

Edmund Rice Services

Staff and Volunteer Supervision and Development Framework

2017

Commitment

Edmund Rice Services are committed to the provision of best standard services for children when they attend a service.

A key strategic approach to the provision of best practice service lies in ensuring staff and volunteers working within an Edmund Rice service are provided with appropriate professional supervision and development training.

This strategic approach is based upon developing and maintaining the relevant competencies to the required role undertaken by a staff member or volunteer

Competency-Based Approach to Supervision and Development

The strategic approach to supervision and development is based upon a competency-based approach to supervision and development of staff and volunteers. This competency-based approach is made upon the outlined components; i.e.

- Identification of the competencies required for each staff and volunteer role within an Edmund Rice Service
- Identification of the evidence-based indicators for each competency
- Development of a competency standard assessment framework to measure the levels which competencies are undertaken
- Identification of the staff and volunteer competency-based role selection and assessment requirements
- Identification of the in-service training requirements for each competency
- Utilization of a competency-based supervision framework to guide supervision and assess supervision outcomes.

Competency Definition

The Professional Standards Council (PSC) of Australia (2001, p.6):

“Competencies are designed to reflect information about an individual’s capacity to undertake a certain activity or collection of activities. Competency standards will usually canvass both required knowledge and skills, and how an individual is able to apply these

knowledge and skills within a workplace setting...Competencies work on the principle of setting pre-established benchmarks by which assessments of ability [and performance (my inclusion)] can be made.”

Competency Framework for Supervision and Development

The competency-framework for Edmund Rice services is broken into 2 parts; these are:

Generic Competencies – these are competencies which all staff and volunteers are expected to display in their practices in working with children and others. There are:

Planning Framework for Competency-Based Supervision and Development

A staff and volunteer supervision and development framework has been developed which includes:

- Generic competencies - applied to all staff and volunteers
- Specialist competencies – applied to staff and higher order volunteer roles.

1. Generic Competencies

Competency	Components
Ethical Conduct	Capacity to be aware of and consider the moral standing of 'others' Knowledge and understanding of the Edmund Rice Code of Conduct Ability to apply a Code of Conduct in the individual's own practice
Interpersonal Communication	Capacity to interact with others in a purposeful and respectful way Ability to recognise the role and contribution of others in a communication interaction Ability to utilise appropriate spoken and written communication strategies
Cognitive Reflection and Creative Thinking	Ability to consider in an thoughtful manner situations or events which occur and respond appropriately Ability to identify and consider different ways of thinking about and responding to situations
Problem Solving	Capacity to identify and label appropriate experiences as problematic Capacity to identify why events may have occurred Capacity to identify and consider possible problem solution strategies Capacity to implement solutions Capacity to review problem solving assessment and intervention strategies Ability to utilise knowledge to inform problem solving assessment and intervention
Task Management	Ability to identify tasks arising from a work situation Ability to identify task prioritisation

	Capacity to design task intervention strategies Capacity to implement task application strategies Ability to review and learn from task design and implementation approaches
Leadership Capacity	Understanding of the leadership role in delivery of a service. Ability to initiate leadership roles as required by service work needs Willingness to work with others in a collaborative and respectful leadership role Capacity to facilitate others in a leadership role

2. Specialist Competencies

The specialist competencies framework is utilised for staff roles and higher order volunteer roles within the Edmund Rice services.

