QUEENSLAND CHILD PROTECTION COMMISSION OF INQUIRY

STATEMENT OF KENNETH JAMES DAGLEY

I, **Kenneth James Dagley,** of c/- 111 George St, Brisbane in the State of Queensland, Director Workforce Capability, solemnly and sincerely affirm and declare:

1. I am the Director, Workforce Capability, Human Resources and Ethical Standards, Corporate and Executive Services in the Department of Communities, Child Safety and Disability Services (the department).

2. I have been appointed to this position since 2 July 2012. I was previously the Director of Organisation and Workforce Development. I have been in this and similar roles since April 2007.

3. When planning and reviewing my work and seeking approval for decisions, when required, I report to the Chief Human Resources Officer who is based in 111 George St, Brisbane. My position is part of Human Resources and Ethical Standards.

4. Prior to this appointment I was:
   - Director, Organisation and Workforce Development from January 2011 to July 2012
   - Director, Learning and Organisational Development Strategy from January 2010 to December 2011
   - Assistant Director, Strategic Learning Services from February 2008 to January 2010.

5. I hold the following qualifications:
   - Certificate of Business
   - Certificate III in Coaching
   - Certificate IV in Workplace Training and Assessing
   - Graduate Diploma in Organisation Change and Development.

ROLE

6. The purpose of my role, as the Director, Workforce Capability is to support the development of a flexible and skilled workforce to support the achievement of service outcomes that meet government priorities. This is undertaken through the delivery of occupational training services to Child Safety, Disability Services and corporate areas of the department.

7. My duties and activities include:
   - the design and implementation of a Learning and Organisational Development Strategy for the department
   - reviewing learning practices and training programs to ensure they are fit for purpose and cost effective
   - the design and delivery of entry level corporate, community recovery, disability services and child safety training.
   - managing the recording and reporting of training activities
   - supporting performance management through a performance review system

INTRODUCTION

8. The following statement provided is in response to the summons requesting written information which was issued to the Director-General, Margaret Allison, by the Honourable Timothy Francis Carmody of the Queensland Child Protection Commission of Inquiry, reference number 2017771.

9. This summons is being responded to with two statements.

10. The information provided has been done so on the advice from the relevant business units responsible for management of the applicable areas.

11. The information contained in this statement is for public release however, the **Attachments are not for Public Release**. The rationale for this is that whilst scenarios in training material are de-identified, the scenarios may be based on actual cases.

QUESTIONS

Question 1

Information, books and documents pertaining to Child Safety's Court Work Project (the Project), including process maps, templates and information regarding:

- **a. information on what prompted the commencement of the Project, including any consultation, data and feedback collected from staff; and**
- **b. name and role of each member on the Project panel/board; and**
- **c. what the Project developed as a result of that consultation (as mentioned in sub paragraph a); and**
- **d. consultation with external and internal stakeholders on the development of and progress of the Project; and**
- **e. feedback from Child Safety Service Centres as to the Project's effectiveness; and**
- **f. data on compliance of the use of process maps since the Project's implementation in 2011.**

12. This question is responded to in the statement of Mr Bradley Swan dated 19 October 2012, in relation to this summons.

Question 2

Information, books and documents pertaining to the training available to Child Safety staff (pre and 2012-12 Queensland State Budget / government cuts) including:

- **a. training targeted to specialist positions including Child Safety Support Officers, Child Safety Officers, Team Leaders, Senior Practitioners, Court Coordinators, Family Group Convenors, and Managers; and**

13. Information on the training available to Court Coordinators is provided in the statement of Bradley Swan (reference 2017771) dated 19 October 2012.

Child Safety Officer (CSO) Entry Level Training Program.

14. The department requires all new Child Safety Officers (CSOs) to undergo mandatory training as soon as possible after commencing with the department. The current CSO Entry Level Training program (CSO ELTP) takes 72 weeks to complete and comprises of five phases of training. This training includes topics such as understanding legislation, policy and

procedures to dealing with issues of trauma, domestic violence, sexual abuse and working effectively with challenging clients.

15. Electronic and hard copies of all training materials and resources for CSO ELTP has previously been provided in folder 3.2 of the response to summons 3885920.

16. In February 2012 the department undertook a process of regional consultations on CSO Training. These consults included key stakeholders from Child Safety Practice Improvement, Child Protection Development, Regional Directors and RSDO Workforce Strategy and Human Resources and Ethical Standards. Feedback from these consultations identified a need to review the current approaches to training across all child safety services roles.

17. Training staff are currently consulting with regional staff and Child Protection Development to identify opportunities for improvement to the CSO curriculum. The outcome will be an updated strategy for child safety services staff development at all levels which has a continuum of professional development, including linkages with Child Protection Development.

18. The current CSO ELTP is based on adult and workplace learning principles and is designed in such a way that minimises the time that CSOs need to spend off-line and away from their child protection work, whilst still maintaining high level skill development. The training includes a range of different learning activities such as workplace learning, workplace stimulations, case studies and research projects and intensive face-to-face sessions.

19. Successful completion of the CSO ELTP results in CSOs receiving the Vocational Graduate Certificate (VGC) in Community Services Practice (Statutory Child Protection) and the VGC in Community Services Practice (Client Assessment and Case Management).

20. Provisions of this training enables CSOs to be better equipped to undertake their duties competently and ensures they possess the knowledge and information they need to do their jobs effectively.

Training to Leadership for CSOs

21. This program was offered to CSOs, who successfully completed CSO ELTP and were nominated by the Child Safety Service Centre (CSSC) as having the skills and knowledge to undertake preparation for Team Leader, Senior Practitioner and Manager roles. Eligible CSOs are skilled in mentoring, coaching, the Team Leader role, statutory delegations, management and leadership, supervision and employee support.

Child Safety Support Officers (CSSOs)

22. The following qualifications are available to CSSOs: Certificate IV in Child Youth and Family Intervention (Residential out-of-home care/Child protection, Family Support) and the Certificate IV in Community Service Advocacy and the Diploma of Child, Youth and Family Intervention.

