QUEENSLAND CHILD PROTECTION COMMISSION OF INQUIRY

Statement of Witness

Name of Witness	David James Bradford
Date of Birth	
Address and contact details	Known to Det. Senior Sergeant Barber
Occupation	
Officer taking statement	Detective Senior Sergeant Brett Barber
Date taken	15/10/2012

I, David James Bradford state;

1. I was a Director of Training for the former Department of Child Safety.

2. I was first employed by the Department of Family Services in 1995 as an Adolescent Resource Officer, now designated as a Child Safety Support Officer, while I completed my degree. After graduating in November 1995, I became a Family Services Officer, now referred to as a Child Safety Officer. I continued working for the Department until January 1997 when I moved across to the Department of Corrective Services.

3. In October 2003 I was asked to return to the Department of Communities as the Principal Training Officer for the Department. I performed this role until 2005 when I was asked to take over as the manager of the Ipswich Child Safety Service Centre. I performed this role until 2007 when I was appointed as the manager of the Redcliffe Child Safety Service Centre.

4. In 2007, I was promoted to the position of Director of Training and Specialist Support Branch with the Department. I performed this role until 2010 when Machinery of Government Changes combined the Departments of Child Safety
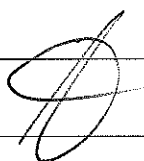
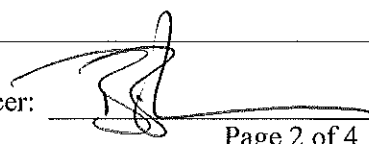Signature of Witness: _____   Signature of Officer: _____

and Department of Communities. Under the new entity I was designated the Director of Regional Service Delivery Operations Training. In late 2011, after a secondment to the Premier's Disaster Relief Fund Executive Team and a secondment to Queensland Health as a Director in Clinical education and Training, I resigned from the Queensland Public Service to pursue a business opportunity in the private sector.

5. As a Manager of Child Safety Service Centres, I observed a high turnover of frontline Child Safety Officers (CSOs). I also observed a lack of developed skills and lower level of individual resilience amongst frontline CSOs.

6. I investigated possible causal factors impacting on staff retention and found that many CSOs seemed to be dissatisfied with their job due to pre-service education that did not match with the new role, lack of experience, and misaligned expectations. These factors were compounded by the lure of greater remuneration offered by other government departments including Health, and in the private sector such as Mining.

7. I attributed the high CSO turnover rates to traditional recruiting practices resulting in a work force that was not representative of the general community it was servicing. In general many frontline teams lacked a diversity of skills and experience that would contribute to improved service delivery and enhanced collective resilience. My observations were consistent with the feedback I received from many other colleague managers.

8. As a result, I implemented a number of local initiatives to improve staff retention and enhance resilience, including drawing upon the skills and experience of other core business partners such as Health and Police. This was done to augment the contributions of the experienced staff.

9. When I was promoted to the position of Director of Training in 2007, we began to examine staff turnover and vacancy rates across the Department. It became
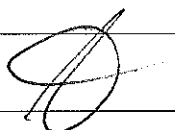
Signature of Witness: _____   Signature of Officer: _____

apparent that a retracting national workforce and competition from the private sector was resulting in a reduced number of graduates that would soon be insufficient to meet sector requirements.

10. As the Director for Training in partnership with the Director of Human Resources we spent 2 years developing the Frontline Work Analysis Job Redesign Project which identified specific skill sets required by CSOs to meet service delivery requirements. The project examined a number of tertiary courses offered by various institutions including qualifications in the field of social work and social sciences.

11. As part Frontline Work Analysis Job Redesign Project, the Training Unit also implemented the Education Pathways Project which provided an option for the recruitment of Para-professional workers who could undertake workplace development and training to achieve recognised tertiary qualifications. I lead the subproject in conjunction with the Sunshine Coast Institute of TAFE to deliver training in Certificate IV and Diploma in Community Services to Indigenous Para Professional staff.

12. In 2008, this project was nominated for a Premiers Award for Excellence in Public Sector Management.

13. The Education Pathways Project also examined the potential to align with progressive tertiary institutions to offer post graduate studies in the field of child protection including a Masters degree and Doctorate qualifications as part of a development framework for senior managers.

14. As the Director of the Training Unit I also represented the Department of Child Safety in the Child Protection Skills Formation Strategy in conjunction with the NGO Sector and a number of peak training and education organisations and institutions to develop a sector-wide skills standard for child protection workers.

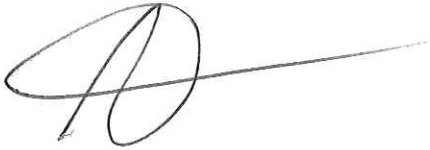15. In 2010, the Department of Child Safety re-joined with the Department of Communities and a number of significant training initiatives were suspended pending review.

16. In 2011, I resigned as the Director for Training from the Department of Communities to pursue other opportunities.

David James Bradford

Appendices

1. Curriculum Vitae of David James Bradford
2. Frontline Work Analysis Job Redesign Project
3. Education Pathways Project
4. Child Protection Skills Formation Strategy
5. Workforce Futures PowerPoint presentation

Declaration

This written statement by me dated   15/10/12   and contained in the pages numbered

1 to   4   is true and correct to the best of my knowledge and belief.

_____ Signature

Signed at   Ipswich   this 30th day of October   20 12

Witnessed:

_____ Signature

Name   B. Barber   Rank   Det. Senior Sergeant   Reg. No.   6382

Signature of Witness: _____   Signature of Officer: _____

Page 4 of 4

Consultant's Resume

David J Bradford

Profile summary

Qualifications

Master Social Science, Criminology

Master Correctional Management, Management

Graduate Diploma, Tertiary Education

Graduate Certificate, Public Sector Management

Post Graduate Certificate, Voc Education

Bach Social Science, Social Science

Advance Diploma in Security Risk Management

Diploma Occupational Health and Safety

Diploma Risk Management

Diploma Correctional Administration, Correctional Administration

Certificate IV TAA, Training and Assessment

Justice of the Peace

Executive Management Experience

A/Director Clinical Education and Training Queensland Health Aug 2011 to Dec 2012

Director - QLD Premiers Executive Team, Premiers Disaster Relief Fund May 2011 to Aug 2011

Director Learning Operations Regional Service Delivery Operations State-wide Services Department of Communities May 2009 to Aug 2011

Director/ Executive Member Department of Child Safety Human Resources Committee Queensland Jun 2007 to May 2009

Director Training and Specialist Support Branch Department of Child Safety Queensland Jun 2007 to May 2009 http://www.premiers.qld.gov.au/publications/categories/news/sectorwide/2009-june/awards-and-accolades.aspx

Director/ Executive Member Queensland Child Death Review Committee Jun 2007 to Aug 2011

Past
Board Member Australian National Paramedic Support Foundation 2010 –present
1 of 3 Founding Members

Awards

- Ministerial Commendation post Woodford Correctional Centre Riot 1997
- Department of Child Safety Excellence Award 2008 for Workforce Development
- Finalist Premier's Excellence Award Public Sector Management 2008 For Partnership Innovation and Reconciliation.
- Ministerial Commendation for client complaints management and stakeholder engagement 2006
- Premier's Commendation for Disaster Relief Response Executive Coordination 2011
- Foster Care Queensland Partnership Award 2006.
- Service Recognition Award Dept Child Safety Queensland

Memberships

- Australian and New Zealand Society of Criminology
- Member Australian Institute of Company Directors
- Australian National Paramedic Support Foundation

Publications and presentations

http://www.workforce.org.au/media/47154/david%20bradford%20-%20grow%20your%20own%20workforce.pdf

http://www.cshisc.com.au/docs/upload/David%20Bradford%20&%20Lisa%20Molloy-The%20child%20protection%20workforce.pdf

http://www.usq.edu.au/newsevents/news/2007/childsafety

http://www.aifs.gov.au/nch/pubs/issues/issues22/issues22.html

http://www.cshisc.com.au/docs/MAD_08/david_bradford_jude_harrison_ppt.pdf

http://www.expertguide.com.au/news/article.aspx?ID=346

Referees

Available on Request

Current as of Jan 2012

Frontline Work Analysis and Job Design Project

Findings and options from the:
   Frontline Work Analysis and Job Design and Structured Research components.
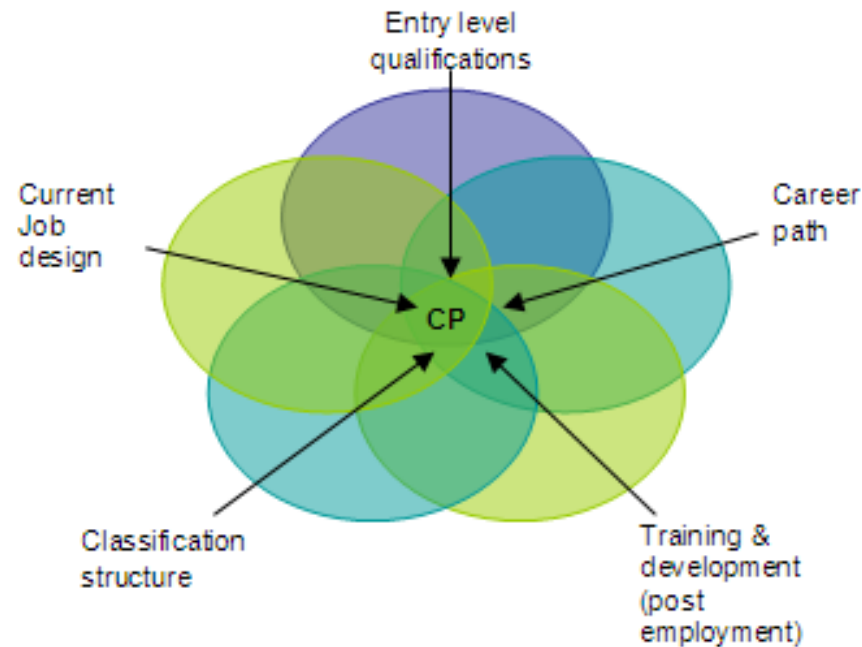
22 May 2008

TABLE OF CONTENTS

Attachments

Attachment 1: HR Scorecard

Attachment 2: Cost of Turnover

Attachment 3: HR Survey Strategy (2007)

Attachment 4: FWAJD Project Plan

Attachment 5: Pre and Post Workshop Surveys

Attachment 6: Schedule of Consultation Workshops and Teleconferences

Attachment 7: Participant Consultation Breakdown

Attachment 8: Consultation Feedback Summaries

Attachment 9: Data from Pre and Post Workshop Questionnaires

Attachment 10: Structured Research Plan

Attachment 11: Literature Review Findings

Attachment 12: Departmental Research (Key Changes 2004-2008)

Attachment 13: Comparable Queensland Government Departments

Attachment 14: Child Protection Models: from other jurisdictions across Australia

Attachment 15: Child Protection Models: from selected International countries

Attachment 16: Career Structure Map

Attachment 17: Mandatory Qualifications

Attachment 18: Training Requirements / Entry Point Criteria

Attachment 19: Duty Statements

Attachment 20: Child Protection team structures

Attachment 21: Proposal for costing entire strategy (career structure map)

Attachment 22: Scenario's

Attachment 23: Out of scope issues arising

Attachment 24: Calculations for costing of model components

Attachment 25: Principal Underlying Causes Impacting on the Gender Pay Gap

---

Tables

Table 1: Summary of consultation outcomes (top retention disincentives)

Table 2: Contemporary themes impacting on staff retention

Table 3: Organisational & Practice Changes DChS (2004 to 2008)

Table 4: Classification & salary comparisons (human services agencies)

Table 5: Summary of inter-agency comparisons

Table 6: Summary of findings, implications and options

Table 7: Interstate comparisons (entry level salary / qualifications)

Table 8: Interstate comparisons (SP, TL and Manager salaries)

Table 9: Comparison of international child protection organisations

1.   Background

During 2003, an independent public inquiry: the Inquiry into the Abuse of Children in Foster Care in Queensland undertaken by the Crime and Misconduct Commission (CMC), and an independent audit of notifications of abuse made against foster carers, conducted by Ms Gwenn Murray, found problems that were 'significant and systemic' within the (then) Department of Families and its predecessors. Among the 110 recommendations made in the CMC was the need to create a new Department of Child Safety to be 'exclusively focused upon core child protection functions'. The Department of Child Safety (the department) was established in 2004, and since that time has undergone a significant reform process.

Staff numbers have increased from 1217 when the Department was created to over 2722 in March 2008 (from Workforce Scorecard at <u>Attachment 1</u>). The ratio of staff in frontline positions has also increased to 80%, compared with 52% at the time of the CMC Report. Despite the reform process, retention of frontline staff remains a critical issue impacting on service delivery, particularly outcomes for children, young people and families who come in contact with the department. Almost 70% of staff separations occur within the first three years of service, and over 42% occur within the first year.

The concern about the level of turnover is one of the key drivers behind the Frontline Work Analysis and Job Design Project. The cost of staff turnover is estimated at $33.9 million per annum (<u>Attachment 2</u>). Other drivers are those that may be exacerbating high turnover, evidenced by workforce demographics and characteristics represented in the Workforce Scorecard (particularly classification distribution) and on HR Survey Strategy findings (2007) (<u>Attachment 1 and 3</u>) and anecdotal evidence. These are:
- Perceived disparities in roles, responsibilities and job functions
- Lack of career progression and/or career pathways
- Qualification and training barriers to career progression.

1.1   Project scope

The overall goal of the FWAJD Project is to develop a career structure and job design that enhances development opportunities and retention rates for frontline staff, and ultimately contributes to quality outcomes for children. Project objectives identified in the Director-General approved Project Plan (<u>Attachment 4</u>) include:
- To develop appropriate roles within a structured career path for frontline staff that match the acquired experience and skill levels of staff at each classification level and provide long-term development opportunities.
- To explore the continuum of care of child protection service delivery to ensure a clear articulation of the components involved in the delivery of child protection work from initial assessment through to on-going intervention. This continuum also includes identification of the interface between government and non-government agencies involved in the provision of child protection services.
- To re-examine mandatory entrance requirements to ensure an appropriate range of tertiary qualifications is included that meets the changing nature of work undertaken and skills required by frontline staff in the Department.

For the purposes of this project, frontline child protection positions were defined as those whose primary responsibility involves interaction with members of the public to deliver child protection services, and included: Child Safety Officers (CSOs) and Child Safety Support Officers (CSSOs) and related positions including Senior Practitioners and Team Leaders, Suspected Child Abuse and Neglect (SCAN) Coordinators, Family Group Meeting (FGM) Coordinators; Court Coordinators; and One Chance at Childhood service positions.

1.2   Out of scope

While the project focused on broad structural and career path issues including potential job design and establishment changes at an organisational level, it did not include:

- Implementation activities within individual child safety services centres (outcomes were identified within the project plan to be departmentally focussed and include generic Position Descriptions [PDs] for any new or redesigned roles). It was also identified that the Human Resources (HR) Branch will assist with this function outside the scope of this project.
- Change management of outcomes within zones and service centres. As above. Broad options regarding change management issues will be included in the outcomes report (this report); however development of detailed individual change management plans is outside the scope of this project.
- Additional training required as a result of new roles or new mandatory qualifications. This will be designed and delivered following options from this project and is out of scope with this project.
- Reviewing positions and structures other than those providing direct client services such as CSSC Managers, administration and business support positions. It is anticipated that these roles will be affected, but any redesign of these roles will occur outside the scope of this project.
- Recruitment and selection processes. The project may identify alternative recruitment and selection methodologies for selecting appropriately skilled staff with the right personal characteristics. While any options may be identified in the final report, these will need to be thoroughly investigated.

1.3   Project components

The project aimed to develop options to address retention issues in the child protection frontline workforce through three components. These components included:

1. **Frontline Work Analysis and Job Design component** - the analysis of the current job design of frontline child protection positions in the context of work required to be performed by frontline staff to determine the best future design of the roles to maximise service delivery, career progression and retention of frontline staff
2. **Structured Research** – review of Queensland Government Departments competing for staff; other child protection agencies across Australia; and selected child protection models internationally
3. **Qualifications and Training Review –** appraisal of the required training and qualifications required for entry level positions and for senior roles

1.4   Implementation timeframes

5
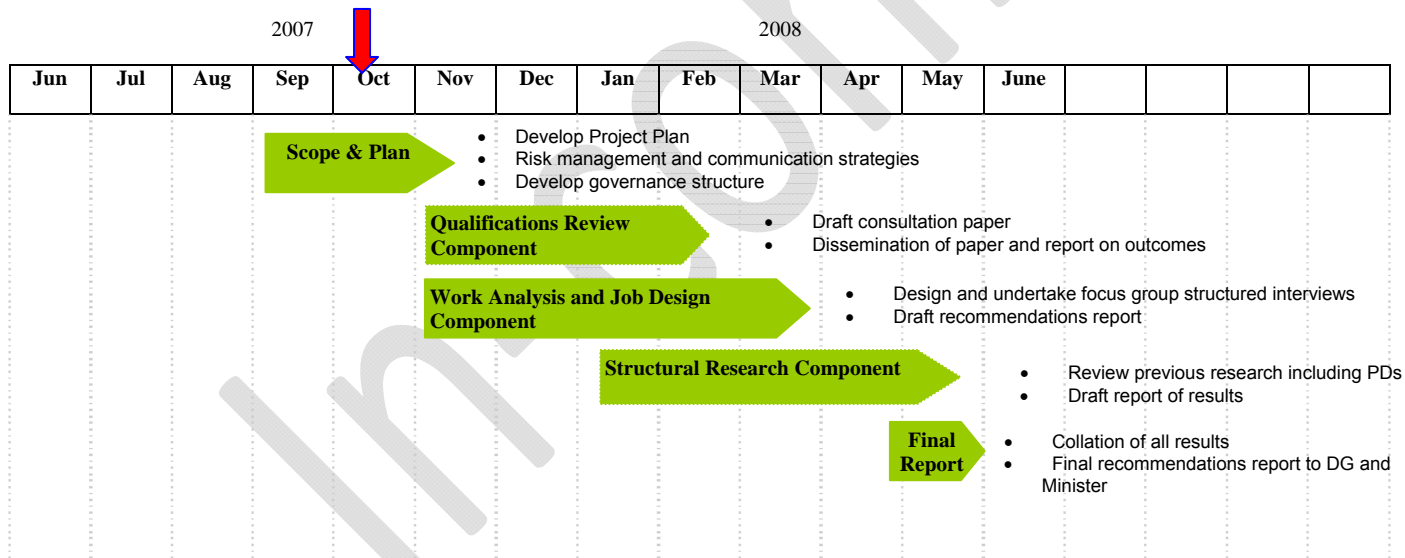
2.   Methodology and Outcomes of Frontline Work Analysis (PART 1) and Job Design and Structured Research (PART 2)

This report documents the findings of the Frontline Work Analysis and Job Design (PART 1) and Structured Research (PART 2) components of the project. A report on the Qualifications and Training Pathways Review will be prepared separately by the Training and Specialist Support Branch; however, findings from this part of the project have been incorporated into the proposed new career structure map at <u>Attachment 16</u>.

This report maps the research findings against information gained through a significant program of consultation with frontline staff, which together establishes an evidence base for the consideration of models to improve retention in the department's frontline child protection workforce through both quantitative and qualitative measures.

2.1   Frontline Work Analysis and Job Design Methodology and Consultation Outcomes (PART 1)

Consultation with frontline staff drawn from all classifications was a key component of the project. An ambitious target to reach 30% of staff was established with agreement from the Queensland Public Sector Union. A number of consultation methods including face-to-face workshops, teleconferences and feedback forms were used to optimise participation in the consultation process. The Departmental Infonet website was used to maintain communication with staff.

Face-to-face workshops were conducted across all zones, in locations chosen to capture all Child Safety Service Centres, over the period from November 2007 to March 2008. All frontline staff identified in scope with the project were invited to attend. Workshops styles / topics were structured around the different cohorts of frontline staff, enabling open discussion to occur among people from common roles.

Pre-workshop questionnaires were used to stimulate participation at the workshops. Post workshop questionnaires were also used to consolidate the different views and to provide another opportunity for further contributions to be made (<u>Attachment 5</u>).

A schedule of teleconferences conducted across all zones was useful in capturing the input of staff in specialist roles including Court Coordinators, SCAN Coordinators, Family Group Convenors and those staff unable to attend the workshops. Staff could also elect to provide input through a structured feedback form available on the Departmental Infonet website.

In total 77 workshops were offered across Queensland. The schedule of consultation workshops and teleconferences is at <u>Attachment 6</u>.

From feedback received from stakeholders, the Project Team offered additional consultation workshops to CSSC Managers and CSSC Administrative Support staff. Although these positions were out of scope for the project and not under review, these additional cohorts were included given the acknowledgement that:

- CSSC Managers are an experienced group who have an overall understanding of the issues facing frontline staff, particularly around issues of staff retention and the breakdown of work staff are required to perform
- CSSC administrative support staff work closely with frontline staff and many of their duties support frontline positions. It was deemed necessary to identify how much support is currently being provided by administrative positions, given that amendments to frontline duties have the potential to impact on duties of Administrative / Support roles.

The participation breakdown for the consultation process is provided (<u>Attachment 7</u>). In total 21.6% of frontline employees participated in consultation workshops. Consultation feedback summaries summarising the outcomes of the consultation process from representatives of each of the different frontline

roles have been developed (Attachment 8). These summaries were provided to all staff on the Project Infonet site in response to staff requesting feedback on project outcomes and developments. Data from the pre and post workshop questionnaires is summarised and analysed at Attachment 9.

Factors identified by staff in pre and post survey questionnaires as negatively impacting on each cohort of frontline staff (**retention disincentives**) have been compiled in **Table 1.**

Table 1: Summary of consultation outcomes (top retention disincentives)

Theme / Classification	CSO (140 participants) 16.4% of cohort	Placement Officer (4 participants) Unable to determine # of PO in CSSCs	After hours CSO (5 participants)	FGM Convenor (7 participants) 18.42% of cohort Unable to determine # of AHSCCS CSO	Court Coordinator (6 participants) 14.8% of cohort	Team Leader (54 participants) 26.73% of cohort	Senior Practitioner (42 participants) 76.37% of cohort	CSSO (48 participants) 22.02% of cohort	Counts across cohorts
Limited career path	**#1 issue raised** by 57.8% of participants	**#1 issue raised** by 75% of participants	**#1 issue raised** by 60% of participants	**#1 issue raised** by 57.1% of participants	**#2 issue raised** 16.7% of participants	**#2 issue raised** 27.8% of participants	**#1 issue raised** 45.8% of participants	**#1 issue raised** 45.8% of participants	6 cohorts = #1 issue 2 cohorts = #2 issue
Lack of support / inadequate training / not feeling valued	**4** 45.7%	**3** 25%	**2** 40%	**2** 42.9%	**2** 16.7%	**4** 18.5%	**3** 19%	**2** 39.6%	4 cohorts = #2 issue 2 cohorts = #3 issue 2 cohorts = #4 issue
High Workload – stress (due to..)	**3** 46.4%	**2** 50%		**1** 57.1%	**1** 33.3%	**1** 29.6%	**2** 23.8%	**3** 31%	3 cohorts = #1 issue 2 cohorts = #2 issue 2 cohorts = #3 issue
Pay and conditions eg. pay not reflective of responsibility	**2** 51.4%	**2** 50%		**2** 42.9%	**1** 33.3%	**3** 24%	**3** 19%	**4** 8%	1 cohorts = #1 issue 3 cohorts = #2 issue 2 cohorts = #3 issue 1 cohort = #4 issue
Communication & collaboration & lack of role clarity	**5** 8.5%					**5** 5%	**4** 14.3%	**4** 8%	2 cohorts = #5 issue 2 cohorts = #4 issue

Note: Limitations in relation to data include (a) small participant numbers for some cohorts; and (b) inability to determine the number of: Placement Officers in CSSCs as there is currently no position title for these staff (majority are employed as CSOs); and FGM convenors due to the number of casual staff.

In addition to the key issues identified by participants in Table 1 above, a range of other significant issues negatively impacting on frontline staff were identified through the consultation process. Many of these issues are consistent with the research outcomes and the project drivers. Notably they included:

- inconsistencies between job descriptions and the reality of the work (which could be related to lack of role clarity and workload)
- lack of understanding between staff of their respective roles, especially CSO ↔ CSSO (which could be related to lack of role clarity)
- need for increased delegations to Team Leaders to improve decision making (which could be related to not feeling valued in decision making)
- administrative overload, particularly reporting and recording statistics (which could be related to workload)
- the need to introduce new staff gradually into the role/s (which could be related to unpreparedness of new graduates for the role, complexity of the role and staff expectations of positions)
- lack of mentoring and supervision (which could be related to lack of support / training and inexperience of Team Leaders)
- the need for more opportunities to specialize (which could be related to lack of career pathway)
- the need to develop specialist teams to reduce isolation in some roles (which could be related to role clarity).

Factors identified by participants which influence their decision to continue to work for the Department (**retention incentives**) are as follows:

- a passion for protecting children and making a difference
- motivation to improve the lives of Queensland children and families or build better communities
- support from colleagues (peers)
- employment conditions that were site or job specific eg rural/remote incentives, flexible hours, security.

It is clear that as a group, frontline workers recognise and seek a range of incentives that are attractive in workplaces generally. They are, however, also strongly motivated by the intrinsic value of what they do. It can be argued that circumstances arise in frontline work that establish a level of dissonance, for example, when administrative tasks are perceived to outweigh or to be more highly valued than the human services role that workers themselves value. The impacts of increasing workloads and the difficult nature of the work itself are exacerbated when frontline staff feel that they are unable to achieve their professional goals and sustain their values in the department. When the intrinsic motivators are unmet, extrinsic motivators are more likely to come to the fore. Employees recognise that they can work in less stressful and demanding environments and achieve the same or better remuneration and conditions.

FINDINGS (Retention disincentives identified by frontline staff (in order of priority))
1) *Limited career path*
   - *need to introduce new staff gradually into the role/s*
   - *the need for more opportunities to specialize and progress*
2) *Lack of support / inadequate training / not feeling valued*
   - *lack of mentoring and supervision*
   - *need to increase delegations to Team Leaders to improve decision making*
3) *High Workload – stress (due to..)*
   - *administrative overload, particularly reporting and recording statistics*
   - *inconsistencies between job descriptions and the reality of the work*
4) *Pay and conditions eg. pay not reflective of responsibility*
5) *Communication & collaboration & lack of role clarity*
   - *need to develop specialist teams in CSSCs to reduce isolation in some roles*
   - *lack of understanding between staff of their respective roles, especially CSO ↔ CSSO*
   - *inconsistencies between job descriptions and the reality of the work*

2.2 Structured Research Methodology and Outcomes (PART 2)

In addition to the Project Plan that was approved in November 2007 (Attachment 4) a structured research plan (Attachment 10) was developed.

Outcomes of the research components included:
- identification of innovative (research and evidenced based) models to improve workforce retention which could be applied to the Queensland child protection workforce
- articulation of Departmental changes to child protection which has created the current Queensland Child Protection System
- comparison of Queensland Government departments competing for human services professionals to determine attraction and retention incentives on offer
- comparison of Australian and selected International child protection service models, identifying both the successes and failures of each model to attract and retain staff, the reasons for successes and failures and possible learning's which could be applied to the Queensland context.

Identified research components important to the delivery of comprehensive research outcomes were:
Part 1: Literature Review: Australian and International Child Protection Research
Part 2: Departmental Research
Part 3: Comparable Queensland Government Departments
Part 4: Child Protection Models: from other jurisdictions across Australia
Part 5: Child Protection Models: from selected International countries

Each component aimed to answer a specific research question using a consistent and structured approach. Key findings for research questions follow. Comprehensive research results are reported in corresponding project attachments.

2.2.1 Literature Review: Australian and International Child Protection Research

The literature review was undertaken to identify the key findings of contemporary (last 5 years) global, human resource research into workforce retention, particularly as it applies to the child protection workforce. From the contemporary research, a number of themes emerge that collectively represent retention incentives (why people choose to stay) and the retention disincentives (why people choose to leave). The weighting given to each differs between individuals depending on their own circumstance, values and priorities. Findings are identified below, more detailed information is available at Attachment 11.

FINDINGS (from literature review)
Retention incentives
1) *Clear career paths (from novice to senior workers)*
2) *Support*
   - *Strong supervision support (ensure quality service provision)*
   - *Supportive management and senior staff (including supportive peers)*
   - *Mentoring support (particularly for new caseworkers)*
3) *Workload*
   - *Slowly increasing caseloads for new caseworkers*
   - *Matching individuals to the role*
4) *Pay and conditions*
   - *More attractive packages (competitive job design, salary, job classification and work conditions)*
   - *Flexibility of work arrangements(work/life balance)*

---

5) *Communication and collaboration*
   ▪ *Working partnerships with other systems (schools, hospitals, intervention services etc)*
   ▪ *Frontline staff included in decision making processes*
6) *Culture*
   ▪ *Solid, positive relationships with co-workers and supervisors (reduce stressful nature of child protection work)*

Retention disincentives
1) *Lack of training opportunities*
2) *Unmanageable workloads*
3) *Lack of role clarity*
4) *Blame culture*
5) *Negative portrayal / public perception of chid protection*
6) *Bureaucratic processes and management pressure to complete paperwork*

2.2.2   Departmental Research

Departmental research was undertaken to provide a short historical context of the Department and to identify the policies and decisions that have shaped the workforce to what it is today. Identifying the organisational context and the rationale for previous decisions ensures that historical departmental developments are captured and considered. This component recognises that the presenting issues now are not new, and enables emerging options to incorporate previous wisdom and acknowledge past efforts.

Since the establishment of the Department of Child Safety in 2004, there have been major organisational and practice changes implemented. Changes from 2004 to 2008 are identified in detail in Attachment 12.

FINDINGS (from departmental research)
Despite the reform process, retention of frontline staff remains a critical issue impacting on service delivery, particularly outcomes for children, young people and families who come in contact with the department.   A significant contributing factor could be the impact that the reform and constant changes have had on frontline staff, including:
- *Lack of time for consolidation or evaluation of all changes implemented*
- *Changes imposed on CSSC staff from central office with limited consultation*
- *Increased administrative workload demands*
- *Increased accountability and monitoring of practice and decision making*

2.2.3   Comparable Queensland Government Departments

There is increasing pressure on the supply of skilled professional workers across the majority of disciplines. The Department is drawing potential human services staff from a pool of candidates that also supplies a range of other government departments including police, health, disability services, corrections and education, defined for this report as comparable departments.

Anecdotal feedback suggested that many frontline staff were attracted to other public sector organisations, where they could seek other opportunities and/or better salary packages and/or less stressful environments, and still retain the benefits of long term tenure, for instance leave accruals and accumulated superannuation.

Through consultation with other agencies it became apparent that at times, there is also competition for high quality staff within agencies. For example, the new Child Safety Team in Disability Services Queensland has classified positions at the PO3 Level, resulting in staff from other teams seeking to transition from areas where positions are classified as PO2/PO3. The rationale for the positions in Disability Services Queensland to be classified at the P03 level was due to the complexity of working in the context and complexity of child protection work.

An assessment of the employment opportunities in comparable departments is important to inform the development of retention strategies for the Department. Commencing salaries across the classifications for entry level positions are compared in **Table 4** of Attachment 13. It should also be noted that working hours differ across the departments. A summary of these and other differences are summarised in **Table 5** of Attachment 13.

A Case Study - Queensland Health

Queensland Health have negotiated a new certified agreement as a response to retention and skills shortage issues among Professional and Technical Officers working in hospitals or direct health provision services. The new agreement has been published. The impact can be seen in an example of a newly employed Department of Child Safety (DChS) Child Safety Officer with a 4-year degree, commencing at the PO2(2) level and receiving a salary of $46,786 per annum, compared to a Social Worker in QH employed at the PO2 (2) level and translated to HP Level 3.1 under the new certified agreement. Under the new agreement the Social Worker would receive $51,039 per annum backdated to 1 September 2007, and from 1 March 2008 will receive salary of $52,825 per annum. This is a difference of $6,039 per annum.

At the same time, while Queensland Health is a possible competitor for talent, it should be noted that Social Work and Psychology professionals are included in the new agreement among a larger cohort of medically aligned health professionals, for example dieticians, radiographers and physiotherapists and that as an employer, QH has limited numbers of Social Work and Psychology positions when compared to these other professions.

The reclassification of Team Leaders in DChS in 2004/05 to Professional Officer Level 5 has resulted in these staff being remunerated similarly to their health professional counterparts. The reclassification of these positions skews comparisons with other departments at the upper end of the Professional Officers' classification structure, with most agencies remunerating Team Leaders at the PO4 level.

The missing piece for the Department is the lack of a career path that allows for staged development. This means that frontline workers with fairly short tenure can find themselves acting as Team Leaders (3 classifications higher than a CSO) before they are ready to do so.

FINDINGS (from comparable Queensland Government departments)
Salaries for entry level positions are competitive with comparable Queensland Government departments. Hours of work for these positions range from 36.25 hours per week for Department of Child Safety, Communities and Disabilities; 25 hours per week for entry level Teachers (Education); and 38 hours per week for Police and Corrective Services.

A career pathway for specialist roles which reflect the complexity and responsibility of more senior child safety positions is required in order to provide some parity with these other departments.

2.2.4 Child Protection Models: from other jurisdictions across Australia
A number of common themes have emerged across statutory child protection agencies in Australia. Workforce challenges include the diminishing pool of skilled professionals and the competitive nature of the labour market. This leads to increasing pressure to retain skilled staff yet identifying strategies to facilitate constructive retention continues to be an issue. In the last two to five years almost all Australian jurisdictions have undertaken major reform of their child protection systems.

Proposed solutions have included the need for structural and systemic change, increased funding, establishment of specialist teams, professional supervision and improved training for commencing frontline employees – many of the suggestions made in the 'Protecting Children' report in Queensland in 2004.

In 2005 a national comparison of the Australian child protection systems conducted by the National Child Protection Clearinghouse found that the way in which services are managed and delivered to clients was similar across all jurisdictions. All had a process of intake, investigation and case management, and the review found that there is considerable similarity in the tasks undertaken by child protection workers and in the core skills and competencies required to undertake the roles.

The similar nature of the work across jurisdictions and the fact that employees are drawn from a similar pool of professionals presents the opportunity to consider some comparisons with the Queensland context based on salary, mandatory qualifications and other relevant factors for *entry level positions*. These are summarised in **Table 7** at Attachment 14.

Table 8 at Attachment 14 provides a salary comparison of higher level positions (Senior Practitioners, Team Leader and Manager) across jurisdictions.

FINDINGS (from other Australian Child Protection jurisdictions)
<u>Entry level child protection positions</u>
The effect of a direct comparison of salaries across states is limited insofar as it does not consider differing cost of living expenses.

A range of mandatory qualifications is required across jurisdictions. The majority are at the degree level, although there has been some shift to relevant diploma level qualifications. There is some concern about de-professionalising the field of child protection, but a growing acknowledgment that the attributes that make a good child protection professional may lie beyond the learning gained in tertiary study alone. While theoretical frameworks and knowledge can be gained in the generalist Bachelor of Social Work, which is the primary professional base for child protection workers at present, the translation of this knowledge into skills to undertake work in a legislative framework and with involuntary clients has been identified as a challenge. Further discussion about qualifications will be presented in the separate Qualifications and Training Pathways Report being completed by the Training and Specialist Support Branch.

*<u>**Higher level child protection positions**</u>*
*Two interesting points come from the comparisons in **Table 8 at <u>Attachment 14</u>**.*
- *Queensland, New South Wales and the Northern Territory are the only three jurisdictions to remunerate Senior Practitioners and Team Leaders at the same salary rates. Other jurisdictions appear to treat these positions as steps in a career path, with Senior Practitioners reporting to Team Leaders.*
- *The salary rates for Queensland workers in these roles are also the highest in the country. The salary gap is marked for the Senior Practitioner role, with the difference being approximately $22,000 per annum between the role in Queensland and the role in Victoria. Victoria is one of the jurisdictions that remunerate Senior Practitioners at a lesser rate than the Team Leaders.*

All jurisdictions report difficulties in attracting and retaining professional staff, particularly at the entry level.
Prospective and existing employees recognise that the labour market is changing in their favour. Job seekers have a greater choice of employers and are able to specify their working conditions more than ever before, and while this is the case, the organisational challenge will be attracting, growing, developing and retaining the workforce required to deliver the core business.

2.2.5 Child Protection Models: from selected International countries
A sample of overseas statutory child protection organisations provides an opportunity to scan alternative models that could be applied to the Queensland context. The findings are summarised in **Table 9** at Attachment 15.

All jurisdictions regarded social work qualifications as the preferred qualification for child welfare professionals, although Queensland is less explicit about this preference. The United Kingdom (UK), the USA, and New Zealand have strategies in place for supporting existing staff to gain social work qualifications, including staff with qualifications in closely related human services fields. Various reports in the UK, USA and New Zealand have discussed the importance of partnership between employers and social work schools to ensure that statutory elements of child protection practice are effectively incorporated into the curriculum. It seems that having one primary disciplinary pathway means that child welfare authorities have greater possibility for ensuring that educational input matches employees' needs.

The child welfare authorities recognised the valuable role played by other professional groups, such as teachers and police, but the knowledge bases of these different professional groups were not regarded as interchangeable. For example, in the UK and New Zealand, the valuable role of police in child protection was recognised but it was not suggested that police should be recruited for child protection work. Instead, some jurisdictions (particularly NZ) were encouraging and supporting professionals from other disciplines, such as teachers, to gain professional social work qualifications in order to equip them to work in child welfare services.

Governments in the UK, USA and New Zealand have supported students to gain foundational social work qualifications. These appear to have been successful in the recruiting and retaining entry level staff. The provision of bursaries and scholarships for staff to gain more advanced level qualifications has had a more ambivalent success rate – in part because it seems these staff members may already be looking to change careers (*Scannapieco and Connell-Carrick, 2003*). In New Zealand, students receive fee relief once they have graduated for every year they stay, and perform satisfactorily, in child protection work. This strategy seems to support improved retention of workers. The strategy in the UK and USA of offering substantial numbers of undergraduate scholarships has the advantage of ensuring that students undertake study pathways in child welfare practice. In so far as students also have options to opt out if they decide child welfare is not for them (such as to repay the bursary), then the child welfare authority also wins by not recruiting an unsuitable candidate.

In all countries studied, the areas of Intake, and Intervention and Assessment experienced the highest turnover, and are therefore likely to have higher vacancy rates. These are often the areas that are the most complex areas of practice. One fundamental problem observed in all jurisdictions, except Norway, is that new graduates are allocated to areas of high vacancy rather than allowed to gain experience in the full range of practice areas offered by the child safety/welfare authority.

Queensland is the only jurisdiction in the sample that separates tertiary child protection functions from primary and secondary functions, which are delivered by the Department of Communities.   In the other jurisdictions considered in this sample, secondary functions are also delivered by the child protection/welfare agency. There may be retention implications attached to the structural separation of functions in Queensland.

Substantial growth in child welfare workforce in a short period appears, of itself, to contribute to high turnover. Indeed, both Queensland and Maryland have had an equivalent rapid growth in the number of child protection positions. In Queensland this was due to the recommendations of the Crime and Misconduct Commission (2004) and in Maryland this was due to the freeze on child welfare positions in 2002-2003 and growth in budgetary allocation for 2004 which led to a large number of vacant positions (500 positions). Notably, both Queensland and Maryland child protection authorities experienced substantial escalations of their staff turnover in the years immediately following large recruitment drives. This may be attributed to the large number of 'novices' brought into the front-line, which has, of itself, been found to increase turnover (see Healy and Meagher, in press).

Organisational climate, particularly the presence of supportive and knowledgeable supervisors and options for workers to have a say in their organisational policy and decision-making are strongly correlated with retention. Good professional supervision that enabled child protection workers to make links between their education and their practice and that provided support to manage the emotional and intellectual demands of the child protection role were regarded as critical to retaining staff (see Hopkins et al., 2007).

3. Summary of findings (PART 1 and PART 2)

When the findings of the consultation process in **Table 1** (Summary of Consultation with Frontline Staff) are considered against themes in **Table 2** (Contemporary Themes Impacting on Staff Retention), two things become apparent.

Firstly, frontline staff identified six of the eight retention themes (as drawn from the research), which shows marked consistency between the findings in contemporary research and what is actually important to frontline staff in this Department.

Secondly, however, of the themes that were common between the research and the consultation process, only one was identified by participants as a retention incentive currently in existence in the Department. This was within the Culture Theme, identified as solid, positive relationships with co-workers and supervisors. The remaining five themes were identified by frontline staff as inadequate in the Department i.e. as disincentives to stay within the department.

The purpose of this report was to identify and document issues impacting on frontline staff retention, and to consider other jurisdictions for models that could be applied to the Queensland context. The report was also able to incorporate the outcomes of a significant consultation with all classifications of frontline staff, and to show that the issues being raised were very consistent with those factors identified in contemporary literature.

Contemporary literature suggests that issues contributing to attraction and retention outcomes centre on the availability of clear career pathways, the quality of management and supervision, levels of support including access to training, having good communication and collaboration channels, understanding individual and team roles, the workplace culture, the perceived manageability of workloads and having pay and conditions that match the job, the degree of perceived bureaucracy in the role and the public perception of the role and/or organisation.

In the consultation process, frontline staff in the Department identified all of these issues in terms of their having a detrimental impact on their work life. Workplace culture was an exception to the extent that support from peers and colleagues was identified as having a positive impact.

The research has found that all jurisdictions in Australia are experiencing similar difficulties in attracting and retaining frontline employees in the child protection field of practice. This is also the case in the overseas jurisdictions considered in this project.

Solutions have regularly included structural and systemic changes, higher levels of funding, increased specialisation, professional supervision and enhancements to training, especially for new employees. Despite best efforts, there has been limited impact.

At face value, it is difficult to understand why the efforts made to address the presenting issues have not been successful. They appear to match the issues, and considerable attention has been given to implementing change. Yet even some of the tools designed to support frontline work are seen by frontline workers as onerous. In the Department of Child Safety, the implementation of ICMS is one example.

Table 6 summaries the findings in this report, and identifies some of the implications for the department. Some suggested options are also included for consideration.

Table 6: Summary of findings, implications and options

RESEARCH FINDINGS	CONSULTATION OUTCOMES	IMPLICATIONS FOR DCHS	PROPOSED SOLUTIONS
The following conditions were identified in the literature review as incentives influencing staff retention • Clear career pathways that include transition from novice to principal practitioner • High quality supervision • Capable and supportive management • Timely and relevant training opportunities • Manageable workloads • Fair pay and conditions • Clear communication between supervisors and staff • Opportunities to participate in decision making • Role clarity for individuals and for other team members • Positive workplace culture • Positive regard of the public • Minimal bureaucracy and duplication of paperwork • Gradual introduction of casework to notice workers.	From the incentives identified in the research, frontline staff cite positive relations with colleagues and supervisors as the only condition present in the Department. Frontline staff identified the following primary areas of concern: • Lack of career pathways • Lack of support generally • Stress due to lack of training • High workloads, and stress due to high workloads • Feeling unvalued • Lack of role clarity • Additional areas of concern were identified as: • inconsistencies between job descriptions and the reality of the work • lack of understanding between staff of their respective roles, especially CSO ↔ CSSO • need to increase delegations to improve decision making • administrative overload, particularly reporting and recording statistics • inability to introduce new staff gradually into the role(s) • lack of mentoring and external supervision • need for more opportunities to specialise • isolation experienced by some stand alone specialist roles e.g. Court Coordinator.	The absence of the majority of retention incentives (or the perception of staff that these drivers are not in place) presents ongoing risk to DChS that high levels of staff turnover will continue. The financial cost of managing high turnover is largely hidden, and therefore the positive effect of investing into developing retention incentives is not evident. Delegations that do not appropriately reflect the required level of decision making may be impeding the flow of work to the detriment of children and families. New CSOs being 'authorised' officers under the Act without appropriate experience is high risk, particularly prior to the completion of competency training.	A suite of integrated strategies be considered to address immediate issues, for example: • Identify the scope of work undertaken in service centres and the roles that could best do the work e.g para-professionals • Review delegations and in conjunction, review the level (or experience tenure) appropriate to act as an 'authorised' officer • Review and redraft JDs for frontline staff to ensure that roles are clearly defined • Apply JEMS process to JDs to validate work value and corresponding pay rates • Explore different career path models that take account of entry pathways, and progression for existing staff • Quarantine new staff from case work responsibilities for a specified period, and provide mandatory and additional targeted training in this time. • Investigate the viability of incorporating a Court Team into Service Centres A study that tracked the relative success of recruitment and the first 12 months of work experience would provide a useful current state bench mark against which improvements could be measured. Factors may include: • numbers of applicants per Zone • qualifications of applicants • qualifications of interviewed applicants • number of appointments split into temporary and permanent • team the applicant entered on first

RESEARCH FINDINGS	CONSULTATION OUTCOMES	IMPLICATIONS FOR DCHS	PROPOSED SOLUTIONS
			appointment • time elapsed before training occurred • resignations per quarter • quality of worklife interview with remaining employees A study to track these factors with a sample of recruits post improvements to be conducted as a comparison An initial survey of employee attitudes may be one option to inform an organisational culture review.
Research into interstate jurisdictions identified that: • all jurisdictions experienced similar difficulties in attracting and retaining frontline staff. • Queensland (with NSW and NT) classifies and remunerates Senior Practitioners and Team Leaders at the same level. All other states/territories classify Senior Practitioners at a level lower than Team Leaders) • Queensland Senior Practitioners are the highest paid in the country. Team Leaders are the highest paid in all states/territories except NSW, where the maximum pay point is slightly higher**. [There is the potential for cost savings should Senior Practitioner roles be downgraded]**	Senior Practitioners, Team Leaders and After Hours CSOs (PO3 level) did not identify pay as an issue. Frontline staff that indicated that pay was not reflective of the levels of responsibility were CSOs, Court Coordinators and Family Group Meeting Convenors.	The existing levels for Senior Practitioners and Team Leaders at PO5 are relatively high and the large step between CSOs and these positions reduces a sense of there being a clear career pathway. Relatively inexperienced CSOs are being placed in acting positions at the PO5 level, and this is contributing to the instability of Service Centres due to the lack of leadership and practice experience of many of these staff. This occurs as high turnover means that even an inexperienced CSO may be the most experienced at a given time. The sense of professional isolation experienced by Court Coordinators and FGM Coordinators may be contributing to a sense that pay is not reflective of responsibility.	The options identified above may mitigate the issue of pay in the case of CSOs if: • the level required to be an 'authorised' officer were amended to apply to a higher level or more experienced group of employees and • a quarantine period were established prior to new CSOs taking up a caseload. Consider the viability of establishing a specialist **Court Team** in Service Centres (see above).
Research into international jurisdictions identified that: • a Social Work degree is the preferred qualification for staff entering child protection work • higher turnover rates occur in Intake, and Investigation and Assessment Teams.	Frontline staff identified retention incentives specific to the work itself. • a passion for protecting children • a belief in the work • a sense of making a difference in someone's life Professional development and lack of career	The motivators for frontline staff are • intrinsic and powerful • consistent with the drivers for students entering Social Work Social Workers entering DChS may become disengaged due to the statutory nature of the work. This is	Consider: • a broader range of qualifications for entry into the role of CSO • the skills and experience required of staff in the Intake, and Investigation and Assessment Teams • allocating more experienced staff to specialised role (possibly

16

RESEARCH FINDINGS	CONSULTATION OUTCOMES	IMPLICATIONS FOR DCHS	PROPOSED SOLUTIONS
• Queensland is the only jurisdiction (of those considered) to separate tertiary child protection functions from primary and secondary functions. There is evidence that providing support for existing employees to gain the required professional qualifications to enter child protection work increases retention rates at the entry level.	pathways was identified as a key retention factor for frontline staff.	exacerbated by the lack of balance attributed to the focus on tertiary child protection functions. There is an opportunity to link professional development to targeted programs that suit the needs of DChS.	Investigation and Assessment) and remunerating them at a higher level • non-degree qualified staff with specific skill sets e.g. investigations to undertake particular roles subject to assessment of potential employees drawn from outside social work qualifications for frontline work would need to be assessed for the appropriate qualities and provided with training regarding child safety "framework.' Identify skills gaps and develop or access programs to address them. This could potentially be achieved via competency based subjects that form part of accredited training packages.

