

QUEENSLAND CHILD PROTECTION COMMISSION OF INQUIRY

STATEMENT OF WITNESS

I, William Hayward of the Aboriginal and Torres Strait Islander Legal Service (Ltd) Qld, PO Box 13035 George Street Brisbane, Law and Justice Advocacy Developmental officer, make oath and swear / affirm:

1. My name is William Hayward.
2. I am a Noongar man from Gorang/Minang clan groups. I have been raised to live with the integrity and honour of my people's culture, our customs and the strengths embedded in our family and community systems. In my experience, to be Aboriginal is not a deficiency, but a unique strength. My culture has formed the basis of foundation of stability in my life and this has been a testament of empowerment and resilience.

Acknowledgements and Respects

3. I acknowledge the traditional owners of this country and their sacred country upon which we meet on today. I acknowledge their elders past and present. I acknowledge all Aboriginal peoples including their families, children and young people.
4. I humbly request the spirit of this sacred country and its people to bestow blessing over the current Queensland Child Protection Commission of Inquiry; to enable this Inquiry to manifest a beacon of truth and wisdom for positive outcomes and futures for all Aboriginal and Torres Strait Islander peoples.
5. I acknowledge the unique and independent culture of Torres Strait Islander peoples who formed a part of our first nation people within Queensland and Australia. I acknowledge their elders past and present. I acknowledge all Torres Strait Islander peoples their families, children and young people.
6. I acknowledge all Aboriginal and Torres Strait Islander women and men, and I call for us to stand in unity, integrity and honour. Together, we hold the responsibility and authority as the primary providers, nurturers and role models that our children and young people seek guidance from in order to reach their full potential as future adults, as Queenslanders and as Australians.
7. In these important times, I ask our Grandparents, Aunties, Uncles, Extended kin and Parents to turn their hearts to their children and young people.

QCPCI

Date: 29.8.2012

Exhibit number: 44

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William Hayward

William Hayward
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8. I respectfully and humbly acknowledge Aboriginal and Torres Strait Islander women who ultimately form the foundation and backbone of our family lore system in their role as the key providers for, and keepers of, our children and young people.
9. I stress the importance in hearing the collective voices of Aboriginal and Torres Strait Islander communities which is found in the individual testimonials of Aboriginal and Torres Strait Islander professionals, community members, families, children and young people.

Professional Credentials

10. It is with the cultural grounding outlined above and professional credentials below that I will inform the inquiry.
11. I hold a Bachelor of Social Work from James Cook University, conferred in 2008.
12. An outline of my work experience and responsibilities are as follows:

- Aug 2009 to Sep 2011: *Member Support Services Officer* - Queensland Aboriginal & Torres Strait Islander Child Protection Peak Ltd
- Dec 2010 to Feb 2011: *Community Resource Officer* - Department of Communities, CCSQ,
- Feb 2009 to Aug 2009: *Senior Policy Officer, Policy and Practice Development* - Child Safety Services
- Oct 2008 to Feb 2009: *Child Safety Officer* - Redcliffe Child Safety Service Centre
- Dec 2006 to Oct 2008: *Child Safety Indigenous Support Officer* - Redcliffe Child Safety Service Centre
- Jan 2006 to Mar 2007: *Volunteer* - Vital Connection (Homeless Emergency Relief)
- Jan 2004 to Dec 2006: *Subcontractor* - Cultural & Performing Arts Consultation
- Jan 2000 to Dec 2004: *Cultural Consultation and Dance coordinator*- Wardarn Aboriginal Cultural Centre, Indigup Western Australia
- Nov 1998 to Jan 1999: *Youth Worker*- Family and Children services Western Australia

13. Awards and Achievements:

2012

- *Facilitator* – ATSILS Child Protection Community Legal Education
- Submission on the Development, Implementation and Review of Queensland Aboriginal & Torres Strait Islander Cultural Support Plans within the Child Protection System to the Commission for Children, Young People and Child Guardian

2011

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- *Judging Panel Member* - Commission for Children and Young People and Child Guardian Awards
- *Presenter* - QCOSS Conference Combined Voices
- *QATSCIPP Project Manager* - QAIHC/QATSICPP Collaborative Partnership - Certificate III Community Services Alcohol and other Drugs
- *Facilitator* - Aboriginal and Torres Strait Islander Family Support Conference
- *Member Support Services* - Implementation of Quarterly Sector Network Forums & Quarterly Member Support Visits

2010

- *Presenter* - National SNAICC Conference –Combined Voices
- *Presenter* - National Access to Justice and Pro bono Law conference
- *QATSCIPP Project Manager* - Triple P International Pty Ltd Collaborative training and professional development proposal & project
- *QATSCIPP Project Manager* - Centre for Domestic and Family Violence Research Accredited Responding to Domestic Violence training proposal & project
- *QATSCIPP Project Manager* - Workforce Council Sector Manuals and Induction project
- *Member Support Services* - Change Management Team (Aboriginal and Torres Strait Islander Child Protection Community Controlled Reform)
- *Winner* - Child Safety Support Officer Inaugural Quality Child Protection Practice Award
- *Founder* - Redcliffe CSSC Child Safety Parent Support Group
- *Founder* - Redcliffe CSSC Cultural Retention Program
- *Recipient* - Foster Care Queensland Certificate of Recognition

1999

- *Awarded* - South West Regional College Human Services Award

14. I respectfully acknowledge the Aboriginal and Torres Strait Islander professionals within the Queensland government and non-government child protection system, and the Aboriginal and Torres Strait Islander community who I have been privileged to serve for the past seven years.
15. I respectfully acknowledge the Non-Indigenous professionals within the Queensland government and non-government child protection system who I have been privileged to serve alongside for the past seven years.
16. In my opinion and experience, child protection professionals have consistently given their best efforts to respond to children, young people and families. Unfortunately, those efforts are often limited because of the constraints and systematic issues of the current child

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protection system. In the duration of the Inquiry we should recognize the dedication of child protection professionals.

Aboriginal and Torres Strait Islander rights and over-representation within the Child Protection Jurisdiction

17. I refer to the United Nations Declaration on the Rights of Indigenous Peoples¹ and the United Nations Convention on the Rights of the Child² and I call attention to the direct linkages and authority of international law and its relationship to, and effect on, the unique cultural rights of Aboriginal and Torres Strait Islander children in out of home care³.
18. I recognise the national authority provided by the Council of Australian Governments (COAG) under the National Child Protection Framework in articulating a commitment to reduce Aboriginal and Torres Strait Islander over-representation.⁴
19. In my opinion, within the Queensland Child Protection Jurisdiction we should draw on the national apology to the Stolen Generations delivered by then Prime Minister Kevin Rudd in February 2008.⁵ In particular we should recognise the important role we have to achieve reconciliation and family healing in the performance of our roles and responsibilities within Child Protection practice.
20. In a child protection context, I have practiced for the best interest rights of Aboriginal and Torres Strait Islander children and young people. These rights are best captured in the Child Protection Act 1999⁶:

- **5A Paramount principle**
- **5B Other general principles**
- **5C Additional principles for Aboriginal or Torres Strait Islander children**
- **83 Additional provisions for placing Aboriginal and Torres Strait**

¹ United Nations Declaration on the Rights of Indigenous Peoples. The Declaration on the Rights of Indigenous Peoples was adopted by the General Assembly on Thursday 13 September 2007 http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf and endorsed in Australia on the 3 April 2009 by the Rudd government. <http://www.un.org/apps/news/story.asp?NewsID=30382>

² Convention on the Rights of the Child. Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989, Entry into force 2 September 1990, in accordance with article 49. <http://www2.ohchr.org/english/law/crc.htm>

³ ATSILS February 2012; Submission on the Development, Implementation and Review of Queensland Aboriginal & Torres Strait Islander Cultural Support Plans within the Child Protection System.

⁴ COAG Protecting Children is Everyone's Business, National Framework for Protecting Australia's Children 2009–2020; Supporting outcome 5: Indigenous children are supported and safe in their families and communities. In order to provide culturally appropriate responses, strategies developed under the National Framework need to be based on partnerships between Indigenous families and communities, and between Indigenous agencies, mainstream service providers and governments. Strategies should build on existing strengths, match expectations with appropriate supports, and recognise the importance of Indigenous-led and managed solutions (Higgins 2005).p.28.

⁵ National Sorry Day Committee website,

http://www.nsdcc.org.au/index.php?option=com_content&view=category&layout=blog&id=23&Itemid=64

⁶ Child Protection Act 1999 Reprinted as in force on 1 July 2012 Reprint No. 7D

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- *88 Chief executive to provide contact between Aboriginal or Torres Strait Islander child and child's community or language group*
- *122 Statement of standards*
- *Schedule 1 Charter of rights for a child in Care*

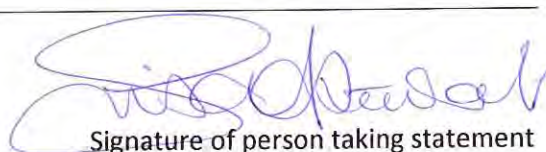
21. The Aboriginal and Torres Strait Islander specific child protection legislated sections exist to support Aboriginal and Torres Strait Islander children to reach their full potential and to develop into strong and secure adults. It speaks of the right for Aboriginal and Torres Strait Islander children to be supported and grounded in a foundation of cultural identity and a relationship with their immediate family, extended kin and community that creates the linkages of their traditional and modern innate belonging.
22. In my assessment the legislative intent speaks of children's cultural identity being supported by the holistic life concepts of Aboriginal and Torres Strait Island traditions which their ancestors, elders, kin and immediate families have accomplished and embedded within their cultural heritage. It speaks of utilising this legacy that has survived the test of time and is a pathway to understanding and an imperative guide supportive of Aboriginal and Torres Strait Islander children unique lived experience in out of home care.
23. It is this legislative intention that could assist Aboriginal and Torres Strait Islander children as a foundation of cultural strength to successfully navigate the unintended detrimental experiences related to statutory out of home care.⁷ This cultural strength can support the creation of an environment of resilience, supportive of the child's development stages and transition to adulthood and long term development of relationships with immediate and extended family and community members creating a supportive safety network.
24. Aboriginal and Torres Strait Islander peoples are over-represented in all aspects of the child protection continuum.⁸ This gross and alarming rate of over-representation is a social and economic crisis which deserves diligent care and attention. This is not just an Aboriginal and Torres Strait Islander issue, it is a Queensland issue. This is most evident due to the fact that the main harm and risk indicators for Aboriginal and Torres Strait Islander children are often grounded in neglect which can be directly linked to poverty and the low socio-economic status of many Aboriginal and Torres Strait Islander children and young people.⁹ As a

⁷ Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd. Losing Ground 2011, Costs of non-adherence to the Child Placement Principle (2011,p.10).