23. As part of the Child Protection Skills Strategy (2009-2011) the program was offered via a Memorandum of Understanding (MOU) developed between the then Department of Communities and Department of Education and Training. This arrangement was included in schedule 1b of the Community Services Skilling Strategy. The program provided the opportunity for CSSOs and workers from the funded child protection non-government sector to undertake the Certificate IV in Child, Youth and Family Intervention.

24. The instructional design model and curriculum were developed by the former Department of Communities, Training and Specialist Support Unit and comprised of four blocks over 12 months. The program was rolled out across the state in urban or regional locations and a blended training model was developed that utilised web based learning materials, attendance at face-to-face delivery sessions and workplace learning guided by workbooks. A variety of funding pathways maximised the number of participants and there were 574 total enrolments. This was made up of 81 CSSO and 493 non-government child protection workers. Participants who completed the Certificate IV in Child, Youth and Family Intervention were offered the opportunity to undertake the Diploma in Child, Youth and Family Intervention.

25. Providing CSSOs with the opportunity to complete the Diploma in Child, Youth and Family Intervention was essential given that the Diploma level qualification was used as an eligibility criterion for the CSSO – CSO Pilot program, which developed a career pathway for CSSOs to become professional officers.

26. Training was provided by five TAFE Queensland Institutes across multiple locations state-wide. The program focused on working in the child protection sector, communicating in the child protection sector, knowing about clients with complex / unique needs, case planning and case management for clients.

Family Group Meeting Convenor

27. Electronic and hard copies of all training materials and resources has previously been provided in folder 2.8 of the response to summons 3885920.

Team Leader, Senior Practitioner Training

28. An integrated program of management and leadership training is provided for all CSSC managers, Senior Practitioners and Team Leaders. These programs have focused on the development of role clarity, professional management, supervision skills and leadership in a community services context. Table 1 provides a summary of the Leadership Capabilities Training program.

Table 1: Summary of the Leadership Capabilities Training program.

Unit	Programs Delivered	Venues	Form
1 (Understanding the Organisation)	2	Brisbane	3 days face-to-face training
2 (understanding self, Teams and Supervising Others)	3	Brisbane Cairns	2 days face-to-face training
3 (Getting Organised and Managing Work)	1	Brisbane	2 days face-to-face training
4 (Leading, Learning and Performance)	1	Brisbane	2 days face-to-face training
5 (Developing and Inspiring Others)	1	Brisbane	3 days face-to-face training

29. During the on-the-job workplace learning component, Team Leader are observed and assessed by Managers through formal supervision against the workplace activities.

Verification of competence is assessed and evidence is gathered through direct observation, collection of work samples, third party observation reports and direct questioning.

CSSC Manager training

30. The CSSC Manager Development program was delivered through several iterations commencing in 2005 through until 2008. Training comprised multiple face-to-face workshops and a workplace learning component. Regional Directors or other nominated people worked with Managers to develop knowledge and skills in a range of pertinent areas. On-the-job workplace learning focused on workplace learning activities relevant to the CSSC Manager role, including service strategy, people development and system development.

31. The planning and monitoring of learning occurred on a regular basis through supervision and performance and learning plans. During on-the-job workplace learning, managers were observed and assessed by Regional Director against the workplace activities. Evidence was gathered through direct observation, collection of work samples, third party observation reports and direct questioning.

32. Managers continue to access a range of corporately delivered programs including the programs shown in Table 2.

Table 2: Corporate Programs

Program	Content Area
Managing with Confidence	Two and a half day experiential management development program specifically designed to build confidence in communication, set performance expectations and performance management from a manger's perspective. The aim of the program is about practical skills and about ensuring that managers are aware of their role as a leader and of the support networks available to mangers.
Leading Change	Leading change is a two hour workshop that overviews the actions to be undertaken when leading teams effectively through change.
Harvard Management Series	This is a practical online resource with 44 subject areas. It addresses a full spectrum of challenges faced by managers and aims to empower managers to excel with performance support on-demand from the world's pre-eminent business thought leaders.
Public Sector Management Program	The Public Sector Management Program (PSM Program) is a unique national management and leadership training program for the public sector. A joint venture between federal, state and territory governments, the program combines tertiary study with experiential learning and focuses on the strategic direction of the contemporary public sector. The program is conducted over 19 months.
Project Management Fundamentals	Three day workshop to support the practice of project management in the Department of Communities, the Portfolio and Program Office offers Project Management Fundamentals as a comprehensive introduction to project management.
Financial Compliance for Managers	The aim is to provide managers with the required knowledge to enable them to perform their financial management role
Leadership Links: Achievement and Capability Planning	In this workshop we will explore providing performance feedback. The program is led with open discussion, shared ideas and extracts from key thinkers in this area.

	Further exploration is available online after the session.

Specialist Skills Modules

33. Advanced and ongoing professional development is provided to frontline staff in the form of specialist skills modules. A total of 85 specialist skills modules have been developed and are listed in table 3. These are based on the Child Safety Practice Manual, evidence based practice and contemporary theories. The programs are designed to be used for professional development by individual CSOs or delivered as workshops in CSSCs.

34. The modules have been developed in accordance with Crime and Misconduct Commissions 2004 recommendations relating to the need for ongoing professional development opportunities for all staff. The specialist skills modules are designed to:
    - cater for a large and dispersed workforce (i.e. be readily accessible across the State) and for various modes of learning (i.e. individuals, small groups and facilitated training sessions)
    - complement the learning as identified in Achievement Capability Plans, verification of competency and personal and professional development.
    - complement existing departmental resources and enhance staff's professional development and practice.

Table 3: Specialist Skills Modules.