4.   Career Structure Map

Findings from the Frontline Work Analysis and Job Design (FWAJD) Project resulted in the development of a revised frontline child protection Career Structure Map (Attachment 16). Mandatory qualifications currently accepted by the Department and proposed qualifications (explored by TSSB in the Qualifications and Training Review component of the project) are identified in Attachment 17. Training requirements and entry criteria points for positions are also identified (Attachment 18). Revised duty statements have been developed (Attachment 19) for each of the frontline positions under review and in scope with the project. The revised career pathway, training requirements, entry criteria and duty statements were developed based on feedback received from frontline staff participating in consultation workshops. They provide the basis from which to develop position descriptions for each role.

Key components for consideration when reviewing the Career Structure Map include:
Professional stream
1. Quarantining entry level CSOs from full case work responsibilities – Creation of intern PO2 (1-4) position which is not an authorized officer for 6-12 months to ensure job readiness as demonstrated by completion of mandatory CSO training and competencies and exposure to child protection specialty teams (Intake, Investigation and Assessment; Children Under Orders (CUO); Intervention with Parental Agreement (IPA) and Court Support Team. This 'internship' would also correspond with probationary employment.
2. Consolidation period for CSOs - once CSO internship completed PO2(1-4) will be upgraded to PO2(5) and consolidate for 2 years at PO2(5) and then PO2(6) – as authorised CSOs.
3. Senior CSOs Following two years consolidation, CSOs will progress to PO3 level where responsibilities will include more complex casework and mentoring less experienced CSOs and paraprofessionals.
4. Creation of Assistant Team Leader (PO4) position to supervise PO2 (1-4) intern positions and provide additional support to Team Leaders (PO5)
5. Creation of Principal CSO (PO4) position to mentor staff and carry full caseloads (often of a complex nature)

Paraprofessional stream

6. <u>Distinct transport and support worker (AO2) position</u> – as an entry level position to the paraprofessional stream
7. <u>Clarification of Child Safety Support Worker (AO3) position</u> – this role engages with families and young people and provides casework support to CSOs
8. <u>Creation of Senior Child Safety Support Worker (AO4) position</u> – undertakes casework responsibilities and duties closely aligned to duties of the intern PO2(1-4) CSO position.
9. <u>Creation of Court Support Worker (AO4)</u> – this position performs a variety of administrative functions relating to court work
10. <u>Redefining AO4 Placement Officer position and AO4 Foster and Kinship (F&K) Worker position</u> – these positions are now focused on managing placements of children; and recruitment, training and assessment of foster and kinship carers respectively. NB. Some of these positions will be located in CSSCs dependant on the existence of a zonal Placement Services Unit (PSU)
11. <u>Creation of AO5 Cultural and Community Relations Advisor</u> – responsible for establishing community partnerships and providing information and advice about child protection work to community partners and educating staff / providing advice about culturally appropriate child protection service delivery (this would include positions identified as Indigenous but also for other specific cultural groups according to client need).
12. <u>Creation of AO5 Court Support Worker</u> – provide additional support / back-up to Court Coordinator (PO4) position.
13. <u>Trial of a new AO5 Intake Officer position</u> which would be open to professionals from a range of disciplines (such as Police, Nurses and Teachers) with the skills required for the Intake role.

Confirmation of the child protection continuum and team structures has also been revised and is at <u>Attachment 20</u>.

5.   Implementation Proposal

Components of the implementation proposal include communication and change management requirements, amendments to the professional stream and amendments to the paraprofessional stream. Each component is broken down into project parts and explained more fully below on pages 19 and 20 of this report. An implementation timeframe is presented on page 20 of this report.

Pending detailed outcomes from the Workload Management Project, resourcing of CSSCs for the purpose of costing the new structure has been estimated on the basis of three CSSC types: low, medium and high caseloads. Details of this costing model and indicative structures are provided in <u>Attachment 21</u>.

The options presented provide graduating levels of response which build upon preceding ones to address more of the identified needs and issues. As such, the options begin with a 'status quo' approach and culminate in a comprehensive proposal to create professional and para-professional career paths, linked to broadened entrance and progression opportunities and development.

The options could be considered as alternative choices, and to this end, each is presented with a brief statement as to advantages and disadvantages of implementing that option, together with estimated costs. Alternatively, and preferably, they would be considered as incremental steps in a path to achieving the desired outcomes through complete implementation, ie option 4 plus 'Extras' where they are needed. The incremental implementation would mean costs and impacts of change are spread over a period of time.

This option is considered most likely to address the significant concerns identified and succeed in generating sustained improvement to attraction and retention of frontline staff. However it is also the most expensive, so it is presented in two ways:

Proposal (1) provides for the stages of implementation to be managed as a series of trials which would involve a number of CSSCs but not all. It is proposed that the trials would occur over an eighteen-month period, after which a full evaluation would take place prior to rolling out the initiatives to the rest of the organisation.

This proposal would spread the implementation and costs over a three year period, it allows for necessary workforce planning at the implementation sites, as well as ongoing project evaluation, including decisions regarding optimal structures in Centres.
However it would also mean differences in staffing and job design in different centres for much of this time and potential bleeding of some non-trial centres by more attractive trial centres.

Proposal (2) is to implement the various stages 'across the board' so the entire implementation would be complete (and need to be funded) within an eighteen month period. This would have the advantage of ensuring momentum is not lost and all centres benefit from improvements at the same time, however it will mean concentration of costs, potential disruption and change effort.

It is proposed that the following options would be supported by a comprehensive communication and change management strategy, and would include targeted work force planning for each CSSC.

5.1   Proposal 1 – Trial Methodology

Option / Phase 1	IMPACT	COST	TIMEFRAME (approx)
Part 1: Do nothing	Whole of Dept	$33M + / year (Attachment 2)	Nil timeframe

Constrains of this option
- Staff retention issues remain unresolved
- Reduced efficiency and effectiveness of service delivery.

Option / Phase 2	IMPACT	COST	TIMEFRAME (approx)
Part 1: **Upgrade current CSO PO2s with >3 yrs DChS experience to PO3 (1) - $1.8M** **Part 2:** **Upgrade current CSO PO2s (1-4) with >1 and < 3 yrs experience to PO2 (5) - $2.5M**	Whole of Department	$4.3M (2008-09) More detail of out year costs provided in Attachment 24	4-5 months

Supports for this option
- Addresses the driver associated with pay and conditions, providing accelerated progression.
- Acknowledges the complexity and stress of the role and child protection work in terms of pay point levels and the value and responsibility of the work of authorised officers

Constrains of this option
- Does not address other key drivers (eg career path, support and training, role clarity, high workloads and stress associated with the work etc)
- Built in pay inequities (especially for CSOs with relevant external experience)

Option / Phase 3 - Option 2 PLUS the following:	IMPACT	COST	TIMEFRAME (approx)
Part 1: **Implement new PO4s: Assistant Team Leader and Principal CSO positions in identified trial sites (20 x PO4 positions) - $0.9M (Start 1 January 2009)** **Part 2:** **Trial entry level internship for PO2 CSOs in the same trial sites as PO4 positions identified in Part 1 above (40 x PO2 positions) in addition to current establishment for 6 months) - $1.2 M (Start 1 January 2009)** **Part 3:** **Trial new AO4 Senior Child Safety Support Worker in the same trial sites as PO4 and PO2 positions above (20 x AO4 positions) – <u>cost neutral </u>based on existing AO4 CSSOs (Start 1 January 2009)** **Part 4:** **Trial AO5 Intake Officer position in 7 sites - $0.5M (Start 1 July 2008)**	Trial sites – yet to be determined	$2.6M (2008-09) More detail of out year costs provided in <u>Attachment 24</u> <u>Additional TSSB & HR Project Officer costs ($0.4M)</u> <u>$3M</u>	12 months (ongoing implementation to roll out across the state)

Supports for this option

- Address career path and staff support/training drivers for professional stream
- Enhance professional practice by providing leadership and supervision to staff
- Reduction of workload and stress for a number of frontline positions, including Team Leaders, Senior Practitioners and CSOs by providing staff who perform some of the CSO functions
- Facilitate effective introduction of internships – mitigates the turnover at 3-4 months from novice CSOs unable to manage full caseload & stress of the role
- May attract experienced CSOs back into frontline roles
- May attract people from different disciplines (such as teachers, nurses, police) into the Department for the AO4, Senior Child Safety Worker and A05 Intake positions
- Allows new CSOs to develop on the job, including supporting the completion of the 6 month training program
- CSO workload reduction and increased opportunity for senior CSOs to focus on other tasks eg mentoring interns and para-professionals, complex casework
- Commences para-professional recognition, expands opportunities for existing CSSOs and improves entrance and career opportunities for greater diversity.

Constrains of this option

- Risks associated with recruiting over establishment (although given that it will take time for turnover to be positively affected this may not be high).

Option / Phase 4 - Option 2 and 3 PLUS the following:	IMPACT	COST	TIMEFRAME (approx)
Part 1: **Implement AO5 Cultural Worker in 7 trial sites, specific to location and need.-** $0.3M **(Start 1 January 2009)** **Part 2:** **Implement AO2 Transport and Support Officers and AO3 Child Safety Support Officers in trial sites : cost neutral as anticipated to be redefinition of existing roles (Start 1 January 2009)**	Part 1: Trial sites (yet to be determined) Part 2: Whole of Department	Phase 3 PLUS Phase 4 costs $3.3M More detail of out year costs provided in Attachment 24	5 months

Supports for this option
- enhanced career pathway for paraprofessionals
- addresses cultural diversity
- provides career path for staff in cultural worker positions
- training and development component strengthens cultural capability of all staff
- opportunity for flexibility in role eg shared across Centres addressing multiple cultures
- addresses a number of actions in agency's Multicultural Action Plan

Constrains of this option
- makes current AO4 position redundant so need to develop role-specific training for those staff currently in AO4 Identified roles to progress to AO5 Cultural Officer roles, or to AO4 SCSW roles
- complexity of diversity requirements
- may not have expertise in all locations to fill role
- Support required for existing AO2s without drivers licence

Additional Options (Extras):
The implementation of additional roles within the CSSC:
- AO4 Court Administrative Support Officer
- AO5 Court Support Worker
- PO6 Senior Practitioner Coordinator (Zonal position)
- AO6 – HR/Operations Coordinator

5.2   Estimated Implementation Timeframes (Proposal 1)

Proposal 1 will focus on trialling options in specific CSSCs. Workforce planning will be required to identify CSSC which are best placed to accommodate the proposed changes. At the completion of proposal 1 extensive evaluation will ensue and rolling implementation will be required to place additional resources and positions into CSSC across the state.

Estimated Implementation Timeframes (Proposal 1)

	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan Feb	Mar Apr	May Jun	Jul Aug	Sep Oct	Nov Dec	Jan Feb	Mar Apr	May Jun	Jul Aug
CHANGE MGT	2008								2009						2010			
Part 1 : Communications	SO1 start	Comm Plan	Roll out				SO1 finish											
Part 2: Workforce Plan		Project plan	Select trial sites	CSSC Manager	Start trial	Monitor		Identify new sites		CSSC Manager consultation		Start Round 2		Start 2nd round implementation				
ption / Phase 1																		
Part 1 Do nothing																		
Option / Phase 2																		
Part 1: Upgrade PO2s >3yrs to PO3 (1)		Est plan Comms	Identify positions	Complete training compet..	Upgrade complete													
Part 2: Upgrade PO2s >1<3 yrs to PO2		Est plan Comms	Identify positions	Complete training compet..	Upgrade complete													
Option / Phase 3 (Phase 2 PLUS):																		
Part 1: TRIAL 20 X PO4 A/TL & Prin CSO				Est. plan	Comm Adver Dev train		R&S	Del Train	Start trial 1 yr					End trial	Evaluation and roll out to more CSSCs			
Part 2: TRIAL 40 X PO2 interns				Est. plan	Comms & advert Training	R&S	induc Train		Start trial ½ yr	End trial	Evaluation and roll out to more CSSCs							
Part 3: Trial AO4 Senior CSSW				Est. plan	Comms & advert Training	R&S	Induc Train		Start trial 1 yr					End trial	Evaluation and roll out to more CSSCs			
Part 4 TRIAL 7 x AO5 Intake Officer			Start trial 1 yr											End trial	Evaluation and roll out to more CSSCs			
Option / Phase 4 Phase 2&3 PLUS																		
Part 1: TRIAL 7 x AO5 Cultural				Est. plan	Comms & advert Training		R&S	Train	Start trial 1 yr					End trial	Evaluation and roll out to more CSSCs			
Part 2: AO2 Transport AO3 CSSW				Est. plan	Comms & advert Training		R&S	Train	App. staff									

5.3 Proposal 2 – Whole Program Roll Out

The sequence for implementation would be the same as above, with stages carried out across the whole organisation as per the attached schedule below. Estimated maximum costs are approximately $20.7 million in 2008-09 which allows for an additional 381 staff. More detailed workforce planning regarding the structures needed for each CSSC, related to demand and caseloads, would be likely to reduce this number and the associated cost estimate prior to commencement of proposal 2. More detailed costing (out years) is available at <u>Attachment 24</u>.

1. COMMUNICATION AND CHANGE MANAGEMENT REQUIREMENTS (required for entire strategy)

PARTS	IMPACT	COST: 2008/09	TIMEFRAME (approx)
Part 1: Develop comprehensive communication and change management strategy for implementation activities, including Union & central agency negotiations.	Whole of Dept	Costs included in SO1 Mobility Program	1 month to develop (with ongoing requirements for entire strategy) SO1 position (6 months)
Part 2: Project Officer costs HR (4 x AO6) TSSB (4 x PO4) Workforce Planning Team (HR) to work collaboratively with CSSC Managers to confirm positions required for each CSSC	Whole of Dept	$0.5M	6 months (with ongoing requirements for entire strategy)

2. Amendments to PROFESSIONAL STREAM - CSO classification levels – PRIORITY 1

PARTS	IMPACT	COST: 2008/09	TIMEFRAME (approx)
Part 1: Upgrade current CSO P02s with 3 or more years experience within the department to PO3 (1)	Whole of Dept	$1.8M	4 months
Part 2: Upgrade current CSO PO2s (1-4) with 1 years experience to PO2 (5): $1.6M and with 2 years experience to PO2 (6): $1.3M	Whole of Dept	**$2.9M**	4 months
Part 3: Implement new PO4 (CSO Assistant Team Leader and Principal CSO position) – (Additional 275.5 positions)	Whole of Dept	**$12.2**M	5-6 months (Start 1 January 2009)
Part 4: Recruit additional PO3 CSO positions (No cost: covered under PO2 progression)	Whole of Dept	**Cost neutral**	4 months (Start 1 January 2009)
Part 5: Implement the revised PO2 entry level CSO classification structure	Whole of Dept	**Cost neutral**	5-6 months (Start 1 April 2009)
Part 6: Recruit additional PO5 TL / SP positions (Additional 21.5 positions)	Whole of Dept	**$0.5M**	3 months (Start 1 April 2008)

3. Amendments to PARAPROFESSIONAL STREAM - CSSO classification levels – PRIORITY 2

PARTS	IMPACT	COST:2008/09	TIMEFRAME (approx)
Part 1: Implement AO4 Senior CSSW (with casework responsibilities) - (70 positions)	Whole of Dept	$2.3M	6 months (Start 1 January 2009)
Part 2: Trial new AO5 Intake Officer Position (7 positions)	Trial in 7 CSSCs	$0.5M	12 months (Start 1 July 2008)
Part 3: Implement AO3 CSSW– transition current AO3 workers and recruit for role as required		**No cost 2008/09**	**5 months (Implement 1 July 2009)**
Part 4: Implement AO5 Cultural Worker	Whole of Dept	**Cost neutral**	4 months (Implement 1 July 2009)
Part 5: AO2 Transport and Support Officer transition current AO2 workers and recruit for role as required	Whole of Dept	**No cost 2008/09**	3 months (Start 1 July 2009)

	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
CHANGE MGT	2008								2009					
Part 1 Communications Strategy	App D-G & Min to options SO1 start	Confirm projects All staff comms	Coordinate projects & progress reporting	Manage change / reform	Manage change / reform	Monitor progress	SO1 finish	Ongoing comms requirement						→
Part 2 – Workforce Planning		WPT with Managers of CSSC & C.Bowman	Confirm project plan & comm.	Engage with CSSC Managers	Commence roll out in CSSCs	Ongoing WP assist . required								→
PROFESSIONAL														
Part 1 – CSO Upgrade PO2–PO3 (3<yrs exp)			Establish project Comms & advertise	Identify positions	Complete training & compet.	Upgrade complete								
Part 2 - CSO Upgrade PO2(1-4) to PO2(5) or (6)			Establish project Comms & advertise	Identify positions	Complete training & compet.	Upgrade complete								
Part 3 – CSO Create PO4 Positions			Establish project Refine position	Comms & advertise positions	Recruit & select Develop training	Recruit & select Develop training	Finalise recruit.	Appoint staff						
Part 4 – CSO Recruit PO3s									Correlates with Part 1 & 3	Determine positions required	Advertise & recruit	Appoint staff		
Part 5 – CSO Implement PO2 entry levels							Establish project Refine position	Comms & advertise	Recruit & select Develop training	Finalise recruit.	Develop induction & train CSSC	Appoint staff		
Part 6 – CSO TL/SP positions										Determine positions required	Advertise & recruit	Appoint staff		
PARA-PROF.														
Part 1 – CSSW AO4 Senior			Refine position	Comms & advertise	R&S Dev train	Finalise recruit.	Develop induction & train	Appoint staff						
Part 2 – Intake Trial AO5 Intake			TRIAL STARTS										ENDS July 2009 →	
Part 3 – CSSW Recruit AO3											Establish project	Comms; R&S	Appoint staff	
Part 4 – CSSW AO5 Culture										Refine PD & training	Comms & Advertise	Recruit & select	Induct & train	App staff
Part 5 – CSSW AO2 Transport												Refine position	Comms & R&S	App staff

5.5   Process parts for Implementation of either Proposal 1 or 2.

CHANGE MANAGEMENT AND COMMUNICATIONS REQUIREMENTS (required for entire strategy)

Part 1: Develop comprehensive communication and change management strategy for implementation activities.

STEPS
Step 1: Recruit Project Manager – completed as part of the SO1 Queensland Government Mobility Program (NB. communications strategy for FWAJD Project, endorsed by Steering Committee may be a beneficial resource)
Step 2: Endorsement of proposals and implementation plan by Minister and Director-General **(anticipated at end May 2008).**
Step 3: Develop comprehensive communications and change management plan for endorsement by project Steering Committee
Step 4: Negotiations with Union and Central Agencies regarding project proposals
Step 5: Communicate **career structure map** with all staff and confirm PD for each positions based on duty statements (<u>Attachment 19</u>)
Step 6: Oversight each of the options and assist designated Project Officers to report on outcomes achieved for each initiative
Step 7: Provide progress reports to the Minister, DG, Steering Committee, Union and all staff as required.

IMPLICATIONS:
Implications and project requirements will include the need for:
- communication of project outcomes with internal and external stakeholders (confirm with staff that no staff will loose their jobs)
- comprehensive change management strategy to assist CSSC Managers and staff with implementation of the reform agenda
- position specific induction and training for all staff to ensure they are aware of changes and new team structures
- assistance with backfilling arrangements and workload management
- implementation activities correlating with other related departmental projects such as the Workload Management Review; the trial of Novice Child Protection Staff (Karen Healy's project); review of Senior Practitioner roles; Review of Practice Manual; Data Project monitoring caseload and work allocations (Chris Bowman project)

PROJECT RESOURCES:
Staffing resources required to implement this option will include:
- Minister, D-G and Steering Committee
- CSSC Managers and Zonal Directors
- Corporate Communications Branch
- HR Director and Recruitment Team; Policy and Advice Team
- CSSC Managers
- HR Project Officer/s allocated to specific projects
- TSSB Project Officer/s allocated to develop and deliver induction and training requirements.

Timeframe – approximately 6 months for initial communication strategy (with ongoing requirements to implement all options)

25

2. WORKFORCE PLANNING REQUIREMENTS (required for entire strategy)

Part 2: Comprehensive workforce planning for each CSSC to implement amendments to current career pathway

STEPS

Step 1: Develop project plan for Workforce Planning requirements of each Child Safety Service Centre (CSSC)

Step 2: Confirm process for determining low / medium / high **caseload** of each CSSC and the generic staffing requirements for service centres identified as low / medium and high caseload (see draft proposal for costing entire strategy at Attachment 21). It is envisaged this work would be undertaken with the Workforce Planning Team (WPT); a panel of CSSC Managers and Chris Bowman. Outcomes would need to tie into the Workload Management Review and have approval of Zonal Directors & Executive Director, CSSD.

Step 3: Gather establishment data and caseload data for each CSSC

Step 4: Prioritise the roll out workforce planning activities for CSSCs

Step 5: Endorsement of strategy by Steering Committee and Director-General

Step 6: Engagement of Workforce Planning Team with CSSC Managers to confirm workforce requirements in each CSSC based on current caseloads

Step 7: Implementation of revised team structures into CSSCs

Step 8: Monitoring of impact of changes on staffing and CSSC functioning (it is hoped that the changes will improve staff retention through increased access to supervision and training and improve service effectiveness and efficiencies which could be measured from improvements in caseload management)

IMPLICATIONS:

Implications and project requirements will include the need for:

- comprehensive workforce planning at each individual CSSC
- standard methodology and guidelines to assist CSSC Managers to understand the process and buy in to the process
- HR resources to conduct face to face sessions with CSSC Managers
- **communication that no staff will lose their job in the department through the implementation of proposals. Where positions may no longer be required, staff will be transferred at level or sunset clauses will apply.**

PROJECT RESOURCES:

Staffing resources required to implement this option will include:

- HR Workforce Planning Team and Manager panel representatives to travel and spend time at CSSC to educate managers, assist with determining staffing requirements, and monitor the implementation of the process
- Panel of CSSC Managers to assist with the development and implementation of this proposal.

Timeframe – approximately 6 months (with ongoing requirements to implement all options)

PROFESSIONAL STREAMS

Amendments to PROFESSIONAL STREAM - CSO classification levels – PRIORITY 1

Part 1: Upgrade current CSO P02s with 3 or more years experience within the department to PO3 (1)

STEPS:
Step 1: Establish project plan including development of all-staff communications plan
Step 2: Resolve any Industrial Relations (IR) issues and consult with the Union (preliminary discussions have identified that this can be done within the current Award)
Step 3: Identify positions / staff eligible to be upgraded through collaboration with SSA and liaise with CSSC Managers to progress this initiative
Step 4: Convert eligible staff from PO2 to PO3 classification for staff who have (a) been deemed suitable for a permanent position and (b) completed the mandatory CSO training and competencies NB. For those staff who have not completed the mandatory training / competencies the Accelerated Verification of Competencies (AVC) for CSOs will be used.
Step 5: Establish review panel for consideration of "exceptional" cases (see **scenarios** at Attachment 22)
Step 6: Complete CSO upgrade.

IMPLICATIONS:
Implications and project requirements will include the need for:
- a comprehensive communication and change management strategy to be developed and implemented
- a method for identifying eligible CSO staff and a review process to manage issues around perceived inequities (see scenarios).
- resources to assist CSSC Managers to implement this option including verification of competency

PROJECT RESOURCES:
Staffing resources required to implement this option will include:
- HR Policy and Advice team to work through any IR issues
- HR Project Officer (AO6) to oversight and assist with the implementation of this process and report to the Project Steering Committee, DG / Minister on progress / outcomes
- TSSB Project Officers (PO4) to work through outstanding competencies with CSSC Managers to reduce timeframes of progression.

Timeframe – approximately 4 months

Part 2: Upgrade current CSO PO2s (1-4) with 1 years experience to PO2 (5) and with 2 years experience to PO2 (6) OR move all current CSO PO2 (1-5) with more than 1 years experience and less than 3 years experience to PO2(5) - as a potential cost reduction strategy.

STEPS:
Step 1: Establish project plan including development of communications plan to all staff
Step 2: Resolve any Industrial Relations (IR) issues and consult with the Union (preliminary discussions have identified that assistance will be required from DEIR to identify appropriate way of implementing this option). The Office of Women's advice includes consideration of pay equity issues given the department's frontline workforce is predominately women (see Attachment 25)
Step 3: Identify positions / staff eligible to be upgraded and liaise with CSSC Managers to progress this initiative
Step 4: Convert eligible staff from PO2 (1-4) with 1 years experience to PO2 (5) and with 2 years experience to PO2 (6)
Step 5: Establish review panel for consideration of "exceptional" cases (see scenarios)
Step 6: Complete CSO upgrade.

IMPLICATIONS:
Implications and project requirements will include the need for:
- A comprehensive communication and change management strategy is required
- Development of a method for identifying eligible staff and managing issues around perceived inequities (see scenarios)
- Resource requirements to assist CSSC managers to implement this option.

PROJECT RESOURCES:
Staffing resources required to implement this option will include:
- HR Policy and Advice team to work through any IR issues
- HR Project Officer (AO6) to oversight and assist with the implementation of this process and report to the Project Steering Committee, DG / Minister on progress
- TSSB Project Officer (PO4) to work through outstanding competencies with CSSC Managers to reduce timeframes of progression.

Timeframe – approximately 4 months

Part 3: Implement new PO4 (CSO Assistant Team Leader and Principal CSO position)

STEPS:
Step 1: Establish project plan including development of communications plan
Step 2: Finalise Position Description (PD) and selection criteria for both positions using the duty statements already developed and Job Evaluation by Mercer
Step 3: Develop training and induction requirements for new positions (particularly requirements for supervision of Trainee CSOs)
Step 4:   Workforce Planning Team (HR) to work collaboratively with CSSC Managers to confirm positions required for each CSSC
Step 5: Advertise positions on government gazette and departmental internet / intranet

Step 6: Develop selection tools and establish selection panel
Step 7: Shortlist applicants, conduct interviews and finalise selection process
Step 8: Hold appointment of staff until recruitment of PO3 CSOs following identification of potential vacancies prior to filling positions (Part 4)
Step 9: Appoint staff
Step 10 Induct newly appointed staff into PO4 CSO positions and deliver training specific to their roles
Step 11: Implement new PO4 CSO positions.

IMPLICATIONS:

Implications and project requirements will include the need for:

- A comprehensive communication and change management strategy
- Position specific induction and training is required for new staff filling these positions (particularly around staff supervision / management and training)
- Backfilling arrangements of PO2 / PO3 CSO staff who apply for and are appointed to PO4 positions
- Resource requirements to assist CSSC Managers to implement and manage this option.

PROJECT RESOURCES:

Staffing resources required to implement this option will include:

- HR Recruitment Team: additional resources required to develop and implement recruitment and selection requirements, and manage backfilling arrangements
- HR Project Officer (AO6) to oversight and assist with the implementation of this option
- HR Workforce Planning Team to assist with CSSC Managers to identify number of PO4 positions required in their CSSC
- TSSB Project Officer (PO4) to develop and deliver induction and training requirements.

Timeframe – approximately 6 months

Part 4: Recruit additional PO3's

STEPS:

Step 1: Review outcomes of parts 1 and 3 (upgrade of PO2 with 3 or more years experience; and PO4 positions)
Step 2: Workforce Planning Team (HR) to work collaboratively with CSSC Managers to confirm positions required for each CSSC
Step 3: Advertise positions on government gazette and departmental internet / intranet
Step 4: Shortlist applicants, conduct interviews and finalise selection process
Step 5: Appoint staff
Step 6: Induct newly appointed staff into PO4 CSO positions and deliver training specific to their roles

IMPLICATIONS:

Implications and project requirements will include the need for:

- Many PO3 staff appointments will already be complete as a result of upgrading PO2 with 3 or more years experience to the PO3 level.

- Appointment of additional PO3 are unable to proceed until appointment of PO4 process complete.

PROJECT RESOURCES:
Staffing resources required to implement this option will include:
- HR Recruitment Team: **additional resource** to develop and implement recruitment and selection requirements, and manage backfilling arrangements
- HR Project Officer (AO6) to oversight and assist with the implementation of this option
- HR Workforce Planning Team to assist with CSSC Managers to identify number of PO4 positions required in their CSSC
- TSSB Project Officer (PO4) to develop and deliver induction and training requirements.

Timeframe – approximately 4 months

Part 5: Implement revised PO2 entry level (trainee) CSO classification structure

STEPS:
Step 1: Establish project plan including development of communications plan to all staff
Step 2: Finalise Position Description (PD) and selection criteria for PO2 entry level (trainee) positions using the duty statements already developed and Job Evaluation by Mercer
Step 3: Develop training and induction requirements for trainee positions
Step 4: Develop rotational program to expose staff to specialist child protection teams
Step 5: Finalise criteria for panels to determine entry points for trainee positions and entry level qualifications (Attachment 18)
Step 6: Workforce Planning Team (HR) to work collaboratively with CSSC Managers to confirm positions required for each CSSC
Step 7: Advertise positions in government gazette and departmental internet / intranet
Step 8: Develop selection tools and establish selection panel (possibly bulk recruitment round)
Step 9: Shortlist applicants, conduct interviews and finalise selection process
Step 10: Appoint staff to CSSCs
Step 11: Induct trainee CSOs to department and role and deliver training specific to their roles

IMPLICATIONS:
Implications and project requirements will include the need for:
- A comprehensive communication and change management strategy
- Position specific induction and training is required for new staff filling these positions
- Assistant Team Leader PO4 CSO position will be responsible for managing trainee's, therefore, a training program will be required to assist these staff to full-fill the requirements of the year long trainee program to ensure PO2 (1-4) staff can progress to PO2(5) at the end of their traineeship
- Resource requirements to assist CSSC Managers to implement and manage this option.

PROJECT RESOURCES:

Staffing resources required to implement this option will include:

- HR Recruitment Team: **additional resource** to develop and implement recruitment and selection requirements, and manage backfilling arrangements
- HR Workforce Planning Team to assist CSSC Managers to identify number of PO2 positions able to be accommodated by their CSSC
- TSSB Project Officer (PO4) to develop and deliver induction and training requirements.

Timeframe – approximately 6 months

PARAPROFESSIONAL STREAM - CSSO classification levels – PRIORITY 2

Part 1: Implement AO4 Senior CSSO Worker (with casework responsibilities)

STEPS:

Step 1: Establish project plan including development of communications plan to all staff

Step 2: Finalise Position Description (PD) and selection criteria for both positions using the duty statements already developed and Job Evaluation by Mercer

Step 3: Develop training and induction requirements for new positions

Step 4: Workforce Planning Team (HR) to work collaboratively with CSSC Managers to confirm positions required for each CSSC

Step 5: Advertise positions in government gazette and departmental internet / intranet

Step 6: Develop selection tools and establish selection panel

Step 7: Shortlist applicants, conduct interviews and finalise selection process

Step 8: Appoint staff

Step 9: Induct newly appointed staff into AO4 and AO5 CSSO positions and deliver training specific to their roles

Step 10: Implement new AO4 and AO5 CSSO positions.

IMPLICATIONS:

Implications and project requirements will include the need for:

- A comprehensive communication and change management strategy
- Position specific induction and training is required for new staff filling these positions (particularly around case work requirements for AO4 Senior CSSO Worker and cultural requirements for AO5 Cultural Worker position
- Backfilling arrangements of AO3 CSSO staff who apply for and are appointed to AO4 positions
- Resource requirements to assist CSSC Managers to implement and manage this option.

PROJECT RESOURCES:

Staffing resources required to implement this option will include:

- HR Recruitment Team to develop and implement recruitment and selection requirements, and manage backfilling arrangements
- HR Workforce Planning Team to assist CSSC Managers to identify number of AO4 and AO5 positions required in their CSSC

- HR Project Officer (AO6) to oversight and manage project requirements
- TSSB Project Officer (PO4) to develop and deliver induction and training requirements.

Timeframe – approximately 6 months

Part 2: Trial new AO5 Intake Officer Position

STEPS:

Step 1: Establish project plan for the trial including: communications plan to inform staff of the trial and confirmation trial requirements

Step 2: Finalise Position Description (PD) and selection criteria for positions using the duty statements already developed and Job Evaluation by Mercer. Confirm accepted disciplines for new positions (ie. Police, Teaching, Nurses)

Step 3: Develop training and induction requirements for new positions

Step 4: Advertise positions in government gazette and departmental internet / intranet and local papers

Step 5: Develop selection tools and establish selection panel

Step 6: Shortlist applicants, conduct interviews and finalise selection process

Step 7: Appoint staff

Step 8: Induct newly appointed staff into AO5 Intake Officer Positions and deliver training specific to their roles

Step 9: Implement new AO5 Intake Officer Position into trial sites. At this preliminary stage, potential sites identified by the Executive for the trial are: 1. Atherton; 2. Mackay; 3. Toowoomba North; 4. Toowoomba South; 5. South Burnett; 6. Mt Gravatt; and 7. Alderly.

IMPLICATIONS:

Implications and project requirements will include the need for:
- A comprehensive communication and change management strategy, particularly to address resistance to this role
- Position specific induction and training is required for new staff filling these positions (particularly around the work of the department, the requirements of the position and the context of this role with other frontline child protection workers)
- Staff encouraged to apply for these positions should be external to the department and come from other disciplines not currently employed by the department
- Resource requirements to assist CSSC Managers to implement and manage this option
- Trial will need to be evaluated

PROJECT RESOURCES:

Staffing resources required to implement this option will include:
- HR Recruitment Team: Additional resources to develop and implement recruitment and selection requirements, and manage backfilling arrangements
- HR Workforce Planning Team to assist CSSC Managers to identify number of AO4 and AO5 positions required in their CSSC
- HR Project Officer (AO6) to oversight and manage project requirements
- TSSB Project Officer (PO4) to develop and deliver induction and training requirements.

Timeframe – approximately 12-15 months (12 month trial with 3 month establishment)

Part 3: Recruit AO3 CSSO Officer

STEPS:

Step 1: Establish project plan including development of communications plan

Step 2: Finalise Position Description (PD) and selection criteria for AO3 CSSO positions using the duty statements already developed and Job Evaluated by Mercer

Step 3: Develop training and induction requirements for new positions

Step 4: Determine number of positions required (confirm existing permanent AO3 CSSOs against number needed in new structure)

Step 5: Advertise positions on government gazette and departmental internet / intranet and local papers

Step 5: Develop selection tools and establish selection panel

Step 6: Shortlist applicants, conduct interviews and finalise selection process

Step 7: Appoint staff

Step 8: Induct newly appointed staff into AO3 CSSO positions and deliver training specific to their roles

Step 9: Implement new AO3 CSSO positions.

NB. Current CSSO AO3s will remain in their substantive positions should they not apply for any other frontline position. These staff may need to complete training requirements for the revised position description but will not be required to reapply.

IMPLICATIONS:

Implications and project requirements will include the need for:

- A comprehensive communication and change management strategy
- Position specific induction and training is required for new staff filling these positions (particularly around staff supervision / management and training)
- Backfilling arrangements of AO2 CSSOs staff who apply for and are appointed to AO3 positions
- Resource requirements to assist CSSC Managers to implement and manage this option.

PROJECT RESOURCES:

Staffing resources required to implement this option will include:

- HR Recruitment Team: Additional resources to develop and implement recruitment and selection requirements, and manage backfilling arrangements
- HR Workforce Planning Team to assist CSSC Managers to identify number of AO3 and AO2 positions required in their CSSC
- HR Project Officer (AO6) to oversight and assist with the implementation of this option
- TSSB Project Officer (PO4) to develop and deliver induction and training requirements.

Timeframe – approximately 6 months

Part 4: Implement AO5 Cultural Worker

STEPS:
Step 1: Establish project plan including development of communications plan to all staff
Step 2: Finalise Position Description (PD) and selection criteria for both positions using the duty statements already developed and Job Evaluation by Mercer
Step 3: Develop training and induction requirements for new positions
Step 4: Workforce Planning Team (HR) to work collaboratively with CSSC Managers to confirm positions required for each CSSC
Step 5: Advertise positions in government gazette and departmental internet / intranet
Step 6: Develop selection tools and establish selection panel
Step 7: Shortlist applicants, conduct interviews and finalise selection process
Step 8: Appoint staff
Step 9: Induct newly appointed staff into AO4 and AO5 CSSO positions and deliver training specific to their roles
Step 10: Implement new AO5 CSSO positions.

IMPLICATIONS:
Implications and project requirements will include the need for:
- A comprehensive communication and change management strategy
- Position specific induction and training is required for new staff filling these positions (particularly around case work requirements for cultural requirements for AO5 Cultural Worker position
- Current Identified AO4 CSSO will be phased out, sunset provisions will be required for incumbents not successful in gaining AO5 promotion or SCSSW position.
- Resource requirements to assist CSSC Managers to implement and manage this option.

PROJECT RESOURCES:
Staffing resources required to implement this option will include:
- HR Recruitment Team to develop and implement recruitment and selection requirements, and manage backfilling arrangements
- HR Workforce Planning Team to assist CSSC Managers to identify number of AO4 and AO5 positions required in their CSSC
- HR Project Officer (AO6) to oversight and manage project requirements
- TSSB Project Officer (PO4) to develop and deliver induction and training requirements.

Timeframe – approximately 6 months

Part 5: Implement AO2 Transport and Support Officer

STEPS:

Step 1: Establish project plan including development of communications plan to all staff
Step 2: Finalise Position Description (PD) and selection criteria for position using the duty statements already developed and Job Evaluated by Mercer
Step 3: Develop training and induction requirements for new positions
Step 4: Workforce Planning Team (HR) to work collaboratively with CSSC Managers to confirm positions required for each CSSC
Step 5: Advertise positions on government gazette and departmental internet / intranet site / and local papers
Step 6: Develop selection tools and establish selection panel
Step 7: Shortlist applicants, conduct interviews and finalise selection process
Step 8: Appoint staff
Step 9: Induct newly appointed staff AO2 CSSO position and deliver training specific to their roles
Step 10: Implement new AO2 CSSO Transport and Support Officer positions.

NB. Current AO2 who do not apply for AO3 positions or who are not successful obtaining (are not deemed suitable) for the AO3 CSSO position will transition into the new AO2 role description. However, as possession of current drivers licence is a requirement, any that don't have one, will need to be redeployed to an administrative role.

IMPLICATIONS:

Implications and project requirements will include the need for:

- A comprehensive communication and change management strategy
- Position specific induction and training is required for new staff filling these positions
- Impacts of these positions on the paraprofessional Child Safety team structure will need to be explored
- Resource requirements to assist CSSC Managers to implement and manage this option.

PROJECT RESOURCES:

Staffing resources required to implement this option will include:

- HR Recruitment Team to develop and implement recruitment and selection requirements
- HR Workforce Planning Team to assist CSSC Managers to identify number of positions required in their CSSC
- HR Project Officer (AO6) to oversight and assist with the implementation of this option
- TSSB Project Officer (PO4) to develop and deliver induction and training requirements.

Timeframe – approximately 3 months

6.   References

Crime and Misconduct Commission (2004). *Protecting children: an inquiry into abuse of children in foster care*, Crime and Misconduct Commission, Brisbane (with *A Blueprint for implementing the recommendations of the January 2004 Crime and Misconduct Commission Report "Protecting Children: and inquiry into the abuse of children in foster care"*)

Department for Education and Skills (2005). *Children's Workforce Strategy: A Strategy to build a World-Class Workforce for Children and Young People.* Department for Education and Skills, London.

Ellett, A., Ellis, J., Westbrook, T. & Dews, D. (2007) "A qualitative study of 369 child welfare professionals' perspectives about factors contributing to employee retention and turnover" *Children and Youth Services Review, vol.* 29, pp. 264 – 281.

Harrison, J. (2007) "Senior Practitioners, practice learning and communities of practice in child protection" *Faculty of Education, Deakin University,* Melbourne

Healy, K. and Meagher, G. (2007). Social workers' preparation for child protection practice: Revisiting the question of specialization. *Australian Journal of Social Work,* 60(3), 321-35.

Healy, K., Meagher, G. & Cullin, J. (2007) "Retaining Novices to Become Expert Child Protection Practitioners: Creating Career Pathways in Direct Practice", *British Journal of Social Work, Advance Access Publication.*

Hodgkin, S. (2002) "Competing demands, competing solutions, differing constructions of the problem of recruitment and retention of frontline rural child protection staff", *Australian Social Work,* Vol 55, No 3, pp 193-203.

Hopkins, K., Cohen-Callow, A., Golden, G., Barnes, G., Salliey, A. and Morton, C. (2007). *Maryland Child Welfare Workforce Recruitment, Selection and Retention Study.* University of Maryland School of Social Work prepared in Collaboration with the Maryland Department of Human Resources/ Social Services Administration, Baltimore.

Jacquet, S., Clark, S., Morazes, J., & Withers, R. (2007) "The Role of Supervision in the Retention of Public Child Welfare Workers", *Journal of Public Child Welfare*, Vol. 1 (3), pp 27-54.

Landsman, M. (2007) "Supporting Child Welfare Supervisors to Improve Worker Retention," *Child Welfare,* Vol. 86, Issue 2, pp105-124.

Lawson, H. & Claiborne, N. (2005) "Retention Planning to Reduce Workforce Turnover in New York State's Public Child Welfare Systems: Developing Knowledge, Lessons Learned, and Emergent Priorities", *School of Social Welfare, University at Albany*, New York.

Markiewicz, A. (1996) "Recruitment and retention of social work personnel within public child welfare: A case study of a Victorian department", *Australian Social Work*, vol. 49, no. 4, pp. 11 – 17.

Meagher, G. & Healy, K. (2005) "Clues for Change? Comparing Organisational Climate and Job Satisfaction in Family Support and Child Protection", Paper presented to the *Australian Social Policy Conference*, July 2005 (Draft Only).

Mor Barak, M., Nissly, J. & Levin, A. (2001) "Antecedents to Retention and Turnover among Child Welfare, Social Work, and Other Human Service

Employees: What Can We Learn From Past Research? A review and Meta-analysis", *Social Service Review.*

Norwegian Directorate for Children, Youth and Family Affairs. www.bufdir.no

Scannapieco, M. and Connell-Carrick, K. (2003) Do collaborations with schools of social work make a difference for the field of child welfare? Practice retention and curriculum. *Journal of Human Behavior in the Social Environment,* 7(1), 35.

Weaver, D., Chang, J., Clark, S., & Rhee, S. (2007) "Keeping Public Child Welfare Workers on the Job" *Administration in Social Work,* Vol 31(2)

Westbrook, T., Ellis, J., & Ellett, A. (2006) "Improving retention among public child welfare workers: What can we learn from the Insights and Experiences of Committed Survivors?, *Administration in Social Work,* Vol. 30 (4)

Workforce Development Group (2004). *Care and Protection Workforce Development, New Zealand Government.*
http://www.msd.govt.nz/documents/publications/sector-policy/care-protection-workforce-development.pdf

Wyles, P. (2006) "Child Protection and Supervision: Lessons from three recent reviews into the state of child protection in Australia", *Communities, Families and Children Australia,* Vol. 2, No. 1, April 2006 pp.49-58.

7.   Acknowledgements

childsafety

Child protection... our first priority

Review of the Qualifications and Training Pathways Department of Child Safety Queensland

Consultation paper

November 2007

Queensland Government
Department of **Child Safety**

Contents

Review of the qualifications and training pathways

Foreword

An organisation's greatest asset is its people. This is certainly the case with the Department of Child Safety. Child protection agencies across the country experience difficulties attracting and retaining staff. The booming labour market has lead to fierce competition for skilled and experienced employees across the human services sector. Jobs growth in the sector has provided employees with more options and pathways to seek career goals, at the same time creating major challenges for the sector and employees.

