LEAD
PROFESSIONAL DEVELOPMENT ASSOCIATION INC

Facilitator/Trainer's

Self Paced

Orientation Session

LEAD Professional Development Association Inc (formerly Family Worker Training) provides Professional Development and training for practitioners working with families in the Western Sydney region (including Auburn, Parramatta, Holroyd, Blacktown, Baulkham Hills Penrith, Hawkesbury and Blue Mountains LGAs). We are increasingly offering learning opportunities on a fee-for-service basis in other suburbs of Sydney as well as throughout regional NSW.

All LEAD Facilitators/Trainers engaged to deliver Professional Development, Training and other learning events are required to be aware of the standards LEAD upholds, and to ensure that all events delivered under the LEAD brand meet these standards.

This self paced orientation session is one of the initiatives used by LEAD to outline the requirements that need to be met by all facilitators/trainers.

LEAD is committed to working collaboratively with Facilitators/Trainers to ensure that they have the support and information they need to meet these requirements.

If new or current Facilitators/Trainers need assistance of any kind, please contact LEAD on 02 9620 6172, or email any questions to info@leadpda.org.au

LEAD 2017©

Information for new Facilitators/Trainers

Facilitators/Trainers need to complete the LEAD orientation process prior to the formal contractual arrangements being finalised:

1. Initial discussions with a representative of LEAD to clarify the topic area and confirm your subject matter expertise, experience and skills;

2. Completion and return of LEAD's Facilitator/Trainer's Information Form, along with your current CV;

3. Completion of this Self Paced Orientation Session;

4. Successful completion of an interview (by phone or in person) to formally confirm your-
   - subject matter knowledge, skills, experience and capacity to facilitate a session/workshop,
   - knowledge of LEAD's core standards and learning goals (covered in this session),
   - plans of how you intend to apply these standards and goals to your training.

Upon satisfactory completion of the orientation process, you will be then be required to:

- Complete the Facilitator/Trainer's Information Form;
- Review and accept the terms and conditions;
- Complete the Contract for Service form (including providing details/proof of current professional indemnity, public liability, work cover/income protection insurance coverage);
- Complete the Schedules attached to the Contract for Service;
- Provide a written outline of the session/training that you will deliver and the learning outcomes that will apply;

