

Role Description

Role title:	Classification:
Practice and Learning Educator	AHP3
Division/Business unit:	Reports to:
Community and Family Services Safer Family Services	Manager, Quality and Practice Development

Role purpose:

The SA Government has committed to reforming the child protection system in South Australia. The Department for Human Services has lead responsibility for implementing the Child and Family Support System (CFSS) reform, in which Safer Family Services plays a key part.

Safer Family Services (SFS) provides help and support to children and their families at risk of harm, neglect and family violence, by deliberately and strongly intervening to disrupt the patterns of intergenerational trauma and increase the number of children able to be cared for safely in their homes, connected to culture and community. This is particularly relevant for children and families with multiple and complex needs.

The Practice and Learning Educator is a role within Safer Family Services and is accountable to the Manager, Quality and Practice Development for:

- Applying clinical expertise and significant experience in the planning, development and delivery of evidence-informed clinical education, training, coaching and support programs for SFS practitioners, supporting high quality practice that delivers positive outcomes for infants, children, young people and families at-risk of entering the child protection system.
- Working collaboratively with practice development positions in the Quality and Practice Development team to develop and deliver training modules to support the implementation of SFS practice guides and resources.
- Working collaboratively across SFS leadership and programs to develop and implement an induction program for SFS staff, in addition to the mandated DHS induction program.
- Working in partnership with government/non-government and other commissioned stakeholders to enable the Common Elements approach to be embedded in practice across the CFSS workforce.
- Supporting delivery of the CFSS 'Our Healing Approach' including the 'Coach-the-Coach' model with SFS practitioners, ensuring participants understand the evidence base and are supported to translate learnings to service-specific everyday practice.

Key outcomes and accountabilities:

1. Develop and deliver a training and support program for practitioners and practice leads across SFS, utilising specialised clinical expertise to role model evidence informed techniques and strategies.
2. Establishing and developing effective relationships with a diverse range of stakeholders across the CFSS sector to assist in inspiring the SFS sector workforce and practice lead teams to engage with CFSS implementation activities including SFS practice guidance, resources and tools.
3. Coordinate, deliver and continuously improve the Learning and Practice Development Program across the SFS.

Key outcomes and accountabilities:

4. Apply specialised clinical expertise to ensure clinical integrity of the training and coaching program to participants and coaches as well as provide recommendations relating to critical strategic and operational planning and the delivery of the Program and other CFSS activities.
5. Contribute to data collection, reflective learning, implementation science and quality evaluation processes for the program.
6. Understand and work with an intersectional approach to complexity for individuals, understanding identity for children and families is multi layered and inclusive of cultural identity, previous trauma, socio-economic, access to health and education, employment, race, gender, homelessness, disability, and access to /or belonging to community.
7. Identify the strength inherent in Aboriginal culture, Aboriginal people's right to self-determination, the truth of shared histories, and the role of allies and exhibiting compassion, trustworthiness and a commitment to strengths based, family centred, and child safe practice.

Note: Any other responsibilities in line with the classification level of the role as assigned by Line Manager and/or the Department. The responsibilities as specified above may be altered in accordance with the changing requirements of the role.

Special conditions:

- Successful applicant will be required to hold a National Police Check (NPC) and satisfactorily complete an Employment-related Screening Check where this is required for the role, prior to being employed
- Successful applicant will be required to satisfactorily complete and hold a Department of Human Services (DHS) Working with Children Check (WWCC) prior to being employed.
- The incumbent may be required to undertake RRHAN-EC – Responding to Risks of Harm, Abuse and Neglect – Education and Care full day/online course and the updated online course posted as required.
- The incumbent may be required to hold a current Australian issued Driver's Licence (equivalent to minimum class 'C' – South Australian), which must be maintained. Incumbent must be willing and able to drive all government vehicles within their licence classification during their duties.
- Some out of hours work may be required.
- Inter and intra-state travel may be required.

Key Relationships/Interactions:

- Manager, Quality and Practice Development (line manager)
- Director, Safer Family Services
- Assistant Director, Safer Family Services
- Quality and Practice Development team
- Supervisors and Practitioners across SFS
- Practice and Cultural Leads across SFS
- Early Intervention Research Directorate
- Other external non-government project partners

Budget/Delegations:

No budget or delegation accountabilities for this role

DHS expectations and values: (Organisational contribution)

- Understand and follow workplace safety initiatives, identify hazards and contribute to a safe working environment, as well as follow procedures to manage and minimise risks within DHS.
- Follow the principles of a sustainable working environment by following departmental greening initiatives.
- Model ethical behaviour and practices consistent with the SA Government Code of Ethics for Public Sector Employees, Values and DHS Working with Children and Young People Code of Conduct
- Understand and follow the principles and practices of the Information Sharing Guidelines for Promoting Safety and Wellbeing (ISG) and the DHS Appendix to the ISG to facilitate appropriate information sharing practice within the context of this department.
- Take action and provide services that are inclusive of Aboriginal people and people from culturally and linguistically diverse backgrounds, as well as engaging in learning about other cultures to better establish relationships and improve services.