The Queensland Department of Child safety is currently examining options to attract a more diverse workforce and to reduce staff turnover. The options include reviewing the qualifications and training pathways. Unsustainable staff turnover, an inexperienced workforce, the changing nature of the work undertaken in child protection and job readiness for new staff, are key drivers of the department's analysis of its workforce and design of current jobs.

The department has undergone significant change over the past three years and has a strong focus on the statutory child protection needs of children and families. The multiple needs of children and young people in the statutory system requires a diversely skilled and qualified workforce which has the ability to respond from a multi disciplinary perspective and offer particularly vulnerable children and young people the best possible outcomes.

Although this is a complex challenge with many facets and no single solution, achieving a diversely and appropriately skilled and resilient workforce through examining entry and education pathways for staff, is a high priority for me as Minister and for the department. More innovative approaches to attracting staff need to be developed to ensure people with the necessary skills and abilities are able to pursue a career in child protection. Engaging appropriately skilled staff and enhancing training pathways will achieve a better job fit for new staff and contribute to improved job satisfaction and stability.

This consultation paper outlines a number of proposals the department is considering to enhance qualification and training pathways. We are seeking comment from stakeholders about these proposals.

I thank you for your time and consideration in responding to this consultation paper. Your feedback will help us develop a skilled, resilient workforce for the Department of Child Safety.

Margaret Keech MP
Minister for Child Safety
Minister for Women
Member for Albert

Introduction

The department has undergone rapid growth and significant change since its establishment in 2004. Child Safety Service Centre (CSSC) staff numbers have almost doubled and significant changes have occurred to frontline positions. These include the creation of Child Safety Officer (CSO) specialist support positions (Court Officers, SCAN Coordinators and Family Group Meeting Convenors); development of focused university and TAFE child protection curricula; provision of bridging courses for professionals wanting to enter child protection work and the implementation of the Child Safety Practice Manual and Structured Decision Making tools.

Despite the increase in frontline positions and the implementation of a range of initiatives to improve child protection service delivery, the Department of Child Safety continues to be challenged by recruitment and retention issues, particularly frontline CSO, Team Leader positions, and for areas outside of South East Queensland.

This trend and collated workforce data has stimulated a need to explore options around the current design of frontline positions, to improve the department's recruitment and retention capacity, to increase job satisfaction for frontline staff, to improve mobility across the workforce, encourage paraprofessionals to undertake study and to enhance consistency of practice. The department has embarked on significant reform in this area, through the Frontline Job Analysis and Design project. Key business drivers for the Frontline Job Analysis and Design project include:
- high staff turnover, especially in the first year
- restrictive entrance qualification requirements
- recognition of specialised skill (and training) requirements
- perceived disparities in roles, responsibilities & job functions of frontline positions
- lack of integrated career pathways
- varying complexities of work (geographic and demographic issues).

The Frontline Job Analysis and Design project is a multi-faceted project involving a range of inter-related components. As the diagram below identifies, the project aims to develop and retain the child protection (CP) workforce now and into the future by:
- reviewing current frontline work and **job design** issues including **classification structure** and **career path** for child protection workers
- expand **entry level qualifications** and **training requirements** post employment
- developing and testing proposals through research and consultation
- making recommendations to improve child protection delivery.
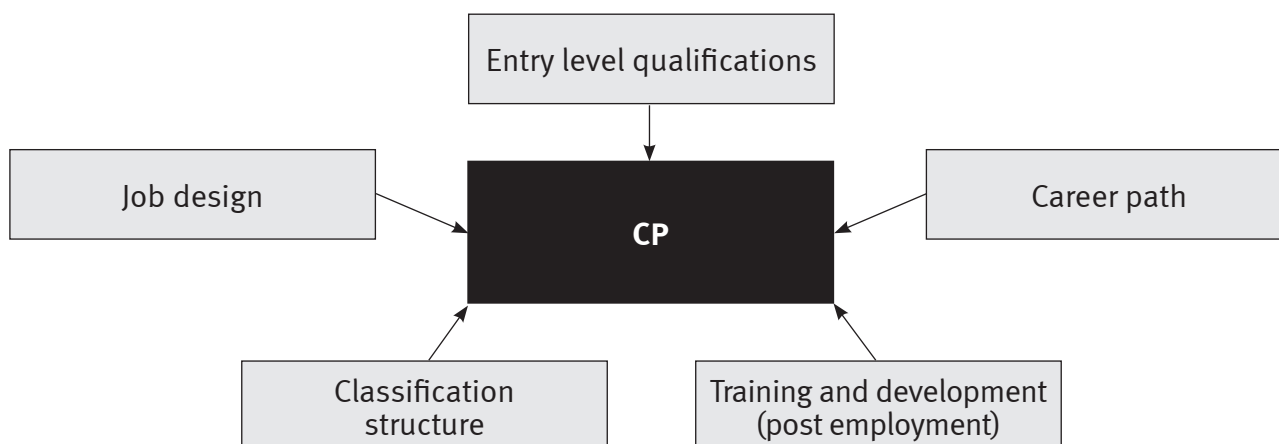
The Frontline Job Analysis and Design project will require broad consultation with stakeholders over the next six months. A critical component of this work is examining its current qualification and training pathways and this area of work is the focus of this consultation paper, *Review of Qualification and Training Pathways*.

Scope and purpose

The department recognises the complexities of responding to the current issues of attraction and retention of staff. This issue is multi-faceted, but one of the important aspects is the current restricted entry requirements. A review of qualifications and training pathways is critical because the department needs to grow a resilient and sustainable workforce across the state. Where potential staff have knowledge and require skills development and experience we need to develop responsive pathways and strategies to address this need. Further to this, the department recognises the value of accredited outcomes for training in the form of recognised qualifications, all of which contributes to the development of a competent, confident, resilient workforce.

The department is currently examining potential models for enhancing qualification requirements and potential entry pathways. It is also exploring partnerships with the higher education sector to establish qualification pathways for staff to up skill and meet higher qualification standards as outlined in the *Queensland Skills Plan*.

The department is currently examining potential models for building a child protection professional qualification ladder that will enable staff who wish to progress to successively higher levels of skill and qualification (i.e. from a Certificate IV to a Diploma, to a Degree or Vocational Graduate Certificate). Therefore the department wishes to remove barriers to achieving qualifications and promote pathways into jobs such as CSO, Team Leader and Senior Practitioner.

This Consultation paper *Review of Qualifications and Training Pathways* seeks your views on a range of proposals the department is considering to enhance qualification requirements and entry pathways. Further consultation will occur through other phases of the Frontline Work Analysis and Job Design Project. Workforce redesign is a significant and complex piece of work. The issue of entry pathways and qualification requirements is a critical first step in this project. Your feedback on this consultation paper will be of great assistance to the department.

All feedback will be analysed and a report generated detailing the themes and issues identified. Feedback will remain confidential. The feedback will inform the development of an options paper that will be presented to the department of Child Safety Executive Management Team for consideration.

Background

The current suite of qualifications acceptable for working in frontline positions in the Department of Child Safety, outlined in Appendix 3, are relatively limited. However, the work roles and the needs of the client base have become more complex and diverse. Childhood is the most developmentally dynamic period of the life span and responding to the needs of children and young people in care increasingly requires a multi-disciplinary response not currently represented in the staffing profile of the Department of Child Safety.

Many areas within the human services industries have moved to a multi-disciplinary approach. This has largely been due to recognition of the increasing complexity of the human services industry and the need for holistic case planning and multi-disciplinary interventions. Child protection in many ways is a tertiary response to many primary issues affecting parents and their parenting. The complex interrelationships between mental health issues, substance abuse, parental separation, offending and outcomes for vulnerable children has challenged the current staffing profile first established several decades ago. Society has become more complex and now it is time for the statutory child protection workforce to evolve in response to current and future social complexity.

In addition, the core entry level qualifications in most other states offer some level of flexibility. In summary,

> *"Bachelor's degrees in Psychology, Social Work and Social or Behavioural Science is accepted. However, in some jurisdictions a Diploma level qualification is also considered in the recruitment process. For example Victoria accepts Bachelor of Social Work and Diploma of Welfare Studies, but other degrees or diplomas with a unit in case management and a supervised casework placement are also considered. Western Australia was the only jurisdiction where a qualification was not mandatory as part of the entry-level requirements. Entry-level qualification requirements were lowered in some circumstances (for example, there are no essential entry requirements for Aboriginal Staff in New South Wales.)"*

Source Bromfeild and Ryan Communities, Families and Children Australia, Vol 2 No 1, April 2006.

The alignment of the staff skills to the jobs in the workforce, combined with enhanced qualification and training pathways, is an important contributor to ensuring job satisfaction and potentially impacting on the retention of staff.

Drivers for change

In the current labour market employers need to diversify to fill vacancies. The current narrow pathways restrict the department's access to a more diverse workforce that could enhance practice with a broader range of knowledge, skills and experience. The key drivers for this qualifications review are outlined below.

1. **High staff turnover** – Current Human Resources (HR) data outlines high staff turnover. 42% of all turnover occurs in the first year and 73% of turnover occurring within the first 3 years. This is significantly different to the Queensland public sector average where 27.5% have separated under three years. In addition, the staffing profile is out of balance with the public sector average in terms of gender and age with an over-representation of early career practitioners.

2. **Restrictive entrance qualification requirements**. By their very nature, having limited mandatory qualifications requirements and career pathways restricts the department's access to a more diverse workforce that could enhance practice with a broader range of knowledge, skills and experience. A broad range of additional qualifications that incorporate skills development relevant to child protection, combined with appropriate training may add valuable skills to the department.

   Generally the university curriculum is strongly focused on knowledge and skills related to the acquisition, retention and analysis of knowledge. It is also apparent that the university curriculum does not always prepare graduates for some roles and duties undertaken by the department and it has become necessary for the department to construct inductions, training, assessment and qualification pathways that respond to this gap.

   In the current labour market with an expanding sector that is competing for graduates, reliance on market supply from the universities makes the department vulnerable to market failure in graduate numbers.

3. **Current roles, responsibilities and job functions of frontline positions and alignment of qualifications.** The reforms of the past three years have seen a change in scope of many roles in the department. Some duties currently undertaken by these positions may be better suited to other roles or administrative staff.

   The department's business in statutory child protection requires staff to work with complex issues that necessitate a diverse and robust skill set. There is a need for multi-disciplinary responses and a balance across the knowledge, skill and experience continuum in its workforce profile.

   New and emerging degrees are always being offered in a range of disciplines and there is an increasing recognition in universities that work is multi-disciplinary.

4. **Lack of career progression / career pathway.** Some CSSC's and staff report frustration at the narrow pathways for paraprofessional staff to articulate their experience and skills into recognised qualifications that will advance their career in the department.

   In addition the department has significantly enhanced its decision making frameworks, procedures and professional support for staff. Structured Decision Making, the Practice Manual, the presence of a Senior Practitioner and specialist positions and the suite of integrated learning programs available through the Training and Specialist Support Branch, all contribute to an environment conducive to an exploration of alternative recruitment approaches and skills pathways.

   The department is in an ideal position to be able to train our frontline staff on and off the job and provide a robust competency framework to support this.

Options for reform

The complex range of issues outlined above requires innovative solutions which assist the department to maintain an effective workforce and respond to future service delivery needs. The department has developed a range of proposals to address some of these issues which involve broadening the qualification requirements, enhancing tailor made training for staff and the alignment of qualifications to job roles. The proposals are explained in detail below and your comments are sought on each of them.

1. Broader range of Bachelor degrees

The current qualifications accepted by the department are outlined in Appendix 3. Historically, these degrees were well aligned with the underpinning knowledge required to work in the child protection sector. In all cases they contain material relevant to child and family issues which matched the respective roles of CSOs. This role has now changed. The change has not merely been in the form of repositioning of the department to a solely statutory child protection focus, but in the specialisation of roles and the sophistication of systems and processes essential to working in a high risk, statutory environment. This sophistication has occurred in the form of increased evidentiary requirements, familiarity with the pseudo legal discourse, records management, forensic investigation, workload management and other specialisations.

The Work Profile

Intake
- Involves receiving information, communicating with a broad cross section of the community, questioning, cross checking, discerning truth, identifying caller motive, extracting relevant information, building rapport and trust, record keeping, risk assessment and screening information to determine an appropriate level of response.

Assessment
- Involves interviewing children and recording evidence, interviewing parents and professionals, using conflict management and assertion skills, negotiation, risk assessment, problem solving, building rapport and trust, questioning, discerning truth, cross checking, record keeping, managing distress and trauma and partnering with other agencies such as Police, Education and Health.

Intervention with Parental Agreement (IPA)
- Involves intensive work with a family to address case plan objectives and increase the level of safety in the home. IPA requires skills in monitoring family progress and safety, risk assessment and risk management, record keeping, case planning and review, building rapport and trust, encouraging cooperative behaviour and personal responsibility. Working with multidisciplinary teams to address case plan objectives.

Case Work with Children under Child Protection Orders
- Requires skills in monitoring family progress and safety, risk assessment and risk management, record keeping, case planning and review, building rapport and trust, encouraging cooperative behaviour and personal responsibility and understanding and connecting with children and young people. Case work also requires working with multi-disciplinary teams to address case plan objectives, working with carers and supporting the developmental needs of children and young people.

With this sophistication the emergence of complementary skill sets in other professions has been recognised and valued. The department's establishment of mandatory training programs serves to facilitate the integration of these transferable skill sets successfully, into the statutory child protection context.

There are a range of contemporary degrees that could potentially meet the requirements for the current CSO statutory role. A brief description of possible qualifications highlighting poly-contextual skills is attached as Appendix 5. In summary, these qualifications contain transferable skill sets that align with elements of statutory child protection work.

Proposal 1.

That the Department of Child Safety:
- broaden the acceptable Bachelor degree level qualifications for Child Safety Officer positions to include the degrees outlined below
- use rigorous selection processes to ensure staff who hold these degrees are suitable for work in the Department of Child Safety
- develop a training program to ensure these staff are integrated into the statutory child protection role through education and assessment pathways that support them to develop requisite frameworks and reconcile their discipline area with the Child Protection Context.

Bachelor Education (Early Childhood, P to10 and Senior)
Bachelor of Sociology
Bachelor Nursing
Bachelor Occupational Therapy
Bachelor Science (Health Sciences)
Bachelor of Arts (Anthropology)
Bachelor of Justice Studies
Bachelor of Criminology
Bachelor of Laws
More detailed information about these degrees is in Appendix 5.

Consultation Question 1.

Considering the department's capacity to develop and support staff, which of the above Bachelor level qualifications could the department accept and which would be unacceptable, and why?

What would the on the job training need to support this transition?

Do you believe people from these disciplines who have participated in CSO training could fulfil all of the CSO role or part of it? If a part, which part?

---

2.   Accredited qualification outcome from CSO training

Only one of the current suite of training programs offered by the Training and Specialist Support Branch in the Department of Child Safety results in a qualification. This is the Certificate IV in Community Services (Protective Care). While all of the training programs are established on a competency framework the training is not linked to the Australian Qualifications Framework and therefore the department has not been issuing accredited qualification outcomes for participants, including CSOs. The *Australian Qualifications Framework* or AQF is explained in Appendix 1.

The department invests significant resources to deliver CSO training and is therefore examining the concept of CSO training delivering an accredited qualification outcome. Developing this capacity allows the department the opportunity to issue accredited outcomes to staff for participation in training thus increasing the qualification level available to the workforce. The department will seek to enhance the CSO training to ensure it results in a Vocational Graduate Certificate. This is because a Vocational Graduate Certificate is a post graduate qualification that is more aligned to vocational outcomes. There are an increasing number of Vocational

Graduate Certificates being developed in other Industries as employers are required to partner with education providers to develop a workforce which is responsive to changing industry needs. Vocational Graduate Certificates are a means of ensuring currency of skills and knowledge in the contemporary work environment.

Attempts will be made to give credit to previous graduates of CSO Training for recognition against a registered and accredited qualification. The Vocational Graduate Certificate is the proposed accredited outcome suggested for CSOs. Vocational Graduate Certificates are explained in more detail in Appendix 2.

Proposal 2.

That the Training and Specialist Support Branch develop partnerships with relevant tertiary education providers to move CSO training in to the AQF (Attached Appendix 1) to issue Vocational Graduate Certificate qualifications at the completion of CSO Training.

Please refer to packaging rules (Attached Appendix 2) before answering this question.

Consultation Question 2.

Do you support or not support the Department of Child Safety partnering with appropriate tertiary education providers to issue Vocational Graduate Certificate in Child Protection?

3. Pathways for other diplomas

The *Review of Qualifications and Training Pathways* seeks to address staffing issues by providing Child Safety Officer Training as a pathway for employment as a Child Safety Officer to people with other relevant Diplomas who have three years' work experience. In conjunction with proposal 2, which seeks to issue a vocational graduate certificate to CSOs completing CSO training, this would enhance training pathways for a broad range of staff. It will also provide opportunities for more stable staffing cohorts to graduate into CSO roles. There are CSSCs around the state that are unable to fill CSO positions due to an inability to attract a suitably qualified applicant. This proposal will assist in growing a workforce, rather than just recruiting one.

Potential Accepted Diplomas

That the following range of Diplomas are proposed on the basis of:

- their potential alignment to statutory child protection work
- their transferable multi-contextual skills sets
- their suitability as building blocks for further studies in child protection
- their scope in terms of the packaging of their competencies
- their ability to sit along side statutory child protection work as a supportive; context e.g. (mental health, substance abuse).

CHC50102	Diploma of Disability Work
CHC50302	Diploma of Children's Services
CHC50502	Diploma of Youth Work
CHC50602	Diploma of Social Housing
CHC50702	Diploma of Community Welfare Work
CHC50902	Diploma of Community Services (Case Management)
CHC51102	Diploma of Alcohol and Other Drugs Work
CHC51402	Diploma of Community Development

CHC51502	Diploma of Community Education
CHC51602	Diploma of Community Services Management
CSC50107	Diploma of Correctional Administration
HLT51107	Diploma of Indigenous Environmental Health
HLT51607	Diploma of Nursing (Enrolled/Division 2 nursing)
HLT52107	Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care (Practice)
HLT52207	Diploma of Aboriginal and/or Torres Strait Islander Primary Health (Community Care)
PSP50104	Diploma of Government
PSP50204	Diploma of Government (Community Capacity)
PSP50304	Diploma of Government (Court Services)
PSP50704	Diploma of Government (Service Delivery)
PSP50804	Diploma of Government (Human Resources)
PSP51104	Diploma of Government (Management)
PSP51204	Diploma of Government (Occupational Health & Safety)
PSP51404	Diploma of Government (Policy Development)
PSP51604	Diploma of Government (Recordkeeping)
PSP51704	Diploma of Government (Investigation)
CHC51202	Diploma of Community Services (Protective Intervention)
CHC51302	Diploma of Statutory Child Protection

The Department of Child Safety seeks feedback from interested stakeholders regarding the following proposals:

Proposal 3.

That people with three years work experience and accepted diplomas in related fields such as nursing, policing and teaching be accepted into Child Safety Officer training as a pathway to becoming a Child Safety Officer. In conjunction with proposal 2, this will promote pathways to a Vocational Graduate Certificate.

Consultation Question 3.

Do you or do you not support Proposal 3 and why?

Consultation Question 3a.

If you support this proposal which Diplomas would you suggest be considered acceptable?

Consultation Question 3b.

What on the job training would be required to support these staff?

Consultation Question 3c.

If you do not support this proposal are there elements of the CSO role that people with a Diploma and 3 years work experience could undertake?

4. Pathways for Child Safety Support Officers

The CSSO workforce is very different to the CSO profile. The department does not experience the same difficulties recruiting and retaining staff in this role. We need to retain these staff because of their organisational knowledge and skill. These staff perform essential tasks in frontline child protection work.

Over the past 12 months the department has delivered a Certificate IV in Community Services Protective Care which has been heavily subscribed and a significant success. The majority of the cohort involved have expressed an interest in completing a Diploma. The department is committed to developing this Diploma and encouraging CSSOs to undertake it.

The department seeks to issue CSSOs with recognised AQF qualifications that enable them to graduate through pathways to undertake Child Safety Officer work.

The department wants to ensure that CSSOs who have undertaken the Certificate IV in Protective Care and who may be undertaking further training in a diploma, are given meaningful work that aligns to their skill level. While this matter will be examined in greater detail as part of the Frontline Job Analysis and design project your views are sought as to the appropriateness of CSSOs undertaking some of the non-statutory elements of CSO work that aligns with their skills and knowledge.

In addition, the department will work with universities to ensure there is suitable credit recognition to facilitate pathways for CCSOs who complete diplomas into university qualifications. This will result in improved pathways for the para-professional workforce, and further to this, qualifications that can articulate into higher qualifications in our industry.

(Please note: You should read appendices 1,2 and 3 before answering these questions.)

Proposal 4.

CSSOs who have completed the Certificate IV in Protective Care, and are undertaking a Diploma in Community Services (Protective Care) be allocated some restricted non-statutory tasks that align with their skills and knowledge. These may include casework tasks, coordination of meetings, supportive record keeping associated with statutory tasks and assisted decision making which may serve to facilitate their transition to CSO work.

> **Consultation Question 4.**
>
> *Do you support proposal 4 and why?*
>
> *What restricted duties do you believe a CSSO who has completed a Certificate IV in Community Services (Protective Care) and is enrolled in a Diploma could undertake and what supervision and training would they need?*

Proposal 5.

That the department promote pathways for CSSOs by ensuring
- The current Certificate IV Community Services (Protective Care) articulates to a Diploma
- Upon completion of this Diploma, (consistent with proposal 3) CSSOs will be eligible to seek employment as a Child Safety Officer and complete Child Safety Officer training
- As outlined in proposal 2, completion of this training will result a Vocational Graduate Certificate.

Specialist and supervisory positions

The department recognises the importance of having qualified staff in supervisory roles. The need for quality supervision, the complexity of clinical decisions made by staff and the increased professional accountability mean these positions are critical positions in the organisation. In addition, the quality and frequency of supervision is often cited by CSOs as a reason for leaving. However, the traditional pathway to a Team Leader or Manager Position has long been through the ranks of practitioners. While this has some merits, many supervisors have not received all important supervisory training. This is a separate and defined skill set that requires development. The Training and Specialist Support Branch has made progress in this area and most of the current curriculum maps well with the competency of Vocational Graduate Certificate (Management).

Proposal 6.

That the department explores mapping the Team Leader Training Program against a Vocational Graduate Certificate (Management) and designate this qualification as mandatory for completion in the staff member's first 12 months as a Team Leader.

Submissions

Submissions regarding the proposals 1-6 are sought. Comments may be in general terms or they may refer to specific aspects of the proposed model. Comments on matters that should or could be included or deleted from the model will also be considered.

Submissions may be presented in hard copy, or by e-mail. They must include a contact name and address.

Arrangements can be made to accept views from persons who are unable to express them by any of these means. Submissions should be delivered to the nominated officer below:

By hand: **Jude Harrison**
Principal Training and Specialist Support Officer
Training and Specialist Support Branch,
c/ Warilda Conference Centre
84 Kedron Park Road
WOOLOOWIN QLD 4030

By Post: **Jude Harrison**
Principal Training and Specialist Support Officer
Training and Specialist Support Branch,
c/- Warilda Conference Centre
84 Kedron Park Road
WOOLOOWIN QLD 4030

Fax: **(07) 3861 1823**

E-mail: **jude.harrison@childsafety.qld.gov.au**

Timing

Submissions for the review should be forwarded to reach the office of the *Training and Specialist Support Branch* Department of Child Safety by **close of business on Thursday 20th December 2007**.

Due to the timeframe of the review, late submissions will not be considered.

Contact

For further information on this review or on the process you can contact **David Bradford, Director of the Training and Specialist Support Branch**, Department of Child Safety on telephone **(07) 3861 1960**.

Appendicies

Appendix 1: The Australian Qualifications Framework

AQF Qualifications by Sector of Accreditation		
Schools Sector Accreditation	**Vocational Education and Training Sector Accreditation**	**Higher Education Sector Accreditation**
		Doctoral Degree Masters Degree
	Vocational Graduate Diploma	Graduate Diploma
	Vocational Graduate Certificate	Graduate Certificate Bachelor Degree
	Advanced Diploma	Associate Degree Advanced Diploma
	Diploma	
Senior Secondary Certificate of Education	Certificate IV Certificate III Certificate II Certificate I	

For more information visit:

http://studyinaustralia.gov.au/Sia/en/WhyAustralia/AQF.htm

http://www.aqf.edu.au/
Certificate I
Certificate II
Certificate III
Certificate IV
Diplomas and Advanced Diplomas
Bachelors Degrees
Graduate Certificates and Graduate Diplomas

The Australian Qualifications Framework (AQF) is a nationally agreed framework which identifies the qualifications available in three sectors of education: schools, vocational education and training, and higher education.

AQF qualifications are used throughout Australia and have been developed in conjunction with both industry and the community. They assist students to advance through and between different education levels and systems by specifying the outcomes achieved against defined standards. These qualifications are nationally recognised and transferable across states.

Each qualification is based on the level of outcome and not on the length of the course. For example, some Certificate IV courses are quite short but have as an entry requirement the completion of a related Certificate III course. It may not be necessary to move sequentially or in a linear fashion through each qualification level and in some training packages students can articulate from certificate IV to Vocational Graduate Certificate without completing a Diploma or Bachelor's degree. Again, the packaging rules are a result of agreements between industry and community.

Certificate I

Certificate I courses teach the foundation skills required in some industries, and are often part of a suite of courses that students can progress through over time.

Certificate II

Certificate II courses provide preparation for employment and/or apprenticeships. They may also include traineeships with an on-the-job component.

Certificate III

Certificate III courses teach well-developed skills in a range of occupational areas. Certificate III courses are roughly the same level as the former trade certificate courses offered by TAFE.

Certificate IV

Certificate IV courses usually teach supervisory skills and advanced technical skills which may build upon skills acquired in the workplace, a Certificate III course or equivalent.

Diplomas and Advanced Diplomas

Diplomas and Advanced Diplomas prepare Students for work that requires a broad range of complex technical skills and in-depth knowledge. Diploma and Advanced Diploma courses often include training in management, planning and evaluation, and budgeting and finance, and equip students with the knowledge and skills of a chosen vocational area.

Bachelors Degrees

Bachelor Degrees are traditionally the minimum standard qualifications to enter a profession. These qualifications are the exclusive territory of the University sector. A Bachelor's Degree is a course of study lasting 3 to 4 years and involves predominantly the theoretical aspects of learning along with academic skills such as problem solving, critical thought and analysis. These skills are transferable to the workplace. Bachelors Degrees provide learning on a broad basis to support the profession and while streams are often normed to graduate outcomes Bachelors degrees are generally not intended to produce graduates who are job ready for a particular employer.

Graduate Certificates and Graduate Diplomas

These Graduate Certificates and Graduate Diplomas may be studied following the completion of a degree or an Advanced Diploma. Graduate Certificates and Graduate Diplomas usually include extra training to build on your undergraduate program, or training in a new professional area.

Appendix 2:   Packaging Rules

AQF Guidelines for the Vocational Graduate Certificate and Vocational Graduate Diploma (2005)

Vocational Graduate Certificate

The following information is taken from the Australian Qualification Framework website **www.aqf.edu.au**

What are the distinguishing features of the vocational graduate certificate?

> **Vocational Graduate Certificate**
> Do the Competencies or Learning Outcomes enable an individual with this qualification to:
> - demonstrate the self-directed development and achievement of broad and/or specialised areas of knowledge and skills building on prior knowledge and skills
> - initiate, analyse, design, plan, execute and evaluate major, broad or specialised technical and/or management functions in highly varied and/or highly specialised contexts
> - generate and evaluate ideas through the analysis of information and concepts at an abstract level
> - demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts
> - demonstrate responsibility and broad ranging accountability for personal outputs
> - demonstrate responsibility and broad ranging accountability for the structure, management and output of the work of others and/or functions.

Where do the Vocational Graduate Certificate and Vocational Graduate Diploma 'sit' in the AQF?

- Positioned at the same level as the higher education Graduate Certificate and Graduate Diploma
- two new graduate vocational education and training qualifications which extend beyond the six levels already accommodated through Certificates I-IV and the Diploma and Advanced Diploma
- the Vocational Graduate Certificate and the Vocational Graduate Diploma require a similar volume of learning to the Graduate Certificate and Graduate Diploma: that is, typically six months full-time or the equivalent part-time for the Vocational Graduate Certificate and twelve months full-time or the equivalent part-time for the Vocational Graduate Diploma
- entry points include, but are not limited to, an Advanced Diploma, a Diploma, Certificate IV or Certificate III with relevant industry experience; extensive relevant industry experience demonstrating potential to undertake study at graduate level; a Bachelor Degree, or an Associate Degree with relevant industry experience.

What are the distinctive outcomes of the Vocational Graduate Certificate and Vocational Graduate Diploma?

- High level employment-related skills and knowledge which in most cases are specified in sets of competency standards developed by relevant industry, enterprise, community or professional bodies to meet an identified training need at professional levels
- a focus on competency in a workplace environment.

How are they different from other graduate qualifications?

- More focussed on industry outcomes, with less emphasis on an academic discipline than the Graduate Certificate and Graduate Diploma
- offers a short-cycle VET-sector graduate pathway alternative to the Graduate Certificate or Graduate Diploma
- offers a VET-sector pathway from the Bachelor degree for specialist industry or enterprise competencies
- may draw on competencies from a specific nationally endorsed Training Package, from a number of Training Packages, or may sit outside Training Packages.

Can the holder of a Vocational Graduate Certificate or Vocational Graduate Diploma be 'deemed' to have a Bachelor Degree?

This question sometimes arises when a job specifies a qualification 'equivalent to or above the level of Bachelor Degree'. Like the higher education Graduate Certificate and Graduate Diploma, the Vocational Graduate Certificate and Vocational Graduate Diploma are graduate qualifications above the Bachelor Degree in the AQF. However, it is important to note that, in both sectors, these qualifications have a *more selective purpose* than the Bachelor Degree and so do not have the comprehensive coverage of the academic discipline base characteristic of the Bachelor Degree.

Appendix 3: Child Safety Officer mandatory qualification requirements

In accordance with the Public Service Award 2003 a mandatory degree qualification is required for the Child Safety Officer position (CSO). The nature of services provided by the Department of Child Safety to children, young people and families provides an impetus for the requirement of a qualification in social work, human services or the behavioural sciences.

The knowledge and skills obtained through successful completion of the appropriate qualification, including practical experience obtained through field placements, provide applicants with foundations essential to the performance of the role of a CSO. Subsequent induction and professional development programs provided by the department and developed to national competency standards are designed to build upon these foundations specific to a child protection context.

The following degrees meet the Child Safety Officer mandatory qualification requirement:	
James Cook University (JCU)	Bachelor of Social Work Bachelor of Psychology Bachelor of Social Science (Human Services) Bachelor of Arts (Psychology)
University of Queensland (UQ)	Bachelor of Social Work Bachelor of Arts (Psychology) Bachelor of Psychological Science
Central Queensland University (CQU)	Bachelor of Social Work Bachelor of Psychology Bachelor of Arts (Psychology)
Queensland University of Technology (QUT)	Bachelor of Social Science (Human Services) Bachelor of Behavioural Science (Psychology) Bachelor of Psychology Bachelor of Arts (Psychology)
Griffith University (GU)	Bachelor of Human Services (Child and Family Studies) Bachelor of Human Services Bachelor of Arts (Psychology) Bachelor of Social Work Bachelor of Psychology Bachelor of Behavioural Science – Bachelor of Arts (Criminology and Criminal Justice)
University of the Sunshine Coast	Bachelor of Human Services Bachelor of Social Science (Counselling)
University of Southern Queensland (USQ)	Bachelor of Human Services (Counselling) Bachelor of Science (Psychology)
Dual degrees	
Combined degrees, providing one includes a degree in social work, human services, or psychology for example:	• Bachelor of Social Science/Bachelor of Social Work • Bachelor of Social Science/ Bachelor of Psychology.

Other Australian states

Any degree from a recognised Australian tertiary institution in social work, human services or behavioural sciences acceptable to the Director-General.

The following degrees may meet the mandatory qualification requirement if the graduate has completed a cross-discipline minor or major in human services or psychology:

James Cook University (JCU)	Bachelor of Community Welfare
University of Queensland (UQ)	Bachelor of Behavioural Studies
Central Queensland University (CQU)	Bachelor of Arts (Welfare Studies)
Queensland University of Technology (QUT)	Bachelor of Justice Bachelor of Social Science
Griffith University (GU)	Bachelor of Arts (Criminology and Criminal Justice)
University of Sunshine Coast (USC)	Bachelor of Social Science (Community Work)

The department may consider applicants with other tertiary qualifications both undergraduate and post-graduate. Completed studies need to satisfy the minimum requirement, which is defined as the successful completion of a degree that includes at least six courses of relevant human services or psychology based studies.

In assessing the appropriateness of other degrees, guidelines are applied to ensure that consistency of standards is maintained. The expectation is that an applicant's course of study will have included:

- studies in effective practice at micro and macro levels (includes assessment and intervention skills for work with individuals, groups, families, organisations, communities and other social systems)
- developing knowledge and skills in relation to engaging with young people, children and families, connecting with them at a level to facilitate an assessment and to guide them through change
- knowledge of child development, human behaviour and interaction, family dynamics, cultural factors, interpersonal violence, understanding helping relationships, theories and intervention methods within a human services setting
- knowledge of Aboriginal and Torres Strait Islander cultures and the issues related to Aboriginal and Torres Strait Islander over-representation in the child protection system.
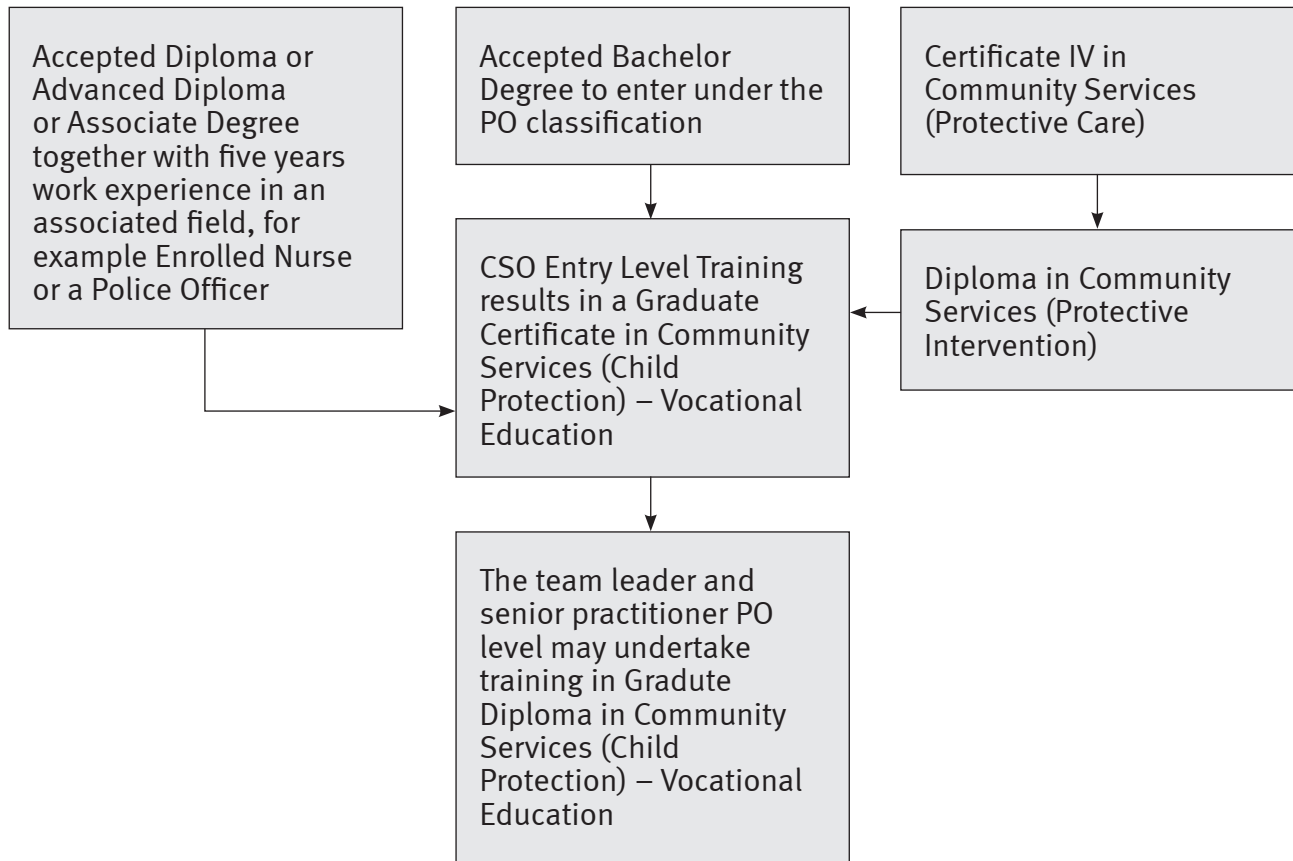
Any review of studies completed and learnings obtained will need to demonstrate the above. Further advice can be provided by the Human Resources Branch, Recruitment and Selection team who can be contacted on **1800 089 515**.

Overseas qualifications

These will be considered provided that they have been assessed in accordance with the Australian Qualifications Framework. The National Office of Overseas Skills Recognition offers educational assessments in accordance with the Australian Qualifications Framework and can be contacted on **1800 020 086** or **email noosr@dest.gov.au**

It is the applicant's responsibility to ensure the appropriate assessment has been obtained and documentary evidence of this provided to the Human Resources Branch, Recruitment and Selection Team who can be contacted on **1800 089 515**.

Appendix 4: Proposed Qualification and Entry Pathways for Child Safety Officer Roles

Accepted Diploma or Advanced Diploma or Associate Degree together with five years work experience in an associated field, for example Enrolled Nurse or a Police Officer

Accepted Bachelor Degree to enter under the PO classification

Certificate IV in Community Services (Protective Care)

CSO Entry Level Training results in a Graduate Certificate in Community Services (Child Protection) – Vocational Education

Diploma in Community Services (Protective Intervention)

The team leader and senior practitioner PO level may undertake training in Gradute Diploma in Community Services (Child Protection) – Vocational Education

Appendix 5: Proposed Qualification and Entry Pathways for Child Safety Officer Roles

Proposed Bachelor Degrees

The Bachelor Degrees below have been identified for potential applicability to child protection practice. A synopsis of the theoretical base typical of each degree is given. It is a brief account and not therefore intended as an exhaustive analysis of the transferability of knowledge or skill to child protection practice.

Bachelor of Arts (Anthropology)

A Bachelor of Arts (Anthropology) is the study of the lives of people in a range of societies. It provides graduates with an informed and refined critical consciousness in regard to social life. Content areas include:
- the relationship between violence and conflict and human social order
- human communication in diverse areas of human practice
- communication, belief systems, myth and ritual
- the situational nature of violence and human conflict
- insight into Indigenous and non-Indigenous contexts.

Contextual transferability

A central aim of the study of Anthropology is for graduates to relate reflexively to the cultural realities of other societies. Understanding cultural diversity is part of this. Having an informed and refined critical consciousness in regard to other social groups is applicable to the practice of child protection especially in regard to Indigenous and CALD children, young people and families. Potentially transferable skills and knowledge include critical thinking, communicating across contexts and understanding violence.

Bachelor of Arts (Laws)

A Bachelor of Laws includes content areas such as Law, Society and Civil Rights, Legal Practice and Ethics, Criminal Procedure, Administrative Law, Evidence, Workplace Law amongst others. Content areas include:
- collection and use of information
- theoretical foundations of the rules of evidence
- administrative action
- administrative decision making
- legal reasoning, statute law, legal research and legal communication and writing.

Contextual transferability

Understanding the nature and requirements of juris prudence provides a strong administrative orientation to practice which could be applied to several aspects of child protection. Critical thinking, an understanding of the nature of evidence and the family as a legal and social institution, are areas of potentially transferable knowledge. Practical skills in effective communication, problem-solving and critical thinking are also highly relevant to child protection practice.

Bachelor of Criminology

A Bachelor of Criminology provides a range in orientation from the highly sociological to the applied psychological. Profiling, security and community risk are core elements of Criminology qualifications. Content areas include:
- understanding social inequality, deviance and theories of criminal behaviour
- examining risk assessment frameworks and treatment and management frameworks related to mental health substance abuse
- principles of managing offenders and their risk in custodial and community contexts
- multi-paradigmatic responses to crime, offending and treatment.

Contextual transferability

The skills and knowledge sets that could transfer to child protection practice relate to record keeping, decision making, complex case planning and assessment, risk assessment, assertive communication, critical thinking and analytical skills. A key element in criminology qualifications is the ability to think and communicate across various paradigms (medical, legal, government, human service) in developing responses to offending behaviour.

Bachelor of Education – Primary

A Bachelor of Education (Primary) is a specialised course that prepares graduates for teaching primary school. Content areas include:
- specialist teaching areas such as numerary and literacy
- understanding Indigenous and multicultural contexts
- understanding children and adolescents
- diversity in human development
- early childhood development.

Contextual transferability

A Bachelor of Education (Primary) has several potential intersections with child protection practice. Knowledge of early childhood development, motivation and behaviour and Indigenous and CALD issues are common across Education and Child Protection Practice. Skills in administrative function, critical thinking, inter-personal communication, problem-solving and relating to and understanding children and young people would transfer to child protection.

Bachelor Health Studies

A Bachelor of Health Studies draws from and complements specialist fields such as Health, Medicine, Nursing and Behavioural Sciences. It offers a broad suite of knowledge. Content areas include:
- child development (cognitive, linguistic, social, emotional, moral)
- the relationship between behavioural and cognitive change
- social knowledge
- the nature and measurement of attitudes
- social influence, group processes and decision-making, prejudice, aggression, affiliation, attraction and love and pro-social behaviour
- diet, disease and health.

Contextual transferability

Health Studies has a broad knowledge base with potential intersections with child protection practice. These include child and adolescent development, understanding families and family health, cognitive and social psychology and human development.

Bachelor of Justice Studies (Policing)

A Bachelor of Justice (Policing) prepares graduates in subjects such as sociology, psychology, politics, criminology and law. It has a significant practical component.
Content areas include:
- foundations of criminology
- foundations of psychology
- foundations of sociology
- crime, delinquency
- social welfare
- policing and the community
- evidence and procedure
- government and policing
- functional communication.

Contextual transferability

A Bachelor of Justice (Policing) gives graduates a range of knowledge and skill which could be transferable to child protection practice. This includes the forms and processes of functional communication, in particular the successful avoidance and resolution of conflict. Understanding how welfare agencies interact, such as the juvenile justice system and child welfare systems are applicable in child protection. Knowledge and skills in investigation and risk assessment are strong complementary elements suited to work in child protection.

Bachelor of Nursing

A Bachelor of Nursing provides a comprehensive preparation for practice in the health care system. It is both client and community focused. Content areas include:
- the philosophical framework of ecological systems
- wellness theories
- physiology
- contemporary understandings of health, social, environmental and behavioural determinants of health
- community-based nursing

Contextual transferability

A Bachelor of Nursing is interdisciplinary in orientation. Hence, skills in working across contexts and in teams, is a critical feature of nursing preparation. These skills, along with clinical reasoning, are potentially transferable to child protection practice.

Occupational Therapy

A Bachelor of Occupational Therapy prepares graduates for a wide variety of work settings including acute, psychiatric or rehabilitation hospitals, schools, community health, mental health, the workplace (such as in occupational health and safety and vocational rehabilitation), government, or in private practice. Content areas include:
- various subjects relating to understanding human health
- augmentative and alternative communication
- use of technology for mainstream communication
- problem solving and conflict resolution
- community development and empowerment
- critical analysis and development of personal frames of reference to the occupational therapy reasoning process
- interdisciplinary, ethical and legal contexts of practice and management.

Contextual transferability

A Bachelor of Occupational Therapy has several potential intersections with child protection practice. These include clinical reasoning skills, needs analysis and needs planning and innovation and problem solving skills. The degree also requires the development of evaluation and reviewing skills. These skills have utility in child protection practice.

Bachelor Arts (Sociology)

A Bachelor Arts/Sociology is the study of society and social relations. It examines the study of the relationship of the individual to the social world. Content areas include:
- patterns of inequality based on categories such as social class, gender, race and ethnicity
- individual, families and households
- sociology and the law
- social issues in health care
- the family in a sociological perspective
- multiculturalism.

Contextual Transferability

A Bachelor Arts (Sociology) prepares graduates to analyse a range of contemporary issues including family life, health, conflict and cohesion. These, along with the ability to understand systems and practices in various settings, are all potentially transferable to child protection.

References

Bromfeild and Ryan (2006) Communities, Families and Children Australia, Vol 2 No 1, April 2006.