Topic	Type	Title
Cultural Diversity	Primary Module	Understanding the non-verbals of others
Cultural Diversity	Primary Module	What do others see me saying?
Cultural Diversity	Primary Module	The how to of Interpreters
Cultural Diversity	Primary Module	Work with Culturally and Linguistically Divers (CALD) families – Cultural norms
Cultural Diversity	Primary Module	Working with CALD families – No place like home
Cultural Diversity	Primary Module	Working with CALD families – Out of the frying pan
Cultural Diversity	Primary Module	Communicating verbally with CALD families
Cultural Diversity	Internet Resource	Queensland Government – Multicultural Queensland: Making a world of difference
Cultural Diversity	Departmental Resource	Department of Child Safety practice paper – Working with people from culturally and linguistically diverse backgrounds
Cultural Diversity	Departmental Resource	Department of Child Safety – Multicultural Action Plan
Back to Basics	Primary Module	Total recall – Understanding mechanics of memory and power of suggestion
Parenting	Primary Module	Observing parent/child interactions
Parenting	Primary Module	What is a competent parent?
Parenting	Primary Module	Working with parents collaboratively towards shared goals
Rural Practice	Primary Module	Rural Practice
Rural Practice	Primary Module	Mental health – rural practice implications
Working with Children	Primary Module	The traumatised child – Understanding the traumatised child
Working with	Primary Module	The traumatised child – Parenting the traumatised

Children		child
Working with Children	Primary Module	The traumatised child – Teaching the traumatised child
Working with Children	Primary Module	Bonding and attachment in maltreated children
Working with Children	Primary Module	Surviving childhood – An introduction to the impact of trauma
Rural Practice	Internet Resource	Lifeline Australia: Self help tool kits
Back to Basics	Departmental Resource	Practice Paper: Interviewing children
Working with Children	Primary Module	SMART Strategies for managing abuse related trauma
Working with Children	Primary Module	Promoting resilience in children and young people
Working with Children	Primary Module	Child development 101
Working with Children	Secondary Module	Thirteen
Working with Children	Secondary Module	White oleander
Working with Children	Departmental Resource	Department of Child Safety practice paper – Family contact for children and young people in out-of-home care
Working with Children	Departmental Resource	Department of Child Safety practice paper – Placing children in out-of-home care – principles and guidelines for improving outcomes
Working with Children	Departmental Resources	Department of Child Safety practice paper – Supporting children and young people in care through transitions
Working with Children	Departmental Resources	Department of Child Safety practice paper – Working with children and young people
Working with Children	Departmental Resource	Department of Child Safety practice paper – Working with children and young people in out-of-home care
Domestic Violence	Primary Module	Hidden victims: Children of domestic violence
Domestic Violence	Primary Module	The silent victims: Growing up with domestic violence
Domestic Violence	Primary Module	The silent victims: Impact of domestic violence
Domestic Violence	Primary Module	The silent victims: coping with domestic violence
Domestic Violence	Primary Module	Bridging domestic violence and child abuse
Domestic Violence	Primary Module	The emotional effects of domestic violence on children
Domestic Violence	Primary Module	Identifying and responding to domestic violence and family violence
Domestic Violence	Secondary Module	The intersection of domestic violence and child victimisation
Domestic Violence	Secondary Module	The medical and developmental effects of domestic violence on children
Domestic Violence	Secondary Module	Sibling violence a family secret
Domestic Violence	Secondary Module	Adolescent violence towards parents

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Domestic Violence	Secondary Module	Dealing with domestic violence
Domestic Violence	Departmental Resource	Department of Child Safety practice paper – Domestic violence and family violence and its relationship to child protection
Domestic Violence	Departmental Resource	Domestic and Family Violence Prevention Act 1989
Domestic Violence	Departmental Resource	Seen but not heard: Children who live with family and domestic violence
Mental Health	Primary Module	The needs of children of parents with mental illness
Mental Health	Primary Module	Mental health – rural practice implications
Mental Health	Internet Resource	Lifeline Australia: Self help tool kits
Mental Health	Internet Resource	Promoting Positive Mental Health in Families – A resource kit for workers and families
Mental Health	Departmental Resource	Principles and actions for services and people working with children of parents with a mental illness
Mental Health	Secondary Module	Dual diagnosis
Mental Health	Secondary Module	Mental health, parenting and child protection
Drugs and Alcohol	Primary Module	On ice
Drugs and Alcohol	Primary Module	But the parent is trying…
Drugs and Alcohol	Secondary Module	Addiction and the family: Healing and recovery
Drugs and Alcohol	Secondary Module	Petrol sniffing and other solvents
Drugs and Alcohol	Primary Module	Types of drugs and their effects
Drugs and Alcohol	Secondary Module	Beneath the ice
Drugs and Alcohol	Secondary Module	Candy
Drugs and Alcohol	Internet Resource	Parenting support tool kit for alcohol and other drug workers
Drugs and Alcohol	Internet Resource	Children, Youth and Women's Health Service
Drugs and Alcohol	Internet Resource	Australian Drug Information Network
Drugs and Alcohol	Internet Resource	Queensland Police Service
Drugs and Alcohol	Departmental Resource	Parental substance misuse and child protection: intervention strategies
Drugs and Alcohol	Departmental Resource	Parental substance misuse and child protection: overview, indicators, impacts, risks and protective factors
Sexual Abuse	Departmental Resource	Child sexual abuse
Sexual Abuse	Primary Module	Working with non-offending caregivers
Sexual Abuse	Primary Module	Sexual development and child sexual behaviour problems
Sexual Abuse	Primary Module	Offender-victim communication