⁸ ATSILS .2012 Submission on the Development, Implementation and Review of Queensland Aboriginal & Torres Strait Islander Cultural Support Plans within the Child Protection System. 3.1 Over-Representation p.3.

⁹ The Health and Welfare of Australia's Aboriginal and Torres Strait Islander Peoples; Executive Summary (Updated 22/05/2012)
<http://www.abs.gov.au/AUSSTATS/abs@.nsf/lookup/4704.0Chapter100Oct+2010>

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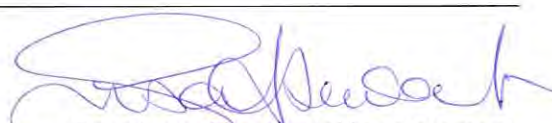
consistent trend domestic violence, substance misuse and parenting capacity continue to be the main parental harm and risk indicators.¹⁰

Practice Experience

25. In the duration of my Child Safety employment as an Aboriginal Child Safety Support Officer, which is a dedicated Aboriginal position, I was privileged to be supported by the Redcliffe Child Safety Service Centre Management Team to respond appropriately to Aboriginal and Torres Strait Islander children and family needs.
26. In particular a fundamental decision by the Management Team was to allow the role to be dedicated to cultural assistance and support whilst balancing other child protection duties. One of the challenges of this role being used effectively is that the actioning of the position description is left to a manager's discretion which can lead to the role being overloaded with standard child protection duties. This is often restricted and limited effective engagement with Aboriginal and Torres Strait Islander clients which ultimately impacted the level of positive outcomes. It was unfortunate to hear similar experiences of other Aboriginal and Torres Strait Islander Child Safety Support Officers not being assisted to be integral in service delivery and outcomes for Aboriginal and Torres Strait Islander children and young peoples.
27. I would strongly recommend that Aboriginal and Torres Strait Islander Child Safety Support Officer roles and responsibilities be determined and implemented as a State-wide standard. The role should provide a balance between assisting Aboriginal and Torres Strait Islander families' understanding and engagement, the specific needs of Aboriginal and Torres Strait Islander children and other core child protection work.
28. In my practice experience, having the corporate will and support of the Redcliffe Child Safety Service Centre Management Team allowed for innovative assistance to be provided to Aboriginal and Torres Strait Islander families. I outline two examples below:
 - In 2007 the Redcliffe Child Safety Service Centre Child Safety Indigenous Parent Support Group was developed which was aimed at resourcing, educating and equipping parents to meet child safety requirements for safe reunification. The purpose of the Child Safety Parent Support Group is to educate parents and build their understanding of the Department of Child Safety. Parents were encouraged to draw on their existing

¹⁰ Department of Communities, Child Safety ; Our performance; Representation of Indigenous children; S.6: Children subject to a substantiation, by most serious harm type and Indigenous status, Queensland <http://www.communities.qld.gov.au/childsafety/about-us/our-performance/investigation-and-assessment-phase/substantiations>

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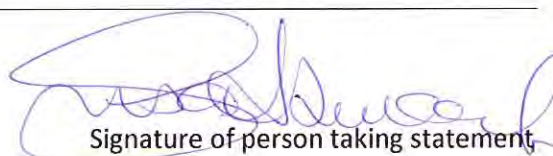
knowledge and experiences in their life and involvement in child protection. The facilitators explained the differing roles within child safety, what constitute child protection concerns, the requirements of child safety case plans, and they explored possible services in Redcliffe area aimed at addressing Child Protection concerns and local Aboriginal organisations spoke of their services. Recognised Entities also presented on their consultation roles in child protection. Guest speakers presented on a variety of child protection concerns such as domestic violence, substance abuse and parenting capacity. The group program concluded with a group discussion of possible strategies to address child protection concerns and a group evaluation of program. Families received individual follow up and support to work towards reunification.

- The Redcliffe Child Safety Service Centre Cultural Retention Program was founded in 2007. In partnership with local Aboriginal and Torres Strait Islander community groups, significant Elders and appropriate role models, the Cultural Retention Program was established under the Murrijabree organization. The aim of this program was to provide Aboriginal and Torres Strait Islander children in care with the opportunity to participate in their modern and traditional culture. The program implemented regular weekly strategies to meet the requirements of then *Child protection Act 1999* sections 5A, 5B, 83 and 88 of the Child Protection Act. In my opinion, this program achieved the legislative intention of assisting families, foster and kinship carers to support children to achieve resilience through strong and positive identify development.

29. In my practice experience, the role of the Indigenous Child Safety Support Officer could be better supported and more highly valued to ensure effective child protection engagement of families and assisting children with the preservation and enhancement of their cultural identity. This will require a directive and corporate commitment from a policy and practice position throughout Child Safety Service Centres.

30. Whilst employed in a Senior Policy Officer position the two Aboriginal and Torres Strait Islander projects I assisted with were the department's Practice guide – Developing a Cultural Support Plan developed by Mark Budd, and co-facilitation of the 2008 Aboriginal and Torres Strait Islander Child Placement Principle Internal Audit and Report developed by Bill Ivinson. In my experience, Child Safety has a reasonable policy framework however, this is limited in its implementation at a regional and local level and the results are minimal for children and young people. An example is the Child Safety Working with Aboriginal and Torres Strait Islander Children, Families and Communities Practice Paper. Given the current

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pressures on frontline child protection professionals, the guidance within the Practice Paper is often difficult to action.¹¹

31. Given the significant rates of over-representation of Aboriginal and Torres Strait Islander children and young people within the Child Protection system, it is important to maintain a level of internal practical assistance for Aboriginal and Torres Strait Islander children and families within the statutory system whilst transitioning towards a balanced universal, secondary and statutory system.
32. In the duration of my employment at the Queensland Aboriginal and Torres Strait Islander Child Protection Peak, as a Member Support Services Officer, I held responsibility for assisting Aboriginal and Torres Strait Islander organisations delivering Recognised Entity family support, Family Intervention Services and Foster and Kinship Care services. The majority of the sector are paraprofessionals relevant to their specific service delivery. Ideally, the paraprofessional workforce should be supported to increase its knowledge base and proficiency by providing an accessible pathway to tertiary qualifications.
33. In my practice experience, I assisted the Queensland Aboriginal and Torres Strait Islander Child Protection Peak in the 2010/2011 Aboriginal and Torres Strait Islander Child Protection community controlled agencies reform and service delivery. This was a challenging and essential process to ensure Queensland benefited from a more comprehensive Aboriginal and Torres Strait Islander community controlled response. The reform reduced the number of local Recognised Entity services to 11 regional hubs and beneficially allowed a necessary investment into 11 regional family support services.¹² I strongly assert that this has delivered a proficient and effective service delivery model to capitalise on any future reforms.
34. The Queensland Aboriginal and Torres Strait Child Protection Peak worked in partnership with Child Safety Services, in particular Child Safety NGO Programs, Queensland Centre for Domestic and Family Violence Research, and Triple P International Pty Ltd to implement a targeted training strategy to assist in the significant and positive reform to ensure balanced service delivery is accessible to Aboriginal and Torres Strait Islander children and families.

In particular, the Child Safety funded initiatives:

- Primary, Standard and Indigenous Triple Positive Parenting Training and Accreditation.
- Nationally Accredited Certificate IV in Responding to Domestic Violence.

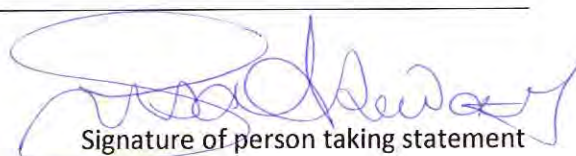
¹¹ POLICY STATEMENT; Working with Aboriginal and Torres Strait Islander children, families and communities, CPD610, Date of operation: 8 November 2010

¹² Secretariat National Aboriginal and Islander Child Care (SNAICC) website; Policy and Advocacy; Queensland Combined Voices (2011) <http://www.snaicc.asn.au/policy-advocacy/dsp-landing-policyarea.cfm?loadref=36&txnid=566&txnctype=article&txnctype=>

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- A Minimal implementation of Circle of Security Training (strengthen attachment)
35. The Queensland Aboriginal and Torres Strait Islander Child Protection Peak was awarded an ARC University of Queensland/Queensland Aboriginal and Torres Strait Islander Research Grant. This partnership between the University of Queensland, Parenting & Family Support Centre School of Psychology and the Queensland Aboriginal and Torres Strait Islander Child Protection Peak and sector will greatly benefit from the research outcomes and learning in relation to parent capacity.
36. The Aboriginal and Torres Strait Islander Child Protection Peak independently worked in partnership with the Queensland Workforce Council to develop a reform change management approach to further assist Recognised Entity and Family support services.

In particular the Queensland Workforce Council funded

- Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Recognised Entity Services Manual and Induction training kit (**Attachment A**)
 - Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Family Support Services Manual and Induction training kit (**Attachment B**)
 - Induction Training Expenses
37. The Queensland Aboriginal and Torres Strait Islander Child Protection Peak independently worked with it's sister peak body, the Queensland Aboriginal and Islander Health Council, to further assist Aboriginal and Torres Strait Islander Family Support Services with the required professional development to engage families with experience with substance misuse.

In particular the Queensland Aboriginal and Islander Health Council funded and delivered

- Alcohol, Tobacco and Other Drugs Service (ATODS)
38. In partnership, Queensland Aboriginal and Torres Strait Islander Child Protection Peak and Child Safety Services co-facilitated a Family Support Service Conference to assist in establishing strengths based family support practices and adopting key learning's from the Referral for Active Intervention and Helping Out Families initiative.¹³
39. A partnership between Winangay Resources Stronger Ways with Aboriginal Children and Families Inc facilitated the enrolment of Foster and Kinship care professionals into culturally

¹³ Referral for Active Intervention; <http://www.communities.qld.gov.au/childsafety/protecting-children/how-to-prevent-abuse/referral-for-active-intervention> Helping Out Families initiative; <http://www.communities.qld.gov.au/resources/childsafety/partners/documents/helping-out-families.pdf>

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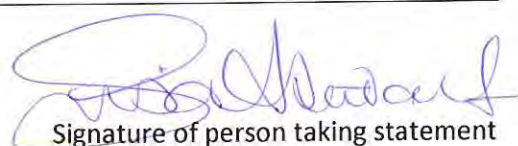
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competent assessment training. This was a pilot project and three South East Queensland agencies participated and completed the training.¹⁴ This was a direct response to the challenges faced recruiting Aboriginal and Torres Strait Islander carers which is less of an organisation capacity issue and more of a feature of over-representation.