Human Resources Branch, 2007. Staff Survey.

http://www.aqf.edu.au/

http://studyinaustralia.gov.au/Sia/en/WhyAustralia/AQF.htm

http://www.trainandemploy.qld.gov.au/resources/corporate/pdf/pol_qldskillsplan_0306.pdf

Facilitators

Jude Harrison

Principal Training & Staff Support Officer
Training & Specialist Support Branch
Department of Child Safety

David Bradford

Director
Training & Specialist Support Branch
Department of Child Safety

Jenna Linehan
Administrative Support

Housekeeping

- ✓ Registration – Please complete at the door
- ✓ Mobiles – please switch off or on silent
- ✓ At your table – copies of 'Consultation Response Form'
- ✓ Time is allocated specifically for questions

Agenda - Session Length 2½ hours

- ✓ Part 1 - Context & background
- ✓ Part 2 - Consultation Questions and Responses
- ✓ Part 3 - Brief Q & A
- ✓ Where to from here and finish

Intent

The Job Design project intends to:

- ✓ Review current frontline work and work design issues including classification and career path
- ✓ Expand entry qualifications and training requirements
- ✓ Develop & test proposals through research & consultation
- ✓ Make recommendations to improve child protection delivery

**GOAL: DEVELOP AND RETAIN THE WORKFORCE
NOW AND INTO THE FUTURE**

Drivers

- ✓ High staff turnover, especially in first year

- ✓ Restrictive entrance qualification requirements

- ✓ Recognition of specialised skill (and training) requirements

- ✓ Perceived disparities in roles, responsibilities & job functions

- ✓ Lack of career progression / career pathway

- ✓ Varying complexities of work (geographic and demographic issues)

- ✓ Classification structure

Drivers & Actions

DRIVERS

1. High staff turnover, especially in first year

2. Restrictive entrance qualification

requirements

3. Recognition of specialised skill (and training)

requirements

4. Perceived disparities in roles, responsibilities

& job functions of frontline positions

5. Lack of career progression / career pathway

6. Varying complexities of work (geographic and

demographic issues)

7. Pay for work – market comparison

ACTIONS

Monitoring and OPSC project – feed into other stages

Broaden qualification requirements, enhance entry level & specialist training & ensure qualifications pathways link to positions in the department

Work analysis of front-line positions including job requirements; job design, classification structures and links to training. Also reviewing the departments existing career progression strategy

Research other Australian & international systems

The Scene

✓ Low birth rates >> structural ageing

✓ Structural ageing >> declining ratio of labour market entrants to exits, slowing growth of working age population

✓ Diversity across Australia >> negative ratios already in 41% of Australia's local government areas (cf. as yet no states)

Scope

Entry Qualifications

Post employment Training & Development

Career Path

CP delivery

Job Design

Classification Structure
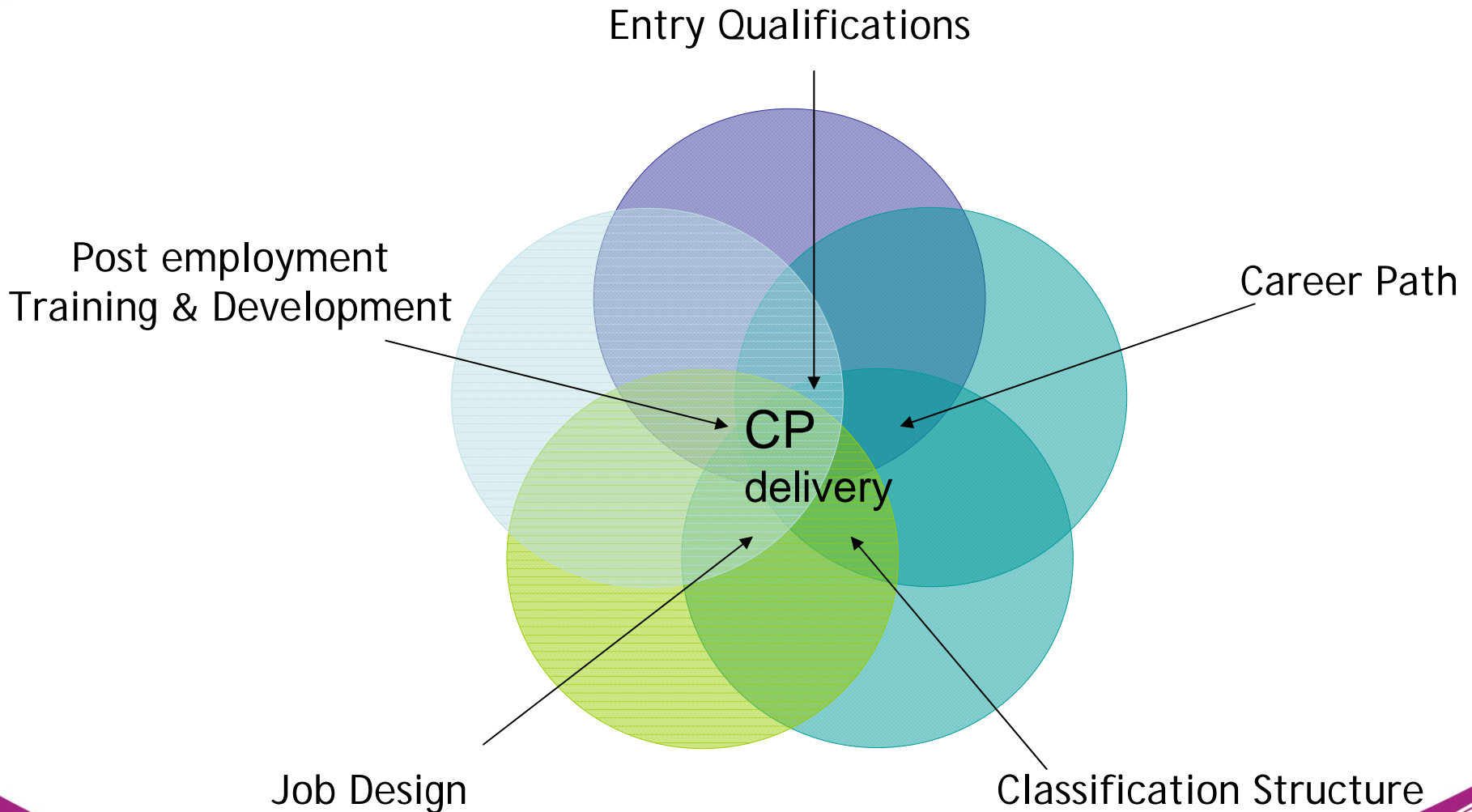
Population Ageing: 4 Dimensions

✓ **Numerical Ageing**

Increase in *numbers* of elderly (primarily caused by increased life expectancy)

✓ **Structural ageing**

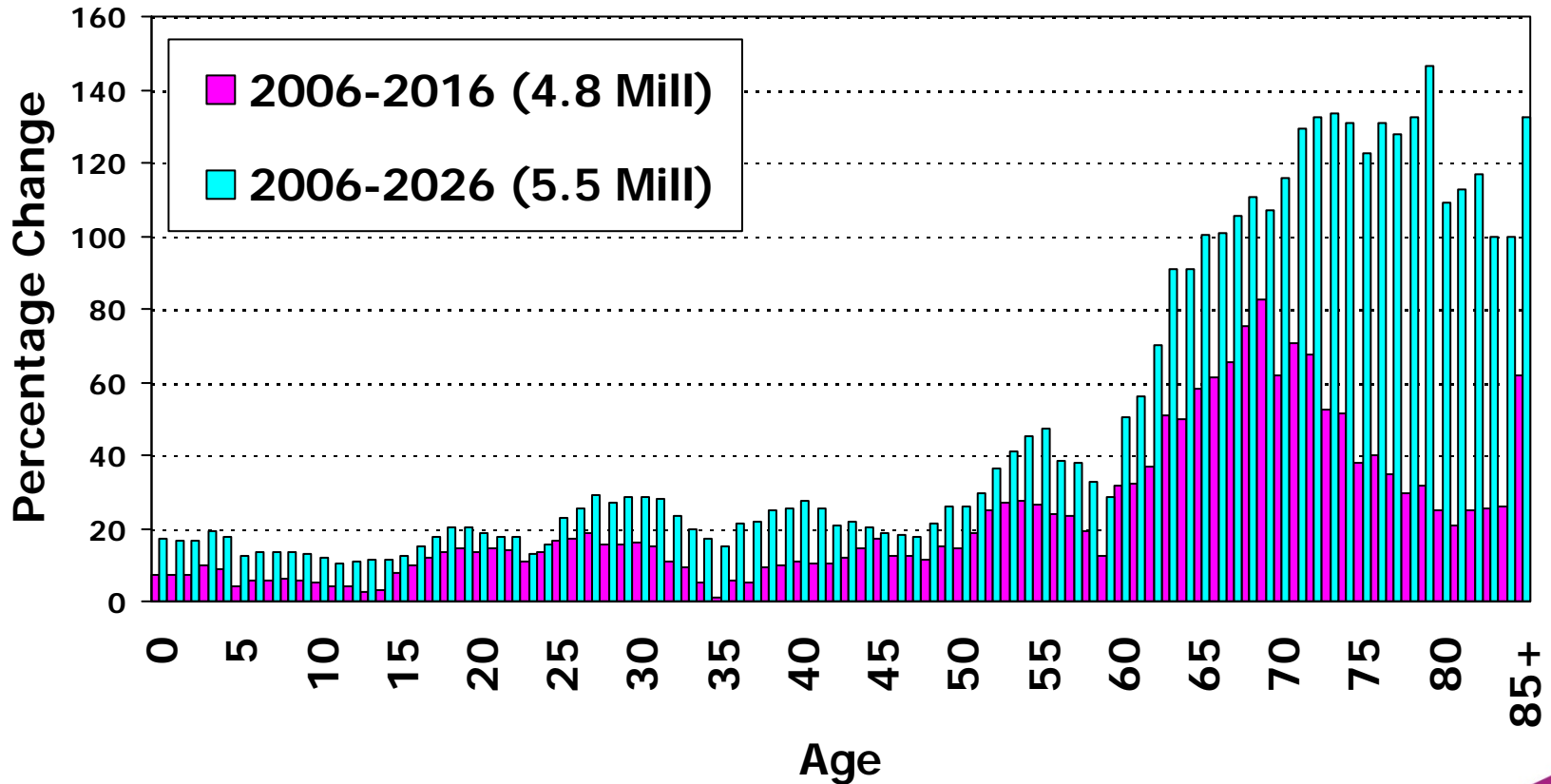Increase in *proportions* of elderly (primarily caused by low/falling birth rates)

✓ **Natural decline**

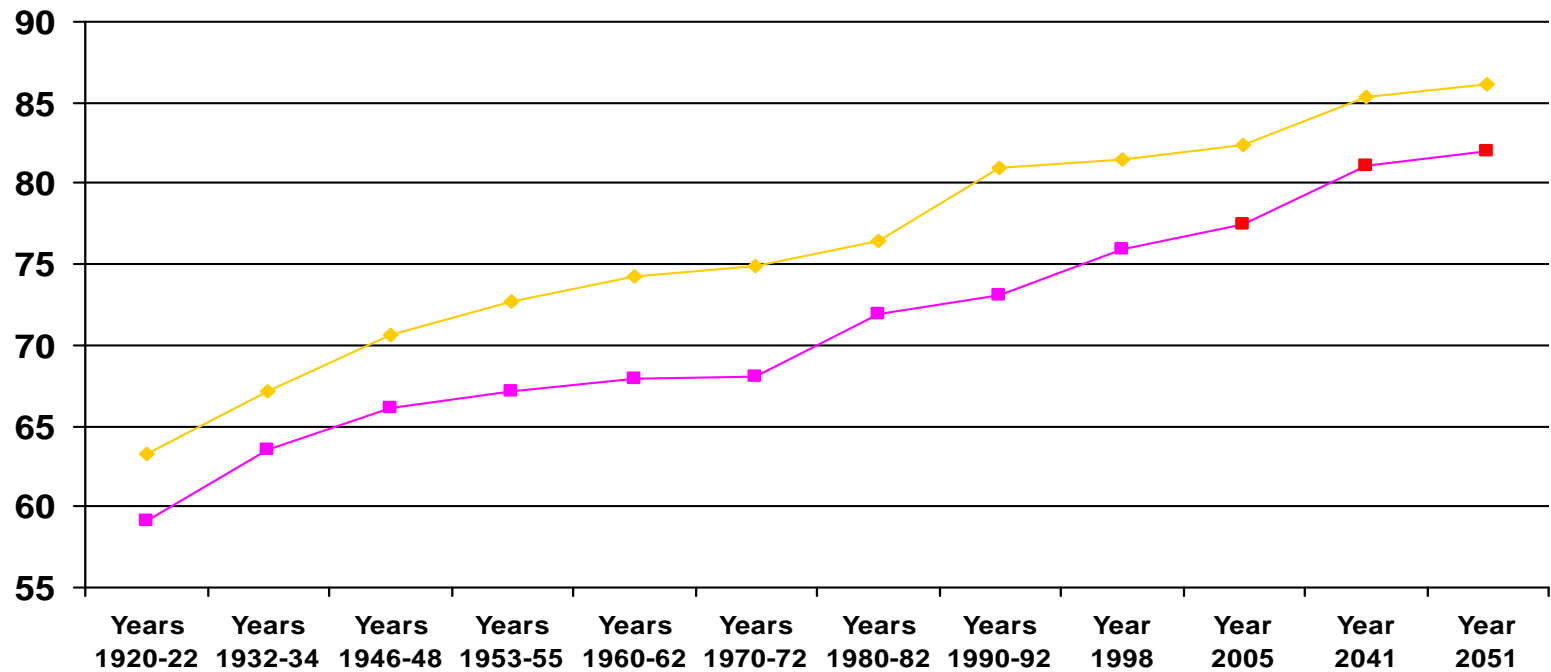More elderly than children >> more deaths than births

✓ **Absolute decline**

Inability of replacement migration to replace the 'lost' births and increased deaths

Projected change by age (%):
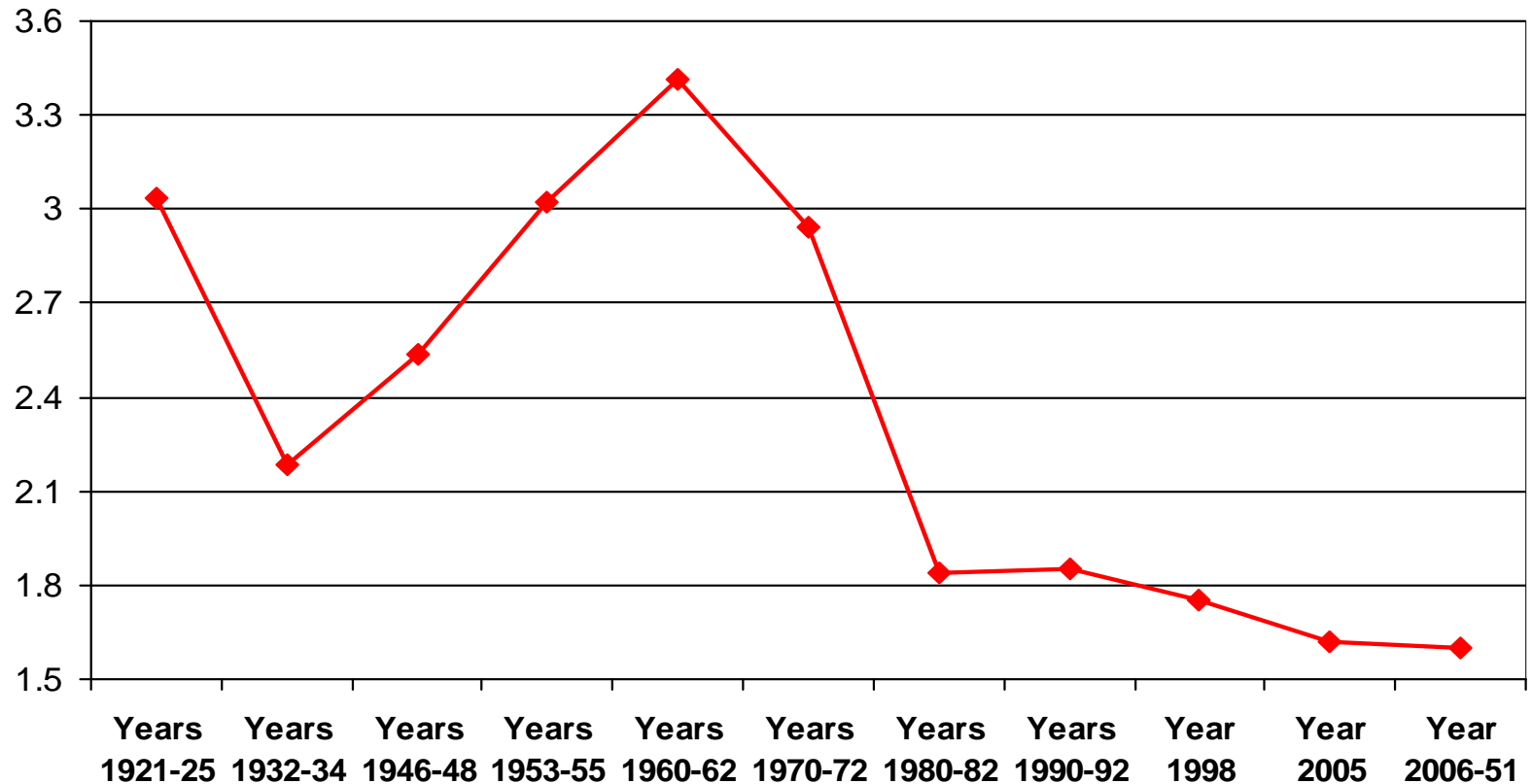
Queensland: LM Entrants/Exits
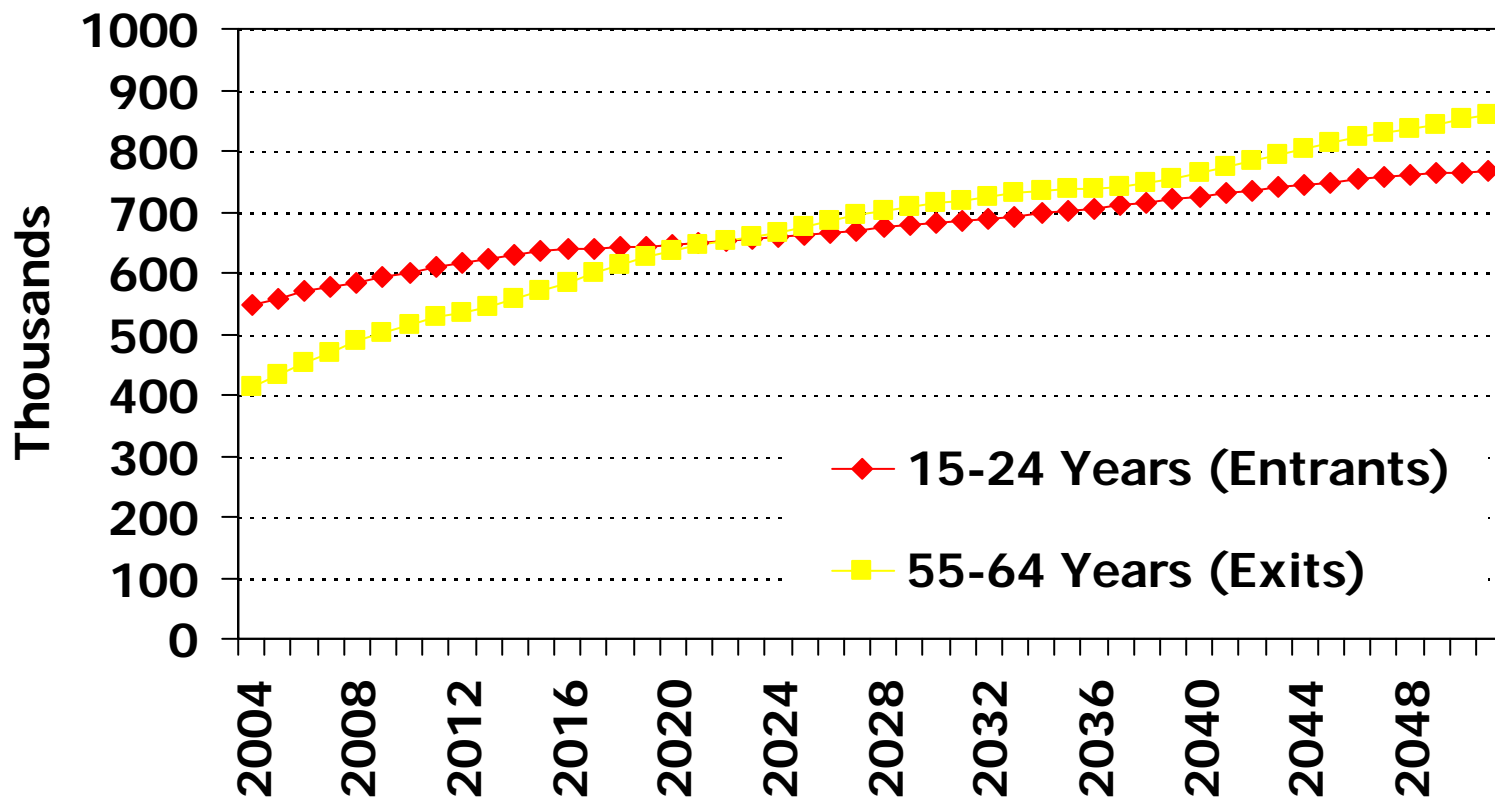
Fertility Rates in Australia – 1920 - 2051

Years (Red are projections only)

ABS: Births - 3301.0 - 1998

This is vastly different to the past

Ratio 15-24: 55-64 years
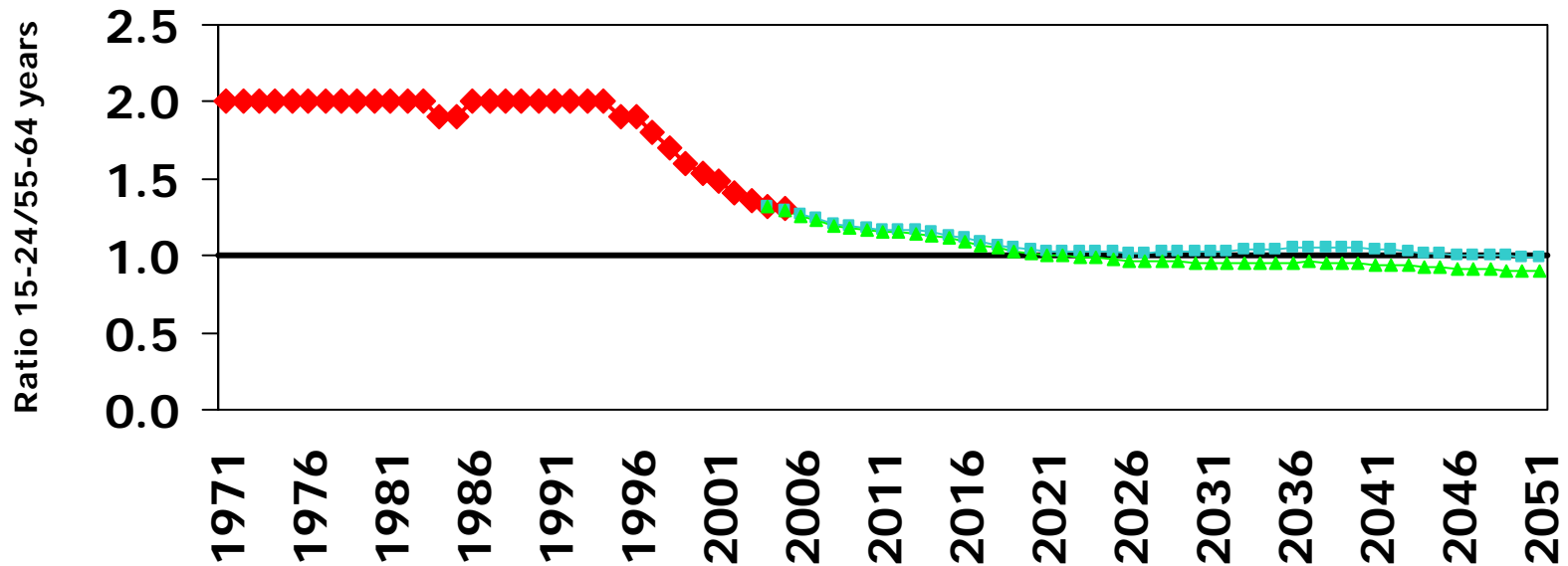
- Current data identifies the need for the community services and health workforce to grow faster than in any other Australian industry to 2012

- Workforce growth required to meet service delivery is projected as 3.0% per year or 169,300 workers in the 5 years to 2011-12 (*Australian Jobs 2007*)

Structural Ageing

QLD 2006 (12.3%)
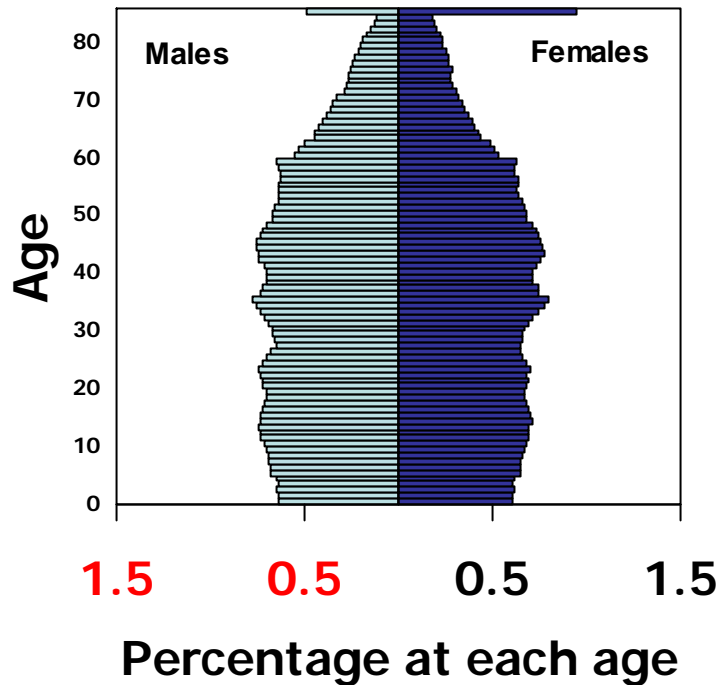
QLD 2026 (20%)
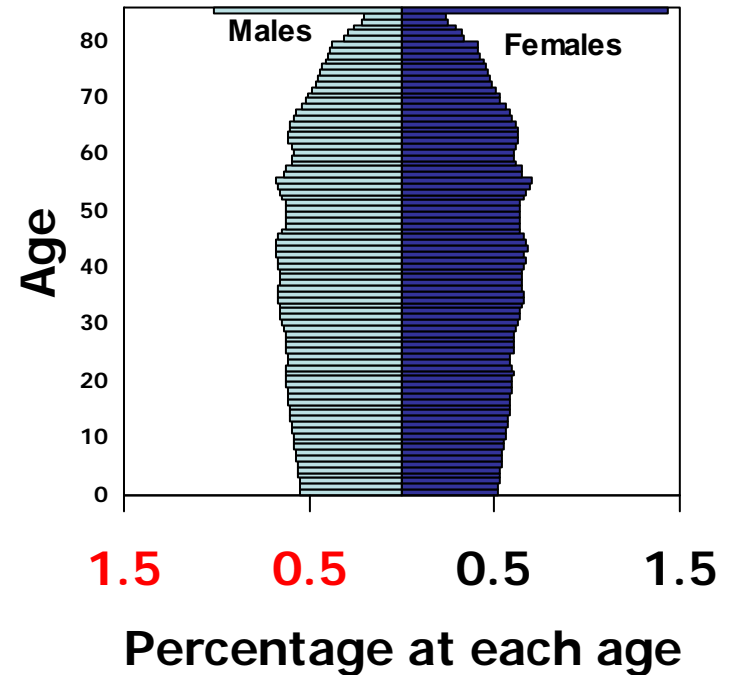
The Australian Context

Our Changing Demography

A sustainable, productive workforce

| Skills & Knowledge | Motivation & Attachment | Health & Capacity | Sustainability |
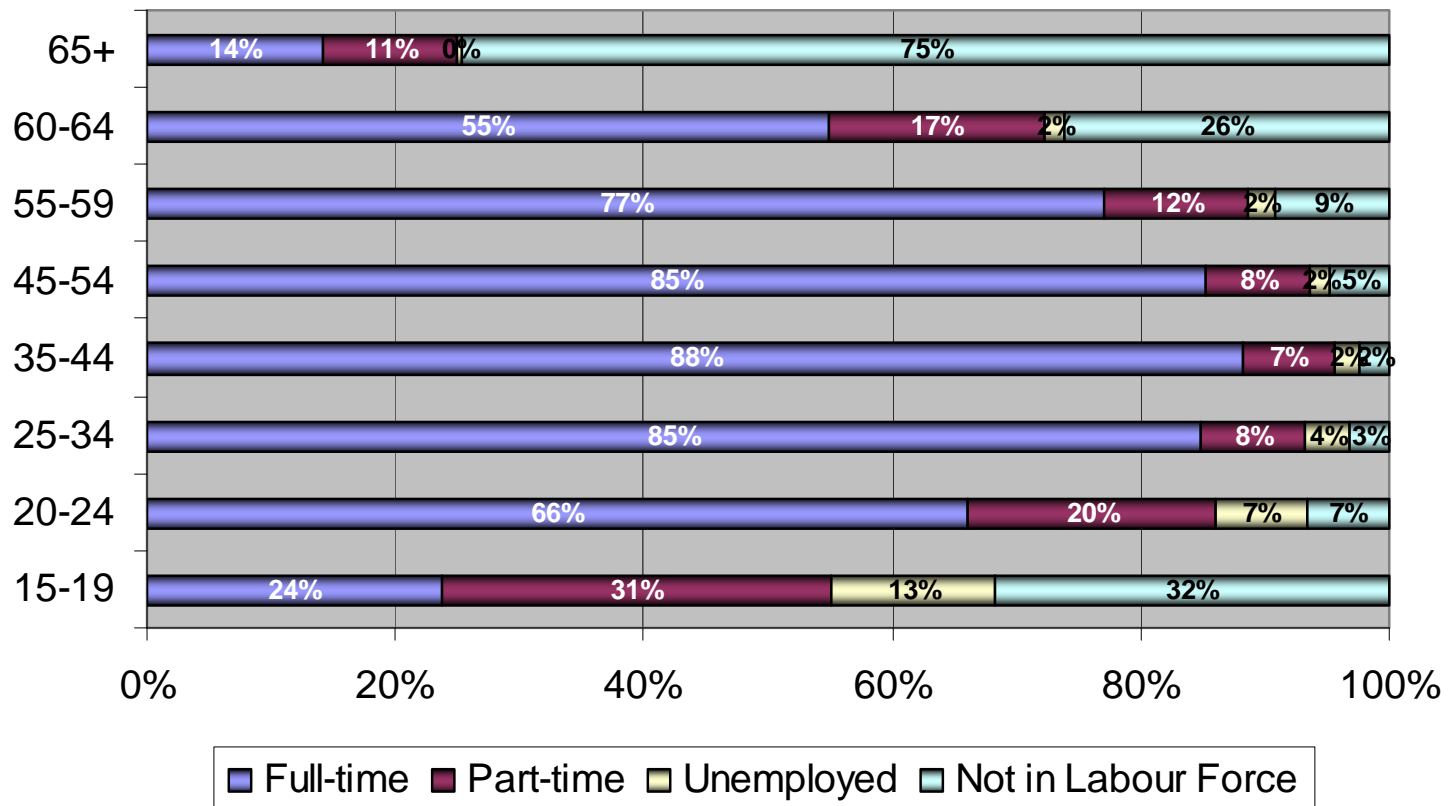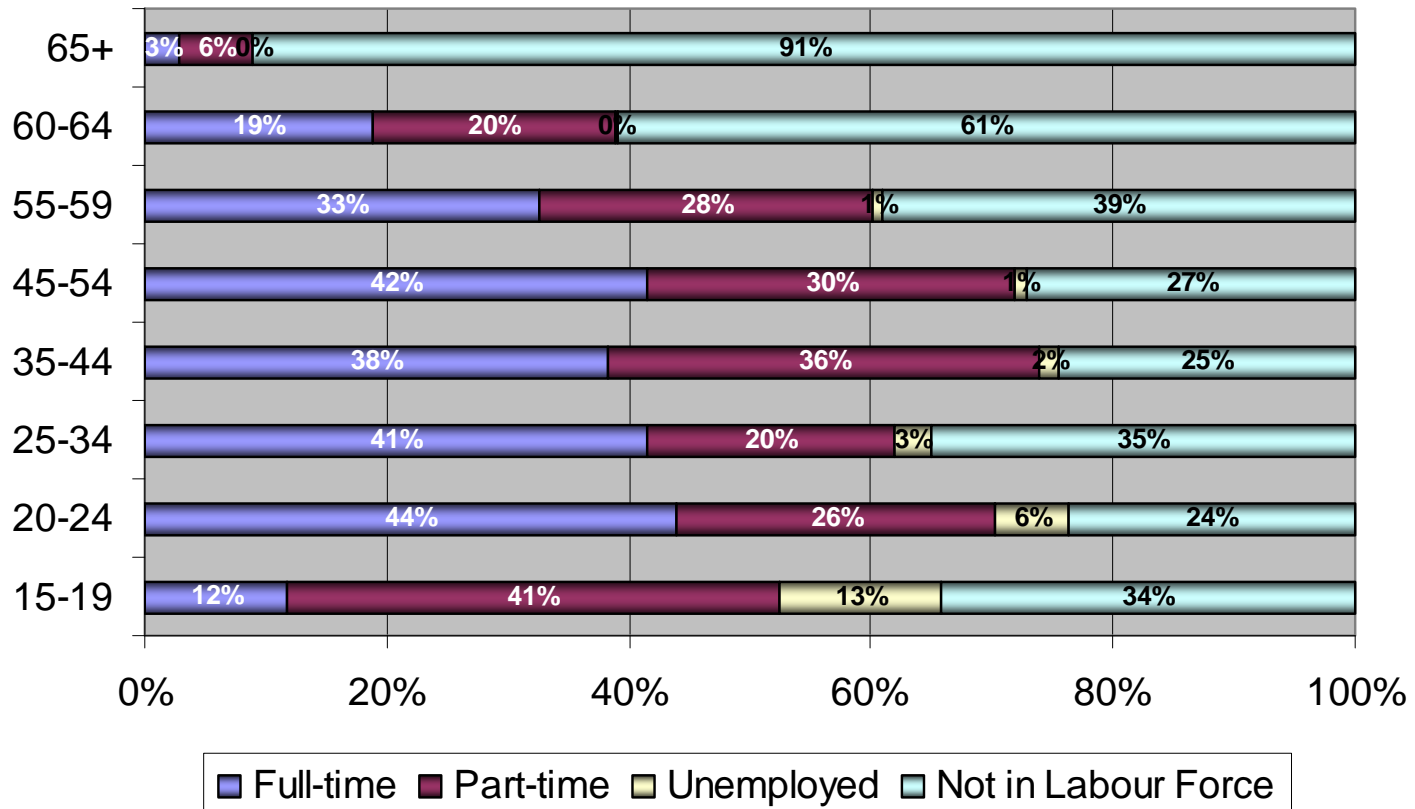
The Changing Structure of Age

Figure 1   **From pyramid to coffin**

Changing age structure of the Australian population, 1925-2045
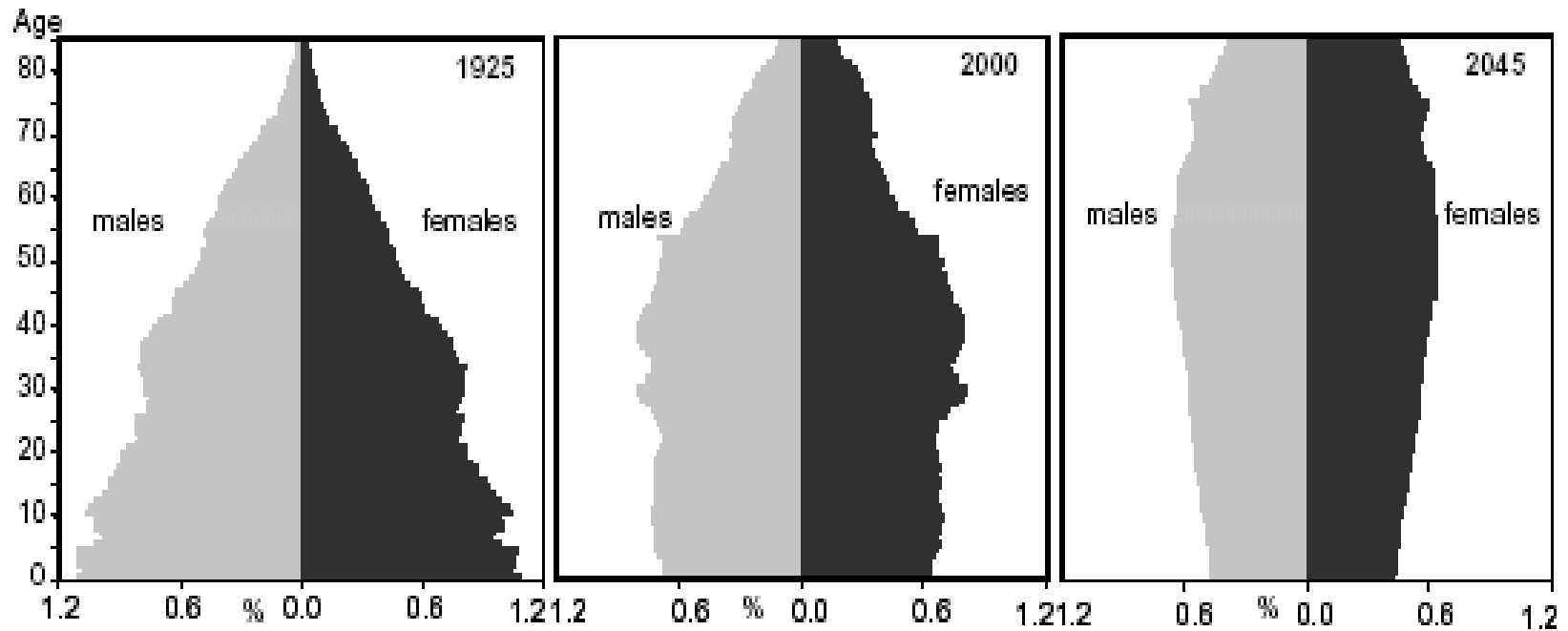
Access Economics, 2006
Growth in working age population

1980's & 1990's

2020's and beyond
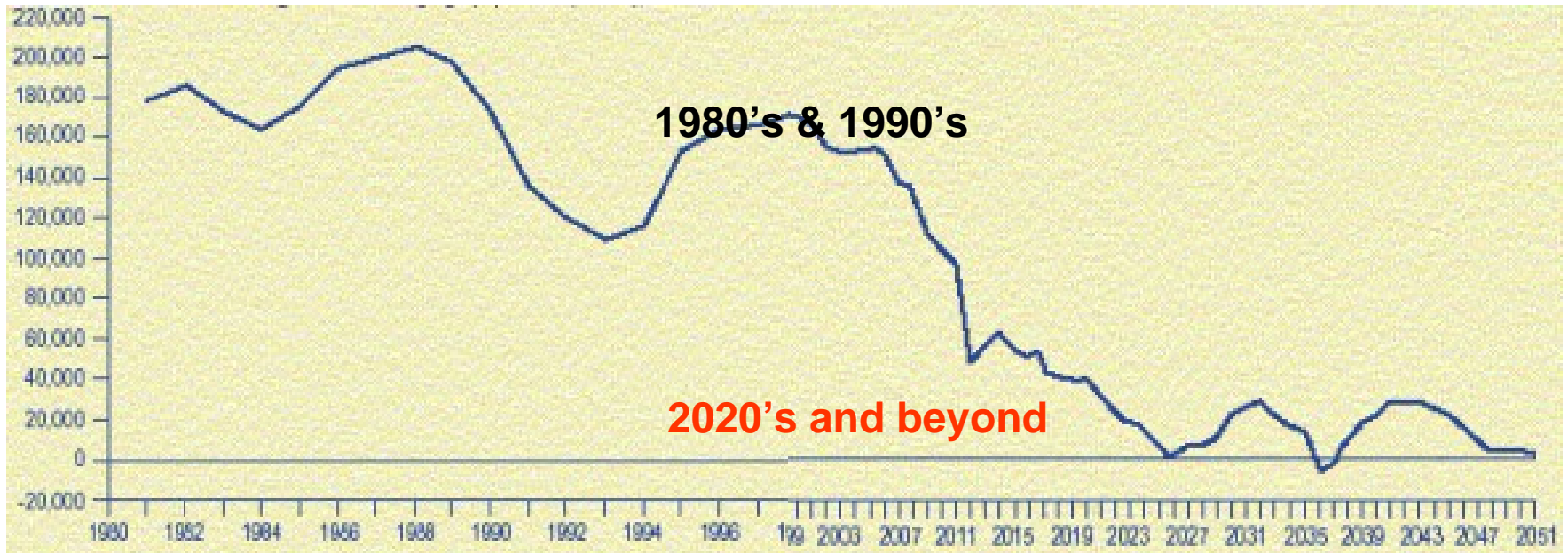
Are we any different to the rest of the world?

Screeching to a Halt:
Growth in the Working-Age Population
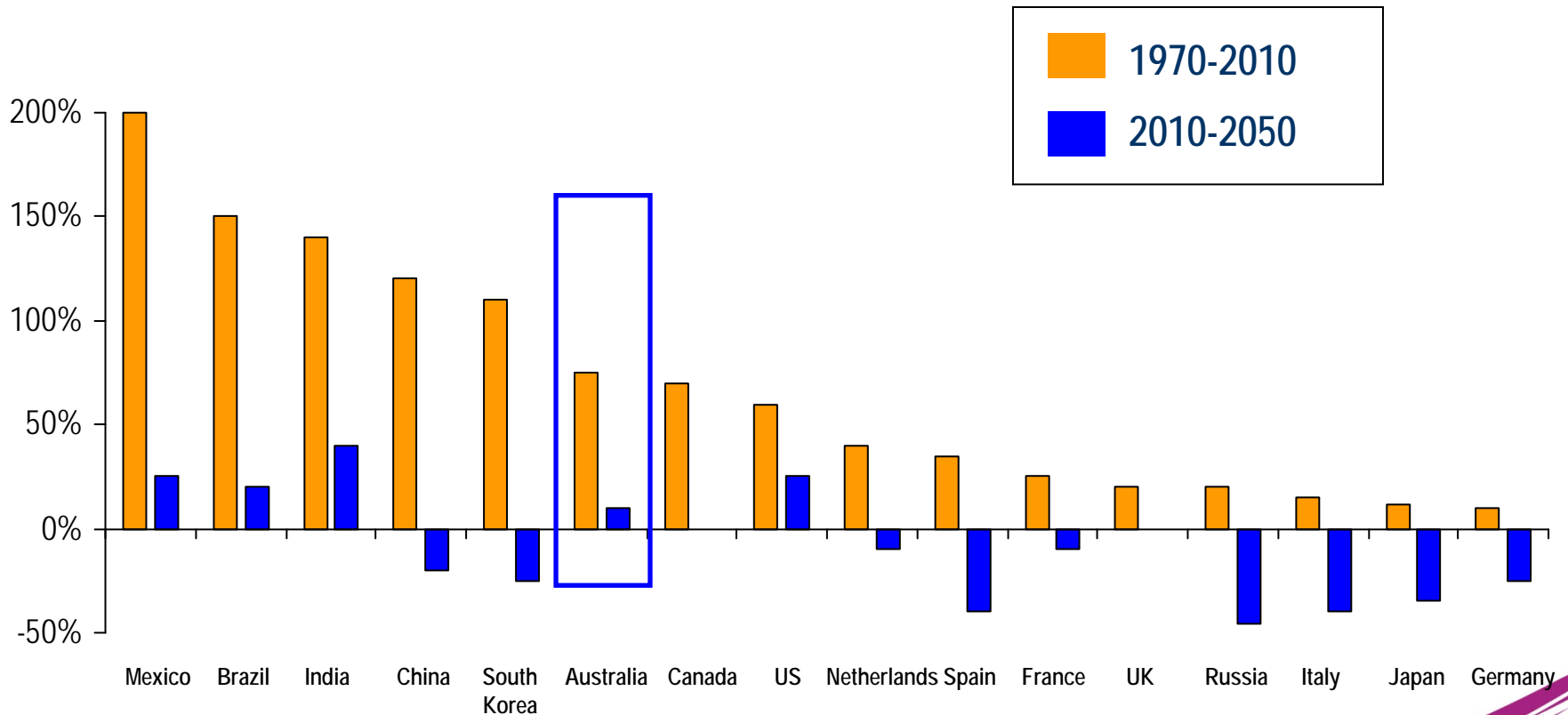
Organisational & Industry Risks

- ✓ Attaining adequate levels of labour supply as labour market growth diminishes
- ✓ Attracting and retaining critical skills
- ✓ Increased attrition amongst younger workers driving up costs
- ✓ Wage pressures – WA unemployment 2.7%
- ✓ Concentrated loss of people as the baby boomer generations retires
- ✓ Loss of difficult to replace organisational, technical management knowledge and skills
- ✓ Increasing occupational health and safety risk in some areas

Where are the people risks in your environment?