Sexual Abuse	Primary Module	Working with individuals and families where sibling incest has occurred
Sexual Abuse	Primary Module	Dr Phil – Is my son a sexual predator? Part 1 of 4
Sexual Abuse	Primary Module	Dr Phil – Is my son a sexual predator? Part 2 of 4
Sexual Abuse	Primary Module	Dr Phil – Is my son a sexual predator? Part 3 of 4
Sexual Abuse	Primary Module	Dr Phil – Is my son a sexual predator? Part 4 of 4
Sexual Abuse	Secondary Module	The Woodsman
Sexual Abuse	Secondary Module	Development perspectives on child sexual behaviour in children and adolescents
Sexual Abuse	Secondary Module	Profiling the child molester
Sexual Abuse	Secondary Module	How to handle sibling sex abuse
Sexual Abuse	Secondary Module	What research shows about adolescents sex offenders
Sexual Abuse	Secondary Module	Key considerations for reunifying adult sex offenders and their families
Sexual Abuse	Secondary Module	Residential placement of intra-familial adolescent sex offenders
Sexual Abuse	Secondary Module	Child sexual abuse: Offender characteristics and modus operandi
Sexual Abuse	Secondary Module	Juveniles who have sexually offended: A review of the professional literature
Mental Health	Primary Module	Dr Phil: Extreme behaviours and disorders – Exploration of self-injury
Disability	Primary Module	Disability – Communication and interaction
Disability	Primary Module	Assessing the needs of children of parents with a disability
Back to Basics	Primary Module	Losing the children
Suicide Prevention	Primary Module	Suicide: Understanding the basics for young people
Suicide Prevention	Primary Module	Youth Suicide – Attitudes, myths and facts
Suicide Prevention	Primary Module	Ben
Suicide Prevention	Primary Module	Moonfall
Cultural Diversity	Primary Module	Moonfall
Rural Practice	Primary Module	Moonfall
Suicide Prevention	Primary Module	Our brother James
Suicide Prevention	Primary Module	Suicide reference library
Suicide Prevention	Primary Module	Out in the bush
Rural Practice	Primary Module	Out in the bush
Drugs and Alcohol	Secondary Module	Dual Diagnosis
Suicide Prevention	Departmental Resources	Recording alerts for a child and family
Back to Basics	Primary Module	Making judgements in child protection
Indigenous Engagement	Primary Module	Death by neglect

35. Specialist Skills Modules Learning Guides are attached to this statement and marked Attachment 1.

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Interviewing Children and Recording Evidence (ICARE)

36. The Interviewing Children and Recording Evidence (ICARE) course has been a ground-breaking initiative since its inception in 1990. Post, the Crime and Misconduct Commission Report "Seeking Justice: An inquiry into how sexual offences are handled by the Queensland Criminal Justice System" in 2003, the course was registered for national accreditation.

37. The course is unique in Queensland as it is the only joint training on offer for authorised officers of Child Safety Services, CSOs, and the relevant units of the Queensland Police Service (QPS).

38. The course's registration conditions, means it cannot be replicated in any other format or run without the approval and knowledge of the Registered Training Organisation (RTO), which is the Queensland Police Academy.

39. The ICARE course requires all participants to successfully meet the required competencies of the following three units:
    - PSPREG407B - Produce from records of Interview
    - PSPREG209B - Prepare a brief of evidence
    - PUATEA001B - Work in a team.

40. The ICARE model is based on the application of the 'Free Narrative' technique of questioning and obtaining statements from children. The course advocates for 'child focused' interviews and promotes international 'best practice' standards through the provision of contemporary research and the integration of theory and practice.

41. The course is one week, face-to-face training over a total of 15 sessions and covers the issues of:
    - cultural and linguistic diversity, disability, domestic violence
    - Aboriginal and Torres Strait Islander children and young people
    - risk Assessment Framework and the Standard of Proof
    - legal issues including re-interviewing children: the why/when this may be required (i.e. questions raised by the plaintiff's defence counsel, new information obtained from other sources during an investigation or on the advice of public prosecutions) and how to do this correctly
    - the impact of the interviewing process on the child (including the developmental stages of children and the potential risks associated with re-interviewing)
    - the impact of the interviewing process on the child's family and management to reduce contamination of evidence gathered
    - note taking
    - protective strategies
    - management of complex offence scenarios.

42. All participants are required to successfully complete four interviews using the correct forensic technique of 'Free Narrative' using various notification types. All interviews are formally assessed, with two of the interviews being videotaped.

43. The outcomes of the training are:
    - maximising the safety and welfare needs of children who have been, or at risk of being harmed (directly or indirectly) in relation to acts which constitute a criminal offence

- minimise trauma of the interviewing process by having a recognised process and standard for forensic interviewing of children which meet QPS and Child Safety Services legislative standards, policies and procedures
- increase acceptance of the evidence by the Courts and the legal profession through provision of evidence which meet stated judiciary standards
- increase whole-of-government response via building collaborative, responsive and positive relationships between the two major services involved in child protection through exposure of working within a multi-disciplinary team.

44. The ICARE course has promoted and fostered professional working relationships between Child Safety Services and the relevant units with the QPS, through the training of the highest standard.

45. Recognition of these standards has consistently been recorded by officers from both agencies since 2005 in course feedback forms and from external agencies such as the Commission for Children, Young People and the Child Guardian and inter-state and overseas police units.

Learning and Development Initiatives.

46. To embed and enhance quality practice skill development, a suite of Practice Skill Workshops were implemented. The practice skills development workshops were a joint initiative between the former Child Safety Practice Improvement Unit, Child Protection Development and Training and Specialist Support Unit. The workshops were implemented state-wide to promote and support quality practice skills development for frontline staff.

47. The initiative aligned with the strategic directions of the department as outlined in the Department of Communities 2011 - 2015 Strategic Plan to focus on supporting and developing quality staff, quality systems and quality practice.

48. The workshops also build on the learning opportunities provided through Child Safety and Community Training, in particular the Specialist Skills Training. The Workshops were developed in response to issues identified by Child Safety Services staff, child death case reviews, research and child protection initiatives and other jurisdictions. Workshops are delivered in CSSCs by Senior Practitioners or other regional staff and cover a range of topics including: complex trauma, domestic and family violence, cumulative harms and transition from care (see attachment 2).

49. To support the delivery of state-wide initiatives, such as the implementation of the Helping Out Families initiative and the amendments to the *Child Protection Act 1999* (the Act), training including workshops and information sessions is also provided to Child Safety Service staff. This has included an information session and a suite of three workshops for all regional staff to inform and promote the amendments of the Act enacted in 2011.