3. Competency Framework

Competency Area	Competency Requirement	Indicator
1. Work is informed by a clear value position	Staff member or volunteer adheres to the Edmund Rice Code of Conduct	Demonstrated reflection upon values informing work assessment, understanding and outcomes Is able to articulate values informing specific practice positions Ethical professional behaviour is evident in all aspects of practice intervention process
2. Appropriate use of inter personal communication in working with children and families	Establishes engagement and rapport with children and families to achieve service outcomes	Establishes appropriate inter personal relationships with children and families Utilises appropriate communication strategies to achieve service outcomes Assesses service user's communication and gives appropriate feedback Reflects on the appropriateness and effectiveness of inter personal interactions in relation to service user characteristics and needs.
3. Children and their families participate in planning & delivery of service	Children, families purposefully and meaningfully engage with the service need & service understanding and delivery	Consistently engages with children in an empowering manner Engage in a service partnership with children and families in a respectful and empowering manner.
4. Works within the principles of confidentiality as these relate to the provision of service	Children and families receive services with the minimum intrusion into and transgression of child and family privacy	Applies principles of service related confidentiality to practice Aware of and seeks to implement service confidentiality policy Consistently informs service users of service confidentiality policies and protocols Obtains relevant service users' and key stakeholders' consent where appropriate

5. Appropriately works to address social and community inequality	Social inequalities are identified and addressed as the focus of intervention change.	Identifies structural inequalities which impede the development and empowerment of children and others
6. Conducts work in an appropriate manner	All children receives quality standard service response which facilitates their care, safety and protection	Conducts self in an appropriate manner as indicated in the Code of Conduct Uses knowledge and skills obtained from training and from other areas to direct work and achieve positive changes for children and their families
7. Utilization of reflection and supervision when undertaking work requirements	Service provided is appropriate and effective in addressing the problems and needs of children and their families.	Service provided is thoughtful and considerate Demonstration of on-going utilization of reflective practice techniques Demonstration of engagement with and utilization of p supervision Demonstration of on-going utilization of reflection and supervision learning in practice
8. Recognises, values and engages diversity and difference	Provides appropriate and effective service to all children and families irrespective of racial, gender, class, religious and life style choice differences.	Demonstrated engagement with difference in a respectful and professional manner Able to articulate and understand the nature and consequences of difference for individuals, families and communities. Demonstrated ability to work with difference in a purposeful and directed manner.
9. Knowledge of Edmund Rice Service organisational structures, protocols, processes and policies	Ability to work within an organisational setting within an appropriate and effective manner to achieve positive outcomes for children and families and maintain children's care, safety and protection	Comprehends organisational procedural, protocol and policy documentation. Follows organisational processes and procedures. Interacts with organisational management in an appropriate and effective manner. Able to work within organisational line management requirements
10. Commitment to the	Edmund Rice Service is perceived in	Makes an active contribution to the delivery of service within the organisation.

Edmund Rice organisation and its service mission	the community as professionally appropriate and providing an efficient and effective service which maintains a child-safe organisational service.	Works towards providing services within an organizational context. Facilitates access to organizational resources and expertise. 4. Works in a professionally respectful manner with colleagues and management to achieve Engages in organizational development activities.
11. Conducts self within the organisation in an appropriate and effective manner	Productively works with staff, management, children, families and others in the community to achieve the mission of the organisation	Identifies as a competent worker within the organization. Willingness to contribute to the professional organizational mission. Consciousness of self as a professional worker within the organization Contributes towards the development of the organizational professional mission
12. Organizes and manages required organizational work	Efficient, appropriate and effective delivery of organizational services	Identifies and organizes required work areas Records organizational work as required Seeks and responds to reflective feedback on work management efficiency and effectiveness.
13. Awareness and understanding of the role of self in practice	Professional enactment of self as a social worker in all arenas of the practice context of service	Awareness of professional use of self in all practice settings
14. Ability to differentiate work and personal boundaries in practice	Practice is conducted professionally.	Ability to differentiate professional and personal issues in social work practice Capacity to analyse and reflect upon personal issues raised in practice. Ability to implement appropriate boundary setting practice strategies.

Competency-Based Supervision and Development Framework

Designated Role	Role Competency based on Competency Framework – Generic and Specialist	Competency Level Assessment Scale 1-5	Competency Areas - enhanced		Focus of Supervision	Focus of Development
			Through Supervision	Through Development		