Understanding demographic influences at the organisational level
Youth centric organisation
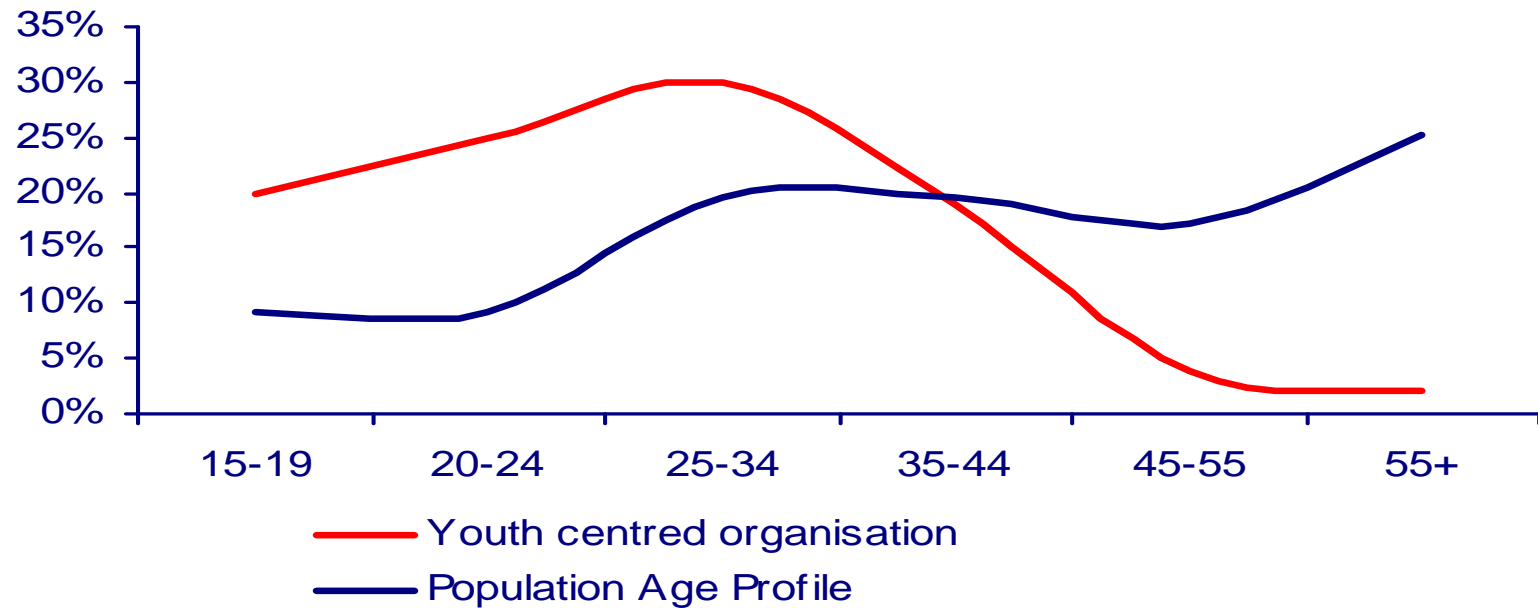
It will be increasingly difficult for organisations with a significant over representation of younger people to maintain the staffing levels, manage retention and achieve management depth

Findings: Community Services

Most likely scenario

Growing polarisation between up-market segment and 'the rest'. Pressures likely to be solved with steady fall in service quality.

As skill level of jobs decline likely
to be steady/increasing demand for VET level training

Key Challenges: Empirical Regularities

✓Changing content of skill
 – What employers want: Cognitive + Behavioural + Technical
 – What workers have: 'wasted skills'

✓Skill problems in job structures
 – Squeeze on-the-job training
 – Inadequate career paths
 – Challenge of middle management

✓Changing life courses

✓Formal training system: neither problem nor solution

Conceptualising the youth labour pool

Entry/Exit Ratios by State
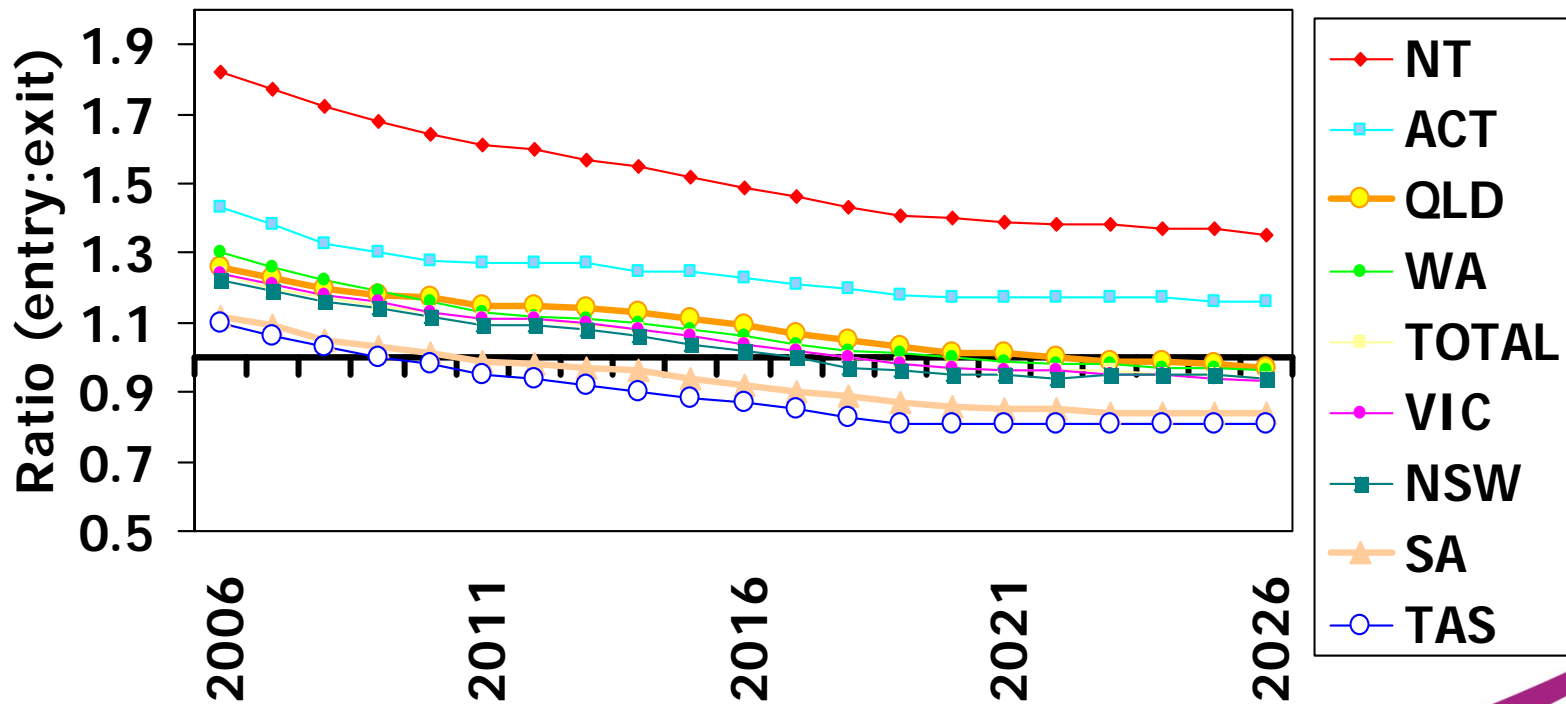
What will be the impacts?

✓ **Increasing competition between industries for participation of same young people >> labour costs**
  - Labour market and educational institutions

✓ **Declining unemployment – less than 1% unemployment**
✓ **Declining post school education**
  - Compounding skills shortages
  - Training implications

✓ **Increasing incomes, especially for young**
✓ **Increasing opportunity structures, especially for females**

Nursing Professionals #8 (E/E = 0.8)
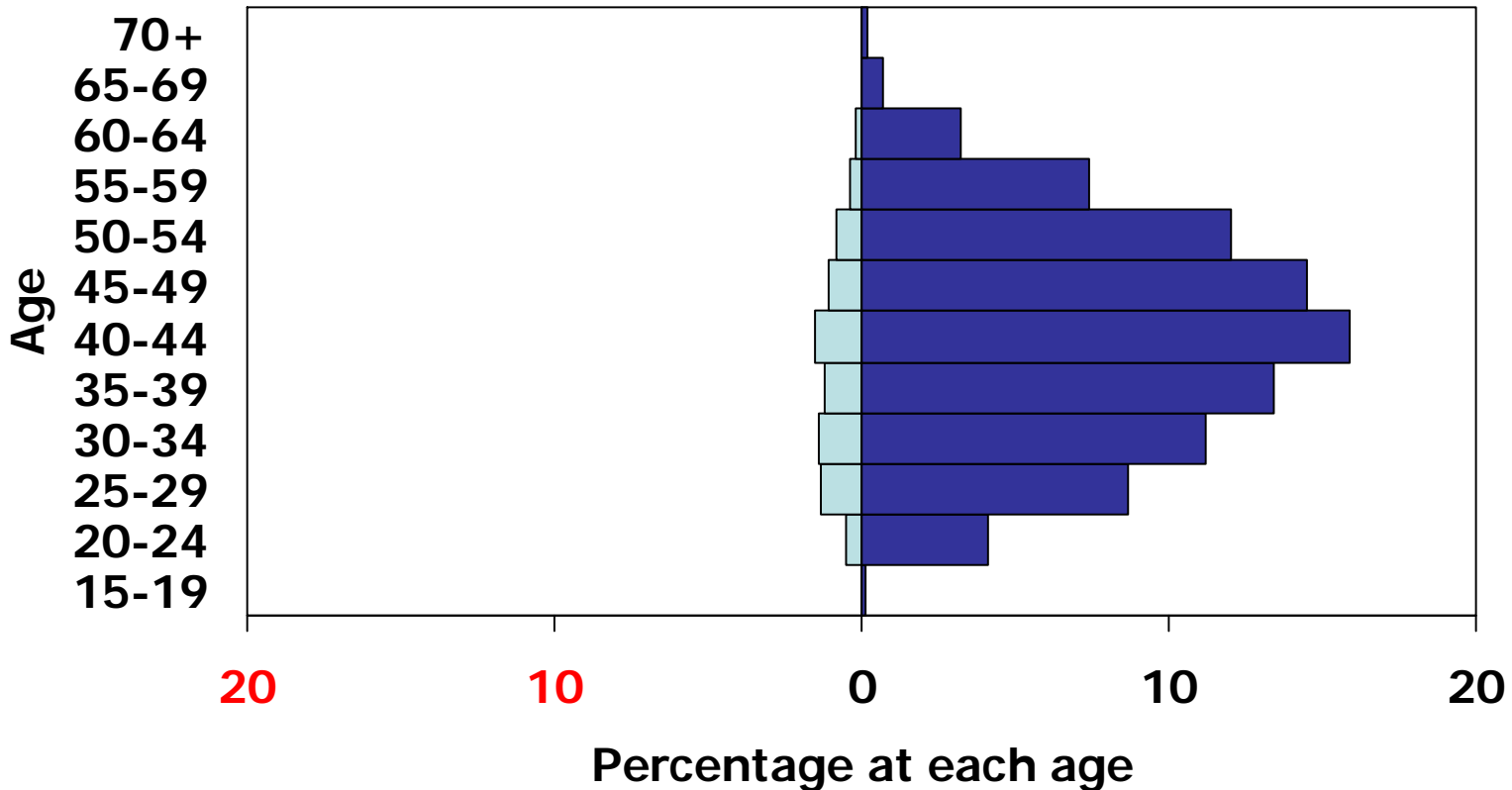
Queensland's migration age pattern
(net interstate)
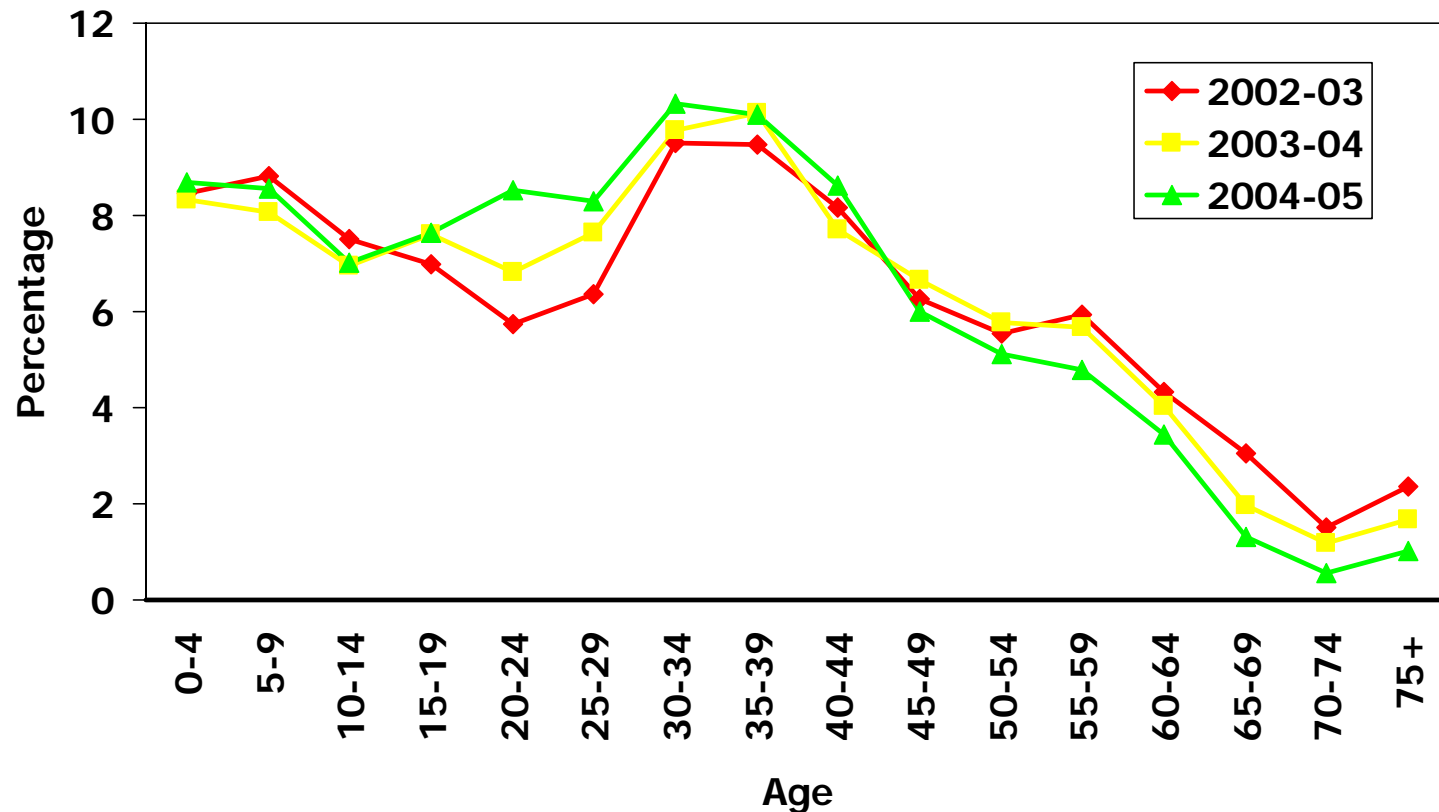
Queensland: Elderly/Children
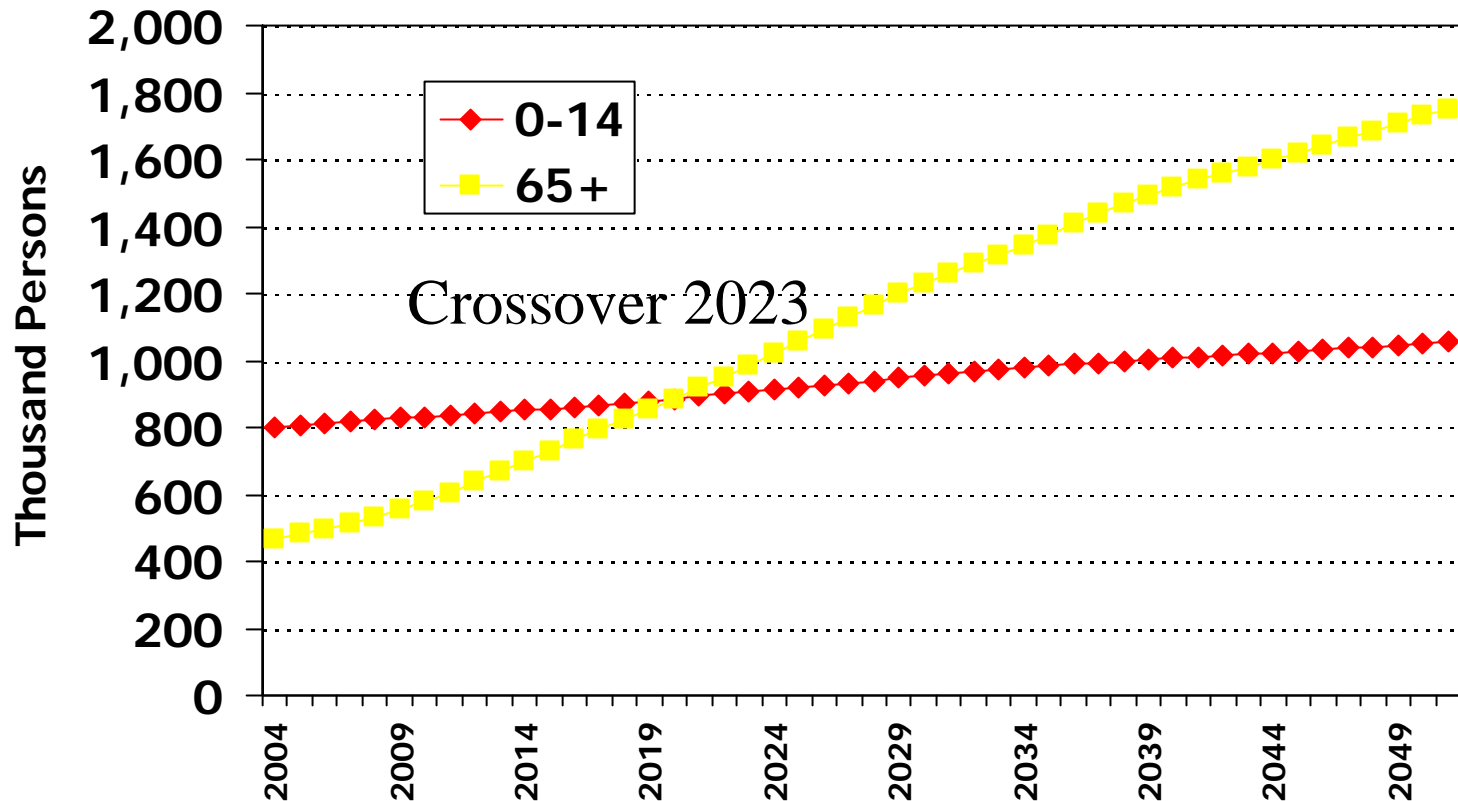
And don't forget those tourists

- OECD countries: next 25 years, 70 million retirees..

- Nationally: 67,000 more 65+ next year than this year. By 2012, av. 135,000 additional 65+ *every year* for following 2 decades

The Message

- ✓ Structural ageing affects *all* age groups
- ✓ Trends differ by region
- ✓ Many positives (declining unemployment; increasing incomes for the young > housing)
- ✓ Many negatives (increasing labour market costs; probable declines in post-school education)
- ✓ Training/retraining will become ever more important

In Summary

✓ **<u>A</u>ccept**

Population ageing is coming to a workplace near you

✓ **<u>B</u>uffer**

Revisit and revise current policies, practices, plan

✓ **<u>C</u>elebrate**

We 'know' a little about the future; we can optimise that future *positively*

EXIT **37**

25 A **Bitter Old People**

EXIT **38**

25 B **Idealistic Youth**

POTENTIAL ENTRY & QUALIFICATION PATHWAYS

Any Diploma or Advanced Diploma or Associate Degree together with five years work experience in an associated field, for example Enrolled Nurse or a Police Officer	Any Bachelor Degree to enter under the PO classification	Certificate IV in Community Services (Protective Care)
	↓	↓
	CSO Entry Level Training results in a Graduate Certificate in Community Services (Child Protection) – Vocational Education	Diploma in Community Services (Protective Intervention)
	↓	
	To be eligible to enter the team leader and senior practitioner PO level undertake training in Graduate Diploma in Community Services (Child Protection) – Vocational Education	

TIMEFRAME

2007					2008						
Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July

Qualifications & training options EMT – 28.9.07 (Aug–Sept) **Consultation – with reference group and working group** (Oct–Dec)

Proposed amendments to qualifications reported (Dec–Feb) · **Updating curricula, developing training packages** (Mar–May)

Initial research - frontline job design & career structure EMT – 26.10.07 (Aug–Oct) **Consultation – with reference group and working group** (Nov–Mar)

Proposed job design & career structure (Mar–Apr)

Evaluation of qualifications, training, job design & career structure components (May–June)

Outcomes reported & decisions endorsed by D-G and EMT (July)

References

- "Frontline Job Design Project"
  Department of Child Safety Corporate Communications Branch, 2007

- "Work and Ageing in Context"
  Damien Woods, Manager Business Advisory Services, Ernst & Young, 2007

- "What is happening to Queensland's Labour Supply? A demographic perspective"
  Dr Natalie Jackson, University of Tasmania, 2007

Consultation Questions and Response

The 6 consultation question will be presented and clarified followed by table discussion around questions

➢ Each table to identify 2 - 3 significant questions
➢ These will be presented to group
➢ Individual response time

Responses can also be submitted by:
Post: PO Box 892 Lutwyche 4030
Email: jude.harrison@childsafety.qld.gov.au

Responses can also be submitted by:
Post: PO Box 892 Lutwyche 4030

Email: jude.harrison@childsafety.qld.gov.au

Please ensure responses are submitted by
15 February 2008

A report will be submitted to our EMT in March 2008

Proposal 1

That the Department of Child Safety:

- ✓ Broaden the acceptable Bachelor degree level qualifications for Child Safety Officer positions to include the degrees outlined below;
- ✓ Use rigorous selection processes to ensure staff who hold these degrees are suitable for work in the Department of Child Safety; and
- ✓ Develop a training program to ensure these staff are integrated into the statutory child protection role through education and assessment pathways that support them to develop requisite frameworks and reconcile their discipline area with the child protection context

Bachelor Education (Early Childhood, P to10 and Senior)
Bachelor of Sociology
Bachelor Nursing
Bachelor Occupational Therapy
Bachelor Science (Health Sciences)
Bachelor of Arts (Anthropology)
Bachelor of Justice Studies
Bachelor of Criminology
Bachelor of Laws

Consultation Question 1

Considering the department's capacity to develop and support staff, which of the above Bachelor level qualifications could the department accept and which would be unacceptable, and why?

What would the on the job training need to be to support this transition?

Do you believe people from these disciplines who have participated in CSO training could fulfil all of the CSO role or part of it? If a part, which part?

Proposal 2

That the Training and Specialist Support Branch develop partnerships with relevant tertiary education providers to move CSO training in to the AQF (Attached Appendix 1) to issue Vocational Graduate Certificate qualifications at the completion of CSO training. Please refer to packaging rules (Attached Appendix 2) before answering this question

Consultation Question 2

Do you support or not support the Department of Child Safety partnering with appropriate tertiary education providers to issue Vocational Graduate Certificate in Child Protection?

Proposal 3

That people with three years work experience and accepted diplomas in related fields such as nursing, policing and teaching be accepted into Child Safety Officer training as a pathway to becoming a Child Safety Officer. In conjunction with proposal 2, this will promote pathways to a Vocational Graduate Certificate.

Consultation Question 3

Do you or do you not support Proposal 3 and why?

Consultation Question 3a

If you support this proposal which Diplomas would you suggest be considered acceptable?

Consultation Question 3b

What on the job training would be required to support these staff?

Consultation Question 3c

If you do not support this proposal are there elements of the CSO role that people with a Diploma and 3 years work experience could undertake?

Proposal 4

CSSOs who have completed the Certificate IV in Protective Care and are undertaking a Diploma in Community Services (Protective Care), be allocated some restricted non-statutory tasks that align with their skills and knowledge. These may include casework tasks, coordination of meetings, supportive record keeping associated with statutory tasks and assisted decision making which may serve to facilitate their transition to CSO work.

Consultation Question 4

Do you support proposal 4 and why?

What restricted duties do you believe a CSSO who has completed a Certificate IV in Community Services (Protective Care) and is enrolled in a Diploma could undertake and what supervision and training would they need?

Proposal 5

That the Department promote pathways for CSSOs by ensuring;

✓ The current Certificate IV Community Services (Protective Care) articulates to a Diploma; and

✓ Upon completion of this Diploma, (consistent with proposal 3) CSSOs will be eligible to seek employment as a Child Safety Officer and complete Child Safety Officer training;

✓ As outlined in proposal 2, completion of this training will result a Vocational Graduate Certificate

Consultation Question 5

Do you support the above proposal? If not, why?

Do you believe this will result in improved retention of staff with the department?

Do you believe this will result in a more diverse mix and experience among frontline staff?

Do you believe this will contribute to the stabilisation of the workforce in rural and remote areas?

Proposal 6

That the department explores mapping the Team Leader Training Program against a Vocational Graduate Certificate (Management) and designate this qualification as mandatory for completion in the staff member's first 12 months as a Team Leader.

Consultation Question 6.

Do you or do you not support Proposal 6 and why?

Where to from here?

Child Protection Skills Formation Strategy
Report 2008

Report prepared by
Anne Diamond & Associates
Carolyn Ovens
Lyndall Roberts
& Talia van Gils

December 2008

This report was commission by the Health and Community Services Workforce Council as part of the work undertaken by the Child Protection Skills Formation Strategy and represents the results and implications of a survey and eight regional forums conducted with non government and government agencies involved in child protection work. Recommendations are made for future investigations and actions to be undertaken.

Contents

List of Tables

Acknowledgements

The Child Protection Skills Formation Strategy Report 2008 is the product of the collective contribution of the Child Protection Industry Reference Group which is representative of Government and Non Government service providers, Peaks, Vocational Education and Training and Higher Education Institutions and Unions. The input and direction provided by individuals and stakeholders has ensured that this final report represents the views and priorities of those involved in addressing the workforce management and development priorities of the Child Protection sector in Queensland.

Child Protection SFS Industry Reference Group 2007-2008

Executive Summary

This report outlines the conduct and findings of a significant industry engagement strategy within the child protection industry in Queensland. It concentrates through survey findings on the non-government organisations that participated within the industry as well as information provided by recruitment decision-makers throughout Queensland who participated in eight regional forums conducted from May to August in 2008.

In 2006 the Department of Child Safety together with the Department of Education, Training and the Arts, funded a 'Child Protection Skills Formation Strategy' (CPSFS), which was initiated and managed by the Health and Community Services Workforce Council (referred to as the Workforce Council).

Skills Formation Strategies are a Queensland Government initiative under the Queensland Skills Plan, designed to examine how industry and community sectors can attract, develop, train and retain a skilled workforce. They provide a framework in which an industry sector can work to examine workforce issues and collaborate in planning and implementing strategies to address these issues.

Between 2006 and 2008 the Child Protection Skills Formation Strategy worked with stakeholder groups including the Department of Child Safety, non government service providers, training and education providers, research consultants and community members to identify barriers to industry development. The industry stakeholders collaborated to develop strategies for a whole of sector approach to building a skilled and integrated workforce for the protection of children in Queensland.

There were eight emergent themes which formed the basis for the development of a vision for the CPSFS and future collaborative work across the sector via the regional forums. The overarching strategy was named Vision 2010. It aims to ensure:

• An experienced workforce that is valued
• Matching people and jobs for entry
• A well planned workforce at agency and sector level
• A whole of sector approach to workforce issues
• Education and training that matches the needs of the sector

In 2008 the Industry Reference Group, through the Education and Training Working Group developed an on-line workforce profile survey. Known as "Census 2008", the survey was sent to the CEO and/or HR Manager of each funded non-government child protection service in Queensland and was designed to provide information about the current workforce including:

• Workforce demographics
• Qualifications and experience
• Initial and ongoing motivation for the work
• Barriers to attraction and recruitment
• Organisational information about service provision, licensing and funding
• Career pathways and succession planning
• Existing professional development activities in the sector

A series of Forums with organisations providing child protection services were organised in each Department of Child Safety zone. The purpose of these forums was both to connect services to the work of the CPSFS and to work with services in a whole of sector approach to identify specific regional barriers to meeting the vision 2010 and the development of regional strategies for workforce development.

Key Messages

Key findings of the Child Protection Census 2008 and of the state-wide forums are summarised below.

The workforce is predominately female with the attendant characteristics of low wages, low status and casualisation.

There appears to be two workforces in the non government sector, one is young and inexperienced, the other is mature and highly experienced. The fact that there is a strong youthful workforce is a very positive indication about the attractiveness of the sector to young workers but the gap between this group and the more mature workers indicates that at the four year mark the participation declines. There is no evidence to explain this decline and thus further investigation is recommended. The workforce has enormous potential for accredited training because respondents to this survey reported that 81% of their workforce has no qualifications.

Values appear to be the strongest attraction factor for managers into the sector and into their particular agency. Information about management intention to stay in the present role shows that within five years more than half of the present managers intend to leave. However succession planning does not appear to be part of their human resource practice.

Managers overwhelmingly state that employment conditions and wages are the greatest barrier to attraction and retention, with the nature of the work also ranking highly. A great deal more work needs to be done to understand the complexities here as the categories are multiple in dimensions. Different actions will be required depending on the specifics of the barriers.

The non government child protection sector is an extremely complex one in terms of funding and service provision and unless action is taken to reduce this complexity and bureaucratic red tape associated with receiving government funding, considerable energy and resources will continue to be spent feeding the bureaucratic and administrative system rather than working on an outcome focused child protection system. At regional forums comment was made that the present system relies on reaction rather than prevention.

Management capacity in the sector is highlighted through the census. Like the workforce the management group also displays a duality with a large proportion young and inexperienced. This is a very serious issue for the sector as management capability to deal with the complexities of the work, the funding regime and the impending workforce crisis is the key to the present and future leadership and the sustainability of many smaller agencies.

The census shows the large number of professional development activities undertaken within the sector but there is no data which indicates whether all staff receive such development and agencies stated that there is no career path within their organisation and it may be that this reduces the incentive to invest in professional development of the workforce.

The lack of consistent workforce data collection is a serious issue for the non government organisations in the sector. Approximately one third of agencies keep turnover data and less than a third collects EEO data. The implication is that evidence based decision making is not a common mode of operation in the sector. There is a degree of willingness to collect this data in the future but many agencies recognise that it is time consuming and without an immediate benefit being obvious. However over 27% of agencies expressed a reluctance to share their demographic data at a sector level even when anonymity was assured. This lack of trust requires unpacking in order to understand the reasons behind these attitudes before any progress could be made towards rectifying the situation.

A great deal more investigation is required to ensure that the workforce development activities undertaken in the sector are based on evidence and will produce a positive outcome.

During the forums workforce issues were identified which were in some cases specific to particular regions but in others were recognised to be sector wide. One major sector wide concern was the high proportion of new and inexperienced workers and the failure to retain workers with developed experience. There seems to be a decline in retention after two years peaking at four years. Another issue raised in several regions was that of attracting and retaining Aboriginal and Torres Strait Islander workers. This issue was emphasized as significant because of the high proportion of Indigenous children and families interacting with the child protection agencies.

The retention of experienced workers was a key issue raised in each regional forum and a variety of barriers to retention were identified. Low wages and poor employment conditions were the most highly ranked barriers along with the disparity between government and non-government wages and employment conditions.

The regional forums also determined a series of actions which could be collaboratively conducted in the region to address some of the workforce issues. These initiatives will be facilitated through the Health and Community Services Workforce Council in collaboration with the Department of Child Safety, PeakCare and will require the assistance of the Department of Education, Training and the Arts in some instances.

The CPSFS enabled the collection and analysis of data about the child protection workforce and facilitated industry-wide and regional agreements about future actions to meet the workforce development needs of the sector. In the process of achieving these outcomes, the Skills Formation Strategy has also realised a range of less tangible outcomes that are equally vital to the future of the sector, including increased collaboration between funded service providers and the Department of Child Safety.

Prior to the CPSFS, child protection was a deeply divided sector, with very little collaboration between government and non-government players on workforce matters. This was exacerbated by the competitive nature of the government procurement policies. A two year Skills Formation Strategy has certainly not remedied a long term culture of competition and mistrust, but has begun to build important relationships that bridge the divide.

Over the two years of the Strategy a shared, industry-wide understanding of workforce planning and development and the specific workforce issues facing the child protection sector in Queensland was built, providing energy and commitment to joint state-wide and regional endeavours. Relationships between government and non-government stakeholders were facilitated, but also relationships between service providers, who often see themselves as competing for available resources, began to plan and develop an industry and regional workforce strategy.

The Skills Formation Strategy has strengthened links between existing networks and structures within the sector such as the Zonal Planning and Partnership Officers, the Workforce Council's Integrated Skills Development Strategy and training and education providers, making these resources visible and accessible to the sector for leverage both within and outside of the terms of the Strategy. It will be important to continue to actively pursue the work begun within the Skills Formation Strategy if a culture of collaboration and partnership is to be sustained and further developed.

Summary of Recommendations

The recommendations presented below are inter-related and non sequential. Many of them refer to specific outcomes that will foster the development of less tangible outcomes such as cultural change, trust and relationships within the child protection sector. These recommendations were developed within a whole of industry approach, and it may be appropriate to include agencies such as health, education, police and other services who participate in protecting children in Queensland in the implementation of recommendations at a zone and local area level.

1. Build Capacity for Workforce Development

Resource organisations to collect and utilise workforce data for agency and sector planning.

1.1 Create a state-wide workforce profile with regular data collection for benchmarking and trend analysis through the development of a Human Resource Management Information System (HRMIS) that is simple to use for all agencies and is hosted externally by an independent agency.

1.2 Prioritise the development of HRM skills and shared practice within non government organisations through support of regional HR networks and forums.

1.3 Develop, adapt and disseminate Workforce planning tools and information resources to NGOs to support workforce planning and development practice.

1.4 Develop a website for workers in the child protection sector providing up to date information about career pathways, advertising vacancies and providing for job applications online.

1.5 Support organisations to access HR consultancy group which can provide advisory and operational support to agencies.

1.6 Investigate and pilot alternative models for employment, within the sector capable of addressing barriers to structured career pathways, tenure of employment, and lateral movement within the sector arising from current service and employment models.

1.7 Support regional initiatives around joint recruitment and/or development of shared recruitment and selection resources.

2. Build Skills and Qualifications across the Child Protection Sector

Resource the sector to grow and develop its own workforce.

2.1 Develop and implement an industry led Child Protection Skilling Plan to address sector skill and qualifications needs across government and non-government services in a strategic and holistic way.

2.2 The Child Protection Skilling Plan should include provisions for funding of shared training and recognition programs for government and non-government workers that can build the qualifications profile of the sector from Certificate IV level through to Vocational Graduate qualification levels.

2.3 Develop a skills passport to support sector workers and organisations to plan career and qualifications pathways, support applications for recognition of prior learning, and to strategically engage with accredited and non accredited training opportunities within the child protection and other community services sectors.

2.4 Develop and implement a comprehensive standard induction program to ensure that all new recruits receive an appropriate induction to the sector including policy & procedures to do with Recognised Entities and Child Placement Principles for Aboriginal and Torres Strait Islander children and families.

2.5   Support the development and delivery of a whole of industry training program that develops skills and knowledges in working effectively with indigenous families and communities.

2.6   Develop and implement a program to support the development of managerial and supervisory skills required in the Child Protection sector.

2.7   Increase access to advanced practice skills development programs by facilitating the sharing of training materials, the delivery of joint training programs and the convening of forums and communities of practice as appropriate.

2.8   Use the Community Services Training Package continuous improvement process to develop skill sets around the three areas of the Certificate IV in Child, Youth & Family Intervention (residential care, child protection and family support) to facilitate lateral movement within the sector.

2.9   Develop locally based trainer/assessor networks to support training and recognition at a local level.

2.10   Build internal industry capacity to effectively support learning, professional development, reflective practice and support by developing a training program for experienced workers to build training and mentoring skills.

2.11   Encourage collaboration between organisations in staff development activities by developing an online information board on which organisations can post and source development opportunities available to workers in their region.

3. Build Partnerships and Cross-Organisational Development Opportunities

Resource organisations to build practice and workforce collaboratively

3.1   Implement and resource a staff exchange program between delivery agencies including the Department of Child Safety and NGOs, in each zone to develop relationships, shared practice frameworks and sector retention.

3.2   Develop and implement a structured and coordinated mentoring program enabling mentoring between experienced and less experienced workers at all levels and between agencies.

4. Build Community and Sector Awareness

Resource organisations to better understand the sector and their work within it

4.1   Develop strategies to enhance NGO and worker access to maps and guides showing the funding and compliance maze within which the sector operates.

4.2   Develop whole of sector and regional marketing campaigns to raise awareness about the nature of the work and build a more positive image of the sector within the community and targeting specific labour market segments identified as the desired workforce for the industry.

4.3   Involve Zonal Planning and Partnership Officers in supporting networks and partnerships that develop joint strategies for workforce planning and development such as marketing campaigns, tools and employment and marketing expos.

5. Build an integrated approach to service planning and funding

Resource organisations to offer viable and sustainable roles and careers

5.1   Develop a planned approach to service delivery and funding arrangements including consideration of infrastructure and community supports such as housing, services and family support for workers.

5.2   Allocate a component of all funding to organisational and regional workforce development initiatives with responsibility for reporting outputs/outcomes.

Introduction

In March 2004, the Queensland Government committed to the reform of the state's child protection system. This was in response to the January 2004 Crime and Misconduct Commission Report, Protecting Children: and Inquiry into Abuse of Children in Foster Care and the December 2003 Audit of Foster Carers Subject to Child Protection Notifications.

The primary recommendation of the Crime and Misconduct Commission was for the creation of a system that reflected a whole of government approach to child protection. A central component of the new system was the establishment of a Department of Child Safety to focus exclusively on child protection and to act as the lead agency in facilitating a whole of government approach to child protection. The official launch of the Department of Child Safety occurred on 24 September 2004. The department focus was to be exclusively on child protection to progress the reform agenda by implementing a number of initiatives including: training and support for foster carers; strategies to improve services to Aboriginal and Torres Strait Islander children and their families; partnerships with non-government agencies; improved external and internal accountabilities within the Department of Child Safety and the broader child protection system; and sound systemic support for front-line delivery services.

The Department of Child Safety has been successful in actioning many of the 110 CMC recommendations but is aware that future work and partnerships will continue to improve services for children, young people and families in Queensland.

The CPSFS was initiated as a response to recommendations resulting from the Crime and Misconduct Commission Inquiry into the abuse of Children in Foster Care in Queensland. The work of the CPSFS has been in exploring and identifying key workforce planning and development initiatives and linking such work to the broader strategic intent and key stakeholders. Outlined in this document there are a variety of initiatives that are a direct result of the CPSFS work.

The Departments of Education, Training and the Arts, and Child Safety funded the two year CPSFS 2007-2008. The project was managed by the Health and Community Services Workforce Council.

To guide and formulate the strategy an Industry Reference Group was established made up of Government, Non-Government, Peaks and Associations, Unions, VET and Higher Education Institutions and organisations. The IRG conducted the following activities.

The initial phase of the project from January to June 2007 entailed detailed research of and consultation with the Child Protection sector to inform a report which was the basis of future work of the SFS.

Key stakeholders were engaged in a workshop to develop a direction for the Child Protection Skills Formation Strategy which resulted in the creation of Vision 2010 "What the CPSFS hopes to achieve by 2010". This vision underpins the work of the strategy. The vision entailed:

• An experienced workforce that is valued
• Matching people and jobs for entry
• A well planned workforce at agency and sector level
• A whole of sector approach to workforce issues
• Education and training that matches the needs of the sector

Priority working groups were identified and convened to progress key strategies that would address the workforce development initiatives of the sector state-wide, the groups were, Education and Training, Workforce Profile, National Perspective with an overarching Communication Strategy. The Communications Strategy was put in place with all communication officers in government departments and child protection agencies so that the sector as a whole would be alerted to Census 2008 and lead people to the

weblink. The child protection peak organisation (PeakCare) regularly alerted its members and used You Tube to engage CEOs and HR managers.

This census was one of the initiatives developed out of the work conducted by the Workforce Profile working group to look at the workforce profile of the funded non government service providers as there was little or no information available to inform strategies.

A second major activity of the CPSFS was the organisation of regional forums in each Department of Child Safety zone. A breakfast launch facilitated by Julie McCrossin set the scene for the state-wide forums The purpose of these forums was both to connect services to the work of the CPSFS and to work with services in a whole of sector approach to identify specific regional barriers to meeting the vision 2010 and to develop regional strategies for workforce development.

The use of Crisis, Collaboration and Creativity to frame discussion at the Regional forums fitted with the overall environment that the workforce has been dealing with since the beginning of the reform agenda.

Crisis prompts the reform issues impacting the sector including the declining birth rate and ageing population and its impacts on recruitment, attracting, and retaining workers in the field. The need to think differently about the child protection workforce to develop strategies to sustain the future workforce was emphasised

Collaboration to identify the competitive environment and recognise the need for a Collaborative approach between government and non government organisations. This included building and maintaining a valued workforce that has pay parity and work conditions between the govt and non govt sector.

Creativity to retain the history and knowledge of the sector and build training and professional development opportunities that lead to qualification pathways and career options for the whole sector.

Breakfast launch of statewide forums
hosted by Julie McCrossin…

Census 2008 Methodology

Census 2008 was designed using a web based tool called Survey Monkey and was available online to all registered non government organisations which provided funded child protection services to the sector. The target groups were CEOs and Human Resource Managers state-wide. It was recognised that the non government sector consists of large and small service providers whose infrastructure differs greatly and the location of HR services may be centralized rather than regionally based. The census was released in February 2008 and continued through to the end of the regional forums. 240 organisations were approached and provided with information about completing the census online, in hard copy or via telephone. All organisations who did not respond within the first two months were contacted by phone and encouraged to respond. Additionally, the offer to complete the survey was provided at each of the state-wide forums.

Eighty-one (81) organisations responded and this represents a 30% response rate. At each regional forum the census data was presented in a customised manner which compared data from the relevant region with the overall findings. This facilitated discussion about the actual local workforce situation so that recommendations from the forum participants are tailored to their situation.

The survey was directed at the CEOs or HR Managers of the agencies. This design element of the survey was deliberate to ensure that the views, perceptions and motivations of the decision makers were made clearly available to the Child Protection Skills Formation Strategy Workforce Profiling group.

The online survey provides some basic information about numbers of responses to different questions however the majority of analysis was done manually. This often required collating individual responses and conducting basic mathematical processes to arrive at the aggregated figures. No attempt was made to provide statistical significance to the data as in some instances the number of respondents was too small to provide this level of statistical analysis.

The numerical analysis was conducted at both the sector and regional level. At each forum the participants were provided with results for both the sector as a whole and the region and variations were identified and commented upon.

As well as the numerical analysis, the qualitative data was collated and grouped according to frequency. This information was analysed at the whole of sector level only. Constraints of time made this work at the regional level difficult.

In addition to the survey, information was collected through the eight regional forums and through interviews with some agency personnel. The totality of this data has informed the implications and recommendations of this report.

The data collected represents the perspective of decision makers within the sector and thus adds significance to the findings and recommendations. This survey's findings do not purport to be a whole of workforce picture. This was made very evident during the regional forums where attendees were often not the decision makers and some disparity of views was sometimes evident. The remark that "our Boss needs to hear this material" was made quite often and indicates an issue about methodology when investigating workforce issues.

The response rate, while adequate for sampling and analysis purposes represents less than a third of the agencies involved in child protection work in the non government sector. In addition, the evidence of lack of data collection in the sector is a concern for the generalisability of the information.

One of the restrictions of this work is that the data has not been analysed at agency size level. Future work may try to focus on this aspect as information from the forums indicates that considerable variation around workforce issues is often centred around size and therefore capacity of the organisation.

One limitation to the methods employed relates to the small number of agencies interviewed. Ideally the interview sample should have been stratified according to size and location to provide some further evidence of good practice that can be shared.

An additional limitation although minor is the coupling of some issues. The example is 'wages and employment conditions' as one of the perceptions that inhibits attraction and retention. While these are often coupled in an industrial sense, for analysis it is difficult to identify if one of these is prime or if it is a combination of these two factors which acts as a barrier to attraction and retention. As these two factors are often used as competing bargaining tools in an industrial sense, it lacks clarity for the purposes of this report to have them coupled together.

The methodology for this work has been kept simple to highlight some information and issues in a straightforward manner that will be readily accessible to policy and decision makers in this sector.

State-wide Forum Methodology

Eight, day–long, regional forums were convened. Participants included Department of Child Safety staff and human resource decision-makers and NGO staff in funded organisations providing prevention and early intervention child protection services. The forums were opened with a presentation about workforce issues in the child protection sector. Findings from each of the regional forums can be found on the Child Protection Skills Formation Strategy website.

The opening presentation was followed by a short change management workshop 'Who Moved my Cheese?" presented by Sue Reade from PeakCare, which provided impetus for thinking about culture change within the sector and organisations.

The next session introduced participants to the work of the vision of the Skills Formation Strategy and invited participants to identify barriers to achieving the vision in their zone. Barriers identified are discussed in detail in the report findings.

After lunch a panel of speakers provided information about existing and possible initiatives available to support workforce development. These included Skilling Solutions, TAFE, Experience Pays, PeakCare, the Human Resource Management Branch of the Department of Child Safety and Integrated Skills Development Strategy. Each speaker was asked to answer the three following questions in four minutes.

Name what your organisation does in relation to recruitment and retention

Give examples of when it works well or what does it take to make it work well?

One key lesson in making it work – short, sharp, concise summary

The final session asked participants to develop strategies for overcoming barriers and meeting the Vision 2010. At each forum a range of strategies were suggested and participants then selected those that the group were most interested in pursuing within the region.

After the forums, regional strategies were then themed so that the Industry Reference Group could examine commonalities and develop state-wide strategies. Strategies developed at regional forums were used alongside the analysis of census data to form the recommendations arising from the Child Protection Skills Formation Strategy.

Literature Review

Prior to Census 2008 there was very little information about the Child Protection NGO sector workforce. Much of what is known is generalized in the Health and Community Services workforce information and much of this relates to demographic trends or to wage and employment condition issues. There is no information about the Human Resource Management practices of this sector.

The Australian Institute of Health and Welfare (AIHW) considers the community sector to be a discrete sector comprised of several sub sectors providing services; children, juveniles and families, people with a disability, the aged and crisis and supported accommodation.

There is a level of invisibility about workers in these sub sectors as there is no agreement about their classifications of definitions. Thus statistical data to inform decision making is sparse.

However according to DEEWR (Job Prospects, 2007), the health and community services workforce grew by 17.2% in the last five years and is predicted to grow by 3% each year from 2008-2011 and is the third largest sector workforce in Australia. It describes the workforce as 78% women, 43% part time workers and 37% of employment outside capital cities. It is also a relatively highly skilled workforce with 40% having graduate or post graduate qualifications.