Role specific capabilities: (Skills, experience, knowledge, attributes)

1. Significant experience in clinical service delivery in a relevant field of practice and knowledge of clinical education and evidence-informed coaching models.
2. Demonstrated experience in providing quality training using high level interpersonal skills, preparing training material, providing worker support, and evaluating training materials and programs.
3. Proven ability to develop and maintain constructive and effective working relationships using a high level of written and verbal communication and interpersonal skills which foster the trust, cooperation and collaboration of a wide cross section of practitioners and management.
4. Demonstrated high level interpersonal skills including communication, conflict resolution, motivating, modelling active participation, consultation, negotiation, and complex problem solving.
5. Ability to plan, implement, monitor, assess and evaluate complex projects and programs in collaboration with key stakeholders while remaining flexible and adaptable in a changing workplace.
6. Demonstrated knowledge of the concepts and practices relating to risk assessment, risk management, risk and safety planning, case management and intervention with vulnerable children and young people at risk of entering out of home care and support families who have a trauma background.
7. Comprehensive awareness of the major social and health issues facing vulnerable, children and families including and knowledge of these impact on the health, economic and wellbeing outcomes for children, young people, and their families.

Qualifications:**Essential:**

- Appropriate degree or equivalent qualification which gives eligibility for full membership of the Australian Association of Social Workers; or
- Persons of Australian Aboriginal or Torres Strait Islander descent, who have the appropriate background and skills but do not have the essential qualification, may apply for and be engaged/assigned to the role of Social Worker and will be entitled to apply for any Allied Health Professional roles requiring a qualification in Social Work within the Department Human Services.

Desirable:

- Tertiary qualifications in training, program development and delivery or the equivalent expertise gained from a combination of experience, training or professional accreditation.

Key leadership competencies and expected behaviours at this classification:**Promotes strategic thinking and change**

- ☐ Creates a shared vision and mission for the BU.
- ☒ Inspires and influences others to assume ownership BU goals.
- ☐ Leads teams in aligning their priorities within a broader organisational and political context.
- ☒ Champions sustainability and long-term improvement. Communicates effectively and leads others in times of change.
- ☒ Identifies and analyses difficult and complex problems that have organisation-wide impact.

Achieves objectives

- ☒ Delivers results and improvements to meet BU objectives by translating ideas into concrete plans.
- ☐ Anticipates future organisational needs, risks and uncertainties, and aligns systems and resources to meet these needs.
- ☒ Interprets and abides by the laws, regulations and policies determining BU activities.
- ☒ Takes accountability for team/BU success and manages others to achieve outcomes.
- ☒ Monitors the performance of the team/BU, considers feedback information and seeks continuous improvement.
- ☐ Integrates technical expertise into the BU to achieve its objectives.

Leads business excellence

- ☒ Sets clear standards, manages risks, setbacks, and implements continuous improvement initiatives.
- ☐ Sets challenging but achievable goals/targets with relevant metrics based on market trends, developments and legislative changes to ensure business needs are continually met.
- ☒ Provides clear and timely recognition, promptly addresses under performance and lifts performance through coaching.
- ☒ Inspires innovation and ongoing learning, and plans strategically to meet BU goals.
- ☒ Drives outstanding customer service by enabling team members to anticipate client needs.
- ☒ Empowers others to use resources effectively.

Builds genuine partnerships

- ☐ Considers the impact of decisions and priorities on other business areas, adapting approach to meet organisational goals.
- ☒ Approaches negotiations with an understanding of key issues and is able to clearly communicate reasoning and justification to facilitate mutually beneficial solutions.
- ☒ Facilitates constructive discussions to mediate conflict and disagreements. Encourages diversity of thinking and differences of opinion.
- ☒ Identifies and develops key strategic relationships and networks to achieve goals, increase departmental knowledge and create communication channels.
- ☒ Proactively develops effective strategic relationships, networks and partnerships with internal and external stakeholders.
- ☒ Models inclusive behaviour and tailors communication style to meet the audience's needs.

Models personal drive and professionalism

- ☒ Maintains the highest level of integrity to embed ethical practice and organisation's values into the culture.
- ☒ Raises and challenges important issues constructively, and backs own judgement and actions confidently when challenged.
- ☒ Demonstrates resilience in responding to changing directions. Modifies approach, processes and procedures to fit situational changes within the BU.
- ☒ Demonstrates a high level of self-awareness and acts as a role model by openly communicating strengths and development needs.
- ☒ Champions a workplace that values respect, diversity and individual differences to build a culture of inclusivity.
- ☒ Establishes expectations and models best practice wellbeing and safety behaviours.

Approval:

Assessed by: Jane Bean, HR Business Partner		Date: 08/12/2022
Approved by: Ginny Cisneros, A/ Director, Safer Family Services	 G. Cisneros	Date: 09/12/2022