigue'.

The need for training in the four competency areas also varies across locations, organisations and even different areas within the same agency, with some staff requiring little training as their role involves limited interaction with children and families. Refresher training depends on how often skills and knowledge are used in everyday practice.

#### *How training is provided*

It was generally recognised that training should have both theoretical and practical components.

Among partner agencies, training is typically delivered in the form of face to face training or workshops. Interactive workshops and experiential techniques such as case studies and role play are effective because they allow practitioners to apply knowledge and skills to practice.

It was suggested that face to face training and workshops could be delivered jointly to multiple agencies to increase efficiency and promote collaborative practice.

Mentoring or supervision programs were also suggested as a means of strengthening competency. The literature shows a range of different methods that can be used to pair a mentor with a mentee, including 'competency matching', where mentors who are



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proficient in a competency area are paired with mentees who are not. Mentoring could be offered as a follow up to training to ensure that knowledge and skills learned are being embedded in practice.

### *Making training attractive*

Some agencies expressed frustration about training fatigue and a lack of employee capacity to engage with voluntary training. Employees are less likely to participate in training if it appears to be irrelevant to their everyday work. Promoting the benefits of the training program, such as how it will make their work more effective or efficient, can make the training more attractive to employees.

### **Selecting professional development options**

Partnership organisations differ, for example, in size, culture, geographic location and in capability requirements, which means different approaches to professional development and training delivery might be needed. Financial considerations will therefore vary among agencies. While we have not included cost in the selection criteria it remains an important consideration for many organisations when choosing training packages.

### *Validation criteria*

Training packages are based on a cycle of learning, reflection, application and review. Criteria used when determining training opportunities were:

1. The training package is underpinned by the latest available research.
2. It aligns with the goals of the organisation.
3. It is relevant to the needs of participants.
4. It is flexible in delivery.
5. It allows for reflective and active learning.
6. It applies a cultural lens.
7. It addresses legal and ethical considerations.
8. It builds on participants' existing knowledge and skills.
9. It provides opportunities for participant feedback for the purposes of continuous improvement.

### **Training Options**

#### **Centre for Community Child Health (Royal Children's Hospital)** *Engaging families: Building and sustaining helpful relationships with parents*

Hearing the truth about why families choose to avoid our services might be a bit uncomfortable, but it could provide helpful information about what we need to change. How might a local service model look if it were truly shaped and influenced by the families it is intended for? For further information contact: Cathy Archer, Phone : +61 3 9345 6337 Email : [catherine.archer@rch.org.au](mailto:catherine.archer@rch.org.au) and visit their website [www.rch.org.au/ccch/training-dev](http://www.rch.org.au/ccch/training-dev)

#### **The Australian Centre for Social Innovation (TASCI)** *Introduction to Codesign.*

For further information visit their website [www.tacsi.org.au](http://www.tacsi.org.au) <http://tacsi.org.au/what-we-do/capability/> Telephone +61 8 7325 4994 Email [info@tacsi.org.au](mailto:info@tacsi.org.au)

**Social Solutions – Understanding Poverty** – offer a range of workshops and trainings that explore the impact of economic diversity on schools, communities, businesses and agencies. For further information visit their website: [www.socialsolutions.com.au](http://www.socialsolutions.com.au) or telephone **03 6328 1174** or send an email to [bridges@socialsolutions.com.au](mailto:bridges@socialsolutions.com.au)

### **Useful Websites and Resources**

**Central Victorian Primary Care Partnership** website: information and resources to better understand and enhance social inclusion. Visit their website at [www.centralvicpcp.com.au](http://www.centralvicpcp.com.au) <http://centralvicpcp.com.au/social-inclusion/>

**CAFCA Resource Sheet: Social exclusion and social inclusion, 2011, resource sheet.** Available on the Australian Institute of Family Studies website: [www.aifs.gov.au](http://www.aifs.gov.au) <https://aifs.gov.au/cfca/sites/default/files/publication-documents/rs3.pdf>

**Centre for Community Child Health Policy Brief 2010:** Engaging Marginalised and Vulnerable Families, Available on their website: [www.rch.org.au](http://www.rch.org.au) [https://www.rch.org.au/uploadedFiles/Main/Content/ccch/PB18\\_Vulnerable\\_families.pdf](https://www.rch.org.au/uploadedFiles/Main/Content/ccch/PB18_Vulnerable_families.pdf)

**Centre for Community Child Health Policy Brief 2009:** The Impact of Poverty on Early Childhood Development [www.rch.org.au](http://www.rch.org.au)





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[https://www.rch.org.au/uploadedFiles/Main/Content/ccch/PB14\\_Impact\\_Poverty\\_ECD.pdf](https://www.rch.org.au/uploadedFiles/Main/Content/ccch/PB14_Impact_Poverty_ECD.pdf)

**VCOSS guide to co-designing: *Walk alongside: co-designing social initiatives with people experiencing vulnerabilities, 2015***

Available on the VCOSS website [www.vcooss.org.au](http://www.vcooss.org.au)

[http://vcooss.org.au/documents/2015/08/Codesign-paper-Jul15\\_Final.pdf](http://vcooss.org.au/documents/2015/08/Codesign-paper-Jul15_Final.pdf)

**ACOSS report (41 pages): Poverty in Australia 2016.**

Available on the ACOSS website. [www.acoss.org.au](http://www.acoss.org.au)

<http://www.acoss.org.au/wp-content/uploads/2016/10/Poverty-in-Australia-2016.pdf>

**Fact sheet: Poverty and its causes, 2012**

(written by ACOSS for The Australian Collaboration).

[Poverty and its Causes 2012](http://www.anti-povertyweek.org.au)

[This and other information about the causes and consequences of poverty can be found at: www.anti-povertyweek.org.au](http://www.anti-povertyweek.org.au)

<http://www.anti-povertyweek.org.au/images/documents/Australian%20Collaboration%20Causes%20of%20Poverty%20in%20Australia%20Factsheet.pdf>



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CHILDREN AND YOUTH  
AREA PARTNERSHIP  
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