The Australian Services Union Report 2007–identified issues that present barriers to attraction and retention of workers in the H&CS workforce. The report states that:

- 52% of respondents intend leaving the sector within the next 5 years
- 75% of managers expect staff turnover will be greater than 50% in the next 2 years
- 25% of managers expect staff turnover between 20-49% in the next 2 years
- 56% of managers trying to attract indigenous staff have difficulty
- 77% of managers believe low wages to be the main barrier to attraction and retention
- of staff
- 75% of managers stated that low wages is the main reason staff give for leaving.

Much of the information available about the demographic challenges facing Australia and indeed the rest of the Western world has been presented to the sector through the regional forums conducted in eight regions. This information was presented under the three themes reflecting the current situation of the Child Protection sector in Queensland themed around crisis, collaboration and creativity.

The work of these forums went beyond the data collected via the web-based survey. The present workforce situation at a national and international level was explored. Workforce issues specific to the community sector were also examined. The CPSFS was outlined and considerable time was spent identifying barriers and developing regional initiatives that could be undertaken to address the specific circumstances of the region. This work informs the findings and provides some insights into the challenges faced by agencies. In addition to information gathered at the forums, some individual agencies were contacted to provide a deeper understanding so some of the Human Resource practices used in the sector.

There is considerable human resource management literature on the issues raised through the survey and the forums. This report will highlight some of that literature under the headings of evidence based decision making, employee value proposition, employee engagement, manager capability and workforce and professional development.

Evidence Based Decision Making

This work is not restricted to HR literature but rather is a constant in literature about management generally.

> "Using facts ….qualitative and quantitative data to make decisions is the clearest path to the best business choice" *(Pfeffer & Sutton, 2006).*

This view encompasses both strategic and tactical business decisions and in times of nationwide labour and skill shortages is particularly pertinent to decisions relating to the human resources within an organisation. Whether the organisation is a for profit or not-for-profit the issue remain the same – How to attract and retain the staff needed to sustain the service provided.

The data required to make evidence based decisions in relation to attracting and retaining staff may not be huge but unless managers know the characteristics of the best recruits, where they come from, how they heard about the organisation, what it is that attracted them to the organisation, what their expectations of the work and the workplace are and why they leave, the chances are decisions about attraction and retention are being made without evidence.

Basic information about how much it costs to recruit and retain staff is often not available in small organisations. The Department of Disability Services (Qld) has published a turnover cost model for a direct support worker as approximately 60% of annual salary and this does not include adverse effects that the loss of this person may have on other workers or clients or the cost of the amount of time the job remains vacant (DSQ website workforce planning toolkit). This information highlights the need for agencies to understand the cost associated with attraction and retention.

HRIS systems provide the opportunity for managers to know and understand the cost and benefits associated with attraction and retention as well as other workforce issues. In an environment with no or few workforce analytics

> "HR (& managers, sic) spend disproportionate time in crisis management and in reporting events after they occur" *(Powar, N 2008).*

Beames (2008) notes that the next governance issue will be workforce management risk. HR professionals are urged to develop early warning systems which identify issues such as low management trust and people policies which are not aligned to stated values. Such warnings can aid retention and consequently reduce costs. Without data collection organisations are unable to get early messages, establish trends and prepare appropriate responses.

Evidence based decision making is gaining traction as the important way to ensure that organisations are paying attention to the issues that are critical to their sustainability.

Employee Engagement

In these times of labour and skill shortages employee engagement has risen to the top of the list of priorities for many organisations. Employee engagement refers to that position where an employee has decided to stay and commit to an organisation. The present financial crisis and the subsequent slowing of economic growth will impact workforce availability generally. Analysts predict increases in unemployment in the next year or so. However the demographic changes to the population as a result of the large bubble of population in the "baby boomer " category remain, and thus the decline in absolute numbers of people available for employment persists. There are several factors influencing employee engagement, the company, direct management, the work, team mates and clients. There is considerable evidence available about the factors which keep employees engaged. AIM (VT) in a 2006 survey found that meaning, challenges, diversity, relationships and advancement opportunities were the key triggers for employee engagement.

In a 2004 survey Mercer Human Resource Consulting found four factors which significantly influenced engagement. These factors were

- The mission, values and purpose of the organisation
- A supportive team environment including management support and leadership
- The opportunity to learn and develop in the job
- Clearly identifiable positive outcomes for the clients.

Other positive factors for engagement included the opportunity to be involved in decision making processes and flexibility of workplace conditions.

Remuneration in itself was not a highly ranked factor in employee engagement coming in at 12th position on the list of factors leading to engagement.

The saying that "people join companies but leave managers" has the weight of evidence behind it with both of the above surveys spelling out how dissatisfaction with the manager will cause individuals to leave. In the AIM survey it was found that 90% of the engaged employees expressed satisfaction with and trust in their direct management whereas only 10% of disengaged employees expressed satisfaction on this measure.

Other issues that indicated employees have intentions to leave included:

• Not receiving adequate training and development, and
• Not receiving recognition for the value their work adds to the organisation.

One writer noted that all employees are engaged at the point of accepting a job, but in Australia with an average turnover rate of 18%, this means that it is what happens in the workplace that causes disengagement. However most organisations do not have a clear picture of why people leave and often do not engage with leaving staff to try and encourage them to stay. 44% of exiting staff say they may have been convinced to stay but in two out of three instances their managers made no effort to reverse their decision (Lambert, 2008).

Increasing attention has been paid lately to the Generation Y   characteristics as a component of the workforce. According to Sheahan (2005) Gen Y workers want work that is meaningful and which makes a positive contribution to the community. In addition they want flexibility, respect and control over their development. Bernard Salt (2008) in describing the workforce made up of 3 generations of workers, Boomers, Gen X and Gen Y gives a list of key things for organisations to do in dealing with the challenges of modern workplaces. They include:

• Have staff retention programs differentiated for the three generations
• Pursue policies of diversity
• Invest in and develop a talent pool for critical workers
• Tailor career plans
• Investigate mobility programs –career breaks.

These issues speak directly to Employee Engagement. When these practices, policies and procedures are incorporated into a holistic picture of employment for the agency it forms part of the employment brand.

Employee Value Proposition (Employee Branding)

Brand is often associated with products but has increasingly become an important mechanism to attract the staff required.

"now and even more in the future, employers will have to compete for candidates in a much more visible and engaging way via employer brand. The key to a successful brand is one that aligns with the company's corporate values and ...delivers on its promise in the workplace" (Sharp, 2006).

What qualities make people want to work for the organisation? When these qualities are understood and instilled through the workplace, employment branding is strong and attraction and retention are made easier. However the alignment of corporate mission and values – a strong attractor for potential employees – through the organisation takes careful planning and constant evaluation. The human resource function is most often seen as the function responsible for the management of employment brand but the leadership for the workplace culture must be driven and demonstrated through the entire management team.

After recruitment and selection, induction is the best way to exemplify the employment brand. Careful relevant induction plays an important role in allowing people to feel that the employment brand is lived in the organisation.

Vedior (2007) points to OECD research which identified the need for public organisations to make comprehensive investment in building a positive and credible image of their work. This need can be expanded to those services which are funded through public organisations such as the Departments of Child Safety and Communities.

Management Capability

Management capability is both implicit and explicit in the literature relating to employee engagement and organisational sustainability. Understanding the factors which operate to engage future and present staff has been demonstrated through the literature review to date. However the information around employer branding specifies that once the understanding about what drives people to want to join an organisation is there, the critical stage is embedding that in the policies, procedures and relationships within the workplace and with clients. Increasing the diversity of the workforce and catering for this diversity often at the level of the individual employee requires additional capability from leaders and managers. Managing organisational culture is of particular interest to managers at the moment with low unemployment and 'fussy' Gen Y employees. It is recognised that managing organisational culture, attraction and hiring practices are intrinsically linked (Sheedy, 2008). Leadership and management are two different things. Successful organisations indicate that individuals who are great at one must be at least good at the other – inspiring hearts and minds to commit to a cause or organisation is insufficient without being able to get work done to a particular standard within a particular time (Lambert, 2008). Communication is one of the characteristics universally mentioned when discussing leadership and managerial capability. The capacity to relate to staff at all levels is highly regarded by employees and increases perceptions of openness and respect. These two factors are vital when building trust in an organisation. In challenging times for attraction and retention of quality staff, increased focus is being placed on developing managerial capacity to meet the challenges with courage, flexibility and strong analytic and emotional capability.

Workforce and Professional Development

The literature review has identified strong attachment on behalf of employees to training and development opportunities as a factor in retention. In addition both the federal and state governments have determined the critical nature of skill shortages in particular areas of the workforce and have established programs and policies to address these issues. The CPSFS is one such initiative.

An approach which focuses on skills alone as a solution to problems of national competitiveness, performance at organisational level and a variety of other social and economic ills, is strongly criticised by Ewart Keep, a British academic and government advisor on workforce development issues. Keep is a member of the National Skills Ecosystem Advisory Board in Australia and advocates for a more holistic approach to workforce development. The skills ecosystem approach identifies that skill development and the training initiatives sit within a web of interacting factors and that it is necessary to consider all of the factors when attempting to ensure that the skill ecosystem within which the industry or sector sits is a high performing one.

The interdependent factors needed to be considered before training and development are taken as the solution to the identified issues can be framed as shown in the diagram on the following page:

Recent research by Ian Watson (2008) for the Department of Education, Employment and Workplace Relations and the Department of Education and Training (NSW) has highlighted several findings which will have impact on policies and initiatives designed to

address skill issues in Australia. Firstly skill shortages are not as prevalent as previously thought with only 15% of employers reporting vacancies which are a result of skill shortages in their industry. Indeed 37% of employers report that their employees have skill levels above what is required by the job. This raises several questions for the child protection sector; is there clarity around the specific skills required for the job available in the sector, do qualifications act as a proxy for skills thus causing skill under-utilization in the sector and are there skills for which no qualification is available or recognised?

Business Strategy

↓

Business Performance

↓

Work Organisation & Job Design

↓

Employee Relations

↓

Workforce Capacity

↓

Training Interventions

↓

Relationships between agencies and other organisations

↓

Policy Frameworks
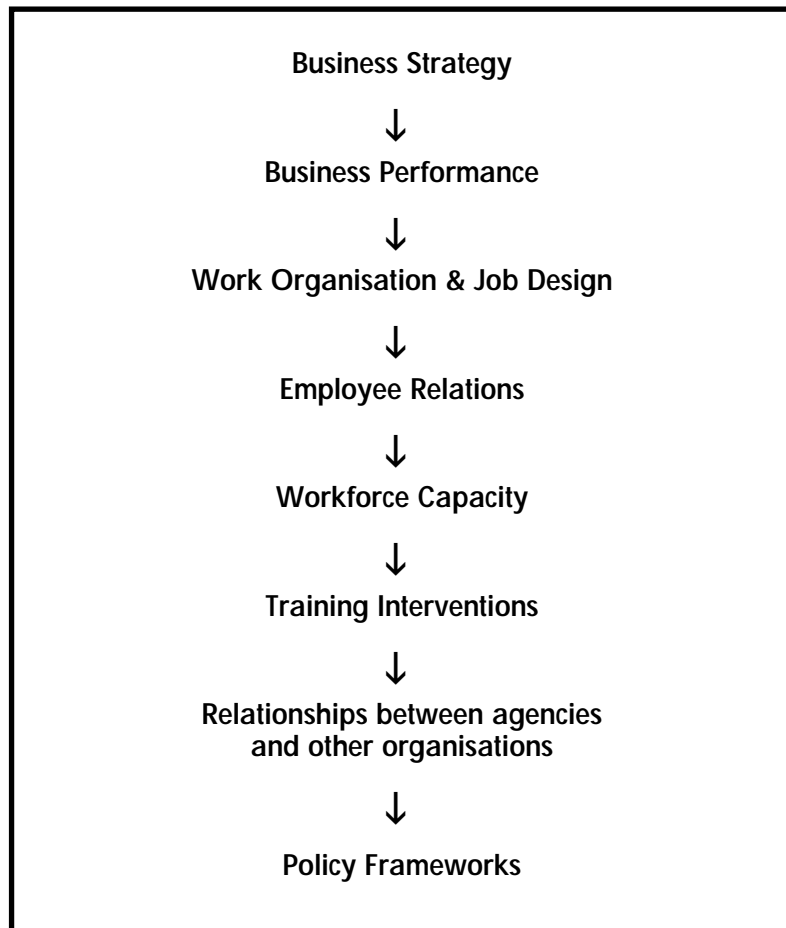
Keep (2005) indicates that survey and case study data in the UK suggests that many skill shortage vacancies occur because of problems with soft/interpersonal and generic skills and that this was particularly evident in the service sectors. One of the generic skills mentioned was problem solving. As work in the child protection sector requires considerable utilization of interpersonal and soft skills, this may be an area where additional attention is required. Bolton (2004) states that that emotional work is regarded as a personal competence (rather than a teachable skill) and that such workers are not recognised as 'skilled' workers'. It is argued that emotional work can be viewed as a distinctive form of skilled work and employees as multi skilled emotional managers. Such a position would require a rethinking of the definition of skills and competence in training packages and perhaps a formal re-valuing of these skills in the workplace.

The evidence from the literature review on workforce and personal development is unequivocal that ongoing professional development is an important factor in staff retention, It is highly regarded by employees as a factor in retention and it has an important role to play in building workforce capability. However organisations need to be very clear about what skills need development and whether these require a formal training intervention or a workplace learning experience. In addition there must be a

holistic view about what training offers to both the individual and to the agency. Providing training which leads to frustration through the under-utilisation of skills acquired is an expensive and ultimately a fruitless activity for the agency.

This brief literature review has focused on demographic workforce issues and some human resource and management perspectives. The issues identified represent recent thinking and evidence about workforce issues. Clearly Human Resource capacity as a function and a priority for modern managers is highlighted in this review. Ultimately the review indicates that the linkages between the external labour market, the industry conditions, the organisational culture as a demonstration of an employment brand, managerial capability, professional development opportunities and effective communication must be recognised. Initiatives in any or all of these areas affect the whole sector and the individual agencies. The whole sector is affected by individual initiatives within it so it makes sense to ensure that as much collaboration between agencies and government and the government sector is the primary consideration.

Results

The material presented in this section comes from the census data and is augmented by findings and outcomes of the regional forums. The material is presented in three sections according to the structure of the census. The first section outlines data about workforce demographics, the second section, some management information and finally the organisational information generated by the census.

Workforce Demographics

1. Gender Distribution

Information obtained from the Census suggests that this is a highly feminized workforce with 72% female participation. The traditional characteristics of feminized workplaces include low wages, high rates of casualisation and low status. The extent to which these characteristics are evident through the results of this census will be discussed later.

Table 1.1 Gendered Workforce in Queensland

Female	Male
72%	28%

Table 1.2 Gendered Workforce by regions in Queensland
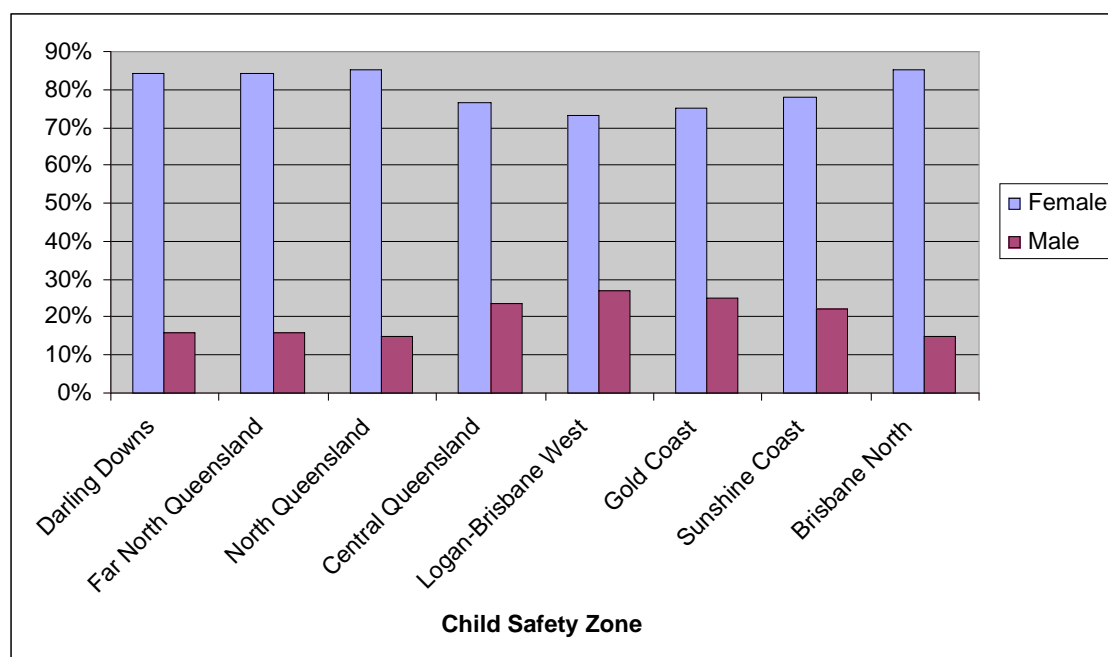
It is clear from this graph that Logan-Brisbane West, Gold Coast, Central Queensland and Sunshine Coast regions are having greater success in attracting male workers

Barriers to male participation in the child protection workforce were not specifically raised at any of the regional forums. However male participation may be more strongly affected by the general barriers to retention discussed below. A range of participants at the forums did discuss the high value placed on male workers because of their rarity and that men often receive greater career advancement opportunities in the sector. The value of male workers as role models and in working with 'men's business', particularly in indigenous communities was also raised.

2. Age

The responses to the survey indicate a workforce that is youthful in comparison to that generally reported for the Australian workforce but more particularly for the workforce age distribution of the Health and Community Services sectors.

Table 2.1 Workforce by age in Queensland

<25 years	26-35years	36-45 years	46-55years	>55years
13.5%	28%	26%	22%	10.5%

These results indicate that 32.5% of workers are 46 years of age and over . This may be considered a very healthy sign demographically as the need to replace workers retiring from the workforce is offset by the pipeline of younger workers. This places particular emphasis on retention which is discussed in detail in the implications section.

There were some regional variations to this age profile as seen in the table below.

Graph 2.2 Workforce by age by regions in Queensland
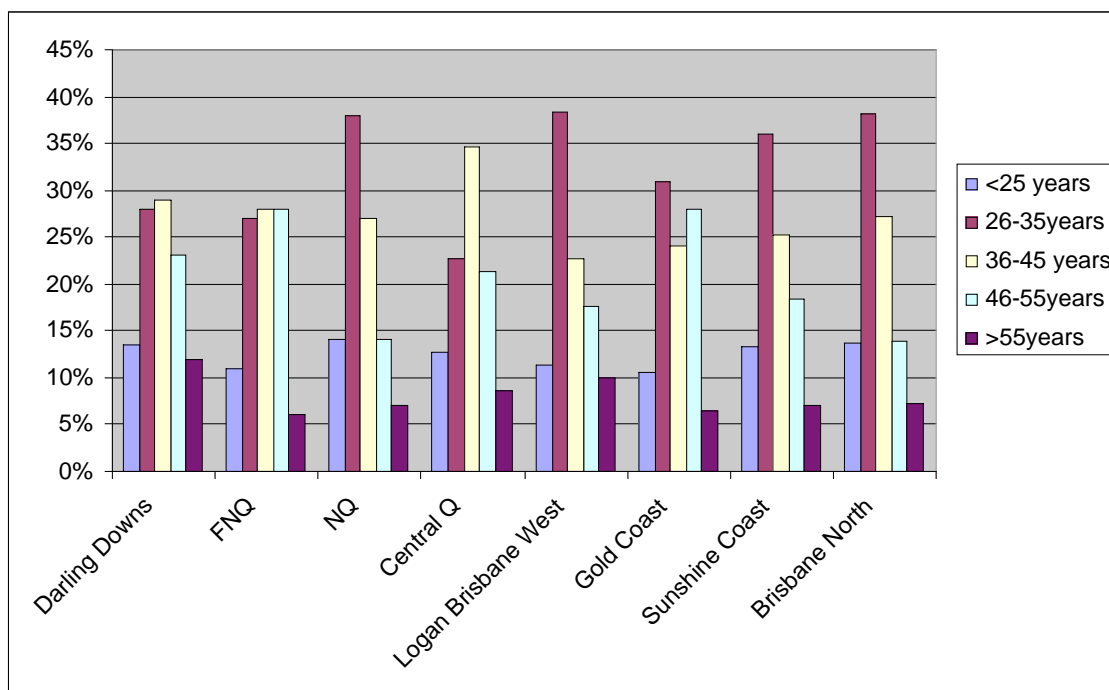
North Queensland and Brisbane North showed a lower proportion of workers over 45 years old. However North Queensland and Far North Queensland have the highest proportion of workers in the 46-55 year category. This may offset the advantage that this profile appears to provide to North Queensland. However it is also noted that North Queensland has the most youthful profile along with Brisbane North. If the ability to attract and retain young workers remains stable this is a very promising outlook.

At the regional forum in North Queensland there was considerable discussion about the effect the armed forces presence has in terms of the workforce and the difficulty retaining staff because of the posting system. The presence of the armed forces may be a partial explanation for the youthful age profile of the region.

The literature review indicated that generational difference may require different strategies for both attraction and retention. The child protection workforce clearly exemplifies the presence of the 3 generations in the workforce and this may add to the complexity of managing the workforce. However the strong participation of young

workers and their emphasis on meaningful work that makes a positive contribution to the community shows that this sector has strong attraction factors. Issues of workplace culture need to reflect the desire of generation Y for control over their professional development.

3. Ethnic Representation

Information obtained from the census survey suggests that very few organisations collect data on ethnicity. However extrapolating the data against that of employment status allows us to have an approximation of ethnic background of workers where it is recorded. I must stress that at this point we have no way of knowing if the figures provided are a true representation of the ethnic composition of the workforce. This lack of data is particularly significant in the area of indigenous workers. Indigenous children and their parents are a significant client group in Queensland. Initiatives to understand the needs of the indigenous workforce and to use their cultural expertise in improving services to indigenous communities are hampered by this lack of fundamental data.

According to the scant response to this question the proportions of people of culturally and linguistically diverse background, Indigenous and South Sea island workers is represented in the table below. The extremely low figures may indicate that this is not an accurate picture of ethnic representation of these groups.

Table 3.1 Culturally & Linguistically Diverse Background of Workforce in Queensland

CALDB	Aboriginal and Torres Strait Islander	South Sea Islander
1.7%	4.4%	1.6%

Participants at the forums in Far North Queensland, Gold Coast, Logan and at Brisbane North discussed the issue of ethnic representation. In Brisbane North, participants discussed the difficulty of retaining Aboriginal and Torres Strait Islander workers in statutory child protection positions. Participants spoke of the difficulty of effectively carrying out a role within the worker's own community that is often seen by that community as working against their interests. Workers quickly 'burn out' under these circumstances and choose to deploy their skills outside of the sector. Participants at the forum and the representative of the Department of Child Safety agreed that this was a serious and endemic problem that needed to be addressed with different support structures and a rethinking of role design.

In Far North Queensland a lack of effective representation from Aboriginal and Torres Strait Islander peoples in the child protection workforce, alongside a lack of skills and knowledge about appropriate strategies for working with Aboriginal and Torres Strait Islander families and communities were also identified. One of the priorities set for this region was the development of a skill set and training program for non-ATSI child protection workers, to enhance their skills in this area.

Barriers to Aboriginal and Torres Strait Islander participation in the child protection workforce were identified as:

- No recognised indigenous specific training in child protection work
- Lack of qualifications often prohibits indigenous entry to the workforce.
- Organisational policies and procedures are often inappropriate within ATSI culture, and make it difficult for ATSI workers
- Lack of sector and organisational skills in attracting and supporting indigenous staff
- Training pathways for indigenous workers who do not wish to leave their communities in order to attend university

4. Experience in the Sector

As the table below shows there is 49 % of the child protection workforce that has been in the sector for two (2) years or less. Thus there is considerable inexperience in the workforce. This is contrasted to 27% in the five plus (5+) years experience. At each year between these two markers there is a decline. The implications of this for sustainability will be discussed in the implications section.

Table 4.1 Experience in the sector of the workforce in Queensland

6 months	1 year	2 year	3 year	4 year	5+ years
17%	16%	16%	13%	11%	27%

There were regional variations as shown below.

Graph 4.2 Experience in the sector of the workforce by region in Queensland
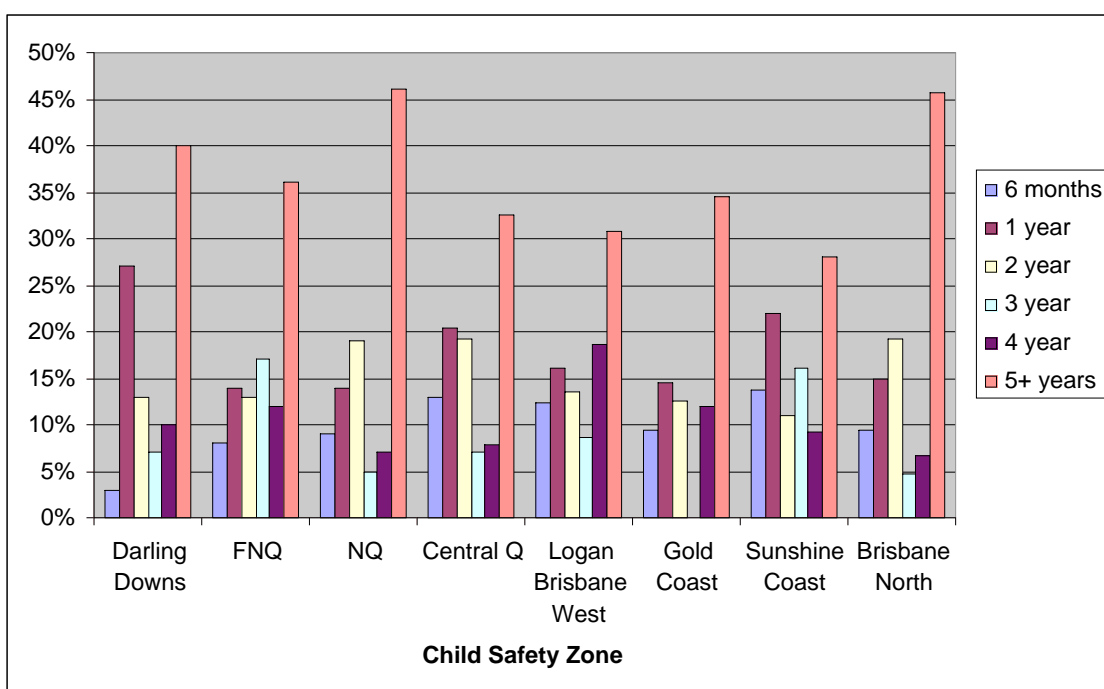
Four regions appear to have their largest reduction in experience between the two and three year marks, Brisbane North, Logan Brisbane West, Darling Downs and North Queensland. The largest drop is in Brisbane North with a reduction of 14.5% between the two and three year mark. This is then balanced by each of these regions having an increase in the level of experience at the four year mark. For most this increase is quite small except for Logan Brisbane West region where there is an increase of 10 % in the level of experience in their workforce at the four year mark.

The high level of new and inexperienced workers and the failure to retain workers with developed experience for more than two years was acknowledged as a major issue at each of the regional forums. In most regions this was perceived as being more problematic in the regional offices of the Department of Child Safety than in non-government organisations, but there was widespread recognition that increasingly a high level of turnover was also causing problems for NGOs. Non-government workers at four of the forums specified that lack of experienced staff at the Child Safety Officer level adversely affected their ability to work with the Department and to carry out their own work.

At each of the regional forums, a range of barriers to retaining experienced workers were outlined. These included:

- Low wages and poor employment conditions in relation to the social value and the level of responsibility entailed in the work.
- Disparity between government and NGO wages and employment conditions.
- Poor role design. It was pointed out in a range of forums, that entry level positions often require workers to undertake the most difficult and harrowing work. The stressful and time-demanding nature of roles at any level was also raised.
- The difficult nature of statutory work and a culture of blame that may have arisen through media reports.
- Poor community perceptions of child protection work and of community services in general.
- Poor match between education and training and the role workers will need to perform once employed. This was raised both in relation to university degrees, which were described as too theoretical, and to VET qualifications.
- Lack of identifiable career pathways within the child protection sector. This was seen as particularly problematic in smaller NGOs and in regional and remote areas, where career advancement opportunities may be limited.
- Inappropriate recruitment practices, so that there is a poor match between skills, attributes and aspirations and the work that is to be performed. Workers who are not well matched to roles may choose to leave.
- Adequate provision of services which make work possible such as housing and health services, particularly for rural and remote areas.
- Lack of management and leadership skills within the sector, as due to high turnover, workers are often promoted prior to developing these skills. This in turn affects their ability to create a sustainable working environment for others.

5. Experience in the Present Organisation

The findings from the census survey indicate that there is a majority of workers who have been with their organisations for a relatively short time, that is two years or under, with 61% of the workforce falling into these categories. There is a considerable reduction in experience at the 4 and 5 year level (6% & 7% respectively) and then a rise to 13% in the over 5 year category. This represents a challenging situation for both present management and planning for future sustainability of the service provision. This will be discussed in the implications section.

Table 5.1 Experience in the present organisation in the workforce in Queensland

6 months	1 year	2 years	3 years	4 years	5 years	5+ years
19%	22%	20%	13%	6%	7%	13%

The regional breakdown of experience in the present organisation is represented in the following graph.

Graph 5.2 Experience in the present organisation in the workforce by regions in Queensland
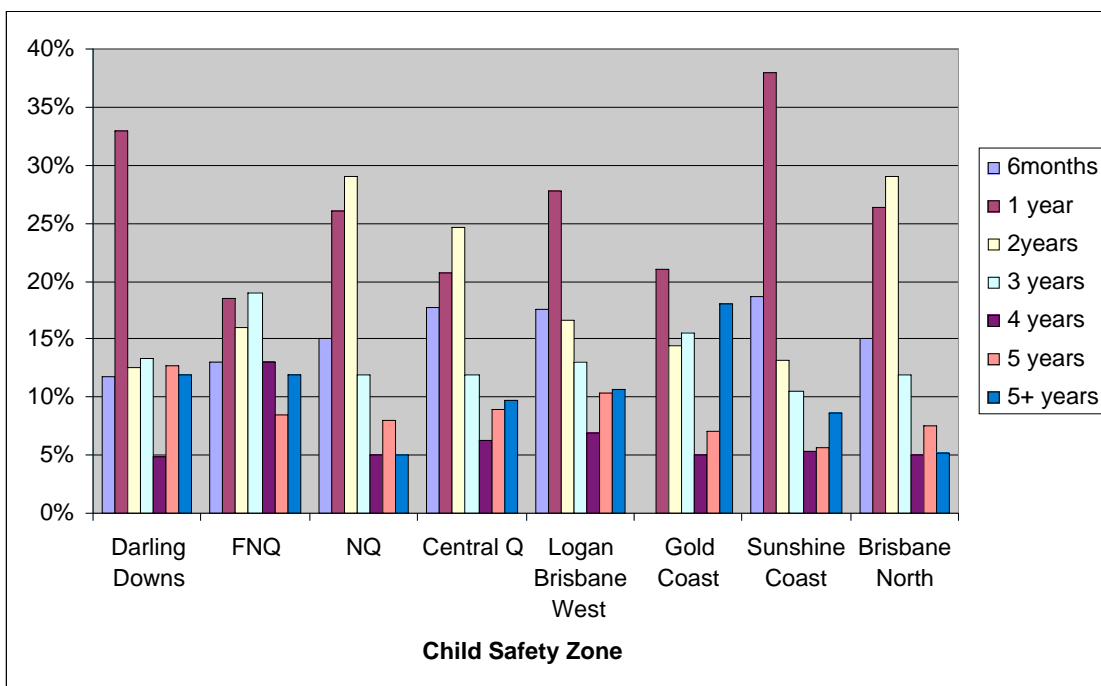
The tendency to have a drop in experience around the four year mark is very clearly seen in these figures. The regions with the largest drop are Darling Downs, North Queensland, Gold Coast and Brisbane North. Far North Queensland appears to be the region least affected by the four year reduction in experience with only a 3 % drop from the 3 to the 4 year mark. Participants at the regional forums considered barriers within a sector rather than an organisational context. However, many of the barriers discussed above also relate to organisational tenure. In particular these include:

- Poor role design
- Inappropriate recruitment practices
- Lack of opportunities for advancement within smaller NGOs
- Disparity in wages and conditions between government and non-government organisations

6. Qualifications

According to the census survey findings, this question asked for the highest qualification of the staff in the organisation, thus it does not give us a picture of how many staff do not have a qualification. However from other questions about the number of staff and their employment status we are able to get an approximate proportion of staff with no qualifications; that proportion is 81%. That is 19 % of staff in the agencies that responded are qualified.

Of the qualified staff 36% have graduate or post graduate qualifications and the equivalent proportion have certificate qualifications.

Table 6.1 Highest qualification in the workforce in Queensland

Certificate	Diploma	Adv. Diploma	Graduate	Post Graduate
36%	12%	5%	30%	6%

The data for qualifications levels for the regions is displayed in the graph below.

Central Queensland region has relatively the largest proportion of certificated workers and North Queensland and Brisbane North have the highest relative proportion of graduate and post graduate qualified workers. The Gold Coast region has the largest relative proportion of post graduate qualified workers.

Graph 6.2 Highest qualification in the workforce by regions in Queensland

Child Safety Zone
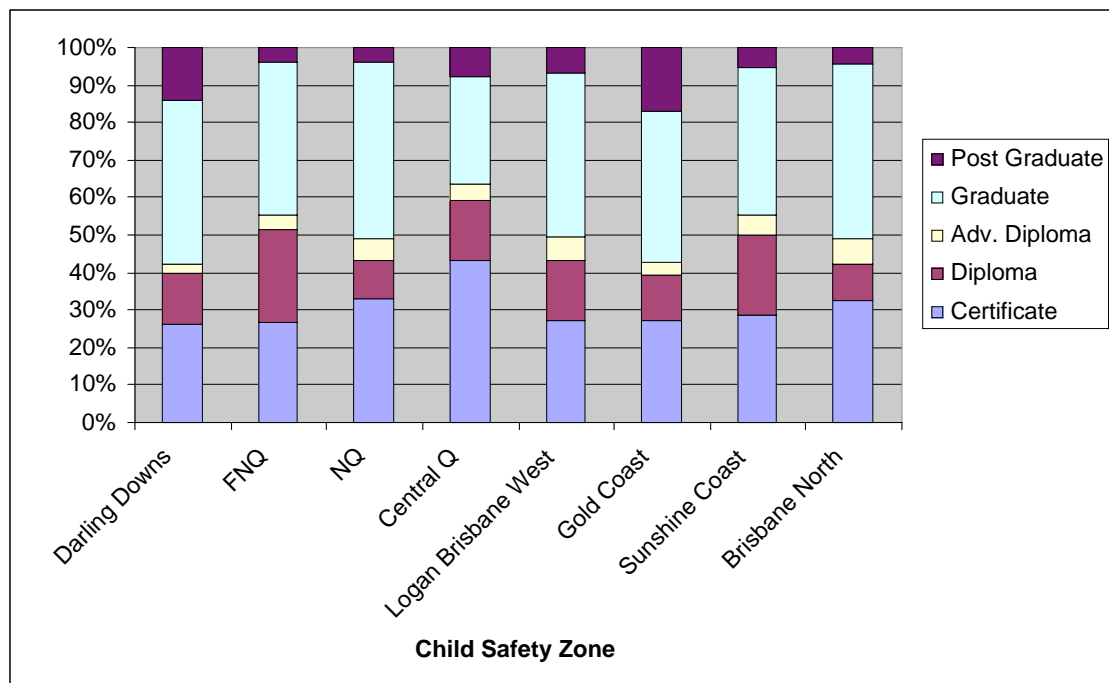
Note – Qualifications represented in the above graph are a proportion of the total qualifection level in each region which may be as low as 19% of the total workforce.

The qualifications profile of the sector was identified as a major workforce development issue at the regional forums. Barriers to enhancing qualifications at both the pre-employment and professional development levels were discussed, including:

• Existing training and education opportunities do not accurately reflect the skills and knowledges required for the work. A need for a greater emphasis on specific behaviours or 'how to' approach the work was widely reported. This was often specifically in relation to degree level qualifications, but was also applied to VET programs. In many regions a need to better map training to actual jobs was identified. This may also reflect another common barrier which was a lack of agreed practice frameworks, or agreement about what the work actually is. The revised Community Services Training Package is due for release in December 08 and may address these concerns as it contains new child protection qualifications at Certificate IV, Diploma and Vocational Graduate levels.

• Lack of articulation pathways between TAFE and university based education. This barrier is currently being addressed as part of the CPSFS. The need for a bridging course was mentioned at the Darling Downs forum.

• Training opportunities are simply unavailable in many regions and locations. Townsville and Central Queensland both identified lack of trainers and /or training and education programs in their regions.

Costs associated with travel, accommodation and backfill (or failing to provide a service) whilst workers attend training opportunities outside of their local areas. In Darling Downs and Sunshine Coast the difficulties of releasing not yet qualified staff for block training over long periods was raised.

- Lack of awareness about career or training opportunities and how to access them was seen as problematic at each of the forums. Participants saw a need for information and communication strategies that might funnel people into this stream of study.
- Lack of access to good recognition of prior learning for experienced but unqualified workers
- Lack of a strategic and regional approach to training and development offerings, enabling organisations to build the qualifications of staff and for organisations to work together to invest in regional raining and development.
- Lack of infrastructure and skills to support work-based learning such as mentoring, training and assessment
- Lack of funding for professional development, and, in particular professional supervision.

7. Employment Status

Findings from the census survey indicate that a considerable majority of workers in this sector are permanent workers in either a full time or part time capacity, approximately 84%. This is a very positive sign in the light of the considerable claims about the increasing casualisation of the community workforce. However this data gives us no information about whether this is an optimal proportion or whether the employees are choosing these categories or this is the employment relationship offered.

Table 7.1 Employment status in the workforce in Queensland

Permanent Fulltime	Permanent Part Time	Casual Fulltime	Casual Part Time
63.8%	19.8%	3.0%	13.4%

A casualised or part-time workforce was not identified as a barrier in regional forums. The Project-based and short term nature of funding was however seen as a barrier to offering secure employment, creating sustainable roles and to career pathways.

Management Information

The following section of the survey asked questions of the individual filling out the census in order to get some information of management demographics, motivation and intentions in the sector. The census was designed to be completed by CEOs or HR Managers, however in smaller organisations we find that the person filling out the survey was often a case worker who also did some of the administration of the organisation.

1. Time in Present Role

Findings from the census survey indicate that the largest proportion of individuals who filled out the census had been in their roles for 6 months or less and 60% of those who filled out the census had been in the role for 2 years or less. This does not appear to be a very experienced management group for the sector. The next categories are considerably reduced but then there is a group of managers who have been in the role for more than five years. It would appear that although the 3 and 4 year categories show considerable reduction, the 5 year and over categories indicate that there is an increase in management retention.

Table 8.1 Manager's time in current position

<6 months	1 years	2 years	3 years	4 years	5 years	>5 years
26.9%	18.5%	14.8%	8.6%	6%	9.9%	16.0%

According to the information obtained from the regional forums, lack of management and leadership skills within the sector was regarded as a major barrier to workforce development at all levels. Due to high turnover of staff, workers are often promoted to management level prior to developing these skills. This in turn affects their ability to create a sustainable working environment for others. Specific barriers to management practice included 'traditional leadership' views of workforce management. This was also expressed as 'HR mantras out of touch'.

2. Employment Status of Managers

Information obtained from the census survey indicates that the majority of managers/ leaders in the sector are permanent fulltime in status but there is a considerable representation of those who are permanent part-time. This is reflective of the female domination in the sector, where it is necessary to be more accommodating of work/ family demands.

Table 8.2 Employment status of managers in Queensland

Permanent Fulltime	Permanent Part Time	Casual Fulltime	Casual Part Time
77.5%	18.8%	1.3%*	2.5%*

*It is important to recognise that because of the small number of respondents these categories represent 1 or 2 people.

3. Reason for Joining the Sector

Information obtained from the census survey suggests that the respondents were able to choose more than one response thus there is a greater than 100% response rate. Respondents were also able to add comments.

Graph 8.3 Reasons for joining the sector in Queensland
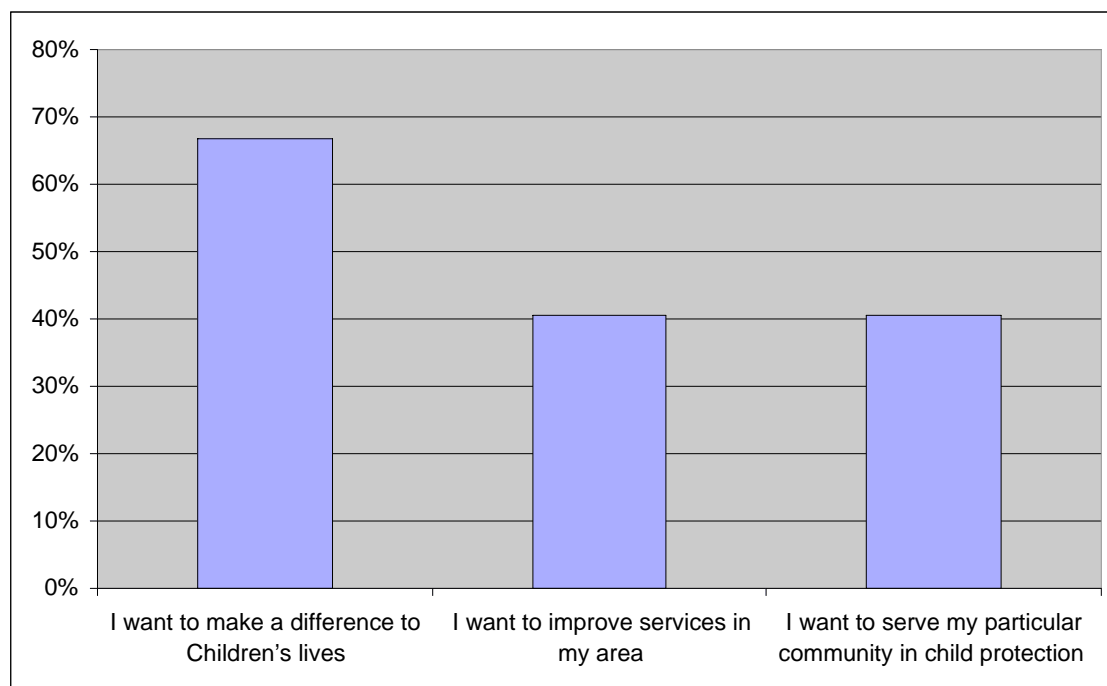
Comments such as an interest in indigenous children, focus on human rights, a desire to change the system and anti government feeling about the present system were expressed most commonly. In addition there were some comments about needing work, liking the challenge and the desire to work holistically. One respondent wanted a career path and to expand knowledge in the area.

27

Participants at regional forums also reported that their ability to positively affect the lives of children was a key factor in their initial recruitment and ongoing work in the sector. However, a high level of frustration about their capacity to achieve this within existing roles and structures was also reported. This included barriers to effectiveness in their work such as:

- The relatively high proportion of administration as opposed to direct service delivery in many government and non government service delivery roles.
- The limited capacity to engage in prevention and early intervention work for some workers
- Crisis driven service delivery cultures that make a more strategic approach to the work difficult.
- Position descriptions that do not reflect the real nature and scope of the work.

4. Reason for Choosing Current Role

This question allowed respondents to pick more than one answer thus the responses add up to more that 100%. It is clear from the responses that the protection of children is the prime motive for entering the field for the majority of managers.

Graph 8.4 Managers reasons for choosing the role
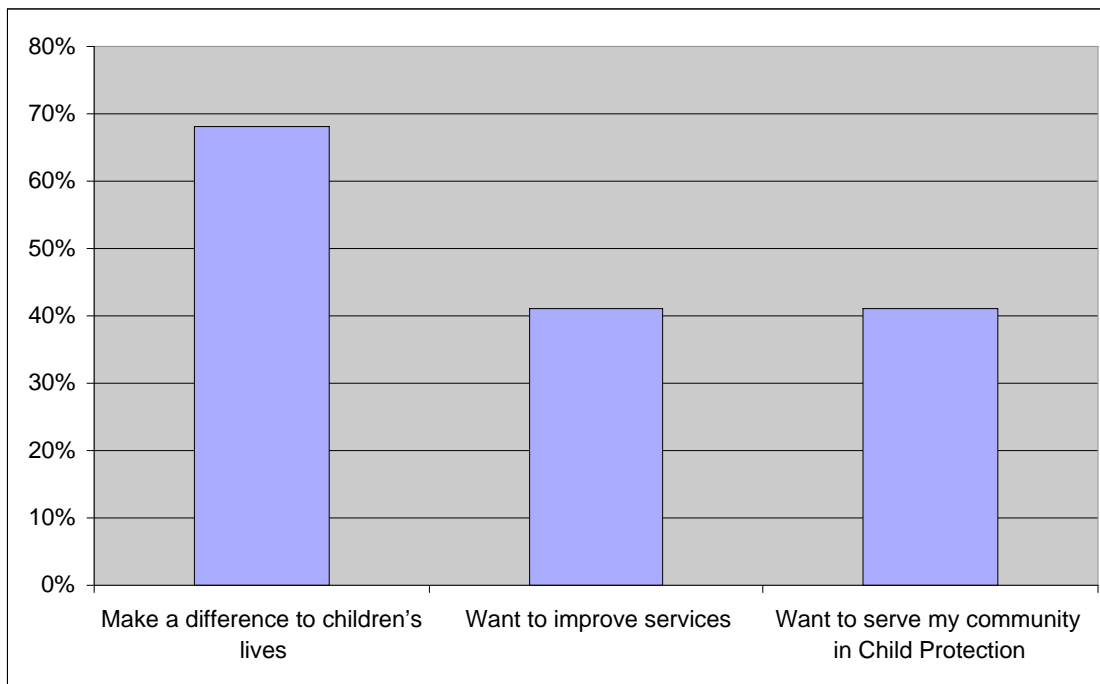
However the comments also reflected certain pragmatism when faced with three choices that are heavily values based. Some mentioned they wanted the location, others that they have been through a selection process and others that they were presently acting and had been asked to backfill. Again the desire to work with indigenous communities was raised. One respondent wanted a change and the role provided that opportunity.