40. The Queensland Aboriginal and Torres Strait Islander Child Protection Peak's training strategy in partnership with government and non-government agencies was a direct response to build capability and knowledge within Family Support Services to respond to the main harm and risk indicators experienced by Aboriginal and Torres Strait Islander families.
41. Member Support Service Officers facilitated Quarterly Recognised Entity, Family Support Services and Foster & Kinship Care meetings as a proactive forum to promote best practice approaches and inform sector development.
42. In my experience, prior to finalising my employment at Queensland Aboriginal and Torres Strait Islander Child Protection Peak, the Aboriginal and Torres Strait Islander Recognised Entity, Family Support Services and Foster and Kinship Care services consist of dedicated and significantly skilled professionals who are working for the best interest of Aboriginal and Torres Strait Islander children. I view the Aboriginal and Torres Strait Islander Child Protection Sector as a stable and logical investment to address alarming rates of over-representation. In addition the sector has demonstrated its ability to embrace positive reform for the benefit of children and young people.
43. I attended a significant number of strategic meetings assisting policy and practice development of Aboriginal and Torres Strait Islander child protection practices. In particular Quarterly meetings with Deputy Director General, Child Safety Directors and policy reference groups. In my view these meeting were productive in nature, however, in the future, a greater corporate commitment and mutual trust could benefit implementation at a state, regional and local level.
44. The Queensland Aboriginal and Torres Strait Islander Child Protection Peak is an essential agency in relation to:
 - Developing and contributing to child protection policy, legislation and program development, implementation and evaluation;
 - Monitoring and influencing policies, legislation and programs that impact on Aboriginal and Torres Strait Islander children and young people;

¹⁴ <http://winangay.com/>

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- Identifying funding opportunities for applied research proposals;
- Setting strategic direction for Aboriginal and Torres Strait Islander Child Protection agencies;
- Assisting members in their operations, including best practice dissemination and take up of new programs;
- Developing state-wide best practice frameworks;
- Facilitating and providing training and professional development opportunities;
- Developing collaborative partnerships with relevant stakeholders; and
- Performing secretariat functions for Peak Body role.

45. In my employment at the Aboriginal and Torres Strait Islander Legal Service (Qld) as Law and Justice Advocacy Development Officer, I have been privileged to serve the community including in relation to:

- Providing a submission on the Development, Implementation and Review of Queensland Aboriginal and Torres Strait Islander Cultural Support Plans within the Child Protection System to the Commission for Children, Young People and Child Guardian;
- Informing submissions to the United Nations Permanent Forum on Indigenous Issues in relation to the nexus between child protection and youth justice; and
- Delivering Child Protection Community Legal Education that provides comprehensive information related to:
 - * The Queensland Child Protection Act 1999 and Regulations
 - * Stages of child protection - Intake, Investigation and Assessment and Ongoing intervention
 - * Queensland child protection model
 - * Aboriginal and Torres Strait Islander specific child protection legislation and achieving culturally competency

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- * Legal rights framework for immediate family, extended family and children.
- * Family Group Meetings/Case plan review meeting
- * Reviews, appeals and complaints processes
- * Benefits of legal representation and collaborative partnerships.

Towards a Balanced Child Protection System

Universal Services

46. A community development and capacity building approach is required to create community ownership of, and community responses to, their identified needs. I have experienced countless requests for assistance to develop local responses but have been limited by lack of resources and the inability of Child Safety to support such approaches due to their restricted mandate. Whilst these approaches may be hard for governments to initially measure it is essential that Aboriginal and Torres Strait Islander peoples have ownership of issues and solutions through a community development model within a universal preventive initiative.¹⁵

47. There is a real need for Aboriginal and Torres Strait Islander communities to be able to access information and awareness programs in relation to what is harm and risk, establishing protective factors, creating acceptable community norms such as appropriate parenting, and promoting safer and stronger environments. Communities must be afforded ownership to develop responses to local and individual issues which impact child wellbeing and safety. It is fundamentally important that this is delivered independently of the statutory system.¹⁶

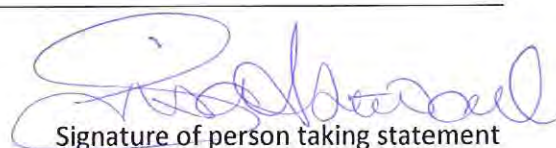
Early Intervention system

48. In my experience the current early intervention model is actually responding after the fact, often when harm or risk is already entrenched within a family. Whilst the current investment into the Helping Out Families pilot, Referral for Active Intervention and Aboriginal and Torres Strait Islander Family Support systems is welcomed, the reality is that in the majority of case referrals there are linkages to the statutory system. If we are serious about early

¹⁵ Harris-Short, S. (2012, pp 123-124) *Aboriginal Child Welfare, Self Government and the Rights of Indigenous Children: Protecting the vulnerable under International Law*. "Essentially, the solutions to the problems surrounding Aboriginal child welfare will have to come from within the communities themselves and that can only be achieved by truly empowering those communities and recognising that they have the ultimate responsibility for their own children." Ashgate Publishing, Ltd., 01/01/2012

¹⁶ United Nations Declaration on the Rights of Indigenous Peoples. Article 3: Indigenous peoples have the right to self-determination.

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intervention a family support service model should be developed independent and removed from the statutory system, or at the very least families should have access to a non-stigma based right of self-referral that is not restricted by the requirement of a previous referral from Child Safety. It is essential that a non-stigma referral pathway is created within the Aboriginal and Torres Strait Islander family support services to promote more effective engagement and responses prior to harm and risk reaching a significant level of concern.¹⁷

49. It is my view that current models of funding may only hold the overwhelming tide of gross Aboriginal and Torres Strait Islander over-representation at bay for a limited period and that it is essential that a non-stigma based referral pathway is created within Aboriginal and Torres Strait Islander family support services to promote more effective engagement and responses prior to harm and risk reaching a significant level of concern.¹⁸

50. Within Queensland a significant issue and limitation for service delivery planning and implementation is the fact that to date Aboriginal and Torres Strait Islander dual youth justice and child protection order data breakdown is unavailable. I acknowledge current efforts by the Commission for Children, Young People and Child Guardian to make this information available in future reporting.

51. The relationship between the two is well documented in the "Bringing Them Home Report" (of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families). This report identified the significant correlation between removal and subsequent contact with the criminal justice system. The underlying causes associated with Aboriginal and Torres Strait Islander over-representation in both the child protection system and the criminal justice system are often the same. In Queensland for example, it has been found that 54 per cent of Aboriginal and Torres Strait Islander males, and 29 per cent of Aboriginal and Torres Strait Islander females, involved in the child protection system go on to criminally offend both as juveniles and adults.¹⁹ Such evidence, in addition to the fact that

¹⁷ Higgins, D., & Katz, I. (2008, p.47) Enhancing service systems for protecting children-Promoting child wellbeing and child protection reform in Australia.

¹⁸ Indigenous children had a rate (41.5 per 1,000) of living in out-of-home care that was over eight times greater than the rate for non-Indigenous children (4.9 per 1,000) at 30 June 2010 Commission for Children and Young People and Child Guardian Snapshot 2011: Children and Young People in Queensland; Out-of-home- care.p.18.

<http://www.ccypcg.qld.gov.au/pdf/publications/reports/snapshot2011/Snapshot-Summary-2011.pdf>

37.7% of Aboriginal and Torres Strait Islander children notified (6,588 of 24,834) Quarterly 31 March 2012, Queensland Department of Communities.

Our performance, <http://www.communities.qld.gov.au/childsafety/about-us/our-performance>.

35 % of Aboriginal and Torres Strait Islander children substantiated (2,125 of 7454) (31 March 2012). A)

41.8% of Aboriginal and Torres Strait Islander children subject to short-term child protection orders (1,727 of 4,130) (31 March 2012).B).

37.6 % of Aboriginal and Torres Strait Islander children subject to child protection orders (3,147 of 8,371) 30 June 2011.C)

38.5% of Aboriginal and Torres Strait Islander children in out-of-home care (3,219 of 8,367)(31 March 2012). D)

35.4% of Aboriginal and Torres Strait Islander Long term Child protection orders (1611 of 4548) (31 March 2012).E)

¹⁹ Anna Stewart, *Transitions and Turning Points: Examining the Links Between Child Maltreatment and Juvenile Offending* (2005) Office of Crime Statistics and Research <www.ocsar.sa.gov.au/docs/other_publications/papers/AS.pdf> at 24 May 2010.

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the rates of over-representation in both systems continue to rise, makes it clear that neither system is effectively addressing the causes of contact.

A renewed focus on effective early intervention activities could however, serve to simultaneously help address the underlying causes of, and hence reduce, Aboriginal and Torres Strait Islander over-representation within both systems. More collaborative case planning between Child Safety and Juvenile Justice workers for children who have entered both systems, would also have significant benefits in terms of meeting the holistic needs of the child.

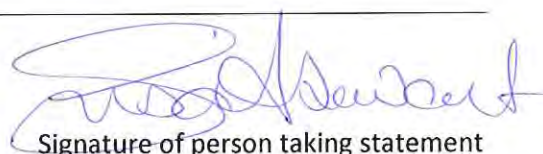
Attachment B is a copy of the 'United Nations Permanent Forum on Indigenous Issues Eleventh Session – New York'.