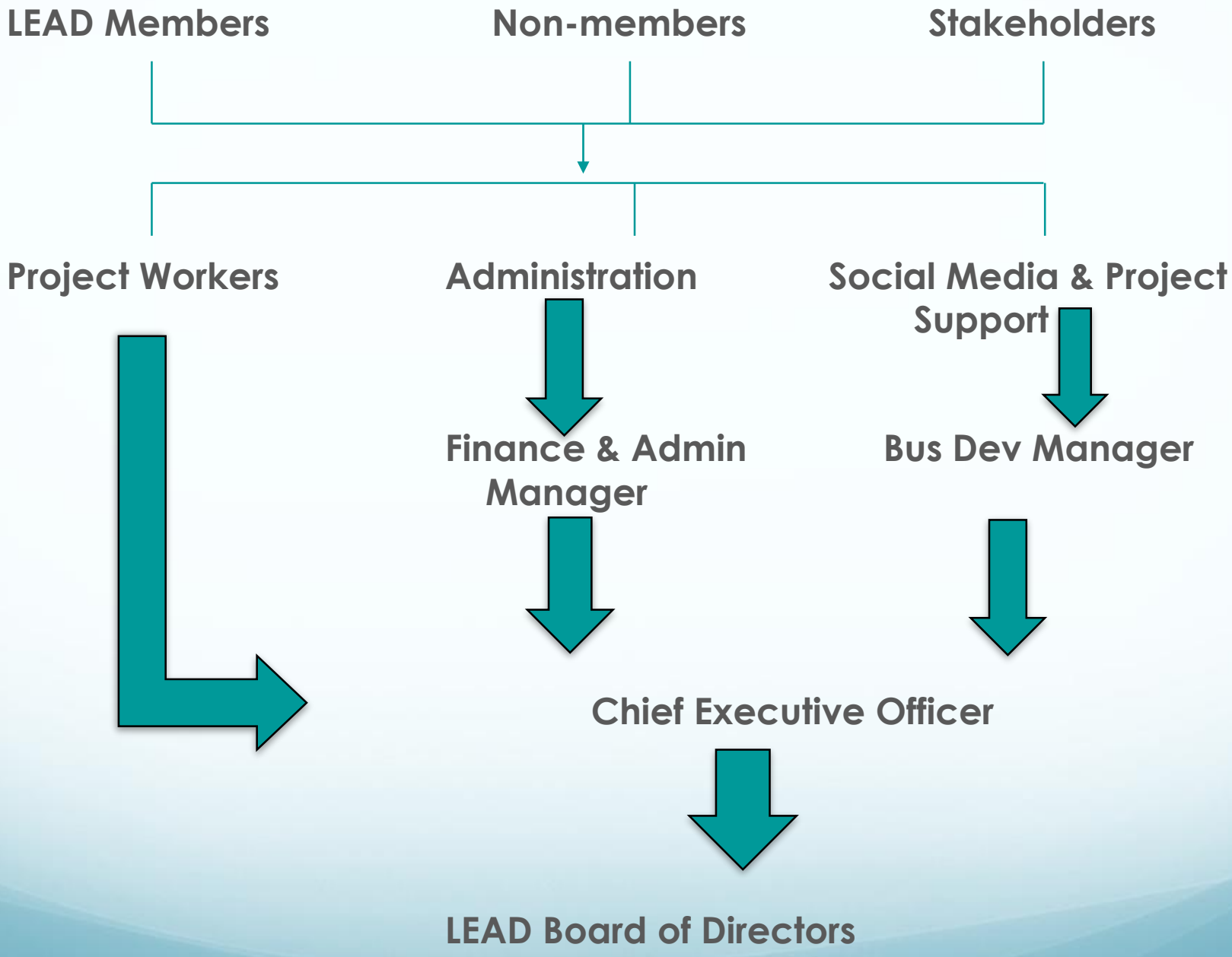
Whew! We realise this processed is very detailed and (unfortunately) involves a fair bit of paperwork, but our reputation gained over the last thirty years has been based on the quality of the learning we provide, and we are committed to making sure that all future learning opportunities are facilitated by experts who are as committed to quality as we are.

Instructions for completing this Orientation Session:

- Review the content of the rest of these slides;
- Review the "Questions for new Facilitators/Trainers" at the end of this slideshow and consider you response in preparation for your Orentientation interview;
- Review the "Facilitator/Trainer Information and Resources" on the LEAD website (www.leadpda.org.au)Sample Contract for Service
  - Sample Contract for Service
  - Schedule A: Event Outline
  - Schedule B: Reflective Practice Tips
  - Schedule C: Trainers Brief – Minimum Quality Standards. / Welcome to Country.
  - Schedule D: Evaluation Form
  - Schedule E: Contractor Payment Details
  - Schedule F: Contractor Insurance and Liability Waiver
  - Schedule G: Incident Report Form
  - Schedule H: Complaints Policy and Complaints Incident Report Form

If you need any information or assistance with this please call us on 9620 6172.

Overview of LEAD's Organisational Structure


LEAD Members
Non-members
Stakeholders
Project Workers
Administration
Social Media & Project Support
Finance & Admin Manager
Bus Dev Manager
Chief Executive Officer
LEAD Board of Directors

LEAD's Goals:

- Provide high quality Professional Development and Training events across a wide range of topic areas to practitioners across a diverse range of service delivery areas;
- Deliver evidence and practice based Professional Development and Training hat is informed by the identified priority needs of local practitioners, service systems, networks, stakeholders and funding bodies;
- Address the needs and issues of Aboriginal and diverse cultures in the programs being delivered;
- Offer an innovative range of approaches and opportunities to support practitioners to apply new learning, use evidence based content, strengthen reflective practice and tailor learning opportunities that respond to the specific needs of children, families and communities.

LEAD Core Outcome Goals:

LEAD has established core outcomes goals that provide a framework for our learning opportunities and act as a common point of focus for how we want our participants to be 'better off'. LEAD's Core Outcome Goals are applied to all LEAD Professional Development and Training events and topics.

The ultimate aim for setting core outcome goals to all of our events and activities is to strengthen key areas of practice across the family and community services sector to best support children, families and communities.