5. Reason for Choosing Current Employer

Again in this question respondents could select more than one response. Alignment of values is clearly the most important reason for people choosing a particular employer.

Graph 8.5 Reasons for choosing current employer in Queensland
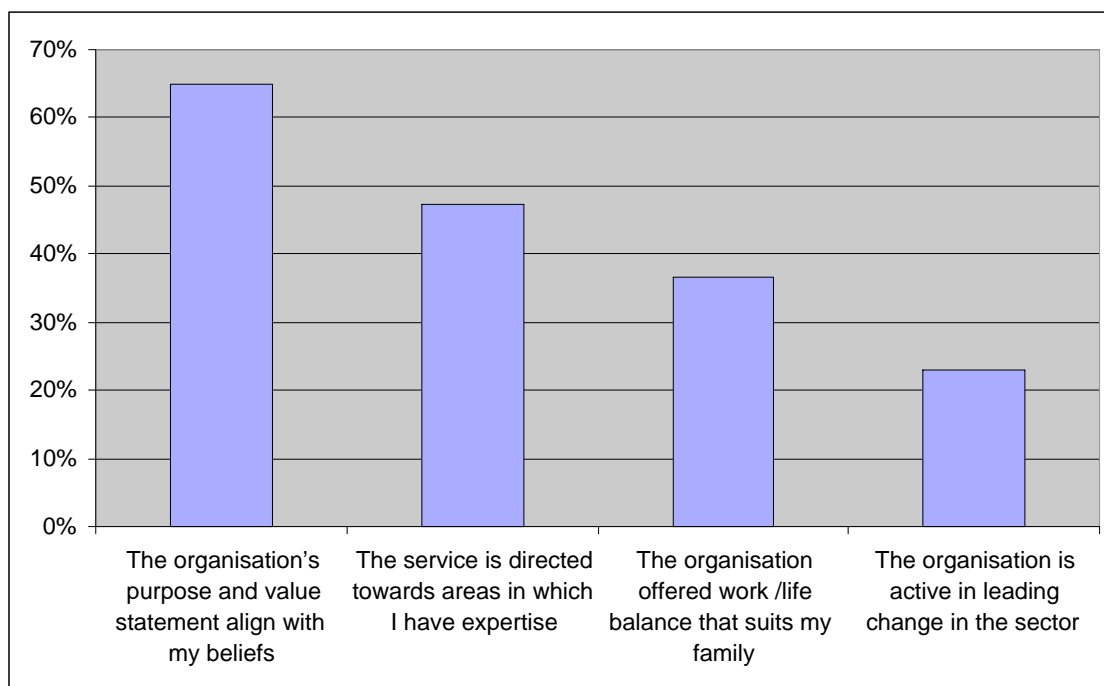
However comments also reflected the reality of people's lives, convenient location, ability to fit lifestyle, only job in town. The close ties with the community were a plus also the actual work was attractive.

Participants at the regional forums considered recruitment and retention issues at a sector rather than an organisational level. However, frustrations expressed in relation to attraction and retention in child protection work may also be relevant at the organisational level.

6. Intention to Stay in Current Role

The data from the census survey indicate that more than 50% of managers do not intend to stay beyond 5 years in their current role. However we do not know the rate at which that intention is held, ie will the majority stay for 5 years or go before. This question reflects an intention rather than a reality.

Table 8.6 Intensions to remain in current role by managers in Queensland

1 year	2-5 years	5 years
7.6%	48.5%	43.9%

7. Highest Qualification of Respondents

The results of this question in the census survey are hard to interpret as there were more responses than respondents, so the percentages do not add up. However, there is a high proportion of managers with graduate or post graduate qualifications.

Table 8.7 Highest qualification of managers in Queensland

Certificate	Diploma	Adv. Diploma	Bachelor	Post Grad.
15.6%	14.3%	5.2%	44.2%	26.0%

8. Content of Highest Qualification

Information obtained from the Census

According to the census survey the content of the managers' highest qualifications was predominately in social welfare. Other specific areas of content such as administration, human resources and child protection are represented but at a considerably reduced level. Again we had more responses than respondents so although we can look at the overall trend, the actual figures need to be treated with caution.

Table 8.8 Content of highest qualification of managers in Queensland

Administration	Human Resource Management	Child Protection	Social Welfare	Other
12.7%	16.5%	10.1%	43.0%	17.7%

The forum at Toowoomba identified the diversity of qualifications in the sector as a barrier to shared practice and to the development of training and professional development products. The new Community Services Training Package provides an even wider diversity of qualifications, reflecting the diversity of practice within the spectrum of child protection work. Forums in Far North Queensland and Brisbane North identified specific sets of skills (in working with ATSI Families and Communities, and in training and mentoring skills respectively). The development of specific skill sets in each of the practice areas may facilitate lateral movement between practice areas in child protection and enable workers to plan careers and develop skills and relationships throughout the sector.

9. Enrolment in Child Protection Qualification

The findings from the census survey suggest a very small proportion of managers/ leaders are enrolled in a Child Protection qualification

Table 8.9 Current enrolment in child protection qualifications

Enrolled in CP Qualification	Not enrolled in CP qualification
11.4%	88.6%

Of the respondents who are enrolled in qualifications, 6 named TAFE institutions, 5 named Universities (not all in Queensland) and 9 used other training organisations. At the regional forums a range of barriers to raising the qualifications profile of existing workers were raised and are discussed above. Issues of particular relevance to existing workers include:

- Training opportunities are simply unavailable in many regions and locations.
- Costs associated with travel, accommodation and backfill (or failing to provide a service) whilst workers attend training opportunities outside of their local areas.
- Existing training and education opportunities do not accurately reflect the skills and knowledge base required for the work.
- Lack of access to good recognition of prior learning for experienced but unqualified workers
- Lack of infrastructure and skills to support work-based learning such as mentoring, training and assessment

10. Perceived Barriers to Attraction and Retention

These perceptions are those of the managers/leaders who responded to the census survey. It does not give us specific information about whether these perceptions are

the same throughout the workforce. These perceptions are important as the decision makers will respond more positively to those initiatives which correspond with their own views. However as seen from the literature, evidence based decision making would require a bigger picture of these perceptions and this wider view was gained to some extent through the regional forums.

Graph 8.10 Perceived barriers to attraction and retention
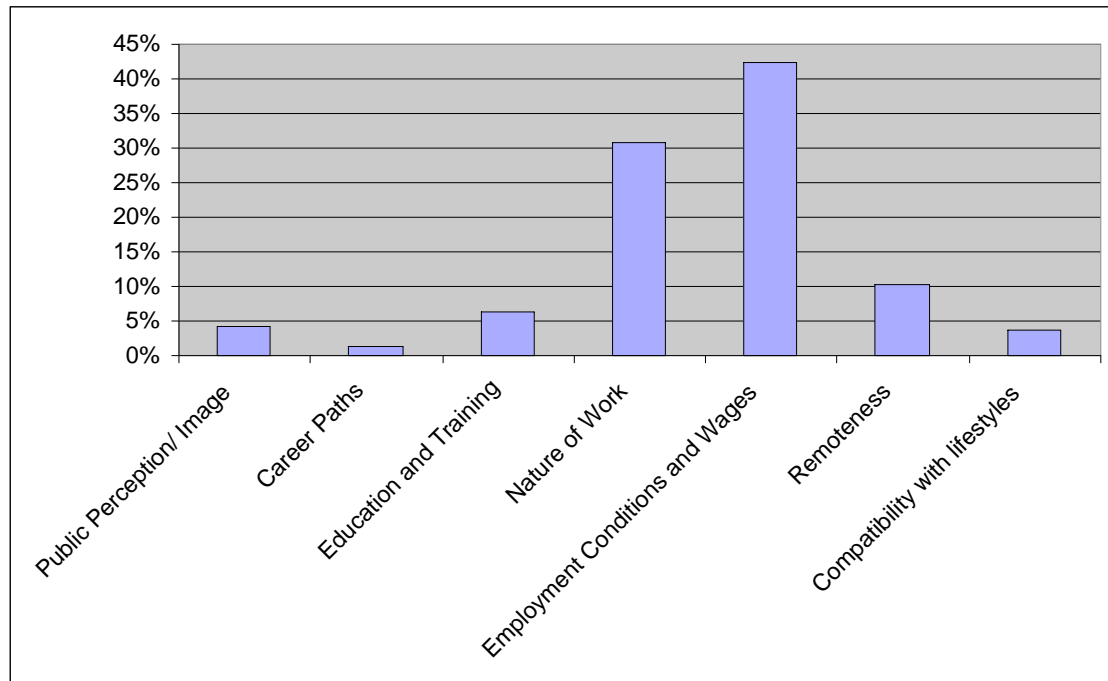
The barrier identified most strongly was Employment Conditions and Wages with 42.3% of managers selecting this category. However we do not know if managers were in fact selecting employment conditions or wages or both equally. There are different implications for workplaces depending on whether one of these two factors is in fact prime or if they are both of significance. The methodology section provided a rationale for the separation of these factors.

The nature of the work is the category perceived to be the second most important barrier to attraction and retention of workers into the sector. Like the first barrier this requires additional work in order to drill down and determine the aspects of the category which represent the barrier.

Attraction and recruitment of suitably skilled workers was seen as the most important barrier to effective workplace development in the child protection sector by participants at the regional forums. Major barriers to effective recruitment and retention were identified as:

• Low wages and poor employment conditions in relation to the social value and the level of responsibility entailed in the work.

• Disparity between government and NGO wages and employment conditions – often leading to 'poaching' of NGO staff by government.

• Poor role design. It was pointed out in a range of forums, that entry level positions often require workers to undertake the most difficult and harrowing work. The stressful and time-demanding nature of roles at any level was also raised.

• Fear about the difficult nature of statutory work and a culture of blame that may have arisen through media reports.

• Poor community perceptions of child protection work and of community services in general.

- Poor match between education and training and the role workers will need to perform once employed. This was raised both in relation to university degrees, which were described as too theoretical, and to VET qualifications.
- Lack of identifiable career pathways within the child protection sector. This was seen as particularly problematic in smaller NGOs and in regional and remote areas, where career advancement opportunities may be limited.
- Inappropriate recruitment practices, so that there is a poor match between skills, attributes and aspirations and the work that is to be performed. Workers who are not well matched to roles may choose to leave earlier.
- Adequate provision of services which make work possible such as housing and health services, particularly for rural and remote areas.
- Lack of management and leadership skills within the sector, as due to high turnover, workers are often promoted prior to developing these skills. This in turn affects their ability to create a sustainable working environment for others.
- At the Brisbane North forum merit based employment processes was identified as a barrier to recruitment and retention as it was felt that these processes select people who may not be suitable for, or enjoy the work. Life experience, values and personal attributes were seen as more reliable indicators of suitability.

Organisational Information

The following information from the census survey relates to that which is specific to organisational operations.

Licensing

53.5% of organisations are licensed. Licensing requirements for the Child Protection sector are more comprehensive than those of any of the other community service, as evidenced from the comparative table provided on the Child Safety website. There are 11 service standards across 3 focus areas. Within these focus areas there are 3 types of evidence required, process documentation, staff/management awareness and output documentation. In total there are 163 criteria against these evidence types. This can be compared to the Quality framework for the Department of Communities which has the same number of service standards and focus areas but has 103 criteria to satisfy compliance requirements.

Licenses are formally reviewed every three years but there is planning underway for quarterly reporting to be held with agencies. In additional exceptional reporting can occur at any time. Whenever an agency is in breach of the compliance standards the license may be suspended.

There was considerable concern expressed that the administrative requirements of the compliance regime increases costs substantially but these are not recognised nor recompensed in the funding models, thus creating greater stress on the organisations and ultimately on the workforce.

At the Townsville forum, the administrative requirements of licensing was identified as a barrier to designing appealing roles that will attract and retain people whose career motivation lies in effective service delivery outcomes and working with people not paper. Participants at the Brisbane North forum prioritized research into role design through a time and motion study that would identify the amount of time spent on administrative functions within service delivery roles.

Sources of Funding

This question in the census survey listed a variety of sources from which funding could be received. Many organisations receive funding from more than one source and thus the results are greater than 100%. The results are displayed below.

Table 9.1 Sources of funding

Department of Child Safety	60.3%
Department of Communities	52.1%*

Graph 9.2 Breakdown of funding sources by Department
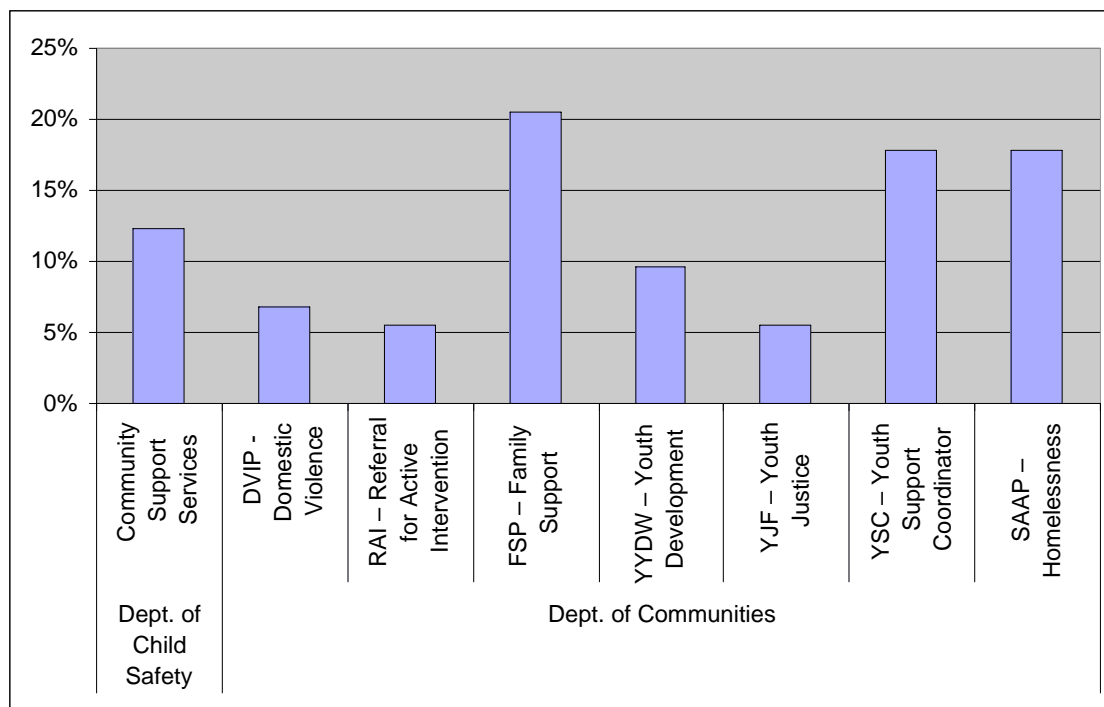
*Multiple sources per organisation

The wide variety of funding was not limited to the above sources. Respondents identified an additional seven (7) sources of funding from both state and federal government agencies. They included Queensland Department of Health, Disability Services, Department of Housing, Attorney General, Department of Families, Community Services and Indigenous Affairs, Department of Employment and Industrial Relations and Department of Education, training and the Arts. The data represent a very complex funding environment within which many of these organisations work and one which must put considerable pressure on the management of the requirements associated with the various forms of funding. It is evident that those agencies completing the survey provide for a considerable variety of services in addition to Child Safety. It appears that many of these services are in fact funded by the Department of Community Services and that the findings and recommendations in this report needs to be communicated more widely than the groups represented on the Industry Reference Group. A range of barriers to effective and strategic workforce development were identified in current funding models at regional forums. These included:

• The complex and short term nature of funding prevents organisations from undertaking more strategic and long term workforce planning.

• Funding programs create artificial divisions in the work of child protection. This is especially true for indigenous organisations which need to approach the work holistically in order to be effective, but was also expressed by respondents from mainstream organisations trying to develop relationships with agencies delivering other types of services to the same client group.

- The competitive environment created by the current funding model often prevents collaboration and a sector or regional approach to strategic workforce development
- The inflexibility of service agreements and reporting arrangements prevents organisations from altering their infrastructure and service delivery models, preventing them from rethinking roles or engaging in any workforce planning activities.
- Organisations are under-resourced as funding has failed to keep up with CPI and find it impossible to do more than meet immediate need.
- Conflict in the role of the Department of Child Safety between its funding and regulatory roles and it's service delivery role, resulting in lack of trust and/or partnership approaches between funding body's service delivery arm and funded organisations

Services Provided

The complexity noted above is shown clearly in the list of services provided by organisations in this sector that responded to the census survey. More than a third of respondents indicated that the organisation provided additional services to those listed in the question.

Graph 9.3 Services provided
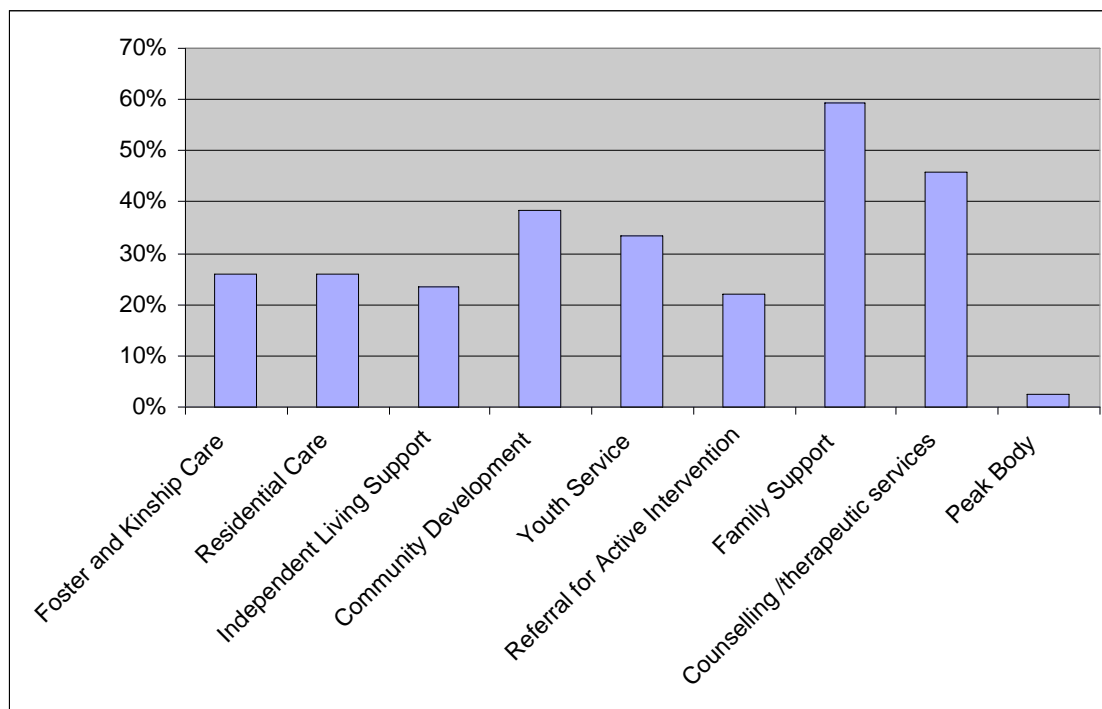
The additional services provided include training and group work, disability support services, court support, indigenous support, mental health, respite, aged care , home care, drug and alcohol support, domestic and family violence, women's refuges, childcare, refugee minor support and crisis care. Thus the child protection sector is not a stand alone community service but is often part of many other services provided by the agency to the community. This would make sense as the child is part of a much wider social system and all aspects of that system interact. However it adds layers of complexity to a working environment even without the additional layers imposed by the variety of funding sources.

As noted above, participants at almost all of the regional forums reported that funding programs and resulting service provision created artificial distinctions in the work that are not helpful either to service provision or effective workforce development. 'Narrow

definitions' of child protection, which identify only statutory works were seen as problematic both to service delivery and to the attraction of new workers to the sector.

Partnering

According to the responses of the census survey many of the agencies reported that they partnered with other organisations and government departments in providing their services. The partnering arrangements were with other local community and government services such as women's refuges, foster care agencies, churches, police, training organisations, health and medical facilities, legal and justice organisations and indigenous bodies. There is no data obtained from the census survey about the ease with which these partnerships work or the effectiveness of the partnerships.

Data collected through interviews with service providers indicated that agencies partnered with other agencies for a variety of reasons. The first was to make up for gaps on service provision for example working with a registered training organisation, secondly demand for services often required a collaborative approach and thirdly some agencies particularly in regional centres were so much part of the whole community service provision system that partnering was an inevitable outcome. Movement of staff between services also provided an opportunity for partnering as knowledge about who does what well is more easily communicated.

Participants at the regional forums identified partnerships and networks as highly desirable both to workforce development and effective service delivery. Barriers to effective partnerships were identified as:

- Lack of trust between NGOs and with the Department of Child Safety in a highly competitive funding environment.
- Conflict in the role of the Department of Child Safety between its funding and regulatory roles and its service delivery role resulting in lack of trust and/or partnership approaches between funding body's service delivery arm and funded organisations.
- The crisis driven nature of the sector makes it difficult to put aside time for developing and maintaining partnerships.
- Lack of resources and no recognition in service agreements of the cost in time and effort of effective partnership.
- The fact that the Department of Child Safety is also experiencing severe staff shortages makes it difficult to have meaningful communication and a partnership approach.
- Differences in agency culture and values. This was particularly noted in terms of large, small and government agencies.

Roles in the Organisation

This question in the census survey required the respondent to tick as many roles as existed in the organisation, thus there is no relationship to the number of responses and the number of organisations.

Table 9.4 Roles in the organisation
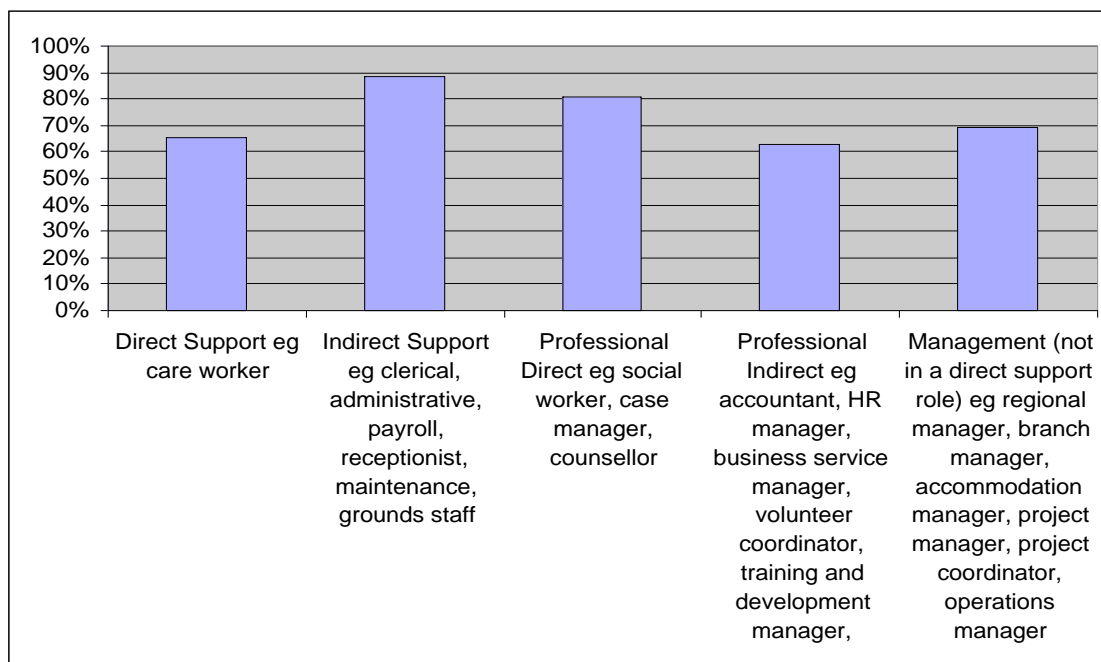
It is interesting to note that for the first level of direct and indirect workers the proportion of indirect work required to service the direct support is high but that this is reversed in the professional ranks. One explanation for this may be is that in the professional direct service more of the indirect support is incorporated into their professional role. The extent of the compliance requirements for licensing noted earlier may also be a factor here. Much of the day to day procedural documentation may be conducted by the indirect support staff. The complexity of the services provided by many of the agencies may also make the need for additional administrative and professional indirect workers critical to the ongoing functioning of the organisation.

Career Pathways and Succession

The census survey explored options available for career and professional development for the various roles within organisations. Common themes in the data focused on the use of certified training and internal progression as the career pathways available, the use of collective agreements as the mechanism defining career progression and the lack of opportunities available in smaller organisations. Two (2) organisations used performance appraisals as the mechanism whereby career plans and development opportunities were determined. In house supervision was also rated highly as a means of improving skills and thereby allowing for internal promotion.

Management was identified as the most likely career pathway, using acting roles to provide some development for the professional direct roles. This was not the case in terms of the professional indirect roles as they identified commonly as having few career pathways in the agency. Lack of viable career pathways, particularly in smaller organisations or rural areas was identified as a major barrier to workforce planning at each forum location. Specific barriers raised included:

- Lack of a workforce plan.
- Lack of pre-planning and collaboration in service delivery.
- Workers use child protection as a stepping stone to jobs in other community services sectors.
- Long service leave is not transferable, further discouraging workers from commencing employment with an organisation in which there is little potential for career advancement.

Data Collected

The census survey revealed that data collection is not a high priority for many organisations and what is collected appears to be driven by the need to have qualifications for particular roles, rather than the need to understand the nature of the workforce and determine issues and trends. The disadvantages of this lack of data for decision making will be discussed in the implications section.

Table 9.5 Workforce data collected

Age	76.5%
Gender	80.2%
Qualifications	86.4%
Tenure	44.4%
Turnover	35.8%
EEO	28.3%

Participants at five of the regional forums identified the lack of data about the child protection sector as a barrier to future workforce planning. This was seen as a general barrier to planning appropriate workforce development activities, but also an obstruction to the development of relevant and accessible training and education. Difficulty sharing data between agencies was also seen as a barrier to sector level workforce planning and development initiatives.

Data Prepared to Collect

The results of the census survey here must be treated with caution as 25% of respondents did not answer this question.

Table 9.6 Workforce data to collect

Age	83.3%
Gender	85%
Qualifications	95%
Tenure	65%
Turnover	73.3%
EEO	48.3%

The comparatively low preparedness to collect data on turnover and tenure means that organisational information has a low priority within the management of these agencies. The very low willingness to collect EEO may be because it is not required for reporting procedures or the agencies do not know how such information may assist them in their service provision.

All eight of the regional forums aligned both the present level of data collection and willingness to collect future data with organisational capacity under current funding and service delivery arrangements. Specific barriers included:

- The crisis culture (and reality) of the sector which prevents more strategic planning and workplace activities not essential to funding and service delivery.
- Organisations are poorly funded and resourced to undertake this work with the consequence that there is a lack of trust between agencies to share data.

Willingness to Share Data with the Sector as a Whole

The census survey asked the question if the respondents would be prepared to share their data with the sector as a whole provided that their anonymity was preserved.

Table 9.7 Willingness to share data

Yes	**72.7%**
No	27.3%

It is clear from this result that trust at the sector level is not high. This may be due to concerns about funding or competition for staffing resources. It is important to explore this issue.

Skill Development Activities Currently Offered to Staff

The census survey provided a variety of examples of skill development activities plus the opportunity to add additional activities that are offered. Activities included peer support, opportunities to spend time in other agencies and cross agency team building. The results indicate that a variety of activities are offered in the majority of agencies.

Graph 9.8 Skill development on offer
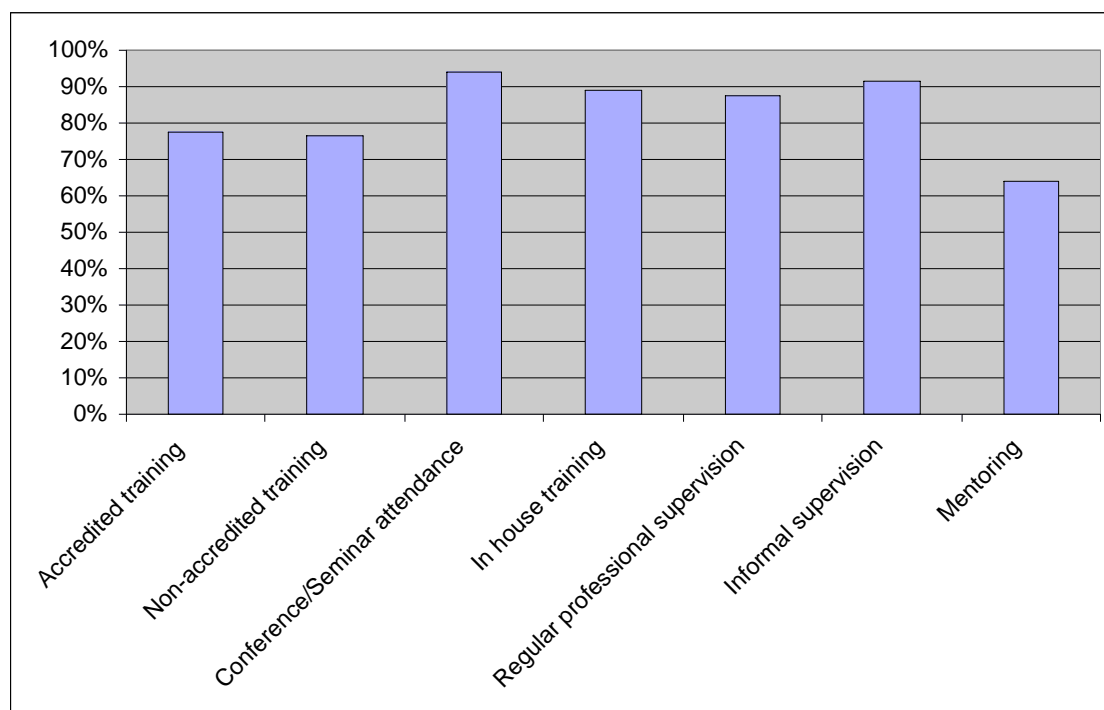
The relatively high level of skill development opportunities available in the sector described above contrasts with the anecdotal information offered at regional forums. Each forum identified that skill development is desperately needed within the sector and outlined a range of barriers to effective skill development, including:

Existing training and education opportunities do not accurately reflect the skills and knowledge required for the work.

- Lack of a strategic and regional approach to training and development offerings, enabling organisations to build the qualifications of staff and for organisations to work together to invest in regional raining and development.
- Lack of infrastructure, skills and resources to support work-based learning such as mentoring, training and assessment

- Training opportunities are simply unavailable in many regions and locations.
- Costs associated with travel, accommodation and backfill (or failing to provide a service) whilst workers attend training opportunities outside of their local areas.
- Lack of access to good recognition of prior learning for experienced but unqualified workers
- Lack of funding for professional development and in particular, professional supervision.

Skills the Organisation Ensures that Staff have

The census survey asked an open question about the skills the organisation ensured that the staff have. A number of respondents commented that this question was too difficult to answer as the skills were usually position or role specific. Others commented that they ensured that whatever skills were required by the role were present and that this was one of the key selection criteria for their positions. Many respondents gave the qualifications required as the skills required. However the skills required could be roughly divided into two groups of skills. The first group relates to specific skills required in the conduct of the work and includes the following:

Communication	Cultural Skills
Report Writing	Counselling
Presentation	Facilitation
Project Management	Computer
Team Skills	Case Management
Behaviour Management	Time Management
Conflict Resolution	Management Skills
Administration	Driver's License

The second group relates more to the personal characteristics of the individuals and included such things as autonomy, resourcefulness, non judgmental approach to work, empathy for children and families, a trusting and confidential approach. These personal characteristics are not necessarily skills that the organisation would develop but more likely to be ones for which they select. This group of skills would correspond to those identified in the literature as soft/interpersonal or generic.

A third group of attributes which were mentioned were not skills so much as knowledge, such as child protection principles, OH&S, organisational policies and procedures.

Prepared to Offer Professional Development in your Region

This census question asked if the organisation would consider providing Professional Development or particular skill sets in the region. The table below shows clearly the willingness to do this.

Table 9.8 Offer of professional development in local region

Yes	No
71.2%	28.8%

Additionally the question provided an open ended section where agencies were asked what non-accredited training they might offer. The following list represents the types of professional development agencies are prepared to offer to others in their region.

Trauma	Life Skills	Parenting
Protective Behaviours	Betterment	Time Management
Suicide Prevention	Computer Skills	Conflict Resolution
Domestic Violence Issues	Challenging Behaviours	Front Line Management
Self Development	Youth Problem Solving	Report Writing
Working with Indigenous Communities		Teenage Pregnancy

The capacity for some of these training opportunities to be mapped to present competencies in the training packages needs exploration.

A key issue identified at each of the forums was the need for a better planned and more strategic approach to training and professional development. This would indicate a need to coordinate skills exchange and/or training offered by individual organisations within their regions or local areas.

Registered Training Organisation (RTO) Status

The following shows the RTO status of the NGOs that responded.

Table 9.9 RTO Status in Queensland

Yes	16.0%
No	82.7%
Process of becoming a RTO	1.3%

Interview information indicated that services with RTO status often had greater flexibility in terms of resources due to a source of income not dependent on government funding. In addition these organisations often found partnering a normal means of operation. The need for greater capacity to support work-based learning and to ensure that skill development was embedded in current sector practice was clearly identified at the forums. Whilst the establishment of more industry based RTOs and RTO partnerships were not specifically addressed. This is one strategy for addressing an acknowledged need.

Comments on Skill Development in the Child Protection Sector

The census survey had a final open question. In summary there were some comments about the value of some of the training which emphasises the more statutory aspects of child protection and a plea for more wide ranging training. The point was made that child protection is in fact multifaceted and the holistic nature of it requires a more practical approach. The need for child protection workers to be able to engage with children and families was considered an area of great need in skill development. A request was made by a couple of respondents for more joint training with the Department of Child Safety. Frustration was expressed by a Recognised Entity that often there was no consultation when a notification affidavit involved an Indigenous child. Several respondents mentioned the expense of training in both time and money. The comment was made that funding for training would be very welcome but also that half day sessions are able to be accommodated more readily than whole days. Training for remote locations continued to be an enormous issue – either there is none or it is too expensive to send someone as the training is usually not local. These findings were echoed in the regional forums and have been discussed above.

Comments on the Information Gathering Process

Participants at the Brisbane North forum were concerned that no consumer voices had been involved in informing sector and workforce development. Respondents felt that client feedback was vital in role design, appropriate staff selection and in determining training and development needs.

Implications and Discussion of Findings

This section discusses the findings of both the census and the regional forums and uses the review of the literature to discuss the implications of these findings for the Child Protection Skills Formation Strategy. The information that gained from the census is partial, and although we know several important aspects of what this workforce looks like, there are some crucial pieces of the puzzle missing. We will deal with these issues as they arise in the discussion.

Workforce Demographics

This workforce is highly feminized like the rest of the health and community services workforce with the attendant characteristics of low wages and low community status. At the regional forums there was often a call for a greater balance between males and females. At one region we were told that 'men were like gold'. This issue is important because child protection deals with boys and male parents. It is important to ensure that good male role models are provided for families in need of support. This may be particularly important in Indigenous communities where intervention work with men may be perceived as 'men's business'.

One suggestion for attracting and retaining male workers is to run an additional induction session about being a man working in this field. Issues which are of significance to men and require some elaboration, plus the experience of some male workers could be provided. As an ongoing issue either mentoring for men by men, or general support and regular debriefing may provide the support required to keep men in the sector. The identity of men as carers needs to be carefully established through both the attraction and the retention strategies.   Male role models available in the workforce could be used as the focus for recruitment campaigns. The participation of male workers in making clear what the issues are for men and then devising strategies to overcome them is critical to the success of this form of gender work.

One service interviewed provided a practice example for targeted retention strategies. They regularly run men only groups for a variety of purposes, induction, debriefing and to address issues related to working with children that are challenging for male workers to discuss in mixed groups. They reported that this allowed them to attract and retain male workers at a higher level than is commonly the experience of community service agencies.

This workforce is very youthful in comparison to the working population as a whole and this may account for the relative inexperience within the sector. There appears almost to be two workforces, the young inexperienced and the older very experienced. As 61% of the workforce has been with the present agency for 2 year or less, this may indicate high rates of attrition but we have no census data on this.   There is a considerable reduction in participation at the 3 and 4 years categories for both experience within the sector and within the present agency. This is particularly evident at the 4 year category and warrants further investigation as to the exact reasons for this decline at this point. The census did not provide explanation as to the cause of this retention issue but managers identified wages and employment conditions as the greatest barriers to attraction and retention. The literature indicates that wages is not a high priority for workers when deciding whether to stay in an organisation but conditions of employment such as flexible working hours, availability of hours and employee benefits may be strong contributing factor. However much of this literature is general in nature as there is very little information on the community sector specifically and it may well be that wages are an important retention

factor when pay is so low and when there is a stark negative comparison between the government and the non government sectors.

Despite this lack of explanation from the census, the participants at the regional forums suggested a variety of reasons for the reduction and they included:

- Burnout due to poor role design.
- Lack of career opportunities and clear career pathways, particularly in regional and remote areas.
- Inflexible work practices for a largely female workforce at a time when family responsibilities become paramount, poor staff management or insufficient wages at a time when mortgages become a financial reality.
- Poor community perceptions of child protection work and a culture of blame that may have arisen through media reports.
- Poor match between role expectations raised in education and training or through inappropriate recruitment practices and the real nature of the work.
- Inadequate provision of services in the community such as health, education, employment for family members and housing, making it impossible for workers to remain in communities. This is particularly acute for rural and remote areas.

Some of these issues such as career pathways and role design can be addressed at a state-wide level. The development of skill sets within the Community Services Training Package in family support, residential care and statutory child protection would facilitate lateral movement between different parts of the child protection sector, and use of existing skill sets in program coordination, program management and community service management could facilitate upwards movement to coordination and management roles. Participants at the forums prioritized career development strategies such as secondments, staff-sharing and staff development schemes.

The Department of Child Safety has undertaken an internal role re-design process. Sharing some of the processes and outcomes of this project will be helpful to non government organisations struggling to reconfigure roles and to maintain communication with the Department. It may also be important to consider community infrastructure at a regional and local area level in developing service delivery plans. Workers in Mornington Island and the Gulf, for example, reported that lack of available housing and working office equipment prevented the recruitment of workers for whom funding had been successfully obtained.

Many of these identified reasons for a reduction in employee participation at the 3 to 4 year mark can be mapped directly to the evidence presented in the literature review. For example a clear understanding of the value of the work, flexible work practices, opportunities for training and advancement and realistic expectations of the work itself are all important factors on employee engagement, why people decide to stay in agencies.

In contrast however, the proportionally large number of young workers suggests that attraction for this age group is not as serious an issue for child protection as it is for other community services. The literature clearly identifies employer branding as an important element in attraction, particularly the aspects of mission and values. In addition information on Gen Y workers identifies that this group is strongly attracted to work that is meaningful and with values that are ethically defensible. That data from the census confirms that this work is attractive to young people. The question is whether agencies are able to ensure that the mission and values are exemplified through the workplace in all the policies and processes and that a failure to live the values is not the reason for the reduction in participation at the 3 to 4 year mark. One agency with a very high profile and considerable variation in its provision of service indicated that attraction and retention were not major issues for the organisation and the explanation for this was their strong employment brand.

The mention in the literature of human resources acting as an early warning function for the agencies could well be facilitated by an important strategy arising from the regional forums. This was to convene human resource management skills forums or networks, in which organisations can work together to develop HR skills and strategies at both organisational and regional levels. This is particularly important for small organisations with no specialised HR function. These networks can address issues such as role design, recruitment practices and staff management practices in addition to the alignment of agency values through the workplace. Simple audit questions can be shared which enable agencies to determine whether they the workplace is consistent with stated values and recruitment material that establishes expectations of the organisation and the job.

The youthful nature of this workforce may also be driven by graduates in the first instance. The regional forums provided a range of anecdotal information about the privileging of degree level qualifications at entry level to the sector. This was widely criticized as leading to poor practical skills and low levels of resilience among workers. A great deal more information is required about the attraction capacity of the sector at this level and generally about the capacity of a youthful workforce to be emotionally competent to deal with the complexities of child protection work. The literature review identified complex emotional work as a skill set in itself, which raises the question as to whether attraction strategies be more geared toward mature workers. Considerable work needs to be undertaken to understand the real issues for attraction and the relationship of the attraction strategies to the performance of both the individual and the agency/sector as a whole. Attraction needs to be focused on a performance outcome not just getting a person into a role.

Evidence from human resource literature indicates that the future of successful management practice will lie in the capacity of managers to deal with specific segments of the workforce and in some cases individual workers in different ways according to the needs of that group or individual. This is particularly important to those workers who are critical to the operation. The fact that there appears to be a duality in the workforce of this sector implies that managers will need to have considerable variety in the management tools that they use to retain workers. An understanding of intergenerational workforce dynamics is obviously necessary in this sector. Management capability is the key to successful retention.

It is important to understand the difference between the factors which drive job satisfaction versus job dissatisfaction. Job satisfaction is driven by motivational factors such as achievement, recognition, intrinsic value of the job, responsibility, advancement and growth. Job dissatisfaction is driven by environmental issues such as policy, procedures and administration, peer, subordinate and supervisor relationships, pay and conditions, personal life, status and security. Individuals will stay with an agency as long as the satisfaction factors outweigh the dissatisfactions factors. However dissatisfaction is a stronger motivator for leaving because in this sector valuable and committed workers will always find another job in the sector. This churn increases costs within the sector but that cost is not necessarily recovered through an increase in capacity to deliver services. Employee engagement, that is keeping workers satisfied in their roles needs to be a focus and as such attention needs to be paid to both the intrinsic and extrinsic factors in the workplace. Initially attraction strategies need to focus on the intrinsic factors and retention strategies need to pay very close attention to the environmental factors. Successful agencies will have the two in mind at all times. Management capability to understand and put these into practice provides the future for a sustainable service at agency level.

The management and anecdotal information gleaned from good practice in the sector highlights that the importance of values lived through the day to day operations of the agency and a well established brand with clear and positive identity about the value of the work to the community are very attractive factors for potential recruits. Information from the forums reinforced the view that it is important to ensure that roles facilitate

the practice of values in service delivery rather than inhibit through an overemphasis on administrative tasks. Careful pre-employment matching of career expectations to the actual work was also seen as important, as was ensuring an appropriate match of skills, attributes and values to the job as part of the selection process. Supporting the development of human resource management skills within the sector such as the forums already mentioned may address some management capability issues.

The overwhelming proportion of the workforce is in permanent employment (84%) with 20% of this being part-time. This shows considerable flexibility but also could be construed as a commitment to the employment status of the workforce. The casual workforce at 16.4% does not appear to be excessive and because this is a variable cost on the balance sheet of an agency provides some capacity for movement when there are funding restrictions.

There is a lack of information about the capacity of the organisation to deliver service to the sector or about whether the casual staff has a preference for this arrangement or would prefer permanent work. Data obtained from regional forums indicate that it is lack of confidence in the duration of employment due to uncertain funding arrangements, rather than the basis of employment that acts as a deterrent both to worker attraction and to more strategic role design and service planning. Strategies suggested to resolve this issue at forums included a greater use of secondments and the development of consortia or new organisations on a 'group training model' style basis, capable of acting as the employer of staff who can then be deployed within member organisations according to need. This was seen to have the additional advantage of building relationships and sector knowledge across the child protection delivery spectrum.

Some potential models for employment drawn from the health sector are presented in the appendices to this report.

Some literature indicates that all forms of employment status need to be carefully examined from the worker's perspective as retention can be a highly individual issue. Again the capacity of managers to understand the competing forces of the cost, operational needs and individual preferences and to find solutions that best suits the agency and its community commitments requires management acuity, a degree of tolerance for ambiguity and strong capacity for leading and managing change.

One of the pieces missing from the puzzle is that of ethnic diversity of the workforce. This has been discussed in the organisational section above and this information is collected by very few agencies. The most important point to make about this lack of information is that the community of children and families served by the child protection sector is culturally and ethnically diverse; as such it is important that this diversity is reflected in the workforce. From this census all we are able to say is that this is not given the priority one would expect from community based organisations as they are unable to specify how they reflect that diversity in their practice. This is particularly important in the Indigenous community. Whereas the Recognised Entities are able to specify the number of indigenous workers, there is nothing to suggest that other agencies have this ability. Given the proportion of indigenous children and families served in the child protection sector, the recording and specific recruitment and retention of indigenous workers needs to be given a high priority.

Data collected at forums indicated the need for skill development for working with indigenous families and communities. One strategy prioritized in Far North Queensland was the development of a skill set and training program that addressed this need. Queensland Aboriginal and Islander Health Council has also developed a training program that addresses the practical skills and knowledge of child protection work with indigenous families and communities.

Participants at the forums in Far North Queensland, Gold Coast, Logan and at Brisbane North discussed the issue of ethnic representation. In Brisbane North, participants

discussed the difficulty of retaining Aboriginal and Torres Strait Islander workers in statutory child protection. Participants spoke of the difficulty of effectively carrying out a role within the worker's own community that is often seen by that community as working against their interests. Workers quickly 'burn out' under these circumstances and choose to deploy their skills outside of the sector. Participants at the forum and the representative of the Department of Child Safety agreed that this was a serious and endemic problem that needed to be addressed with different support structures and a rethinking of role design.