Attachment C is a copy of the 'Shadow Report to the UN Committee on the Rights of the Child'

Statutory System

52. In my experience, the statutory power and authority imbalances significantly hinder the engagement of families and the recognition of alternative responses to risk and harm experienced by children and young people. Given these statutory powers are necessary to protect children, there is a significant opportunity to reform the family group and case plan review meeting process to create a more respectful and inclusive process. In my view a more inclusive process delivered independently from Child Safety could facilitate a reduction in out of home care rates, increased compliance with the Aboriginal and Torres Strait Islander Child Placement Principle, increased cultural preservation and further positive outcomes for children. I would strongly recommend a reconsideration of the original New Zealand approach which aligns with a more inclusive family restoration model.
53. In my view structured decision making tools are an important aspect of decision making that keeps children safe. However, these tools focus on deficiencies and risks. It would be highly beneficial for Child Safety to explore a more therapeutic and balanced framework by exploring strengths and need as a tool for beneficial outcomes. In essence, Child Safety could transition to a framework similar to Helping Out Families to create a cultural shift in statutory intervention. Given that Aboriginal and Torres Strait Islander over-representation with the Child Protection system is predicted to reach approximately 60%, cultural competency should feature strongly throughout any assessment and decision making framework.

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54. The innovative and strength based Practice Framework adopted by the New Zealand child welfare statutory system in recognition of its increased focus towards risk adverse intervention, integrates three perspectives: child-centred; family-led and culturally responsive; and strengths and evidence-based.²⁰ These perspectives are woven throughout all practice phases including assessment and engagement, finding solutions, and securing safety and belonging.²¹
55. The statutory child protection system has systematically failed to consistently adhere to the unique cultural and legal rights of Aboriginal and Torres Strait Islander children and young people.²² It must be considered whether the state is the appropriate agency to deliver these essential requirements for Aboriginal and Torres Strait Islander children, or if it is more effective to outsource through statutory delegation to best placed Aboriginal and Torres Strait Islander agencies and community groups. I would argue that the legislated cultural and legal rights of Aboriginal and Torres Strait Islander children may be more appropriately delivered by the Aboriginal and Torres Strait Islander community and its agencies.
56. The current Recognised Entity professionals produce meaningful advice and recommendations within significant and non significant decision making which supports culturally acceptable and safe outcomes. The important legislated Recognised Entity role should be maintained as a component of Aboriginal and Torres Strait Islander practice currently outlined in the *Queensland Child Protection Act 1999*.

Recognised Entities and Decisions About Aboriginal and Torres Strait Islander Children

57. One of the fundamental flaws of the Recognised Entity model is that professionals have been limited to participation and consultation roles in decision-making. In my view, the role is defined and administrated through legislation, policy and procedural and service agreement. I have observed the role to have significant limitations in relation to the level of engagement and information gathering with family, kin and community to inform their participation in decision making. This impacts levels of meaningful cultural and practical support for immediate family, extended family and significant community members on whom children and young people in care are ultimately reliant upon for adequate case management. It is clear that Aboriginal and Torres Strait Islander Recognised Entity professionals would be more efficiently utilised in a more practical statutory role with

²⁰ Connolly, M. (2006,p.825) Practice Frameworks: Conceptual Maps to Guide Interventions in Child Welfare. British Association of Social Workers. Oxford University Press.

²¹ Ibid.(2006,p.829)

²² Commission for Children and Young People and Child Guardian- Indigenous Child Placement Principle Audit Report 2010/11 39 ; 4.4 Overall compliance with each step; " The absence of sufficient records for more than 12% of the placement decisions comprising the audit sample limits the Commission's ability to assess the Department of Communities' compliance with the steps required by section 83 of the Child Protection Act 1999. It also raises questions about the Department of Communities' ability to make appropriate decisions about service delivery and support gaps."p.39

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authority to deliver case work in key points in practice. In my view, legislative amendments could delegate enhanced responsibility to Recognised Entity professionals to deliver targeted case work assistance in family group meeting conferencing, cultural support planning and implementation, assisting children through mentoring/transition to adulthood and a court advisory role. Whilst professionals may argue this is currently occurring I suggest a strengthening of legislation would better support the intention of the legislated Recognised Entity model.

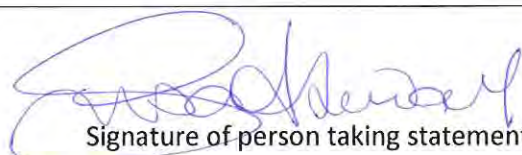
58. In 2010, the Queensland Aboriginal and Torres Strait Islander Child Protection Peak was privileged to be hosted by Professor Muriel Bamblett AM, CEO of the Victorian Child Care Agency (VACCA). This important visit was to support the Peak's knowledge to then inform Aboriginal and Torres Strait Islander reform towards a balanced child protection system. In my view Queensland has a well-structured Aboriginal and Torres Strait Islander child protection NGO sector which requires integration and flexibility to achieve more proficient results. A fundamental learning which I gained through mapping Victorian service delivery was the significant delegation of case work activities to Aboriginal and Torres Strait Islander professionals and the efficiency in outcomes for children and young people. In my view, in terms of establishing this fundamental support within Queensland, it would be more economically viable and result in more effective statutory case work to explore integration of these concepts within the Recognised Entity model.

59. In my view, two Victorian program streams demonstrate greater authority for Aboriginal and Torres Strait Islander professionals which conceptually could inform future Recognised Entity reform:

Aboriginal and Torres Strait Islander Family Decision Making Program

- The establishment of an Aboriginal and Torres Strait Islander Family Decision Making (ATSIFDM) program within the Queensland parameters of the legislated Case planning context could be of benefit to children and young people. Aboriginal or Torres Strait Islander ATSIFDM conveners offer an opportunity for immediate, extended family and community members, and Elders to participate and have ownership of the decision making processes during case plan and Family Group Meetings in determining actions to address the care and protection needs identified and assessed by Child Safety services or Indigenous Family Support services.
- The ATSIFDM conveners could facilitate a culturally inclusive process of Aboriginal and Torres Strait Islander family participation. In my view the Recognised Entity is in

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an ideal position to convene due to the nature of their responsibilities in significant decision making and consultation in non-significant decisions.

- This approach could enhance the current Family Group and Case Plan review meeting process, and is significantly influenced by traditional and modern Aboriginal or Torres Strait Islander cultural values, principles and community systems. The ATSIFDM program draws on the fact that the care and protection of Aboriginal and Torres Strait Islander children and young people is best provided for, and achieved through, the involvement of family, extended family and community within culturally safe best practice models.²³

Cultural Retention Program

- The establishment of cultural retention and preservation case work responsibility could respond to children and young people needs by providing intensive cultural support for children within the statutory system. The approach will support children in identified care arrangements by enhancing the cultural safety and appropriateness of the placement and by developing, implementing and monitoring actions within the Aboriginal and Torres Strait Islander cultural support plan. The concerning inadequacies of current cultural support planning with the Queensland system was outlined by the Aboriginal and Torres Strait Islander Legal Service (Qld) in its submission to the Commission for Children, Young People and Child Guardian entitled *Development, Implementation and Review of Queensland Aboriginal and Torres Strait Islander Cultural Support Plans within the Child Protection System* (see attached).
- The approach could prioritise children placed outside the preferred legislated Aboriginal and Torres Strait Islander Child Placement Principle placement options. However, the cultural retention program should be available to all children subject to statutory intervention.²⁴

60. We must recognise Aboriginal and Torres Strait Islander culture is a tool for positive empowerment and that these approaches will have positive integrating influences across Aboriginal and Torres Strait Islander Child Placement Principle and cultural support planning functions. In my view, transferring greater responsibility to the Recognised Entity sector would create integration across core Aboriginal and Torres Strait Islander practices and

²³ Muriel Bamblett VACCA CEO 2010 agency visit and service delivery mapping

²⁴ Muriel Bamblett VACCA CEO 2010, & SNAICC Conference 2010 KARI OOHCC Document- Presentation, Family Link initiative NSW 2010
<http://www.kari.com.au/resources/SNAICC%20Presentation%20Handout.pdf>

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improve the safety and wellbeing of children. Aboriginal and Torres Strait Islander children and young people should be our only measure and society can be measured by what status we give to our children.

61. In my view, the future Child Protection system must reflect the unique needs of Aboriginal and Torres Strait Islander children and young people. Aboriginal and Torres Strait Islander child protection practice and cultural competency must be embedded across strategic leadership, policy and program development and frontline practice within both government and non-government arenas.

AFFIRMED by William John Hayward on 24th August 2012 at Brisbane

in the presence of Lisa Stewart, Barrister.



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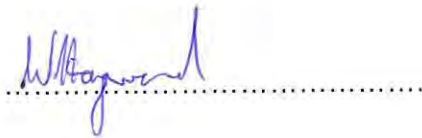
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QUEENSLAND CHILD PROTECTION COMMISSION OF INQUIRY

Attachment A to the statement of **William Hayward** dated **24 August 2012** is a copy of the Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Recognised Entity Functions Practice Manual.



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FACILITATOR'S NOTES

RECOGNISED ENTITY INDUCTION

Day One Session Plan

FACILITATOR'S NOTES

The Recognised Entity Induction package consists of two days of PowerPoint presentation and facilitated group discussion.

The PowerPoint slides pose a series of questions and provide responses to these questions.

The method of delivery requires the facilitator to facilitate group discussion of each question prior to presenting, and where necessary explaining, the information on the subsequent slides. If the group is able to adequately respond to a question, the facilitator can move through the subsequent response slides with little explanation. However if the group is unable to adequately respond to a question, the facilitator can use the subsequent response slides to present the information, raise issues and discuss them with the group.

As the target group of the induction is likely to consist of individuals with limited to extensive knowledge of the topic, this style of presentation draws on the knowledge of the group prior to providing information.

Large group discussion, rather than small group activity with a speaker, was selected as a method of information exchange as the former is considered more appropriate culturally and generally less anxiety provoking for participants.

Given the nature of the material covered and the style of presentation, it is imperative the facilitator be well versed in the functions of the Recognised Entity and experienced in group facilitation.

Arrangements will need to be made for a guest speaker to present on the topic of "Participating in the SCAN process" scheduled for 11.00 am to 12.30 pm on Day Two. The guest speaker may be invited to stay for lunch which is scheduled for 12.30 pm to 1.15 pm.

The only handout for participants is an Agenda and a Workbook for each day. The Workbooks are quite large (35 pages) and should be printed on both sides of the paper.