LEAD Core Outcome Goals (cont'd)

- Increased knowledge in evidence base;
- Increased knowledge in topic (by achieving learning goals);
- Increased confidence to apply knowledge;
- Increased knowledge of outcome-focused content;
- Increased capacity for reflective/conscious & strengths based work practice;
- Increased knowledge for inclusive and collaborative practice.

LEAD develops and monitors outcomes and performance by:

Informing, up skilling and supporting the LEAD Team

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Informing, up skilling and supporting our Facilitators/Trainers

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Developing internal performance measures and targets

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Designing and delivering training formats and opportunities based on these targets

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Applying ‘on the day’ and ‘post event’ evaluation processes

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Monitoring and evaluating the outcomes of what we are doing

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Reflecting on our work and improving our practice

Looking at LEAD's Core Outcome Goals in more detail

Evidence base

- Increasing participants knowledge of the evidence that informs the learning;
- Increasing participant's capacity to identify the key evidence that supports best practice;
- Ensure content is based on current evidence from theory, research and practice wisdom*.

**Defined as accepted best practices and knowledge gained from experienced workers over time.*

Topic Knowledge
(by achieving learning goals)

Enabling participants to:

- Increase their formal knowledge in the topic;
- Successfully achieve the learning outcomes of the event attended;
- Be able to recognise what else/ what next they may need to learn about this topic to best support ongoing work practice.

Confidence to apply knowledge

Increasing participant's capacity to:

- Identify and apply key points of current theory and research as related to topic understanding and best practice;
- Identify and apply key lessons learnt by experienced workers in this area (practice wisdom);
- Link knowledge from evidence to daily work.

Outcome-focused content

Increasing participant's:

- Awareness of outcomes vs outputs;
- Capacity to consider their daily work through an outcome focus:
- Commitment to support the children/families/communities they work with to achieve the desired outcomes;
- Understanding of the role they play in supporting children/families/communities to achieve the desired outcomes.

Reflective/conscious & strengths based practice

Increasing participant's capacity to:

- Do things with purpose;
- Make informed choices;
- Actively use knowledge of evidence based learning in practice decisions;
- Reflect on what they do and learn from it;
- Adjust future practice based on ongoing reflection;
- Notice positives & strengths in individuals & families;
- Facilitate individuals and families to draw on their own strengths;
- Value & celebrate diversity & resilience

Inclusive and collaborative practice

Increasing participants capacity to:

- Understand the barriers families can face in accessing services
- Idnetify 'hard to reach' families and communities in their area;
- Build strategies to engage 'hard to reach' families and communities
- Work in effective partnerships with other service providers and break down 'siloed' approaches to service delivery.

Supporting Reflective Practice Approaches

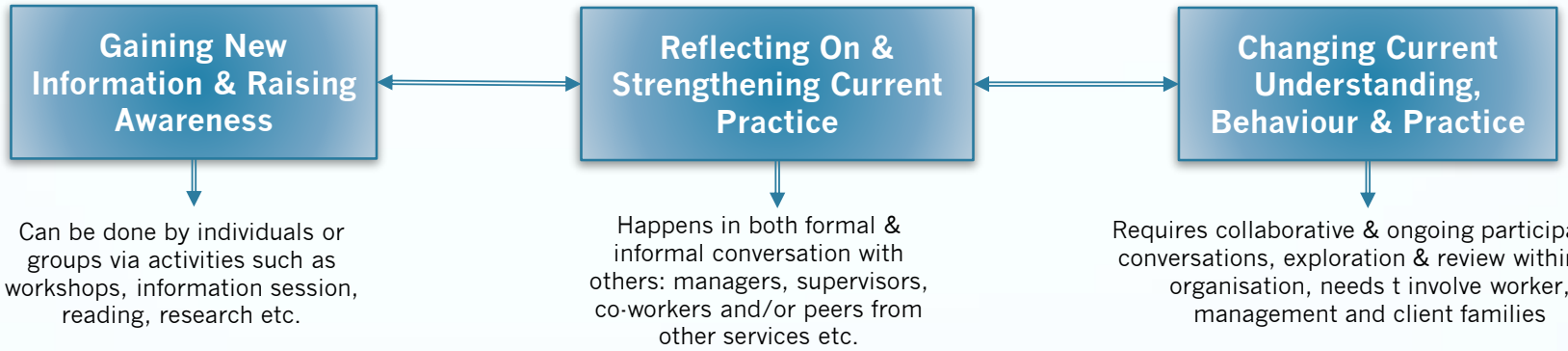
We ask our Facilitators and Trainers to:

- Build LEAD's Reflection Practice Tip Sheet framework into the content being delivered;
- Actively introduce 'reflection' as a tool for applying new knowledge and skills to ongoing work practice;
- Give participants basic strategies for making the most of LEAD's learning and development events*.