50. At a regional level, training is also developed and delivered in response to locally identified training needs as required.

b. training targeted to discrete skill areas, eg: cultural competence (including Aboriginal and Torres Strait Islander (ATSI) and culturally and linguistically diverse (CALD), working with children and young people, working with families, domestic violence, drug and alcohol, intellectual disability, and mental health); and

51. Training for CSOs targeted to discrete skill areas is delivered through phases 1 – 5 of the CSO ELTP. Electronic and hard copies of all training materials and resources for CSO

training has previously been provided in folder 3.2 of the response to summons 3885920. Training is also provided through the provision of specialist skills workshops and practice development modules as outlined above. Resources include books or articles, video or DVD, computer and face-to-face material.

Cultural competence –Aboriginal and Torres Strait Islander

52. Aboriginal and Torres Strait Islander Cultural Capability is a two day program which is available to all departmental staff which equips them with skills and behaviours that align with the department's Aboriginal and Torres Strait Islander Cultural Capability Framework. The aims of the framework are to acknowledge value and respect Aboriginal and Torres Strait Islander peoples and cultures and to improve on the way staff develop and maintain working relationships with Aboriginal and Torres Strait Islander peoples and communities.

53. **Phase 1** of the program required new CSOs to read relevant areas of departmental policy and practice relating to working with Aboriginal and Torres Strait Islander people. These include:
    - Practice Paper "Working with Aboriginal and Torres Strait Islander people"
    - Practice Paper "Recognised Entity"

54. During **Phase 2** of the program, CSOs complete the two day face-to-face program, Foundation Studies in Culture "Indigenous Engagement" (FSIC). This program is mandatory for all staff undertaking CSO ELTP and is designed to assist CSOs to improve their capacity to communicate effectively with Aboriginal and Torres Strait Islander people in a range of different situations. FSIC focuses on identifying specific skills and knowledge that will enable CSOs to deliver child safety services to Aboriginal and Torres Strait Islander children and families that are grounded in cultural integrity.

55. In addition, Phase 2 activities require CSOs to refer to relevant policies and practice resources regarding working with Aboriginal and Torres Strait Islander clients in order to complete scenarios pertaining to Aboriginal and Torres Strait Islander families that are used to assist staff to build culturally sensitive practice. The policies and practice resources are:
    - Policy No: CPD610-1 "working with Aboriginal and Torres Strait Islander children, families and Communities
    - Practice Resource "Working with the Recognised Entity"
    - Policy No: CPD609-1 "Aboriginal and Torres Strait Islander Child Placement Principle"
    - Practice Resource "The Child Placement Principle"
    - Practice Resource "Developing a cultural support plan for an Aboriginal or Torres Strait Islander child".

56. During **Phase 3 and 5,** new CSOs undertake further activities to continue to build their individual cultural capability. Activities include:
    - visit a local Recognised Entity (RE) and complete the 'Agency Visit Journal'
    - during phase 5 CSOs are required to complete module 22 – "Aboriginal and Torres Strait Islander cultural communications protocols".

57. CSOs complete two mandatory and one additional competency:
    - Working with Aboriginal and Torres Strait Islander Families
    - Working with the Recognised Entities
    - Working in rural and remote communities

The competency reinforces the need to ensure the cultural views of the child/ren and the parent/s are considered, and that both the child/ren and their parent/s have an opportunity to take part in the decision-making which affect their lives.

58. **Phase 4** is designed as a one hour session to reflect on their individual practice and discuss issues they have encountered in the period since they attended Phase 2. CSOs complete activity "reflection on practice with Aboriginal and Torres Strait Islander clients.

59. In addition to this program, there are a number of specialist skills modules for work with Aboriginal and Torres Strait Islander clients including:
    - Peri-Urban work with Indigenous Australians – areas covered include:
        - agencies and support networks in Indigenous peri-urban communities that will support children and families involved in the child protection system
        - factors that may impact in the assessment of Indigenous families.
    - Rural / Remote work with Indigenous Australians – this module explores Indigenous issues in rural and remote communities, specifically Walgett, using resources that relate to Walgett. Areas covered include:
        - factors in Indigenous rural / remote communities that form community attitudes and perceptions which underpin parenting
        - factors that may impact in the assessment of Indigenous families.
60. The Aboriginal and Torres Strait Islander Cultural Capability Training Participants Workbook is attached to this statement and marked Attachment 3.

Blueprint for implementation workshops

61. Regional workshops, as part of the Blueprint for Implementation Strategy, were developed to address the overrepresentation of Aboriginal and or Torres Strait Islander children and young people in the child protection system.

62. These workshops were developed to enhance the understanding of staff's roles and responsibilities, explore barriers to best practice and develop shared solutions to improve local culturally sensitive practice. These workshops were facilitated for the staff of:
    - Child Safety Services
    - Recognised Entities
    - Indigenous Family Support Services
    - Indigenous Foster Care Services
    - Kinship Services

Cultural Competence - Culturally and Linguistically Diverse (CALD)

63. Multicultural Capability in Service Delivery training is a one day program which is available to all departmental staff which develops their capability to initiate and maintain working relationships with culturally and linguistically diverse (CALD) clients and their communities (see attachment 4). These capabilities align with both the Department of Communities Strategic Plan 2011-2015 and the Queensland Multicultural Action Plan 2011-2014.