At first glance at the qualification findings in the census it would be reasonable to state that this is a highly qualified sector. However, in fact 81 % of the workers have no qualification. Of the 19% remaining, the qualifications are evenly split at either end of the qualification spectrum with 36% holding certificates and 36% having graduate or post graduate qualifications. Thus it would appear that there is a huge capacity for up-skilling this workforce through recognised qualifications. Recognition of prior learning may prove beneficial to this large proportion of the sector workforce and through Skilling Solutions Queensland there is some infrastructure established to conduct this. Regional forums also identified the need for accessible RPL processes for skilled and experienced workers. However, a lack of appropriately skilled trainer/assessors and/or training and education institutions in some regions was also identified. This may require the formation of industry based assessor networks and partnership arrangements with TAFE and industry based RTOs. Again reference can be made to the notion of emotionally complex work as a skill set. The recognition of this as part of the training and development field may reflect higher levels of skills than is presently obvious through the focus on training package and university qualifications.

The challenges of such up-skilling largely relate to resourcing both human and financial. In relation to the human resources– who does the work while individuals are gaining their qualifications and financially, who pays for both the training and the replacement labour required during training. Clearly small agencies do not have great capacity for this and agencies in regional or isolated areas may have additional challenges in terms of distance to overcome. It is in this area that collaboration would be required. Not just the collaboration of the Department of Child Safety but also between agencies who may within one region be able to pool resources for training and to rotate workers through the agencies in such a way that provides back up when training is undertaken. This would have the additional benefit of providing some cross skilling between agencies and could be regarded as a development activity for the individual as well. The low level of qualifications in the sector, coupled with the challenges of up-skilling in a complex and under-resourced sector highlights the need for a strategic and industry-wide approach – a Child Protection Skilling Plan.

Historically, child protection has been polarised around qualifications. Sector staff have either been holders of undergraduate or higher degrees qualifications filling professional roles or in direct service roles with no relevant qualifications at all. In the past there has been very little in between. With the exception of some NGOs that required staff to possess Certificate III in Youth Work, very few direct service workers possessed qualifications that they had not sought themselves. Having been overly reliant on market supply in relation to graduates from universities and RTOs, the sector has been in need of a strategic skilling plan for quite some time.

A Skilling Plan could address the range of strategies for skill and workforce development arising from the regional forums and analysis of the Census data. Further, in providing an industry based (government and non-government organisation) platform for skill development, relationship building and shared practice frameworks within the sector. An industry-wide approach to supporting skills and qualifications growth, such as the use of skills passports or other devices designed to support the strategic use of training and qualifications in career pathways will facilitate organisational support for staff development.

The development of industry and locally-based trainers is a key strategy for implementing an industry skilling plan and increasing collaboration between agencies, and was clearly identified at regional forums. The Darling Downs and Brisbane North forums both set priorities around the development of a training program for experienced workers, to support their role as trainers and mentors to newer workers. Increased access to information about training and development opportunities was also prioritized at most of the forums.

Integrated Skills Development Strategy provides workforce development opportunities to organisations in receipt of recurrent funding from the Queensland Departments of Child Safety and of Communities through regionally based activities. There is an opportunity here to utilize regional skill development networks to resource and support trainer/assessor networks for the provision of work-based training and recognition. There is also a opportunity to raise the qualifications profile of the sector through partnership between regional Institutes of TAFE, The Training and Special Support Branch of the Department of Child Safety and Integrated Skills Development Strategy to provide strategic offerings of core units and electives from the Community Services Training Package at Certificate IV, Diploma and Vocational Graduate levels, utilizing a range of delivery approaches to meet varying regional needs.

Past partnerships between Departments of Education Training and the Arts and Child Safety have involved government workers at Child Safety Support Officer level and non-government workers employed by Indigenous Recognised Entities to undertake training in Certificate IV in Community Services (Protective Care) and Diploma of Community Services together. This has not only built workforce capability and sector qualifications profile, but has also developed relationships, trust and shared practice frameworks. An Industry Skilling Plan could extend this strategy to a broader range of regions and, through partnership with Integrated Skills Development Strategy, include a wider range of workers from the sector. This strategy is extremely important in building the networks that will provide role support, career pathways, practice development and ultimately worker retention within the sector. As discussed above, the development and use of further skill-sets within the Community Services Training Package will also be important to raising the qualifications profile and developing structured careers pathways.

Management Information

The managers responding to this census survey are a relatively inexperienced group. This may not be surprising given the youthful nature of the sector. 26.9% of them had been in their present role for less than 6 months and 60% up to 2 years. In the less than 6 month category account needs to be taken of those who were in acting positions, backfilling for others. Nevertheless in an environment where the work is complex and emotionally challenging, the quality of the management needs to be of a very high standard to ensure that service is provided in a sustainable, professional and caring way. The literature speaks to the need for strong management capability, this need is intensified in culturally diverse, emotionally challenging and highly complex compliance and funding environments such as the Child Protection sector.

Data collected at regional forums indicated a range of issues surrounding management in the sector, often related to the relevant inexperience of managers, as staff shortages facilitate rapid promotion. The development of leadership and management skills was seen as key to overall sector attraction and retention and in particular to the creation and maintenance of sustainable roles and work practices for sector workers. Forum participants highlighted a lack of human resource management skills in the sector, particularly in small organisations who may not have dedicated HR staff. Human Resource skill development including forums, networks and skill exchange programs were prioritized as outcomes in four of the regions.

As you would expect the majority of the managers are permanent fulltime but the high

proportion of permanent part-time managers may have 2 different implications. The first and very positive one is that agencies recognise that part time workers are similarly committed to their work and careers as full time employees and thus managerial roles are part of their career path. The other implication is that there are no other resources and managerial roles are of necessity part time in some agencies. We do not know if those part time employees in managerial roles would prefer full time work or if in fact this is their choice which has been accommodated by the agency.

The fact that there were 3 respondents in the casual category of employment is not a positive sign. Leaders who have no certainty of employment are not necessarily equipped to lead change and foster commitment in staff. Agencies in this situation are at high risk of being unsustainable in the long term.

The question that related to why managers joined the sector was one based on values about child protection and service to the community and as expected these are rated highly. Some of the comments reinforced these values and broadened them out to human rights issues. Some were more pragmatic stating that they were qualified and needed work. Some respondents identified that they wanted to change the system particularly the way the government runs the system. An interest specifically in indigenous children and communities was also mentioned. Values do appear to be the overwhelming reason for people joining the sector and this confirms evidence from the literature. When it comes to the current role and the present employer there is a strong commitment to change. Thus managers recognise the need and are committed to leading change in the agency.

The values of the organisation are however paramount in the attraction stakes for the current employer. Thus managers are looking for intrinsic satisfaction from achievement and the sense that the work is worthwhile. With such a positive outlook for managers it is very important that the external drivers of job dissatisfaction do not overtake the internal motivations for being in the sector and working with the present agency. Inexperienced managers need support to ensure they have the skills to keep the culture and operational aspects of the work very closely aligned, in order that they have the capacity to introduce the changes required to keep their service sustainable. The ability to share knowledge and collaborate with others on initiatives is essential for this. Participants at the forums indicated that competitive tendering was one of the barriers to the building of capacity through collaboration to increase sector wide knowledge and skills.

The fact that the majority of managers indicated that they would remain in their current role for up to 5 years may be very positive, allowing for renewal, succession planning and transfer of skills. However we do not know whether 5 years is the point at which they are planning to leave or whether only a small proportion will stay that long. This requires further examination. From census data this management groups appears to be very committed to the sector, it is therefore very important that this group be nurtured in a way that provides them with the capacity to fulfil the desire to be leaders in their agencies and the sector.

Strategies prioritized at regional forums that may support management and leadership skill development included cross-organisational development schemes, in which workers at all levels could have access to mentoring, staff exchange and secondment programs. This would facilitate the development of joint practice, skills and relationships and build levels of trust in the sector.

The majority of managers have their qualifications in the area of Social Welfare, so they are well equipped to understand the nature of the work. As expected with the social welfare background over 68% of these managers have graduate or post graduate qualifications. Thus the management group is very well educated in comparison to the workforce. Interestingly 11.4% of managers are currently enrolled in Child Protection qualifications. It may be that support needs to be provided in organisational work/ finance/ human resource management and those aspects of management which support the service delivery particularly the area of supervisor quality, rather than specifically in

the content work of direct support workers. Use of skill sets and new qualifications within the Community Services Training Package 2008 will be important in supporting the development of management and leadership skills. These include:

• Skill sets for service delivery workers moving to program coordination or management roles
• A skill set for people with management qualifications and experience moving into the community services sector from another sector
• Advanced practice in statutory child protection at the Vocational graduate certificate level
• Management qualifications at the Diploma and Vocational Graduate Diploma level

Given the high level of degree entry to the sector in some regions, the Vocational graduate certificates may be especially important in developing practical work-based skills for entry level workers. Developing a Child Protection Skilling Plan to facilitate training for both government and non government workers at this level will further develop sector competency. From the list of barriers previously identified through the Child Protection Skills Formation Strategy the managers were asked to identify which one they experienced as having the most impact.

42.3% of managers identified wages and employment conditions as a barrier. The difficulties this represents have already been mentioned especially the influence of the dual question and as such restricts our understanding of the actual barrier. However as indicated in the literature, wages was the one factor in the Health and Community sector which was most cited by managers as a barrier to attraction and reported as being the most common reason employees gave for leaving. This is in contrast to the general literature which indicated that wages was not a high ranking factor in questions of attraction and retention. However as previously mentioned this data, although consistent through many surveys, is for employment generally and may not relate well to sectors which are regarded as low paying.

At forum discussions the disparity between the wages of the two parts of the sector was always raised as an issue. Reference was made to the SACS award, which is currently before the Queensland Industrial Relations Commission and if successfully modified, may include substantial rises in wage levels. Related campaigns to increase levels of funding to support higher award wages and to obtain portable long service leave for the Community Services industry were also noted at each forum discussion. Clearly this is not an issue which can be dealt with in anything but a holistic manner and needs to be addressed collaboratively with both government and non-government Elements. The second issue which rated very highly as a barrier was the nature of the work. There may be several aspects to this issue, for example the emotional complexity of the work, the increasing compliance activity, additional administration associated with legislation and bureaucracy, the apparent gap between direct support work, the lack of support in regional and remote locations, the outcomes of the work, the reactive nature of the work rather than the preventative family support, the lack of capacity to debrief as often as required, the actual workload which many feel does not allow them to do a proper job or the lack of public support for the work.

All of these explanations were mentioned at regional forums and any or all of them may be involved but additional work needs to be done in order to determine the specific aspects of the nature of the work that are barriers to retention before initiatives to address them can be designed. At the Brisbane North forum, one strategy that was prioritized was a time and motion study to delineate time taken on administrative tasks in service delivery roles. Such an activity would provide evidence on which decisions about workload and administrative support could be based.

It is clear that within organisations and regions a great deal can be done to alleviate

some of the work conditions and to support those who find the nature of the work very taxing. Job rotations, secondments between the Department of Child Safety and the NGOs, greater flexibility around work hours and structures, family friendly practices, reward and recognition programs, coaching and mentoring and increased employee benefits such as salary sacrifice. In fact each of these strategies was prioritised by at least one of the regional forums. However there are aspects of the nature of the work that should be addressed at the whole of sector level and possibly requires greater attention paid at the preventative end of the child protection spectrum rather than at the remedial end. The level of emotional complexity of child safety work may be reduced by greater emphasis on proactive work building strong community structures to support both parents and children.

The other barriers identified did not appear to feature highly on managers' radar. This is not to say that they are unimportant, the census simply does not allow us to compare the views of child protection workers with the information available so far. Exit interviews conducted by an independent third party when workers leave would provide this sort of information and would allow trends to be observed and recommendations based on evidence to be made.

Organisational Information

The picture shown through the organisational data is one of layers of complexity. This complexity involves challenging work within a complex service, funding and compliance environment. In addition to the 10 sources of funding listed in the census, respondents identified an additional seven external sources. Some of the larger organisations are self funding through their services that are run on a fee- for- service basis, for example training and employment services. This provides these large organisations with a degree of certainty in relation to budget and operational planning not afforded the smaller agencies dependant on external funding. Issues of sustainability for these two types of organisation are quite different. Financial independence allows for a more strategic approach to the organisation and its growth and operation.

The complexity in terms of service is demonstrated by the addition of 23 services provided in addition to the 9 listed in the survey. Many of the organisations partner with others to provide services and these partners may be other NGOs or Government departments. This level of complexity is set against the background of a young workforce, a relatively inexperienced managerial cohort and a large proportion of part time workers. At the same time wages and employment conditions are compared very unfavourably with the Government sector. The Queensland Department of Transport supports a small unit the purpose of which is to facilitate human resource capability in the transport and logistics industry. It assists with the marketing of the industry as a career destination through work in schools, recruitment campaigns and the development of individual HR competence through short secondments into the unit from HR professionals in the industry.
Very few organisations mentioned performance management as a means of identifying future development or as a career planning tool. Succession planning appears to be rare in this sector and many agencies indicated there was no career path available. This was particularly so for smaller agencies. The most favoured career path offered was via internal promotion. Some offered fulltime work to part time workers, study assistance and project work. There was very little difference noted between support workers and professional except that professional staff were more likely to be offered managerial roles.

All the skill development activities mentioned were conducted by a considerable number of agencies, mentoring was the activity that attracted the least number of agencies. Peer support, cross agency team building and spending time in other services was also mentioned by a few agencies. However in the open ended comment section at the end of the census there was considerable comment on training, its lack of availability in regional and remote locations, a desire for more practical and less compliance/legislative based training, the difficulty of funding time away from work and training to be conducted

in half day sessions. A couple of agencies requested more joint training with the Department of Child Safety. These suggestions have been reported in a previous section.

The skills most mentioned as necessary related to capacity to build relationships; with clients, with team members and with officials from various government departments. As a person related occupation this is not surprising but there were views expressed that young workers did not always have this skill and yet they were sometimes being paid more highly because they were graduates. Selection procedures which discriminate on these skill areas needs to be used and developmental activities provided to help build confidence in young workers to gain these interpersonal skills. The suggested HR networks may provide the opportunity to either share or collaboratively develop suitable tools.

Other skills mentioned were ones easily provided e.g. computer skills, report writing, presentation skills, facilitation skills and conflict resolution. Selection is the mechanism commonly used to ensure that these skills are in the agency but in addition workshops and seminars appear to be commonly provided as developmental activities. The capacity to collaborate across the sector is clearly seen by the amount of training and development activity able to be provided by the agencies. The list is considerable and this sort of sharing may be able to be conducted through a mechanism whereby the capacity on one organisation is matched to a need in another and some reverse training and development service is provided to the sector by the recipient.

The question of data is a serious issue for this sector. There is no common set of data collected and although the agencies expressed a willingness to collect, that willingness is not universally translated into sharing across the sector even when confidentiality would be assured. Without this data, we have a very limited view of the workforce in the sector for example we do not know if turnover is an issue except by anecdote. One agency mentioned that their turnover was about 27% and that this was not considered high in the sector. There is no way of getting a benchmark for the sector without agencies keeping data. Data collection can be a time consuming activity for small organisations that would need to do this manually and it is not always obvious to the agency what the benefit could be.

There can be no evidence based decision making without accurate and regular data collection, aggregation and analysis. To face the serious workforce challenges on the next 5-10 years reliable data is a prerequisite. There are a variety of software solutions that may overcome this lack of evidence on which to base decisions and as the literature suggests in order for agencies to take a risk management approach to their workforce it is important that at both the agency and sector wide level trends and issues are identified early. This allows specific interventions to be developed with a more holistic perspective and hence increases the chance of success.

Results of the Skills Formation Strategy

The Skills Formation Strategy enabled the collection and analysis of data about the child protection workforce and facilitated industry-wide and regional agreements about future actions to meet the workforce development needs of the sector. In the process of achieving these outcomes, the skills formation strategy has also realized a range of less tangible outcomes that are equally vital to the future of the sector.

Prior to the Skills Formation Strategy, Child Protection was a deeply divided sector, with very little collaboration between government and non-government players. This was partially caused by tensions within the Department of Child Safety's roles as both service provider and funding and licensing body within the sector. Workforce shortages within both the Department and within non-government organisations also impeded communication between the two in many regions and lead to competition for available workers, further exacerbating mistrust and lack of collaboration. A two year Skills Formation Strategy has certainly not remedied a long term culture of competition and

mistrust, but has begun to build important relationships that bridge the divide. Aligning work to existing initiatives of the Department of Child Safety including Frontline Work Analysis and Job Design Project, Review of qualifications consultation, joint training programs and key networks such as the Child Protection Partnerships Forum have also been important in driving culture change. Embedding and focusing the work of the Skills Formation Strategy in workforce development rather than in child protection issues created a neutral ground in which stakeholders were able to work together outside of the boundaries of existing differences. Conflicting agendas were acknowledged, examined and eventually set aside as the Industry Reference Group and working groups recognised the need to work collaboratively to ensure a skilled future workforce.

Over the two years of the strategy a shared, industry-wide understanding of workforce management, planning and development and the specific workforce issues facing the child protection sector in Queensland was built, providing energy and commitment to joint state-wide and regional endeavours. Relationships between government and non-government stakeholders were facilitated, but also relationships between service providers, who often see themselves as competing for available funding, are now working together to plan and develop a regional workforce. The Skills Formation Strategy strengthened links between existing networks and structures within the sector such as the Zonal Planning and Partnership Officers, Integrated Skills Development Strategy and training and higher education providers, making these resources visible and accessible to the sector for leverage both within and outside of the terms of the strategy.

The strategy also built important links to and an industry response to national agendas and initiatives, such as the Child Protection Framework, the National Workforce Profiling Project and the Community Services Training Package Review. For example, as a result of the Skills Formation Strategy, the Department of Child Safety, PeakCare (peak body for the sector) and the Health & Community Services Workforce Council were able to work together at a national level to align state and territory qualifications in child protection to ensure that the workforce needs of the child protection sector in Queensland would be met in the new national training package. A traineeship pathway for the Non Government sector has also been initiated which will help to align the qualifications and career pathways across the sector for workers.

This shift in culture enabled by a focus on workforce has been utilised to drive further partnership in the sector by linking the Zonal Planning and Partnership Officer (ZPPO) role to workforce initiatives. The ZPPO role is designed to enhance collaboration and communication within the sector to result in better outcomes for children, youth and families and the success of the Skills Formation Strategy will provide a firm foundation for their further work.

Recommendations

This section includes only those recommendations which should be implemented at the sector wide level or within a region. Individual agencies can and should conduct initiatives specific to their own circumstance. Strategies prioritized at regional forums are included here, but also listed separately in Appendix C

The recommendations presented below are inter-related and non sequential. Many of them refer to specific outcomes that will foster the development of less tangible outcomes such as cultural change, trust and relationships within the child protection sector. These recommendations were developed within a whole of industry approach, and it may be appropriate to include agencies such as health, education, police and other services who participate in protecting children in Queensland in the implementation of recommendations at a zone and local area level.

1. Build Capacity for Workforce Development

Resource organisations to collect and utilize workforce data for agency and sector workforce planning.

1.1   Create a state-wide workforce profile with regular data collection for benchmarking and trend analysis through the development of a Human Resource Management Information System (HRMIS) that is simple to use for all agencies and is hosted externally by an independent agency. Coordinate and develop comparabilities within data already being collected through various other projects such as SNGOs and PeakCare to form part of the state-wide workforce profile. Data collected needs to be aggregated regularly for benchmarking and trend analysis in a way that agency information is kept confidential and only the agency have access to their own data, but that state-wide and regional workforce profiles can be analysed.

1.2   Prioritise the development of HRM skills and shared practice within non government organisations through support of regional HR networks and forums.

1.3   Develop, adapt and disseminate Workforce planning tools and information resources to NGOs to support workforce planning and development practice in the areas of:

- Agency workforce planning – information for organisations about how to undertake workforce planning and development and about the importance of workers moving between agencies for career development
- Career pathways and planning - information for workers about career path and development options to encourage movement within the sector rather than outside the sector.
- Role design – material about how to undertake role planning and design for use by NGOs in planning service delivery and infrastructure roles
- Attraction & Recruitment – resources to support attraction and recruitment of specific target groups such as male workers
- Retention and performance management – materials to support NGOs in the implementation of programs to improve performance and foster staff development
- Attracting and retaining Indigenous employees – information to support organisations to attract and retain indigenous staff

1.4   Develop or utilise an existing website for workers in the child protection sector in order to provide access to up to date information about career pathways, and advertising vacancies and providing for job applications online. The website does not need to be Child Protection specific it may be for all Health and Community Services but it requires child protection as a discrete section.

1.5   Support organisations to access HR consultancy services which can provide advisory and operational support to agencies. This could involve the establishment of a sector specific service, operating as an independent entity under the guidance of the H&CS Workforce Council or a Peak Body as a social enterprise, which could then act as a clearing house for best practice and benchmarking human resource metric across the sector.

1.6   Investigate and pilot alternative models for employment, within the sector, capable of addressing barriers to structured career pathways, tenure of employment, and lateral movement arising from current service and employment models.

1.7   Support regional initiatives around joint recruitment and/or development of shared recruitment and selection resources.

2. Build Skills and Qualifications across the Child Protection Sector

Resource the sector to grow and develop its own workforce.

2.1   Develop and implement a Child Protection Skilling Plan to address sector skill and qualifications needs across government and non-government services in a strategic and holistic way.

2.2   The Child Protection Skilling Plan should include provisions for funding of shared training and recognition programs for government and non-government workers that can build the qualifications profile of the sector from Certificate IV level through to Vocational Graduate qualification levels. These programs can be delivered in partnerships between the Department of Child Safety, Department of Education, Training and the Arts, Institutes of TAFE across Queensland Integrated Skills Development Strategy.

2.3   Develop a skills passport to support sector workers and organisations to plan career and qualifications pathways, support applications for recognition of prior learning, and to strategically engage with training opportunities within the child protection and other community services sectors.

2.4   Develop and implement a comprehensive shared sector induction program through the collaboration of the Department of Child Safety and representatives of NGOs for regular delivery throughout the state to ensure that all new recruits receive an appropriate induction to the sector. This could be achieved through partnership with Qld ATSI Child Protection Peak (QATSIPP), Integrated Skills Development Network, PeakCare and the Zonal Planning and Partnership Officers and will ensure policy & procedures to do with Recognised Entities and Child Placement Principle for Aboriginal and Torres Strait Islander children and families are included in the induction program. Individual agencies would continue to be responsible for the induction regarding their own practices and operations.

2.5   Support the development and delivery of a whole of industry training program that develops skills and knowledges in working effectively with indigenous families and communities. Particular reference should be made to the context and meaning of indigenous placement principals and the work of Indigenous Recognised Entities. This should become part of the shared sector induction recommended at 2.4.

2.6   Develop and implement a program to support the development of managerial and supervisory skills required in the Child Protection sector. This can be arranged around skill sets and qualifications in the Community Services Training Package 2008. Such a program could involve some formal training, mentoring and secondments.

2.7   Increase access to advanced practice skills development programs by facilitating the sharing of training materials, the delivery of joint training programs and the convening of forums and communities of practice as appropriate.

2.8   Use the Community Services Training Package continuous improvement process to develop skill sets around the three areas of the Certificate IV in Child, Youth & Family Intervention (residential care, child protection and family support) to facilitate lateral movement within the sector.

2.9   Develop locally based trainer/assessor networks to support training and recognition at a local level. Areas with limited access to existing training and RPL opportunities should be prioritised.

2.10 Build internal industry capacity to effectively support learning, professional development, reflective practice and support by developing a program to develop training and mentoring skills for experienced workers in, so that they can more effectively support new and developing staff.

2.11 Encourage collaboration between organisations in staff development activities by developing an online information board on which organisations can post and source development opportunities available to workers in their region. This could be co-located with the career and vacancy information recommended at 1.4.

3. Build Partnerships and Cross-Organisational Development Opportunities

Resource organisations to build practice and workforce collaboratively

3.1   Implement a staff exchange program between the Department of Child Safety and NGOs, in each zone to develop relationships, shared practice frameworks and sector retention. This could be developed and piloted in those regions that identified these strategies as necessary for regional workforce development with a view to state-wide implementation, and will involve considerable planning at the design stage to ensure adherence to legislative requirements whilst facilitating meaningful skill development and relationship building.

3.2   Develop and implement a structured and coordinated mentoring program enabling mentoring between experienced and less experienced workers at all levels and between agencies This is especially vital where regional workforce profiles show that inexperienced workers are leaving the workforce after a short period and where experienced workers will be exiting within the next few years. This could be piloted in those regions which identified this strategy as vital for regional workforce development for later state-wide implementation.

4. Build Community and Sector Awareness

Resource organisations to better understand the sector and their work within it

4.1   Develop strategies to enhance NGO and worker access to maps and guides showing the funding and compliance maze within which the sector operates

4.2   Develop whole of sector and regional marketing campaigns to raise awareness about the nature of the work and build a more positive image of the sector.

4.3   Involve Zonal Planning and Partnership Officers in supporting networks and partnerships that develop joint strategies for workforce planning and development such as marketing campaigns, tools and expos.

5. Build an integrated approach to service planning and funding

Resource the industry to offer viable and sustainable roles and careers

5.1   Develop a planned approach to service delivery and funding arrangements including consideration of infrastructure and community supports such as

        housing, services and family support for workers, necessary to the ongoing sustainability of the work.

5.2   Allocate a component of all funding to organisational and regional workforce development initiatives with responsibility for reporting outputs/outcomes.

Conclusion

The Child Protection Skills Formation Strategy through the census data now has some information about the demographics of the child protection workforce. We know that it is largely female but bifurcated into two groups; the mature experienced workforce with greater than 5 years experience and the relatively youthful inexperienced workforce. The literature review emphasized the need to be flexible in strategies for dealing with issues of attraction and retention for workers of different age cohorts in order to adjust to the changing demographic and motivational characteristics of the present and future workforces. This presents particular management challenges and as the management group also fits into this duality with the added factor of a lack of experience the capacity of the leadership team to deal effectively with this demographic requires careful consideration.

The need for more accurate information about the sector has been demonstrated by the information that is not available through the census data. The regional forums have provided some anecdotal information about issues but it needs to be tested as to whether the information received was generalised through the region, specific to the participants at the forum or workplace myths that are perpetuated without evidence on which to base interventions. There is a need for more qualitative as well as quantitative data. Other activities included peer support, opportunities to spend time in other agencies and cross agency team building.

The complexity of the environment is demonstrated very clearly not only within the workforce and skill situation but more generally within the licensing and funding environment with many agencies providing a wide variety of services which may have different licensing or quality framework requirements. In addition to this the services are often situated within regional and remote locations without ready access to other support services or appropriate infrastructure for transport, housing, training and development Evidence of a very difficult set of circumstances for the leadership group of this sector to manage and within which to affect change.

The agencies reported a considerable amount of professional development using a variety of forms. This issue is a critical one as the literature review emphasized the importance workers place on opportunities for development and advancement. There is already activity taking place between the Department of Child Safety and the non government agencies which should produce some very positive results, particularly in the training of indigenous workers. Capacity for the recognition of skills not yet mapped to the training package is also noted, this is of significance in a workforce where 81% of workers have no formal qualifications. The use of skilling infrastructure already available can be increased. Difficulties for agencies attending training because of resource unavailability, time and cost of travelling would encourage more flexible training methodologies and for technology to be leveraged in a way that makes training and development activities more accessible. Important as skilling the workforce is, it must be remembered that skilling sits within a whole ecosystem and expecting skilling alone to provide the solution to attraction, retention and productivity in the child protection workforce is unrealistic.

The level of unwillingness to share demographic data across the sector represents a considerable barrier to collaborative and creative efforts to deal with the pressing workforce issue facing the sector in the next 5 -10 years. This issue alone requires a great deal of careful consideration and actions to bridge the divide.

A great deal of support is required to ensure that agencies are sustainable through the next 10 years and some of that support must be generated at the whole environment level. Industrial, policy and funding issues must be addressed in a holistic manner if progress towards the achievement of the vision of the Child Protection Skills Formation Strategy.

The material collected through the census and the regional forums provides an excellent base on which to construct ongoing actions for the Child Protection Skill Formation Strategy. However the data also indicates that a skill only approach will be insufficient to affect the changes required. A much more holistic approach is required and one that sees workforce development within the context of its whole ecosystem. The human resource perspective adopted through the report is an attempt to provide some guidance for a more systemic approach to the workforce challenges in the sector.

The whole of industry approach to the Skills Formation Strategy provides important leverage for a culture change within the child protection sector to a more collaborative and partnership-based approach to the protection of children in Queensland. It will be important to actively pursue the recommendations arising from the strategy and to continue to involve a wide variety of stakeholders in these activities in order to sustain and grow this culture.

Bibliography

Australian Institute of Management (VT) 2006 *Employment Survey*

Australian Services Union, 2007 Building Social Inclusion: Priorities for the community sector workforce: recommendations for stronger social and community services.

Beames, C. 2008 HR Early Warning Management Today, 48

Bolton,S. 2004 *Conceptual confusions: emotion work as skilled work* in The Skills that Matter eds Warhurst, C., Grugulis, I. and Keep, E. NY Pagrave McMillan

Keep, E. 2005 Skill Shortages in the UK: Issues, problems and ways forward. Sydney, NSW DET.

Lambert, L. 2008, Staff Churn and Burn Management Today, 50

Mercer HR Consulting 2004 *What's Working*™ Survey

Pfeffer,J. and Sutton, R. 2006 *Hard Facts, Half Truths and Total Nonsense* Harvard Business School.

Powar, N. 2008 Turn on the Lights! Analytics for Effective Organisations.
IHRIM.link vol xiii,5.

Buchanan, J. (2006) From 'skills shortages' to decent work: The role of better skills ecosystems. Workplace Research Centre. University of Sydney. June.

Buchanan, J. 2008 Skills in Contemporary Australian Service Industries: From skill shortages to workforce development. Workplace Research Centre. University of Sydney

Jackson, N. 2007 What is happening to Queensland Labour Supply: A demographic perspective. University of Tasmania.

Woods, D. 2007 *Work and Ageing in Context.* Ernst & Young.

Richardson, I. 2008 Skills in Use: Labour Market and Workplace Trends in Skill Usage in Australia. Commissioned for Skills Ecosystem Project DEEWR & DET

Salt, B. 2008 *Australian and Global Demographic Trends,* Australian Institute of Management Seminar, Sydney

Sharp, P. 2006 Making your Mark with Employer Branding. Human Resources

Sheahan, P. 2007 Y *Attract, Manage, Engage,* DVD series

Sheedy, C. 2008 *From the Top* Management Today 48.

Appendix A

Census 2008 tool

Child Protection Skills Formation Strategy

Overview

This survey is for the CEO and/or the HRM officer in the organisation.

What is the Child Protection Skills Formation Strategy about?

An opportunity to profile the whole sector to better work on:
* attraction, recruitment and retention;
* education and training; and
* the national developments in child protection.

Who funds the strategy?

Departments of Child Safety, and Education, Training and the Arts for two years.
Who is involved?

* representatives of Government;
* non-Government Organisations;
* Peaks, Unions and
* Educational Institutions.

Why do we need a census and a health check of service providers?

We need an accurate profile of the current child protection workforce in order to develop strategies that will enable us to plan for present and future workforce needs.

1. What is the date today?
_____

2. Tell us a little bit about your agency's gender profile:
   - Number of male staff
   - Number of female staff

3. How many staff are in each age category?
   - 25 and under
   - 26-35
   - 36-45
   - 46-55
   - 55+

4. How many staff identify with the following?
   - Non English Speaking Background
   - Aboriginal and Torres Strait Islander
   - South Sea Islander
   - Other (please specify each culture)

5. How long have staff in your organisation worked in child protection? Please provide numbers at each time span.
   - Equal to or less than 6 months
   - Equal to or less than 1 year
   - Equal to or less than 2 years

- Equal to or less than 3 years
- Equal to or less than 4 years
- 5+ years
- Other (please specify)

6. How long have your staff worked for your organisation? Please provide numbers for each time span.

- Equal to or less than 6 months
- Equal to or less than 1 year
- Equal to or less than 2 years
- Equal to or less than 3 years
- Equal to or less than 4 years
- Equal to or less than 5 years
- 5+ years
- Other (please specify)

7. What is the employment status of your staff? Please provide numbers for each category.

- Permanent full time
- Permanent part time
- Casual full time
- Casual part time

8. What are the highest qualifications of your staff? Please provide numbers for each category.

- Certificate
- Diploma
- Advanced Diploma
- Bachelor
- Postgrad
- Other (please specify)

9. We would like to ask you particularly about yourself.

What is your current position?

_____

10. How long have you been in this position?

- Equal to or less than 6 months
- Equal to or less than 1 year
- Equal to or less than 2 years
- Equal to or less than 3 years
- Equal to or less than 4 years
- Equal to or less than 5 years
- Other (please specify) _____

11. What is your employment status?

- Permanent full time
- Permanent part time
- Casual full time
- Casual part time

12. Why did you join the sector?

- I want to make a difference in children's lives
- I want to improve services in my area
- I want to serve my particular community in child protection
- Other (please specify) _____

13. Why did you choose your current role?
- ●   I want to manage a team of people
- ● I want to lead the change in the organisation
- ● I want to lead change in the sector
- ● Other (please specify)

14. Why did you choose your current employer?
- ● The organisation offered work / life balance which suits my family
- ● The organisation's purpose and value statement align with my beliefs
- ● The organisation's service is directed to areas where I have particular expertise
- ● The organisation is active in the sector in leading change
- ● Other (please specify)

15. How long do you intend staying in your current position?
- ● 1yr
- ● 2-5yrs
- ● 5+yrs
- ● Other (please specify)

16. What is your highest qualification?
- ● Certificate
- ● Diploma
- ● Advanced Diploma
- ● Bachelor
- ● Post grad
- ● Other (please specify)

17. What is the content area of your highest qualification?
- ● Administration
- ● Human Resource Management
- ● Child Protection
- ● Social Welfare
- ● Other (please specify)

18. Are you currently enrolled in a Child Protection qualification?
- ● Yes
- ● No
- ● Name of Qualification_____

19. What institution/s are you undertaking study with?
_____

20. The CMC report has impacted on attraction, recruitment and retention of staff in the child protection sector.

   Choose the single aspect which has the MOST impact on your service when it comes to attraction, recruitment and retention.

- ● Public perception/image
- ● Career paths
- ● Education and Training
- ● Nature of work
- ● Employment conditions and wages
- ● Remoteness
- ● Compatibility with lifestyles

21. What is the name of your organisation?

Name:_____

Contact:_____

Email:_____

22. Are you licensed?
   - Yes
   - No

23. What funding sources do you currently have?
   - Department of Child Safety
   - Department of Communities
   - CSS – Community Support Services
   - SAAP - Homelessness
   - DVIP – Domestic Violence
   - RAI – Referral for Active intervention
   - FSP – Family Support
   - YYDW – Youth Development
   - YJF – Youth Justice
   - YSC – Youth Support Co-ordinator
   - Other (please specify)

24. What services do you offer?
   - Foster and kinship care
   - Residential care
   - Independent living support
   - Community development
   - Youth service
   - Referral for active intervention
   - Family support
   - Counselling/therapeutic services
   - Peak body
   - Other (please specify)_____

25. Who do you partner with to provide your services?
   - Who do you partner with to provide your services?   Partner
   - Services offered
   - Partner
   - Services offered

26. Which zone/s does your organisation serve?
   - Brisbane North and Sunshine Coast Zone
   - Brisbane South and Gold Coast Zone
   - Central Zone
   - Far Northern Zone
   - Ipswich and Western Zone
   - Logan and Brisbane West Zone
   - Northern Zone

27. What roles exist in your organisation?

- Direct support – e.g. care worker
- Indirect Support – e.g. clerical administrative, payroll, receptionist, maintenance, grounds staff
- Professional Direct – e. g. social worker, case manager, counsellor
- Professional Indirect – e.g. accountant, HR manager, business service manager, training and development manager, volunteer coordinator, fundraising coordinator
- Management (not in a direct support role) – e. g. regional manager, branch manager, accommodation manager, project coordinator, operations manager
- Other (please specify)_____
–

28. Tell us what career pathways or succession plans for staff your organisation offers for each of the staff roles below:

- Direct support workers
- Indirect support workers
- Professional direct
- Professional indirect
- Management
- Other (please specify)_____
–

29. Tell us about the data you collect.

What kinds of data do you collect or have available about your staff?

- Staff age
- Staff Gender profile
- Qualifications held
- Tenure statistics
- Turnover statistics
- EEO statistics
- Please specify other data you collect_____

30. What data would you be prepared to collect regularly?

- Staff age
- Staff Gender profile
- Qualifications held
- Tenure statistics
- Turnover statistics
- EEO statistics
- Please specify other data you would be prepared to collect

31. Are you willing to provide your data to the CPSFS reference group if your organisation remained anonymous?

- Yes
- No

32. What Skills Development activities do you currently offer staff?

- Accredited training
- Non-accredited training
- Conference/Seminar attendance
- In house training
- Regular professional supervision
- Informal supervision
- Mentoring

o Other (please specify)_____

33. What skills do you ensure that your staff have in your particular organisation?

_____

34. Would you consider offering professional development or particular skill sets in your region?

o Yes

o No

o What non-accredited training might your offer? Please specify

35. Is your organisation an RTO?

o No - our organisation is not a Registered Training Organisation

o Yes our organisation is an RTO

o Our organisation is in the process of becoming an RTO

36. Are there any comments you would like to add regarding skills development in the CP sector?

_____

Thank you for your participation.

Appendix B

Workforce Development Matrix

Outcomes emerging from the Child Protection Skills Formation Strategy Forums

Theme	Darling Downs SW	Logan & Bris West	Bris South & Gold Coast	Far North QLD	North QLD	Central QLD	Sunshine Coast	Brisbane North	IRG Focus
Human Resource Capacity Building									
Shared skills & Data		HR Forum/Network - Space for orgs to share skills and resources to build HR capacity	HR workshop on WF development strategies - push to share HR data and tools & mutual support	Workforce development workshop					HR Forums - may develop into regional networks
shared workforce			Joint Mgt of floating pool of workers who can float between govt and NGOs to fill gaps.	Community Services Sector Recruitment Project Officer - shared resource		Consortia of agencies who can hold a central pool of shared employees on top of core staff			HR Skill Share Schemes
whole of sector regional recruitment				Joint recruitment strategy targeting hidden workforce linked to RPL program			Use existing networks (eg SCCIPI) in partnership with SCU and SCIT to recruit/match students for placement	Working together to revamp recruitment approaches to ensure right match for jobs	
Role Re-design							Conduct T&M study across range of orgs to delineate admin/service delivery partos of role and use date to redesign more attractive roles		
Cross Organisational Development									
Mentoring Models	Cross-Organisational Regional mentoring and leadership program - incl. mentor training. Fund Pilot	Cross organisational mentoring and secondments as part of induction for all new staff			Mentoring program with Dept to build relationships collab and educ.	Cross organisational mentoring for new workers		Creating a mobility scheme between agencies (non government and government)	Reference group and initial work through PeakCare Small Org Project
Staff exchanges		Secondments and exchanges between funding bodies and NGOs				Staff exchange program across Govt and NGO agencies			Short term 'Work Experience' swaps

Outcomes emerging from the Child Protection Skills Formation Strategy Forums

Theme	Region								IRG Focus
	Darling Downs SW	Logan & Bris West	Bris South & Gold Coast	Far North QLD	North QLD	Central QLD	Sunshine Coast	Brisbane North	
Education & Training									
Adv. Practice & Skill Share	Identify & resource lead practitioners to share skills							Develop 'Train the Trainer' programs for "mature" workers to train the newbies	Training Program for exp. Practitioners
	Run a joint Cert IV for Govt/NGO incl. Communities funded.								Extension of joint Cert IV delivery
Pre-employment & induction	Collaborative developm,ent/delivery of pre-employment & Sector induction training								Bremer TAFE to pilot 'cadetship' approach
Sector approach to learning & development	SDN/Govt/Others to develop partnerships for training incl. induction	Conduct a Skills Needs Analysis with all sector org in the region		Collaborative development of skill set/training for working with indigenous families	Collaborate to create regional Learning & development plan for sector	Implement partnership for Cert IV in Protective Care		Establish a central coordinating point for training sharing between NGOs and gov't	CP Skilling Plan
	Website with info and training calendar. Also details learning/dev needs	Map Career Pathways between orgs in the sector			Use network to identify & plan joint training events - Establish a local , shared training calendar via Community Door		s		Explore possibilities for web-based 'Training Clearing house'
Community & Sector Awareness	Communication between DChS & NGOs - REGULAR NETWORK	Mapping our CP framework - who is doing which bits of the work?			QLD Community Services "Healing Picnic Day" Agencies develop relationships	Combined expo in Child Protection week for promotion of Child Protection careers to community.	A forum for discussion between Dept Communities, Dept of Child Safety and other agencies. Focus to be roles, expectations and being on the same page	Map the players in the whole Child Protection spectrum so that we understand our workforce and can form a network to coordinate workforce developments	Extend 'Mystery Tour' Bus ride to visit services as ongoing sector induction?
	Community Agency Expo	Common marketing tool (web or CD based?) to attract workers to sector and region - EXPO					Creation local partnerships to improve public image - breakfast with local business		
Industrial Relations	Shared region strategy to develop viable non-financial rewards & incentives for staff	Portable Long service leave	Unit peaks in National Framework for Child Protection	More sustainable positions by supporting orgs to add training & knowledge mgt to PDs					QCOSS - Good work/wages; National Framework; Unions
		Lobbying thru QCOSS to increase funding to address workforce isssues							

Appendix C

Regional Priorities Emerging from State-wide Forums

Reports from each of the regional forums can be accessed from the workforce council website at **www.workforce.org.au**

Appendix D

Employment and Recruitment Models

The need for different models of employment for workers within the Child Protection Sector was raised at a number of regional forums as part of the Child Protection Skills Formation Strategy. Participant's at forums identified barriers to recruitment and retention of staff including:

- Lack of identifiable career pathways within the child protection sector. This was seen as particularly problematic in smaller NGOs and in regional and remote areas, where career advancement opportunities may be limited.

- Lack of confidence in the duration of employment due to uncertain funding arrangements.

- Disparity between government and NGO wages and employment conditions – often leading to 'poaching' of NGO staff by government.

- Poor role design.

- The nature of funding arrangements can preclude organisations from a more strategic approach to role design as service agreements can prescribe practice and roles.

- Some roles may be underfunded, or, lack of workers may impact on the workload involved. This was particularly reported by workers in rural and remote areas.

- It was pointed out in a range of forums, that entry level positions often require workers to undertake the most difficult and harrowing work. The stressful and time-demanding nature of roles at any level was also raised.

- Inappropriate recruitment practices, so that there is a poor match between skills, attributes and aspirations and the work that is to be performed. Workers who are not well matched to roles may choose to leave earlier.

- Adequate provision of services which make work possible such as housing and health services, particularly for rural and remote areas.

- Lack of management and leadership skills within the sector, as due to high turnover, workers are often promoted prior to developing these skills. This in turn affects their ability to create a sustainable working environment for others.

One strategy that was suggested at a range of forums to overcome these barriers, is to reconsider models for worker employment within the sector. The potential for central or partnership employment models to offer enhanced career pathways, recruitment strategies and rewards and benefits to workers was seen as worthy of exploration. An additional advantage of building relationships and sector knowledge across the child protection delivery spectrum was also identified as a potential benefit of these models.

The following models are drawn from the health sector and may be useful in considering innovative strategies to recruit and retain a child protection workforce in Queensland.

Organisational Partnership Model:

This model of recruitment and employment sees two like agencies (for example in the health sector this may be two community nursing agencies) 'join forces' to employ and manage one individual for 'like' roles in the two different agencies. This is particularly beneficial for part time recruitment and involves:

(a) the identification of an opportunity where it is deemed that one individual (potentially looking for full time work) could be employed across two different organisations where there is the requirement for a 'like' skill set.

(b) Agreement by the two employers to work through issues such as: communication (to ensure a smooth transition between the two – including flexibility where required), industrial issues particularly where there are different salary and conditions

(individuals are employed to both organisations but agreement is struck between the two organisations to have parity in employment wage and conditions).

(c) Benefits to this model have been seen to be an increased knowledge of localised community based services, increased stimulation by variety in work environments (and at times work roles), more streamlined employment for the individual and in turn enhanced retention.

This model can be particularly beneficial in rural and remote settings where recruitment faces substantial difficulties although does require particular flexibility and co-operation by employers. There are slight variations to this model depending on environment, organisations involved etc.

Expanded Agency Model

This model of workforce management sees individuals employed through an 'agency like' entity although when individuals are employed through this entity they are employed to work within the organisational model of work as opposed to the agency approach. This model sees employers negotiate with the entity to ensure that individuals contracted through them are employed and managed under the conditions of the organisation which includes standard paperwork requirements, participation in professional development, participation in team and organisational activities, participation in performance management. Quite often in health care when individuals are contracted through agencies these staff are not expected to participate in the organisation as an employee who is employed through 'normal' channels.

This model is particularly relevant when workers are contracted for periods of time (short or long) as opposed to employed permanently. It sees the organisation take the lead role as opposed to the agency. Where this has been seen to be beneficial is when organisation can partner to negotiate with an agency (or when an employer is quite large and therefore has more negotiating power).

Network model

This model is like the organisational partnership model but sees a group of organisations work closely together to recruit a shared workforce.

Where this might differ from a basic employment agency model is in the level of responsibility that the network operating as an agency will need to take as the 'employer' in terms of establishing career pathways, developing staff and taking a central role in industry workforce development. Participants at the Child Protection forums suggested that such an agency might be developed from a consortia of child protection services deploying staff on the basis of both service need and employee development and career needs.

A networked approach also gives individual services far greater purchasing or negotiating power to develop the secondary infrastructure such as housing, community supports and role resources necessary for sustainable employment of workers.