



OOHC Quality Assurance Framework (QAF)

Coach Training

Acknowledgment of Country



We acknowledge the Traditional Owners of
this Country.

We pay our respects to Elders past,
present and emerging and extend that
respect to all Aboriginal people in the room
today

Learning Objectives



- Understand the purpose and benefits of coaching
- Understand core coaching skills
- Demonstrate the role of a QAF coach

Overview



- The ‘why and what’ of coaching
- Core coaching skills
- Coaching in the QAF
- Common challenges
- Next steps

Activity



- Pair up and discuss:
- One thing you already know about coaching
- One thing you want to know by the end of the day

'Why and What' of Coaching



One-off training events alone are not enough to change practice. On-the-job feedback and support is essential for changing practice and mastering new skills

(Fixsen 2005)



The Cone of Learning

"I see and I forget.
I hear and I remember.
I do and I understand."
Confucius

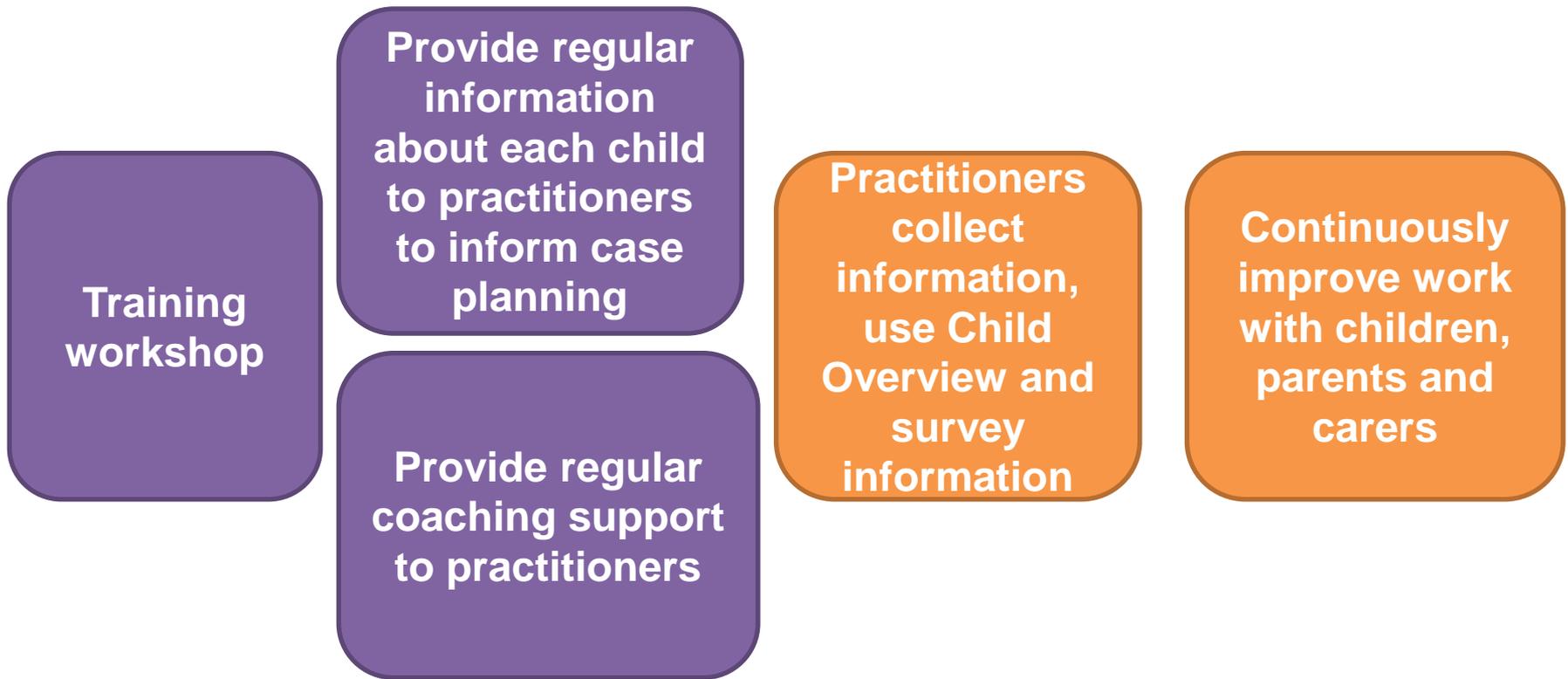
THE CONE OF LEARNING

After 2 weeks, we tend to remember...



Source: Edgar Dale (1969)

Coaching



Coaching and Supervision



- **Coaching** includes specific skills, new practices or programs
- **Supervision** includes day-to-day activities, including admin, job performance, telling someone what to do

Core Coaching Skills



Using Fidelity Information



Problem Solving



Strengths-Focused feedback



Skill Building



Activity

- Discuss:
- Which components are more familiar to you
- Which components are newer

Coaching Process for the QAF



Formats for coaching

➤ **Individual**

➤ **Group coaching**

Group Coaching Agenda Part 1



- Introduce new members to coaching and its purpose
- Check-in with all workers
- Case review presentation

Group Coaching Agenda Part 2



- Review implementation challenges and facilitators
- Wrap up and actions
- Check next session is booked in

Common Challenges

- Caseworkers talking with carers during carer Questionnaire
- Caseworkers not comfortable speaking with children or carers about their results

Next Steps



- Become familiar with QAF User Guide – coaching manual
- Make changes to coaching process as needed
- Book in coaching sessions
- Bring questions to LIT meetings

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Case 1



Abby (Social Worker) is about to go on a home visit. She will speak to a carer about the QAF for the first time.

She tells you that she's not confident talking about the QAF.

As a group, let's brainstorm what the agenda for your individual coaching session.

Now let's pair up and practice introducing each agenda item to Abby and referring to relevant resources

Case 2



- Beth (Social Worker) has come back to the office after a carer and a young person has completed the following surveys:
- SDQ
- Safety and Permanency
- MEIM
- ACCQ

Case 3

- Colin (caseworker) is about to go on a home visit to speak to the carer about their SDQ results for the first time and is feeling unsure about how to approach the conversation.
- How can you support Colin with having a conversation with the carer about their SDQ results?