64. Training targeted to working with CALD families in child protection is also covered during phases 1 – 5 of CSO ELTP.

65. Specialist Skills Modules for working with CALD clients (see attachment 1) include:

- **What do others see me saying** – designed to explore individual's non-verbal communication and how this information could impact on child protection practice (PDF Document)
- **Understanding the non-verbal of others** - designed to explore the non-verbal communications and the use of interpreters and how the application of this information could impact on child protection practice when used and not used. (DVD)
- **The how to of interpreters** - designed to explore communication and the use of interpreters and how the application of this information could impact on child protection practise when used and not used. (Learning Guide)
- **Cultural Norms** – this session explores the cultural norms for refugee groups and their country of origin. (Infonet page)
- **No place like home** – explores the refugee experience from the eyes of the child. (DVD)
- **Out of the frying pan** – explores refugees' escape from their country of origin and their experience following their arrival in Australia. (CD-ROM)
- **Communicating verbally with CALD families** – explores communication and the use of interpreters and how the application of this information could impact on child protection practice. (CD-ROM)
- **Moonfall** – explores what the cultural perceptions and issues are which influence a person's decision to attempt suicide. (DVD).

c. support offered to staff for post graduate study opportunities eg: SARAS scheme, Churchill Fellowship; and

66. The department provides support to employees who undertake further education, provided that the study and / or research is relevant to the department's services and linked to its strategic objectives through the Study and Research Assistance Scheme (SARAS) and individual Achievement and Capability Plans (ACP). This assistance provides financial support and / or leave arrangements (subject to operational convenience) and encompasses part-time and full-time study research. The department's policy and procedure in relation to SARAS is available at Attachment 5 and 6.

67. There are currently 55 Child Safety Services staff supported through SARAS.

Aboriginal and Torres Strait Islander Scholarship

68. The department currently sponsors two Aboriginal and Torres Strait Islander Child Safety Services employees in the Aboriginal and Torres Strait Islander Staff Scholarship Program. The program was an initiative from the former Department of Child Safety and aims to provide professional and career development opportunities for Aboriginal and Torres Strait Islander staff.

Churchill Fellowship

69. The aim of the Winston Churchill Memorial Trust is to provide an opportunity for Australians to travel overseas to conduct research in their chosen field that is not readily available in Australia. No prescribed qualifications are required.

70. An employee, Chris Boyle (Child Safety Practitioner) was recently awarded this fellowship, which will provide Mr Boyle with the opportunity to undertake a six week research program to gain knowledge and experience in the child protection system across Europe and America.

71. To apply for the Churchill Fellowship, individuals must apply themselves through the Churchill Trust. Information of the fellowship is attached and marked Attachment 7.

d. support offered to staff to attend professional development opportunities such as external training courses and conferences.

72. The department's ACP framework assists supervisors and team members to define the role and responsibilities of individuals in achieving the Business Unit Plan. It is also designed to support individuals to identify development needs to ensure employees have the appropriate capabilities to achieve business outcomes.

73. Departmental policies and procedures clearly articulate the supervisor's responsibilities to ensure team members have the capability and knowledge necessary to perform their current role. There is also the expectation that team members are being equipped with the capabilities and knowledge needed for the department. This is broader than just finding training courses for team members to attend.

74. Further, frontline staff members themselves play an active role in managing their personal development plan, as part of the ACP process, maintaining professional registration and looking for self-directed learning opportunities.

75. Many options for developing new or enhancing existing capabilities and knowledge exist in different forms and these are articulated in the ACP documentation for individual team members. Identified examples of the options for which staff would receive support to attend / participate include:
    - **Job Shadowing** – A form of on-the-job training, where team members can spend time with someone else and observe them perform tasks. This may include attending appointments with a more experienced employee or sitting with them when they conduct interviews or talk with clients.
    - **Online Learning** – Accessing learning solutions via Learning Management Systems (LMS) where departmental internal learning and development opportunities are available.
    - **Professional Associations** – Team members could join a relevant professional association that may help them network with other professionals and access information about contemporary practice.
    - **Reading** – The library has a wide range of material that can be borrowed or view electronically.
    - **Secondments** – There may be temporary vacancies that need to be filled by a 'seconded' individual with specific capabilities and organisational knowledge. This can provide a team member with wider job experience and the opportunity to enhance existing capabilities.
    - **'Acting' in another position** – The opportunity to act in another employee's position can provide exposure to different clients / stakeholders and ways of working.
    - **Conference / Workshops / Seminars** – Throughout the year there may be conferences / workshops / seminars that a team member can attend to enhance their capabilities, knowledge and networks.
    - **Formal Training** – Instructor led training providing an opportunity for learning in a face-to-face setting.
    - **Mentoring** – Mentors act as role models who offer guidance and advice in specific work areas whilst providing opportunities for team members to model best practice.

- **Coaching** – Coaching is a structured process through which a team member is supported to achieve an identified goal.

76. Costs associated with the above programs, where they are not centrally provided by the department, are at the discretion of local management and come from local budgets.

77. **Long courses / qualifications** – Tertiary qualifications ranging from a diploma to a bachelor's degree to a masters degree can provide capabilities and knowledge necessary for a team members' career progression. Study assistance may be available from the department. The study support offered to the individual, in terms of time and financial assistance, is dependent on the appropriate option identified through the ACP process, and pursuant to the relevant policy and procedure.

Question 3
Information, books and documents pertaining to the staffing levels and locations of the Training Branch (child safety) with Department of Communities, Child Safety and Disability Services and it service delivery to Child Safety staff.

78. The training area responsible for Child Safety training was reorganised in July 2012, to provide a more local service to regional service delivery staff. The training head count is 21 plus two administration support. The unit reports to the Director, Workforce Capability which is a unit in the Human Resources and Ethical Standards area.

79. Table 4 below provide a summary of staffing.

Table 4. Staffing

Classification	Number
Manager Child Safety Training (AO8)	1
Principle Training Officers (AO7)	5
Senior Training Officers (PO4)	13
Senior Training Officer (AO6)	1

80. The location of these staff is based on the number of CSOs undertaking CSO ELTP in each region as this program required training support for competency checks and local training support. Table 5 below provides a summary of locations:

Table 5. Staff locations

Region	Principle Training Officer (AO7)	Senior Training Officer (PO4)
Brisbane	1 (South Brisbane)	2 (South Brisbane)
South West	1 (shared with South East (Beenleigh))	2 (Ipswich)
South East	1 (shared with South West (Beenleigh))	1 (Beenleigh)
North Coast	1 (shared with Central QLD (Maroochydore))	2 (Maroochydore / Strathpine)
Central Queensland	1 (shared with North Coast (Maroochydore))	2 (Rockhampton and Bundaberg)
North Queensland	1 (shared with Far North Queensland (Cairns))	2 (Townsville)
Far North Queensland	1 (shared with North Queensland	2 (Cairns)

	(Cairns))	
Central Development Team	1 (Brisbane)	1 (PO4), 1 (AO6) (both Brisbane)

81. Previously the training unit was based at Wooloowin and all South East Queensland was serviced from that location. Training was also delivered from Wooloowin with Child Safety staff brought in from across the State to attend block training.