FACILITATOR'S NOTES

Day One – Session Plan

Time	Resources	Method of Delivery	Learning Outcomes
Full Day 8.45 am start 5.00 pm finish 15 min morning and afternoon tea breaks And 45 mins lunch break	- Multiple copies of the Recognised Entity Induction Day One - Agenda - Record of Attendance - Name tags - Paper and pens - Whiteboard, markers and an eraser - Butcher's paper, a marker and Blue Tac - Recognised Entity Induction – Day One PowerPoint Slides - Laptop and Projector - Multiple copies of Recognised Entity Induction Workbook – Day One - Multiple copies of the Evaluation Form – Day One	- Group delivery - PowerPoint "Slide Show" presentation - Large group activities	At the end of Day One, participants will be able to: - Articulate the legislative provisions of the <i>Child Protection Act 1999</i> specific to Aboriginal and Torres Strait Islander children and describe the function of the Recognised Entity - Describe the process to manage referrals to the Recognised Entity - Describe how to respond when asked to participate in the decision making process of significant decisions made by Child Safety: - at Intake - during an Investigation and Assessment - when Case Planning and - regarding Placement

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
30 mins	INTRODUCTIONS AND WELCOME ACTIVITIES Show Slide 1 while you: • Distribute name tags and • Ask participants to register by completing the Record of Attendance	• Name tags • Record of Attendance • Laptop & Projector • Slide 1 
	Introduce the facilitator/s	
	Housekeeping details – Advise the group of location of exits and toilets, planned breaks, catering arrangements, arrangements for smokers and collection of phone messages.	
	Introduce each other – Ask participants to introduce themselves to the group.	

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Group Rules – Source rules from the group. Ask what people need from the group in order to feel comfortable and write these on a sheet of butcher's paper. Ensure the following are covered: 1. Confidentiality – any information that is shared in the group will be confidential to the group – link to the need to respect confidences in all work related activities; 2. Respect – mutual respect and tolerance for a diversity of opinions and experiences; and 3. Punctuality and respect for process – punctuality and respectful processes in discussion (e.g. not speaking over one another, listening if someone is speaking etc). Display the agreed group rules on a wall in the full view of all participants.	• Butchers paper, a marker and Blue Tac
	Distribute Handouts - Hand an Agenda and a Recognised Entity Induction Workbook – Day One to each participant and inform the group they can use the workbook to record information discussed. Remind participants to work through their workbook at the pace of the group and to refrain from racing ahead as they are likely to miss key pieces of information.	• Multiple copies of the Recognised Entity Induction Workbook – Day One • Multiple copies of the Agenda

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Overall aim of the Recognised Entity Induction Program – inform the participants that the Recognised Entity Induction consists of two days and will introduce the key content contained in the Recognised Entity Functions Practice Manual. Discuss with participants: • how the manual was developed (e.g. through statewide consultations) • why it was developed (e.g. to encourage consistency in Recognised Entity functions across the state) and • how it is intended to be used (e.g. by each Recognised Entity as a guide to how they deliver the Recognised Entity functions) Inform participants what the manual is not (e.g. a complete set of procedures) as it provides information about the Recognised Entity functions only – therefore other procedures (e.g. confidentiality) and local arrangements (e.g. local protocols) will need to be established. Finally, before starting take the opportunity to acknowledge the experience in the room as the information provided over the next two days will be new to some, but a refresher to others in the room.	

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Learning Objectives - Show Slide 2 and read the learning objectives to the group. Show Slide 3 and continue.	• Slide 2 Learning Outcomes At the end of day one, you will be able to: • Articulate the legislative provisions of the <i>Child Protection Act 1999</i> specific to Aboriginal and Torres Strait Islander children and describe the function of the Recognised Entity • Describe the process to manage referrals to the Recognised Entity Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd • Slide 3 • Describe how to respond when asked to participate in the decision making process of significant decisions made by Child Safety: • at Intake • during an Investigation and Assessment • when Case Planning and • regarding Placement Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
1 hour	SESSION 1: LEGISLATIVE PROVISIONS FOR ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN Show Slide 4 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. Why is it important to have specific provisions for Aboriginal and Torres Strait Islander children?). If the group continues to experience difficulty in responding move to Slide 5 without a lengthy or awkward delay.	Slide 4 What are the legislative provisions for Aboriginal and Torres Strait Islander children? Queensland Aboriginal and Torres Strait Islander Child Protection Act 2004
	Show Slide 5 and introduce the three provisions before reading them out (see suggestions in <i>Italics</i> below). <i>In addition to the provisions for all children, there are three that are specific to Aboriginal and Torres Strait Islander children. These relate to:</i> <i>Decision making</i> <i>Placement and</i> <i>Contact</i>	- Slide 5 1. Decision making regarding Aboriginal and Torres Strait Islander children 2. Placement of Aboriginal and Torres Strait Islander children 3. Contact between Aboriginal and Torres Strait Islander children's community or language group Queensland Aboriginal and Torres Strait Islander Child Protection Act 2004

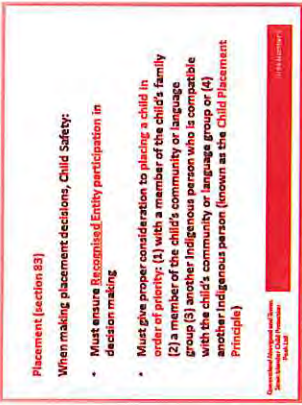
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Introduce Slide 6 as the first of the three specific legislative provisions for Aboriginal and Torres Strait Islander children and read its content When reading the content explore with the group what makes a decision “significant”. For example after eliciting responses from the group, tell them that: <i>The legislation defines a significant decision to be “a decision likely to have a significant impact on the child’s life” ...such as a decision regarding where to place a child...or what type of order will ensure their safety whilst being least intrusive...or what should be included in their case plan...</i> Show Slide 7 and read its content to the group When reading the content explore the group’s thoughts about why these provisions are important by asking questions. For example: <i>Why is it legislated that Child Safety must have regard to the Recognised Entity’s views when making decisions? Or...Why is it important that meetings with the child or family must be conducted in a way and a place that is appropriate to Aboriginal tradition or Island custom?</i> In exploring the above ensure the group understands the following key messages: Being given the opportunity to engage in the decision making process of significant decisions does not add value unless the views provided during the engagement are taken into consideration in the decisions being made – hence this provision in the legislation and	- Slide 6  - Slide 7 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	One of the principles of the legislation (S5[2][d][iii]) states: “the child and the child’s parents have the opportunity to take part in making decisions affecting their lives” Following Aboriginal tradition or Island custom ensures that the communication with the child, parents and other family members respects culture and maximises the opportunity for family members to participate in decisions (To put it into concrete terms you can use examples of what happens when traditions or customs are not respected. For example, Child Safety running a meeting where they expect poison cousins to be in the same room and then making assumptions about why these family members didn’t attend or didn’t speak during the meeting etc)	
	Introduce Slide 8 as the second of the three specific legislative provisions for Aboriginal and Torres Strait Islander children and read its content whilst adding some additional information For example (see suggestions in <i>italics</i> below) When making placement decisions, Child Safety: - Must ensure <i>Recognised Entity</i> participation in decision making - Must give proper consideration to placing a child in order of priority: (1) with a member of the child’s family group (2) a member of the child’s community or language group (3) another Indigenous person who is compatible with the child’s community or language group or (4) another Indigenous person (known as the Child Placement Principle)	Slide 8 

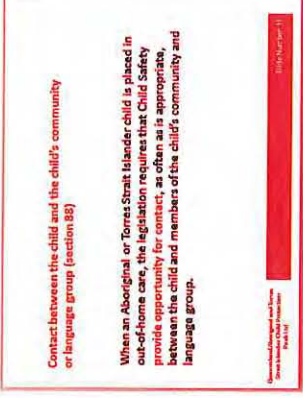
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	another Indigenous person – this is known as the Child Placement Principle – The Child Placement Principle is important to ensure children remain connected to family, community, culture and language – and whilst this is a specific legislative provision for Aboriginal and Torres Strait children I don't think anyone would disagree that this is actually important for all children – the only difference is that for non-Indigenous children these principles are “practiced” but for Aboriginal and Torres Strait Islander children the principles are “legislated”. Show Slide 9 and read its content whilst adding some additional information (see suggestions in <i>italics</i> below): • Must give proper consideration to the views of the Recognised Entity – <i>as mentioned before - being given the opportunity to engage in a decision making process of significant decisions does not add value unless the views provided during the engagement are taken into consideration in the decisions being made</i> • Must ensure optimal retention of the child's relationships with parents, siblings and other people of significance – <i>this demonstrates the important role that relationships with family and other significant people play in establishing, maintaining and developing a sense of self identity and a sense of belonging and connection for children</i> • If the child cannot be placed according to the Child Placement Principle, Child Safety must give consideration to placing the child, in order of priority: (1) with a person who lives near the child's family or (2) lives near the child's family or language group – <i>this ensures the opportunity to remain connected to family, community, culture and language is maximized</i>	• Slide 9 Must give proper consideration to the views of the Recognised Entity Must ensure optimal retention of the child's relationships with parents, siblings and other people of significance If the child cannot be placed according to the Child Placement Principle, Child Safety must give consideration to placing the child, in order of priority: (1) with a person who lives near the child's family or (2) lives near the child's community or language group Queensland Aboriginal and Torres Strait Islander Child Protection Principle 9

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 10 and read its content whilst adding some additional information (see suggestions in <i>italics</i> below): <i>This section particularly relates to the placement of Aboriginal and Torres Strait Islander children with non-Indigenous carers and again demonstrates the important role that family, community, culture and language play in a child's sense of identity</i>	Slide 10 
	Introduce Slide 11 as the last of the three specific legislative provisions for Aboriginal and Torres Strait Islander children and read its content whilst adding some additional information (see suggestions in <i>italics</i> below): When an Aboriginal or Torres Strait Islander child is placed in out-of-home care, the legislation requires that Child Safety provide opportunity for contact, as often as is appropriate, between the child and members of the child's community and language group – the phrases “provide opportunity for contact” and “as often as is appropriate” are subjective – which means they can be interpreted to have different meaning by different people based on each person's personal view – in other words what Child Safety might consider “as often as appropriate” might not be the same as what the Recognised Entity considers “as often as appropriate”. To influence a change in view, it is important to stay focused on what is “appropriate” for a particular child, a particular family and a particular culture. This takes the discussion away from the “personal views” of those making the decision, which results in subjective decision making and moves it towards objective decision making based on fact and the needs of the child.	Slide 11 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 12 and read the question out to the group Try to elicit responses from the group by reframing the question if they are having difficulty responding (e.g. How does the Recognised Entity value add to child protection work? What is the purpose of the Recognised Entity? What do they do?). If the group continues to experience difficulty in responding move to slide 16 without a lengthy or awkward delay.	Slide 12  Slide 12 content: A red-bordered box with the text "What is the function of a Recognised Entity?" and a small logo at the bottom right.
	Show Slide 13 and read its content to the group Assure the group that by the end of the Induction they will have a comprehensive understanding of the function of the Recognised Entity and reiterate that this is a definition of the Recognised Entity function in very board terms. Ask the group if they have any questions before moving on.	Slide 13  Slide 13 content: A red-bordered box with the text "Put simply, the primary function of a Recognised Entity is: to assist Child Safety, through the provision of relevant cultural and family information and advice, to make the best decisions possible about Aboriginal and Torres Strait Islander children" and a small logo at the bottom right.