**Refer to the LEAD "Learning and Development Continuum" and Reflective Practice Tip Sheet for further information, and to use as a resource.*

The LEAD Learning & Development Continuum

When thinking about Professional Development and Training needs it can be useful; to also think about what outcomes are wanted from the training. One way of thinking about this is to see the process of learning on a continuum that starts at gaining new information and raising our awareness to include new possibilities; with the continuum then moving on to reflecting on what we currently do and identifying and practising ways to strengthen our practice; all the way through to a concerted effort to bring about long term changes in existing practice and understanding.



How to Make the Most of Learning & Development Opportunities

- Discuss & apply examples of your own work context at training
- Try out new ideas back at work
- Talk to at least one other person about what you have learnt & how it fits with your work role/context
- Be open to challenged & change, & reflect on personal views & beliefs

- Bring back new information from training, reading or research for team discussion
- Decide as a team to try out new ideas/thinking & came back to discuss how it went
- Use challenging situations & issues as an opportunity to reflect on how the team wants to deal with it next time
- Talk about & celebrate success stories & achievements
- Acknowledge & build on strengths
- Be open to challenge & change & reflect on personal/team values & beliefs

- Take time to discuss the changes to be made & ensure everyone in the team participates
- Acknowledge & build on existing strengths
- Take notice of & support fears & concerns
- Decide on a process for making change happen
- Make regular time as a team to discuss how things are going
- Develop policies and procedures to support the change
- Organisation supports & promotes change as a positive & necessary part of growth

Tip Sheet: How to make the most of Professional Development & Training

We invite you to actively apply what you learn today to your everyday practice.
We invite you to take a reflective approach to your work and to strive to know what works best.
We invite you to set out to notice and consider:

- What you do in your current workplace and how do you do it?
- If/how current practice assist you/your organisation to work effectively?
- If/how current practice supports good working relationships?
- If/how current practice improves outcomes for the people you work with?

In 4-6 weeks' time LEAD will ask you to complete a post-event evaluation. Please use this as an opportunity to reflect on and enhance your work practice & the learning that we made available.

Questions to ask myself during today's session:

- What are the key messages coming out of this session?
- What are the main points to think about for my own work?
- What changes to my current work practice might I make to incorporate or try out this new knowledge and skills?
- What information do I need to share to move forward, and who do I need to share this with?

Things to do as soon as possible after this session:

- Create an action list- write down a list of things to do based on what your have learned today.
- Choose a reflection partner- a peer, co-worker, supervisor, manager, mentor- someone that you can have open & honest conversations with.
- Share what you learn from today's session- the changes that you have identified you need to make, the new approaches that you intent to apply and how & when you will do this.
- Set aside a time to meet regularly where you can continue this conversation.

Ongoing Considerations:

- What aspects of my work practice are working well?
- What can I learn from the times when things don't turn out as well as I had hoped?
- Where do I feel confidents/where am I unsure?
- How is my approach of benefit to the people I work with?
- What changes might improve client outcomes?
- Do these changes relate to my own practice and/or to broader organisational and/or system issues?
- Who else do I need to involve in this reflection/discussion?
- What support do I need to maintain best Practice?

This training resources was developed by LEAD
www.leadpda.org.au

The reflective practice concepts & strategies outlined in this tip sheet should be used as the basis for the reflective practice activities that Facilitators & Trainers build into all LEAD sessions.

A copy of this Tip Sheet is also available as a participants handout to support activities & discussion on the day of the event & back at the workplace.

What is required of our Facilitators and Trainers?