Question 4
Information, books and documents pertaining to the current staffing and location structure of Court Services with the Department of Communities, Child Safety and Disability Services and its services delivery to Child Safety Staff (post 2012-13 Queensland State Budget / government cuts).

82. This question is responded to in the statement of Mr Bradley Swan dated 19 October 2012, in relation to this summons.

Declared before me at Brisbane this 19 day of October 2012.

K Spitteri
KAREN A SPITERI

JUSTICE OF THE PEACE (QUALIFIED)
JP(Qual)
Reg.No.: 77481
DEPT OF JUSTICE & ATTORNEY-GENERAL

Signature of witness to Inquiry _____

Signature of person witnessing statement K Spitteri (JP Qual)

List of Attachments

Attachment 1	Specialist Skills Modules Learning Guides
Attachment 2	Learning and Development Initiatives Workshop Topics
Attachment 3	Aboriginal and Torres Strait Islander Cultural Capability Training Participants Workbook
Attachment 4	Participants Manual Multicultural Capability in Service Delivery
Attachment 5	Policy - Study and Research Assistance Scheme (SARAS)
Attachment 6	Procedure – Study and Research Assistance Scheme (SARAS)
Attachment 7	Churchill Fellowship 2012 Application Package

QUEENSLAND CHILD PROTECTION COMMISSION OF INQUIRY

STATEMENT OF KENNETH DAGLEY

I, **Kenneth James Dagley,** of c/- 111 George St Brisbane in the State of Queensland, Director Workforce Capability, solemnly and sincerely affirm and declare:

1. I am the Director, Workforce Capability, Human Resources and Ethical Standards, Corporate and Executive Services in the Department of Communities, Child Safety and Disability Services.

2. I have been appointed to this position since 2 July 2012. I was previously the Director of Organisation and Workforce Development. I have been in this and similar roles since April 2007.

3. When planning and reviewing my work and seeking approval for decisions, when required, I report to the Chief Human Resources Officer who is based in 111 George St Brisbane. My position is part of Human Resources and Ethical Standards.

4. Prior to this appointment I was Director, Organisation & Workforce Development from January 2011 to July 2012, Director, Learning and Organisational Development Strategy from January 2010 to December 2011 and Assistant Director, Strategic Learning Services from February 2008 to January 2010.

5. I hold a Certificate of Business, Certificate III in Coaching, Certificate IV in Workplace Training and Assessing and a Graduate Diploma in Organisation Change and Development.

ROLE

6. The purpose of my role, as the Director, Workforce Capability is to support the development of a flexible and skilled workforce to support the achievement of service outcomes that meet government priorities. This is undertaken through the delivery of occupational training services to child safety, disability services and corporate areas of the department.

7. My duties and activities include:
   - The design and implemention of a Learning and Organisational Development Strategy for the department
   - reviewing learning practices and training programs to ensure they are fit for purpose and cost effective
   - the design and delivery of entry level corporate, community recovery, disability services and child safety training.
   - managing the recording and reporting of training activities
   - supporting performance management through a performance review system.

INTRODUCTION

8. The following statement provided is in response to the letter requesting written information which was issued from the Queensland Child Protection Commission of Inquiry, reference number 2017458.

9. The information provided has been done so on the advice from the relevant business units responsible for management of the applicable areas.

Signature of witness to Inquiry _____

Signature of person witnessing statement _____

JUSTICE OF THE PEACE
ATTORNEY-GENERALS DEPARTMENT
Reg. No. 4645
QUALIFIED

QUESTIONS

How training and development for frontline staff was coordinated within Child Safety prior to the 2012 restructure of the department.

10. There are seven key elements to the coordination of training and development for frontline Child Safety Services staff (Attachment 1). These include:
    - Team Leader/Senior Practitioner
    - Child Safety Service Centre (CSSC) Manager/Regional Management
    - Regional Service Delivery Operations (RSDO) Learning Unit
    - Child Safety Practice Improvement (through Child Protection Development)
    - Regional/Local
    - Corporate programs
    - Individual staff member

11. At the centre of these coordination elements is the Achievement and Capability Planning (ACP) process.

12. The Team Leader/Senior Practitioner role in training and development is as the responsible line supervisor and includes orientation training, supervision, case management performance feedback and performance planning. The CSSC Manager/Regional management provide performance management, practice support and professional development opportunities.

13. RSDO Learning Unit organises and conducts the Child Safety Officer (CSO) Entry Level Training Program (72 weeks), Interviewing Children and Recording Evidence (ICARE), Specialist Skills modules, Team Leader training and in-service support. Child Protection Development maintains the Child Safety Practice Manual, provides updates and advice on practice and legislation changes and provides information of trends and research in child protection.

14. Regional and local initiatives will also be available to frontline staff in the form of practice forums, generic training, for example. writing skills and other local initiatives. Corporate areas provide access to the Study and Research Assistance Scheme (SARAS), management development programs, project management training, finance and administration training and Information Services training such as Integrated Client Management System (ICMS).

15. Finally the frontline staff member themselves will manage their personal development plan (as part of the ACP process), maintain professional registration and look for self-directed learning opportunities.

How training and development for front line staff is currently coordinated within Child Safety

16. Minor realignments have occurred to some training and development reporting structures as a result of the 2012 restructure of the department. These realignments would be almost unnoticeable to frontline staff as the direct support training staff remain the same. The realigned areas are:
    - RSDO Learning and corporate elements have combined in Human Resources and Ethical Standards under Workforce Capability.
    - Child Safety Practice Improvement has been amalgamated in Child Protection Development in Child Safety Programs area.

