



Family Worker Training  
+ Development Programme INC.

# **Community Sector's RBA Learning & Development Needs**

# The Learning Journey Context:

- Adopting / evolving RBA frameworks at FWTDP
- Working in close partnership with local experts / trainers (namely Carolyn Quinn) to bring local context to RBA
- Applying RBA planning and evaluation processes to the training we run and learning from the results
- Listening out for informal feedback and experiences (particularly what people 'still don't get yet')
- Looking for new / emerging sector needs and opportunities (CSGP reform)
- Exploring incremental learning opportunities to cater for different entry levels
- Considering most effective training formats / content to best meet L&D needs
- Ongoing information sharing and consultation with key stakeholders
- Assessing FWTDP capacity and resources to provide training required and looking for partnership opportunities to extend L&D service provision capacity

# How FWTDP fits into bigger picture:

**The joint responsibility of everyone involved**

(Government, service providers, church, business, schools, health, communities, families.....)

## NSW Population Accountability

**Population Result: “Safe, Healthy, Resilient (and Inclusive) disadvantaged children, young people, families & communities”**

Based on current evidence there are a number of aspects and conditions that contribute to “Safe, Healthy, Resilient (Inclusive) eg: **community connectedness, receiving good support, positive relationships**, etc

As a training programme for people working with families in Western Sydney, FWTDP has identified its role in contributing to the overall result of **“Safe, Healthy, Resilient (and Inclusive) disadvantage children, young people, families & communities”** as increasing the capacity of workers and the service system to provide families / communities with quality support.

**Based on the key messages from available evidence** (formal research, theory & practice wisdom) FWTDP defines quality support as support that is:

**FWTDP doing its part in achieving the overall desired population result**

### From Family’s Perspective

- **Based on genuine relationships**
- **Strengths noticed and built on**
- **Services made to fit the family**
- **Family recognised as expert in their own lives**
- **Self determination & independence promoted**

### From Worker’s Perspective

- **Knowledgeable in areas/issues relevant to their work**
- **Knowledgeable of evidence base relating to families**
- **Consciously and confidently applying knowledge and work practices**
- **Ongoing reflection on / strengthening of practice**

# How we apply that in our agency?

How FWTDP identifies and applies its stated results (outcomes) and demonstrates its effectiveness in meeting these outcomes

## **FWTDP Performance Accountability**

**Client Population Result: "Western Sydney workers / service system has increased best practice capacity to work with and support families"**

**1] Identify and apply core participant results (outcomes) for ALL training and learning & development activities delivered:**

- **Increased capacity in strengths based practice**
- **Increased knowledge in evidence base**
- **Increased knowledge in topic**
- **Increased confidence to apply knowledge**
- **Increased capacity for reflective / conscious work practice**

**2] Deliver training based on / informed by these outcomes**

**3] Develop and implement performance measures and evaluation and planning systems based on these outcomes**

# FWTDP RBA Performance Measures:

How much did we do?	How well did we do it?
<p>Number of L&amp;D activities delivered by:</p> <ul style="list-style-type: none"><li>○ Type</li><li>○ Location / Project</li></ul> <p>Number of participants by:</p> <ul style="list-style-type: none"><li>○ Service type/location</li><li>○ Culture</li><li>○ Gender</li></ul>	<ul style="list-style-type: none"><li>• # / % participants reporting positively on trainer's skills and the learning experience</li><li>• # / % participants reporting positively on training event location / venue / catering</li><li>• # / % participants from priority / hard to access groups (ATSI &amp; CALD)</li><li>• # / % events booked out and/or with high demand</li><li>• # / % agencies making repeat registrations</li><li>• # / % events that meet promoted timelines</li><li>• # / % events cancelled (analysis of reasons)</li></ul>
<p style="text-align: center;"><b>Is anyone better off?</b></p> <p># / % participants reporting positively (at end of session) they <b>learnt something new on topic evidence base</b></p> <p># / % participants reporting positively (at end of session) on <b>achieving learning outcomes</b></p> <p># / % Participants reporting positively (4-6 weeks later) on gaining: <b>Increased ability to work in strengths based approach; Increased confidence to apply evidence / knowledge; Increase in conscious work practice</b></p> <p># / % Participants reporting (4-6 weeks later) on having increased understanding: <b>Central importance of relationship with family; Flexible delivery of services; Family's right to determine own lives &amp; solutions; and Facilitating independence of family/community</b></p> <p># / % participants for whom a <b>key workplace person (supervisor, team member, co-worker) reports positively on observations of worker in above learning areas</b></p>	

# What we've learnt along the way about RBA L&D needs in our local sectors....

- RBA made more accessible if placed in local context / practice
- Widespread confusion (at all levels) on differences between 'Population Accountability' and 'Performance Accountability'
- Need to connect RBA with DoCS Good Practice Guidelines
- General knowledge gaps in basic research methods and benchmarks to guide data collection and evaluation
- Growing divide between levels of RBA knowledge and capacity to apply it (different types workers / Worker's v's MC's learning needs / small & large NGO's capacity)
- Specific assistance needed to extend RBA to own work context (linking evidence to practice / developing data collection tools)