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 14 and read its content and elaborate on the dot points where required: Again, assure the group that they will receive a greater understanding of specifically how the Recognised Entity performs its function by the end of the Induction. The information on this slide serves to provide some broad examples of how the Recognised Entity assists Child Safety to make the best decisions possible about Aboriginal and Torres Strait Islander children. Show Slide 15 and continue	● Slide 14 To do this, the Recognised Entity may: • Provide cultural information and advice to Child Safety at Indials to assist Child Safety to determine the appropriate level of response to child protection concerns received • Accompany Child Safety when Child Safety is visiting the child and family to conduct an Investigation and assessment of child protection concerns • Participate in SCAN team meetings when an Aboriginal and Torres Strait Islander child is being discussed Queensland Aboriginal and Torres Strait Islander Child Protection Unit ● Slide 15 • Participate in Child Safety case planning activities for a child • Provide Child Safety with cultural and family information and advice that will assist in making a decision regarding the type of order required to ensure a child is safe • Provide Child Safety with cultural and family information and advice regarding the placement of a child • Provide Child Safety with cultural and family information and advice regarding the child, approved carer and the placement to assist in deciding whether the information constitutes a matter of concern Queensland Aboriginal and Torres Strait Islander Child Protection Unit

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 16 and read its content and elaborate on the dot points where required	• Slide 16 
15 mins	SESSION 2: MANAGING INCOMING REFERRALS Show Slide 17 and read the question out to the group Try to elicit responses from the group by reframing the question if the group is experiencing difficulty (e.g. What steps are typically important when receiving and deciding on a referral?). If the group continues to experience difficulty in responding move to Slide 18 without a lengthy or awkward delay.	• Slide 17 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 18 and read the content to the group whilst adding some additional information (see suggestions in <i>Italics</i> below). Also point out that these steps are followed by most agencies when considering referrals. For example: 1. Receiving the incoming referral – <i>It is generally a good idea to have a central place or person where all referrals are sent to – this might be different for different Recognised Entities – but whatever it is, it's a good idea to have a standardized and consistent way of receiving referrals to ensure referrals come to you in a timely way and don't get lost</i> 2. Ensuring the referral is properly made – <i>"properly made" means the referral should be on the correct form and all the necessary information on the form should be completed – a Recognised Entity cannot make an informed decision about a referral if the referral is not properly made</i> 3. Checking whether the referral fits the referral criteria – <i>if the referral does not meet the criteria either additional information needs to be sought or it is declined</i> 4. Checking capacity to respond within required timeframes – <i>if capacity does not allow a referral to be respond to with the required timeframe then the referral is still accepted however other arrangements will need to be made</i> 5. Deciding to accept or decline the referral – <i>this decision is based on a combination of all of the above</i> 6. Allocating the accepted referral – <i>if the referral is accepted it is allocated to a Recognised Entity representative</i> 7. Providing a rationale for declining a referral – <i>if the referral is declined the person who made the referral is informed of the reason</i>	● Slide 18 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 19 and read the question to the group Try to elicit responses from the group by reframing the question if the group is experiencing difficulty (e.g. What questions need to be asked to help guide whether or not a referral should be accepted?). If the group continues experiencing difficulty in responding move to Slide 20 without a lengthy or awkward delay.	Slide 19 
	Show Slide 20 and read its content whilst adding some additional information (see suggestions in <i>italics</i> below): 1. Who the referral came from <i>as referrals to the Recognised Entity are only accepted from the Department of Communities - Child Safety – Other parties like members of the public or agency representatives that ask for RE involvement need to be directed to the relevant Child Safety Service Centre – the RE may provide assistance to do this if it is deemed necessary.</i> 2. Whether the Recognised Entity is authorised to speak on behalf of the child or children - <i>named in the referral – For example if the child in question is from a kinship group different to that which the RE is authorized to represent, then the referral will be declined. When thinking about being “authorized to speak on behalf of a child”, also consider issues of conflict of interest - e.g. being a close relative to a child or being emotionally involved with the child might impact on your ability to remain objective and therefore needs to be declared before a decision is made regarding whether the referral can be accepted and who it should be allocated to</i>	Slide 20 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	3. Whether the referral is properly made - as a referral that is not properly made cannot be considered until it is properly made (a properly made routine referral consists of a completed Recognised Entity Referral Form forwarded to the Recognised Entity in accordance with local protocols – a properly made urgent referral consists of a telephone call to the appropriate person in accordance with local protocols, followed by a completed Recognised Entity Referral Form) – if a referral isn't properly made, its best to telephone the referring officer of Child Safety in an attempt to have the problem corrected (e.g. if the form is not completed correctly, ring the referral officer and talk them through how to complete the form correctly) – don't automatically reject the referral – instead make reasonable attempts to receive the information you require in a way you require it in order for the request to be considered. If your attempts have been unsuccessful, then formally inform the referring officer that the referral cannot be considered and provide the reasons why. 4. Whether the Recognised Entity has capacity to respond - to the referral within the required timeframe as if it doesn't, the referral is still accepted but instead of participating in the decision making process, the Recognised Entity will provide information and advice after the decision is made by Child Safety – in accordance with the legislation, Child Safety is required to "give an opportunity" to the Recognised Entity for the child to participate in the decision making of significant decisions. Therefore, the Recognised Entity has an expectation that referrals will be forwarded to them by Child Safety as soon as Child Safety knows that a significant decision needs to be made. Timely referrals give the Recognised Entity the opportunity to gather the information they need to within the timeframe that it's required. The decision to accept or decline a referral is made within two working days of receiving a routine referral or immediately for urgent referrals.	

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	When discussing dot point #3 with the group, make sure they understand that a referral that is not properly made cannot be declined as it cannot be considered – this is why it is important to make attempts to assist Child Safety to follow the referral process as agreed upon in the local protocol and if attempts fail it's important to formally inform the referring officer that the referral is not declined, but it cannot be considered until it is properly made. Stress that statistically, it is important to be able to identify the referrals that have been declined by the Recognised Entity versus those that could not be considered as they were not properly made by Child Safety. Before moving to the next section, ask participants to refer to the Recognised Entity Intake Form on page 5 of their Workbook – go through this form with the group and answer any questions they may have.	
1 hour	SESSION 3: PARTICIPATING IN SIGNIFICANT DECISIONS AT INTAKE Show slide 21 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. What is an Intake process and why is it important? Why does Child Safety receive information from the public about suspected harm of children and what do they do with that information?). If the group continues to experience difficulty responding move to Slide 22 without a lengthy or awkward delay.	Slide 21 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 22 and read the definition of Intake to the group, ensuring the group understands that Intake is the first of three phases of the child protection continuum.	Slide 22
	Show Slide 23 and read its content to the group whilst adding some additional information (see suggestions in <i>Italics</i> below). The purpose of Child Safety's Intake phase is to: - receive information and child protection concerns <i>of the public, Doctors, Schools, concerned relatives – information can be received in person, over the phone or in writing</i> - inform the person providing the information about the role of Child Safety Services and other relevant service providers	Slide 23

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	• screen the information to decide the appropriate departmental response – based on the information received and gathered, <i>Child Safety</i> needs to make a decision about whether or not the information meets the legislative threshold of harm - section 9 of the Act defines harm as any detrimental effect of a significant nature on the child's physical, psychological or emotional well-being – it is immaterial how harm is caused • determine the appropriate time frame for responding to a notification – if the information received and gathered meets the legislative threshold of harm, then <i>Child Safety</i> needs to determine how quickly they need to commence the investigation and assessment – e.g. within 24 hours, 5 days or 10 days	
	Show Slide 24 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. Why is the Intake process so important? What is the number one decision <i>Child Safety</i> makes during Intake?) If the group continues to experience difficulty responding move to Slide 25 without a lengthy or awkward delay.	• Slide 24 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 25 and read its content to the group	Slide 25 
	Show Slide 26 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. So if the number one decision that Child Safety makes during Intake is ... how do they plan to respond, then what role does the Recognised Entity have in this decision?) If the group continues to experience difficulty responding move to Slide 27 without a lengthy or awkward delay.	Slide 26 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 27 and read its content whilst adding some additional information (see suggestions in <i>Italics</i> below) <i>The Recognised Entity's role is to assist Child Safety in making the right decision by providing them with:</i> 1. relevant cultural knowledge, including specific knowledge about the child and family, to assist Child Safety to determine the appropriate response to the information received and gathered 2. information and advice where appropriate, to assist Child Safety in the diversion of families listed in a Child Concern Report While you are reading the above to the group, ask questions to encourage group discussion e.g. Why is it important that Child Safety consider cultural knowledge or specific knowledge about the child and family when making a decision about how to respond to child protection concerns received?	• Slide 27 1. provide relevant cultural knowledge, including specific knowledge about the child and family, to help Child Safety decide how best to respond to the information 2. provide information and advice where appropriate, to help Child Safety to divert families from the system Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Unit 1, page 27