OF THE PEACE
ATTORNEY-GENERALS DEPARTMENT
Reg. No. 4645
QUALIFIED

What needs to be fixed and what if any policies and procedures may be negatively impacting on the way business is conducted.

17. Effective training and development in an organisation should have processes to monitor and review changes to policy, practice, organisation structure, labour market supply and external environmental influences on the organisation. Being open to these impacts means that refinement and improvement is made regularly to the content and delivery methodologies.

18. In February 2012 the department undertook a process of regional consultations on CSO Training. These consults included key stakeholders from Child Safety Practice Improvement, Child Protection Development, Regional Directors and RSDO Workforce Strategy and Human Resources and Ethical Standards. Feedback from these consultations identified a need to review the current approaches to training across all child safety services roles.

19. Training staff are currently consulting with regional staff and Child Protection Development to identify opportunities for improvement to the CSO curriculum. The outcome will be an updated strategy for child safety services staff development at all levels which has a continuum of professional development, including linkages with Child Protection Development.

Declared before me at Brisbane this 17th day of October 2012.

JUSTICE OF THE PEACE
ATTORNEY-GENERALS DEPARTMENT
Reg. No. 4645
QUALIFIED

Signature of witness to Inquiry _____

Signature of person witnessing statement _____

JUSTICE OF THE PEACE
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Reg. No. 4645
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Attachments

Attachment 1 – Child Safety Officer Training Coordination

Signature of witness to Inquiry _____

Signature of person witnessing statement _____

Request No. 2017458

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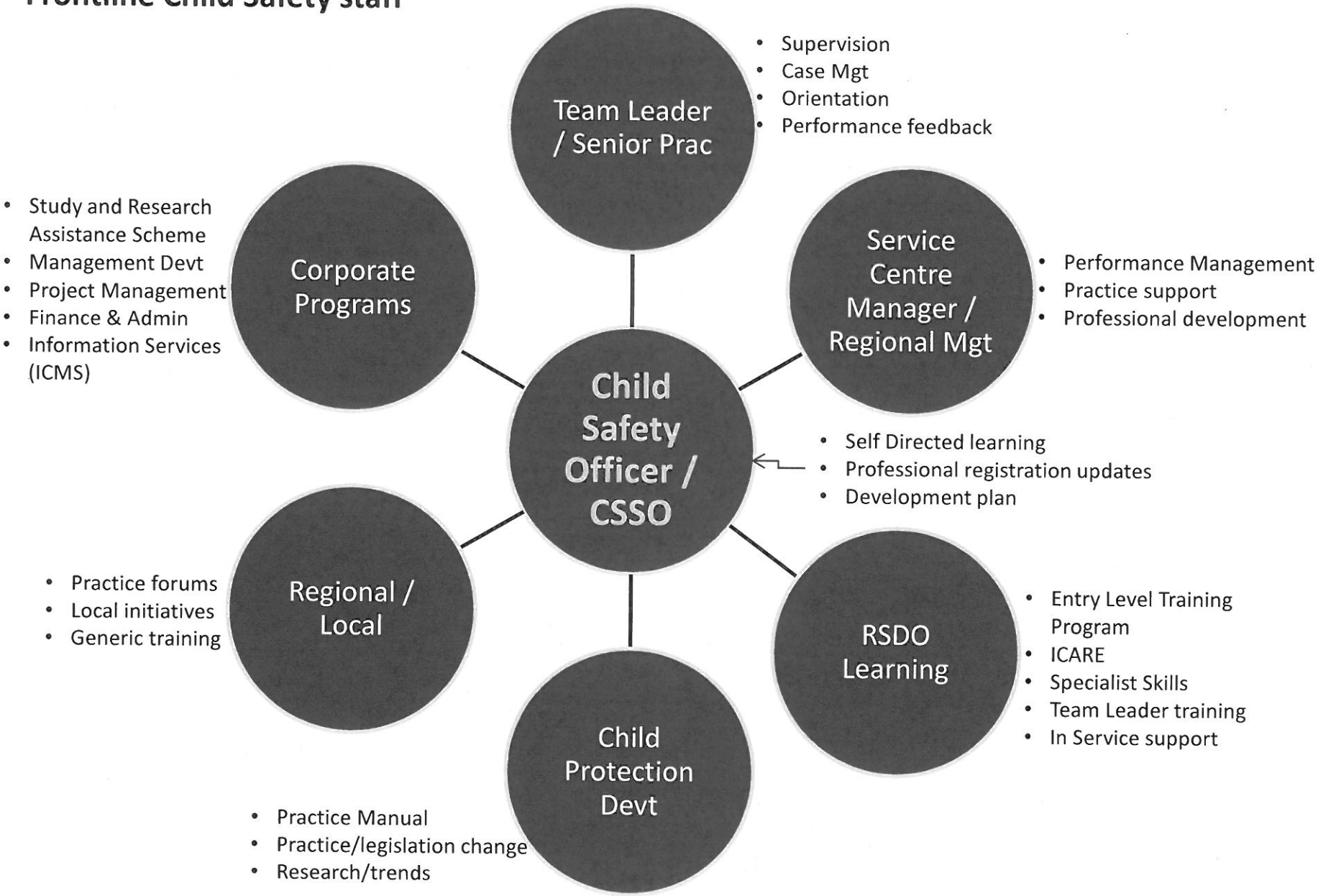
Training Coordination for Frontline Child Safety staff



Attachment Marking

The preceding 1 page is the annexure mentioned and referred to as ATTACHMENT 1

in the statement of Kenneth Dagley taken on 17/10/2012

Signature of witness to Inquiry

Signature of person witnessing statement

JUSTICE OF THE PEACE
ATTORNEY-GENERALS DEPARTMENT
Reg No. 76675
QUALIFIED