# Other Barriers / Challenges:

- Confusion and apprehension re: CSGP funding reform
- Resistance / concerns from perceptions of 'yet another' round of funding structure changes
- Concerns / confusion as to how RBA (or any standardised outcomes framework) will leave room for local community relationships and responses
- Implications and challenges for adopting RBA concepts across whole organisations (broader use / merit of RBA beyond single project / funding body requirements)
- Genuine lack of resources (time & money) for smaller NGO's to implement major changes

# Success is increased when training formats purposely build on....

- ✓ Understanding of RBA within the local context
- ✓ Peer and sector collaboration and capacity building
- ✓ Work practice reflection and ongoing discussion
- ✓ Trying out new ideas and concepts back at work
- ✓ Coaching from experts / well informed trainers
- ✓ Actively recognising and drawing on local knowledge and practice wisdom
- ✓ Building confidence to participate in local area RBA planning and debate

# RBA training we've done / are doing:

- Delivered RBA 101 (tailored to local context) across a wide range of services / program areas (CQ)
- Extended RBA 101 to include coaching on developing 4 boxes (CQ)
- Partnership with UWS to run action learning process to support increased knowledge / engagement of RBA within the community development context
- Developed 3 tiered RBA Learning Model (Run over 2 yrs) (CQ)
  - \* RBA 101 (tailored to local context with extra coaching on 4 boxes)
  - \* Linking Evidence to Practice
  - \* Developing Data Collection Tools for Performance Measuring
- 3 way partnership to bring intensive RBA L&D to a local network (CQ +)
- Developed model for RBA Trainer the Trainer Mentoring Program (currently seeking partner(s) to move this initiative forward)

# FWTDP RBA Training Model:

## Stages 1 – 3 for new learners

### Stage 1: RBA 101 (Based on Local Sector / Practice Context)

**Format:** Full day workshop for mixed group (followed by 3 hr coaching session for like projects / practice eg: casework, CD, etc)

**Target:** Managers / direct practice workers (also useful for Management Committee members)

#### Outcomes for Participants:

- Able to outline the key concepts of RBA
- Identify the difference and link between population level results & program outcomes
- Identify link between RBA and evidenced based practice
- Identify possible outcomes & performance measures for child & family services
- Describe the features of a Results Based report of achievements

#### Tailored to meet specific sector needs:

- Original session length extended to allow for time & support for those new to RBA concepts
- Coaching sessions will support a practical strategic approach to applying / trying out RBA before compulsory aspect of funding

### Stage 2: Linking Evidence to Practice

**Format:** 4 x Facilitated peer learning circles (with group member contact / activities built in between sessions)

**Target:** Managers / direct practice workers

#### Outcomes for Participants:

- Identify key evidence in relation to family needs and outcomes
- Explain how and why evidence is relevant to practice decisions & continual practice improvement
- Identify key messages from evidence for best practice in own work context
- Increased confidence to describe relationship between key evidence and own/agency practice

#### Tailored to meet specific sector needs:

- Priority on growing self sustainability and local action / application
- Training timeline to fit with and support writing service specs / ROA's; evaluating past year's data and quality improvement planning

### Stage 3: Designing Data Collection Tools for Performance Measures

**Format:** Full day workshop followed by 4-6 mentoring & consultant sessions to support tool development & trials (start mid stage 2)

**Target:** Managers / workers with direct decision making role (for data collection & evaluation)

#### Outcomes for Participants:

- Outline basic research methods / standards
- Strategies to find evidence quickly
- Identify how and why evidence is relevant to measuring and tracking performance
- Describe how RBA data collection processes fit DoCS service specifications and reporting
- Increased confidence to develop client centred data collection for service types / client groups

#### Tailored to meet specific sector needs:

- Address observed gaps in current sector knowledge and practice impeding RBA application / benefit

## Stages 2 – 3 for more advance learning & application

# RBA Train / Trainer Mentoring Program

<b>Module 1</b>  (equates to Stage 1 of FWTDP RBA training Model)	<ul style="list-style-type: none"><li>• Clarify expectations and requirements</li><li>• Explore copyright, intellectual property and other ethical / legal issues</li><li>• Develop knowledge, skills &amp; resources in tailoring RBA to local context</li><li>• Provide opportunity for buddy / assistant training experiences</li></ul>
<b>Module 2</b>  (equates to Stages 2-3 of FWTDP RBA Training Model)	<ul style="list-style-type: none"><li>• Support progressive increase in presentation role / responsibility</li><li>• Provide mentor / peer support to compliment training experiences</li><li>• Continued development of knowledge, skills and resources in tailoring RBA to local context</li><li>• Culminate in opportunity for full (sole and/or peer) training delivery</li></ul>
<b>Module 3</b>  (equates to Stages 2-3 of FWTDP RBA Training Model)	<ul style="list-style-type: none"><li>• Build skills and understanding of coaching on linking evidence to practice</li><li>• Explore general issues and coaching issues / limitations for developing data collection tools</li><li>• Explore and develop ongoing peer trainer support network</li><li>• Identify opportunities for sector capacity building and self sustainable RBA learning, development and application</li><li>• Establish plan for extending local RBA knowledge and application</li><li>• Supported progression into coaching own NGO sector in applying RBA</li></ul>