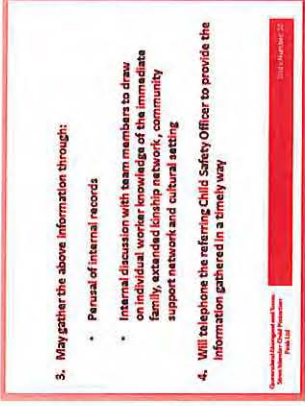
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 28 and read its content whilst adding some additional information (see suggestions in <i>Italics</i> below) and encouraging discussion When providing relevant cultural knowledge, the Recognised Entity: 1. Will telephone the referring Child Safety Officer to seek additional information if needed to respond to the request – <i>if the Recognised Entity has any questions or needs more information or needs to talk something over, all they need to do is call the CSO and discuss it</i> 2. Will gather the following information: • Specific information, if known about the child, the family and their circumstances • Cultural knowledge relevant to the notified concerns – <i>all of which helps Child Safety to decide how best to respond</i> • Cultural knowledge relevant to the notified concerns, for example: Show Slide 29 and continue • Earlier independence of children • Children taking responsibility at an earlier age • Cultural authority within kinship/clan groups • Cultural responsibility among the extended family and community (passing on of knowledge or skills) • The risk and protective factors within a cultural context	• Slide 28 • Slide 29 When providing relevant cultural knowledge, the Recognised Entity: 1. Will telephone the referring Child Safety Officer if additional information is needed to respond to the request 2. Will gather the following information: • Specific information, if known about the child, the family and their circumstances • Cultural knowledge relevant to the notified concerns for example: Slide 28 • Earlier independence of children • Children taking responsibility at an earlier age • Cultural authority within kinship/clan groups • Cultural responsibility among the extended family and community (passing on of knowledge or skills) • The risk and protective factors within a cultural context Slide 29

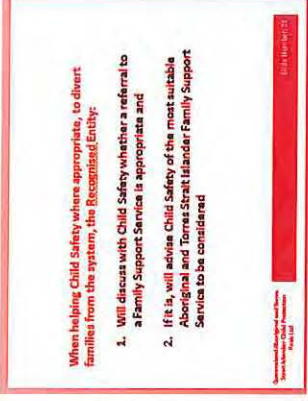
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Cultural knowledge is vitally important because it might help Child Safety to understand the child protection concerns in the context of the child's culture or it might raise Child Safety's awareness of cultural protocols that must be followed when planning interventions (such as an Investigation or Assessment) – again all of which helps Child Safety to decide how best to respond Show Slide 30 and continue: - May gather the above information through: - Perusal of internal records - Internal discussion with team members to draw on individual worker knowledge of the immediate family, extended kinship network, community support network and cultural setting It is very important that you NOT UNDER ANY CIRCUMSTANCES, talk to the family, extended family or other members of the community about the Intake information received by the Child Safety – as this may jeopardise Child Safety's investigation and assessment process and therefore put the child or children at further risk. Confidentiality is therefore vital and to ensure confidentiality is maintained, any information gathering activities you undertake at the Intake stage must be limited to internal processes only - Will telephone the referring Child Safety Officer to provide the information gathered in a timely way - as Child Safety has timeframes that need to be met when making decisions at Intake, it's important that you get the information and advice to them as quickly as possible (e.g. on the same day they ask for it wherever possible)	Slide 30 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Introduce Slide 31 but saying something like: <i>So the last 3 slides talked about what you do when you provide cultural knowledge to Child Safety – remember this cultural knowledge helps Child Safety to make the best possible decision about how to respond to child protection concerns....well this slides talks about what you do when Child Safety decides that the best action to take is to refer the family to another agency for help...</i> Read the content of Slide 31 whilst adding some additional information (see suggestions in <i>Italics</i> below) and encouraging discussion When assisting Child Safety where appropriate, in the diversion of Families listed in a Child Concern Report, the Recognised Entity: <i>A Child Concern Report is a document that Child Safety records information on when they decide that they will not investigate or assess child protection concerns because they do not meet the legislative threshold of harm</i> 1. Will discuss with Child Safety whether a referral to a Family Support Service is appropriate – <i>so if Child Safety is thinking about referring a family to another agency it is important you discuss, from a cultural perspective, whether this is appropriate and if it isn't, it's important that you help Child Safety understand why it isn't</i> 2. If it is, will advise Child Safety of the most suitable Aboriginal and Torres Strait Islander Family Support Service to be considered – <i>if it is appropriate, then it's important that you discuss with Child Safety which agency is most appropriate to refer the family to – you also might discuss how Child Safety should discuss the referral with the family, who they should speak with and who they shouldn't from a cultural perspective.</i>	• Slide 31 

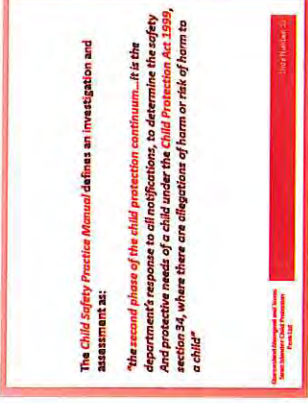
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 32 and generate some discussion by asking the group Why it's important to keep good records? Then read the slide's content whilst adding some additional information (see suggestions in <i>Italics</i> below) Recordkeeping: The Recognised Entity representative will: - Record relevant discussions on a Case Note – <i>this includes relevant information gathering activities undertaken – like internal discussions – who was there, what was said, what was agreed etc</i> - Record their participation, and the outcome of their participation in the decision making process on a Recognised Entity Intake Form - Print all emails – <i>only email communication – sent and received – that is relevant</i> Show Slide 33 and continue Before closing this session and breaking for lunch, ask participants to refer to the Recognised Entity Intake Form on page 13 of the Workbook – go through this form with the group and answer any questions they may have.	- Slide 32  - Slide 33 

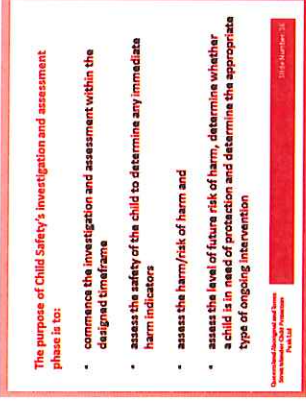
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
1 hour 30 mins	SESSION 4: PARTICIPATING IN SIGNIFICANT DECISIONS DURING AN INVESTIGATION AND ASSESSMENT Show Slide 34 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. What is an investigation and assessment process and why is it important? Why does Child Safety need to conduct investigation and assessment? What is Child Safety investigating and assessing?). If the group continues to experience difficulty responding move to Slide 35 without a lengthy or awkward delay.	Slide 34  What is the purpose of Child Safety's investigation and assessment process?
	Show Slide 35 and read the definition of investigation and assessment to the group, ensuring the group understands that investigation and assessment is the second of three phases of the child protection continuum – remind the group that the first phase was intake.	Slide 35  The Child Safety Practice Manual defines an investigation and assessment as: "the second phase of the child protection continuum... It is the department's response to all notifications, to determine the safety and protective needs of a child under the Child Protection Act 1999, section 34, where there are allegations of harm or risk of harm to a child"

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 36 and read its content to the group whilst adding some additional information (see suggestions in <i>Italics</i> below). The purpose of Child Safety's investigation and assessment phase is to: - commence the investigation and assessment within the designed timeframe – <i>remember during the intake phase, Child Safety determines how quickly they need to start the investigation and assessment – this is called the response priority – there are three different response priorities depending upon the seriousness of the child protection concerns – 24 hours, 5 days and 10 days</i> - assess the safety of the child to determine any immediate harm indicators – <i>as conducting an investigation and assessment may take time, on the very first visit when Child Safety sights the child or children, they will conduct a safety assessment to determine whether the child or children are safe within the home whilst the investigation and assessment is conducted – the outcome of this safety assessment can be either Safe; Unsafe or Conditionally Safe – if it is "Safe" the child or children can remain at home throughout the I&A process, if it is "Unsafe" the child or children will need to be placed elsewhere and if "Conditionally Safe", Child Safety will develop a Safety Plan with the child/ren's parents and other relevant members of their family to ensure the child/ren are safe whilst they remain in the home</i> - assess the harm/risk of harm – <i>Child Safety will interview the child/ren, parents and other members of the household and if necessary they'll talk to police, schools or Doctors etc to investigate the allegations</i> - determine whether a child is in need of protection and determine the appropriate type of ongoing intervention – <i>whilst investigation the allegations, Child Safety is assessing whether the child/ren is/are in need of protection – a child in need of protection is legislated to be one who has suffered harm, is suffering harm or is unacceptable risk of suffering harm and who does not have a parent willing and able to protect them from that harm – remember that harm is legislatively defined as any detrimental effect of a significant nature on the child's physical, psychological or emotional well-being – it is immaterial how harm is caused</i>	Slide 36 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 37 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. Why is the investigation and assessment process important? There are three significant decisions that Child Safety makes during an investigation and assessment process, but what is the number one decision that is made?) If the group continues to experience difficulty responding move to Slide 38 without a lengthy or awkward delay.	Slide 37 
	Show slide 8 and read its content whilst adding some additional information (see suggestions in <i>italics</i> below): <i>The three significant decisions Child Safety makes during an investigation and assessment are:</i> 1. How the investigation and assessment will be conducted – <i>to decide this Child Safety will plan the investigation and assessment before they start</i> 2. Whether a child is safe during the investigation and assessment and if not, whether a safety plan is able to ensure the child's safety – <i>to decide this Child Safety will conduct the safety assessment on their first visit to the child and family</i> 3. Whether a child is in need of protection and what type of ongoing intervention is required to ensure the child is safe – <i>to decide this Child Safety will assess whether the child has suffered</i>	Slide 38 

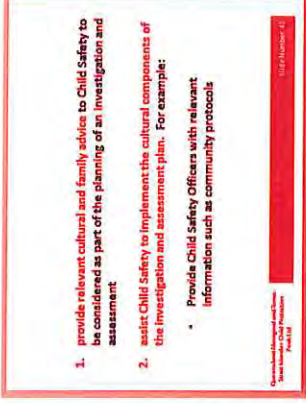
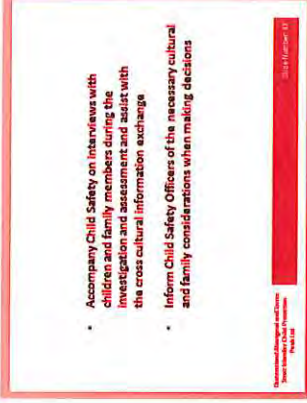
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	<i>harm, is suffering harm or is at risk of suffering harm and has a parent willing and able to protect them from that harm – if they are at risk of future harm and don't have a parent willing and able to protect them, Child Safety will decide on what intervention is required to ensure the child is safe (e.g. a child protection order or intervention with parental agreement)</i>	
	Show Slide 39 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. So if Child Safety makes three significant decisions during an investigation and assessment ...then what role does the Recognised Entity have in each of these decisions? How does the Recognised Entity contribute to these decisions?) – remind the group of the three decisions if needed (e.g. how to conduct the investigation and assessment; whether the child is safe during the investigation and assessment and whether the child is in need of protection). If the group continues to experience difficulty responding move to Slide 40 without a lengthy or awkward delay.	Slide 39  Slide 39 content: A red-bordered box with the text "What is the Recognised Entity's role in these decisions?" and a small logo at the bottom right.