Expectations:

LEAD relies on our Facilitators and Facilitators to import our core outcome goals at all events:

- LEAD outcome goals and stated minimum standards define the expectations on Facilitators and Trainers;
- Facilitators and Trainers are responsible for demonstrating how they will apply these standards to the session they will deliver, and to carry out training in line with these standards;
- LEAD is responsible for providing Facilitators and Trainers with clear information, resources and support to enable them to meet their requirements;
- LEAD and Facilitators/Trainers share the responsibility for respectful and open communication and problem solving.

Strategies to incorporate outcome goals into your sessions:

- Use core outcome goals as the basis for developing topic learning goals
- Build familiarity with generic evidence base impacting best practice for working with children/families/communities and include into your session (formally & informally)
- Proactive use of language/conversation to highlight evidence: "The current evidence/research tells us that….", "The practice wisdom of experience workers show us that…."
- Model strength based practice and best practice adult learning strategies
- Include specific focus/activities on conscious work practice and reflective practice concepts & strategies
- Build LEAD Reflective Practice framework into the session.

Session Evaluation and Results Based Accountability™

Since 2009 LEAD (formerly as Family Worker Training & Development) has been using Results Based Accountability™ (RBA) as the framework for our continuous improvement and to measure the quality and impact of what we do.

RBA is a disciplined way of thinking and acting to improve entrenched and complex social problems. Communities use it to improve the lives of children, youth, families, adults. RBA is also used by organizations to improve the effectiveness of their programs. Developed by Mark Friedman and described in his book Trying Hard is Not Good Enough, RBA is being used throughout the US, and in more than a dozen countries around the world to create measurable change in people's lives, communities and organizations.

RBA uses a data-driven, decision-making process to help communities and organisations get beyond talking about problems to taking action to solve problems. It is a simple, common sense framework that everyone can understand. RBA starts with ends and works backward, towards means. The "end" or difference you are trying to make looks slightly different if you are working on a broad community level or are focusing on your specific program or organisation.

RBA asks three simple questions to get at the most important performance measures:

- How much did we do?
- How well did we do it?
- Is anyone better off?

Evaluation Process

Formal Evaluation processes are applied to all LEAD Professional Development & Training events. In most cases this will include:

1. On The Day Evaluation

Based on Facilitators/Trainers skills & competence; new knowledge gained on information & evidence base relevant to the topic; suggestions for improvements and a rating of the venue, catering etc.

2. Post Event Reflection (4-6 weeks after the event)

Online survey aimed at giving an opportunities for reflection on changes to practice in relation to confidence to use & apply new knowledge & conscious work practice. The evaluation process also aims to identify the flow on impact for client families as a result of increase worker effectiveness.

Tip: Ensure you review the evaluation processes that will apply to the session before the event. Familiarise yourself with evaluation questions and use this information to help inform the content & focus of your session.

Evaluation: Facilitator/Trainer's Role

All Facilitators and Trainers are required to:

- Explain the purpose of the evaluation forms at the beginning of each event;
- Ensure evaluation forms are distributed to all participants at each event (LEAD staff will provide these to you, or during the set up of the event);
- Allow adequate time at your event for evaluation forms to be explained, filled in and collected;
- Encourage all participants to respond to the online feedback session that will be sent to them 4-6 weeks after the event;
- Collect and return all completed On The Day evaluation forms to LEAD after the event;
- Discuss any concerns on participant feedback with LEAD staff.

Facilitator Questions

Please review these questions in preparation for your orientation interview:

1.What are the LEAD core outcome goals?

2. Are any of LEAD's core outcome goals NOT related to the type of Professional Development/Training that you normally provide (please describe why)?

3.Please provide a few examples of the strategies you will use to build the following into your sessions:

a) Identifying and applying evidence base

b) increasing the awareness of an outcome approach

c) Understanding and adopting conscious practice & reflective practice approaches

4. Please describe the main aspects of current theory, research and/or practice wisdom that relate to the sessions you will facilitate for LEAD.

5.Provide at least 3 examples of LEAD minimum quality standards that will apply to the delivery of your session.

6. If none of LEAD's standards apply to your session please explain why, and what alternative measure you will implement to ensure your sessions align to our quality expectations

7. Please describe your understanding of the Facilitator/Trainer's role in relation to the evaluation of your session.

8. Is there any additional information and/or support you need from us to assist you in meeting these requirements?

LEAD

Thank you for your participation in this Orientation Session.

Please advise us when you have completed this session so we can arrange a suitable time for your interview.