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 40 and read its content whilst adding some additional information (see suggestions in <i>Italics</i> below) <i>The Recognised Entity's role is to assist Child Safety in making the right decision by:</i> 1. <i>Providing them with</i> relevant cultural and family advice to be considered as part of the planning of an investigation and assessment 2. <i>Assisting them</i> to implement the cultural components of the investigation and assessment plan. For example: • Providing relevant information such as community protocols Show Slide 41 and continue: • Accompanying Child Safety on interviews with children and family members during the investigation and assessment and assist with the cross cultural information exchange • Informing Child Safety Officers of the necessary cultural and family considerations when making decisions While you are reading the above to the group, ask questions to encourage group discussion e.g. Why is it important that Child Safety understand community protocols? What is it important that Child Safety take cultural and family information into consideration when making decisions?	• Slide 40  • Slide 41 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 42 and read its content whilst adding some additional information (see suggestions in <i>Italics</i> below) and encouraging discussion When informing the development of an investigation and assessment plan, the Recognised Entity: 1. Will telephone the referring Child Safety Officer to request a meeting to participate in the development of an investigation and assessment plan – <i>this meeting can occur face to face or over the telephone</i> 2. Will gather information prior to this meeting, giving specific attention to: • providing information if known, about which family, clan, language group and community the child is connected to Show Slide 43 and continue • providing information and advice about culturally acceptable engagement and communication practices • providing information about other key people in the child's family and community, if known, that may be able to contribute to the provision of information about the child during the investigation and assessment • identifying worker safety issues indicated in the history or current information and contributing to the development of safety strategies • providing information regarding possible family placements, if likely to be required and if known	• Slide 42 To inform the development of an investigation and assessment plan, the Recognised Entity allocated the investigation and assessment may: 1. telephone the referring Child Safety Officer to request a meeting to participate in the development of an investigation and assessment plan 2. gather information prior to this meeting, giving specific attention to: • providing information if known, about which family, clan, language group and community the child is connected to Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Page 42 • Slide 43 • providing information and advice about culturally acceptable engagement and communication practices • providing information about other key people in the child's family and community, if known, that may be able to contribute to the provision of information about the child during the investigation and assessment • identifying worker safety issues indicated in the history or current information and contributing to the development of safety strategies • providing information regarding possible family placements, if likely to be required and if known Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Page 43

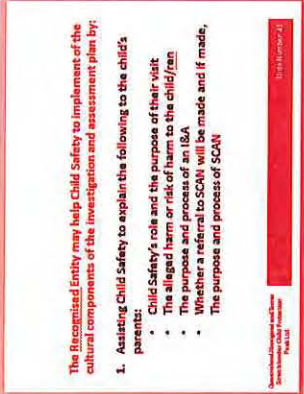
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 44 and continue 3. May gather the above information through: • perusal of internal records • internal discussion with team members to draw on individual worker knowledge of the immediate family, extended kinship network, community support network and cultural setting <i>It is very important that you NOT UNDER ANY CIRCUMSTANCES, talk to the family, extended family or other members of the community about the investigation and assessment – as this may jeopardise the process and put the child or children at further risk. Confidentiality is vital and to ensure confidentiality is maintained, any information gathering activities you undertake during the planning of the investigation and assessment must be limited to internal processes only</i>	• Slide 44 3. gather the above information through: • perusal of internal records • internal discussion with team members to draw on individual worker knowledge of the immediate family, extended kinship network, community support network and cultural setting

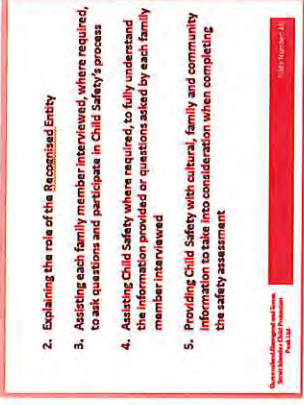
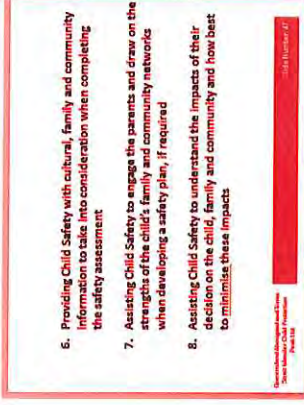
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Introduce Slide 45 but saying something like: <i>So the last 3 slides talked about what you do when you assist Child Safety to decide how to conduct the investigation and assessment well the next 5 talk about how you help Child Safety to decide if a child is safe during the I&A and if the child is in need of protection at the end of the I&A...remember these are the three significant decisions that Child Safety makes during an investigation and assessment</i> Read the content of Slide 45 whilst adding some additional information (see suggestions in <i>Italics</i> below) and encouraging discussion <i>You participate in the decision making process of the last two significant decisions – deciding if a child is safe during the I&A and deciding if the child is in need of protection at the end of the I&A by accompanying Child Safety during the I&A and assisting the implementation of the cultural components of the investigation and assessment plan.</i> <i>During the investigation and assessment you might:</i> 1. Assist Child Safety to explain the following to the child's parents – <i>it's important that Child Safety does the talking and that you help the family to understand where needed – this information is Child Safety's information, so it needs to come from them and not you – you might also ask Child Safety provide this information in writing by handing the family a brochure titled When Child Safety Officers visit your home</i> • Child Safety's role and the purpose of their visit • The alleged harm or risk of harm to the child/ren • The purpose and process of an I&A • Whether a referral to SCAN will be made and if made, • The purpose and process of SCAN	• Slide 45 

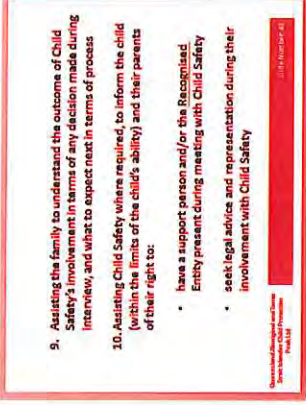
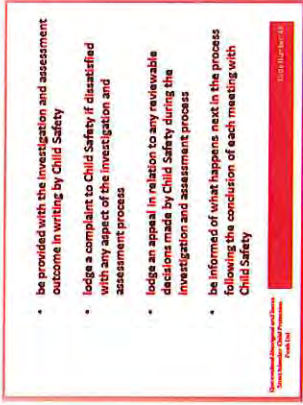
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 46 and continue: - Explaining the role of the Recognised Entity – <i>it's important that you introduce yourself to the family and explain your role – in this case this is your information and therefore important that it comes from you</i> - Assisting each family member interviewed, where required, to ask questions and participate in Child Safety's process - Assisting Child Safety where required, to fully understand the information provided or questions asked by each family member interviewed - Providing Child Safety with cultural, family and community information to take into consideration when completing the safety assessment Show Slide 47 and continue: - Providing Child Safety with cultural, family and community information to take into consideration when completing the safety assessment - Assisting Child Safety to engage the parents and draw on the strengths of the child's family and community networks when developing a safety plan, if required - Assisting Child Safety to understand the impacts of their decision on the child, family and community and how best to minimise these impacts	- Slide 46  - Slide 47 

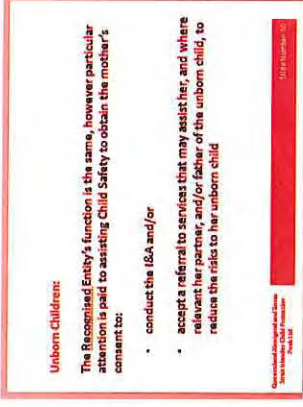
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 48 and continue: - Assisting the family to understand the outcome of Child Safety's involvement in terms of any decision made during interview, and what to expect next in terms of process - Assisting Child Safety where required, to inform the child (within the limits of the child's ability) and their parents of their right to: - have a support person and/or the Recognised Entity present during meeting with Child Safety - seek legal advice and representation during their involvement with Child Safety Show Slide 49 and continue: - be provided with the investigation and assessment outcome in writing by Child Safety - lodge a complaint to Child Safety if dissatisfied with any aspect of the investigation and assessment process - lodge an appeal in relation to any reviewable decisions made by Child Safety during the investigation and assessment process - investigation and assessment process be informed of what happens next in the process following the conclusion of each meeting with Child Safety	- Slide 48  - Slide 49 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 50 and read its content whilst adding some additional information (see suggestions in <i>Italics</i> below) and encouraging discussion Unborn Children: <i>The Recognised Entity's function in relation to an investigation and assessment involving an unborn child is the same as that of a standard I&A; however particular attention is paid to assisting Child Safety to obtain the mother's consent to:</i> - conduct the I&A and/or - accept a referral to services that may assist her, and where relevant her partner, and/or father of the unborn child, to reduce the risks to her unborn child <i>If Child Safety believes the baby is going to be at risk when it's born, they may initiate an unborn baby alert with the Department of Health – if they do, Health will contact Child Safety as soon as the baby is born and Child Safety will conduct the investigation and assessment.</i>	Slide 50 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 51 and read the slide's content whilst adding some additional information (see suggestions in <i>Italics</i> below) Recordkeeping: The Recognised Entity representative will: - Record relevant discussions on a Case Note - Record their participation, and the outcome of their participation in the decision making process on a Recognised Entity Investigation and Assessment Form undertaken – like internal discussions – who was there, what was said, what was agreed etc - Record their participation, and the outcome of their participation in the decision making process on a Recognised Entity Investigation and Assessment Form - Print all emails – <i>only email communication – sent and received – that is relevant</i> Show Slide 52 and continue: - Place all of the above on the child or children's file and - Provide a copy of the completed Recognised Entity Investigation and Assessment Form to the referring Child Safety Officer at the end of the investigation and assessment process Before closing this session, ask participants to refer to the Recognised Entity Investigation and Assessment Form of page 19 of the Workbook – go through the form with the group and answer any questions they may have.	- Slide 51 Recordkeeping: The Recognised Entity representative will: - Record relevant discussions on a Case Note - Record their participation, and the outcome of their participation in the decision making process on a Recognised Entity Investigation and Assessment Form - Print all emails - Slide 52 - Place all of the above on the child or children's file and - Provide a copy of the completed Recognised Entity Investigation and Assessment Form to the referring Child Safety Officer at the end of the investigation and assessment

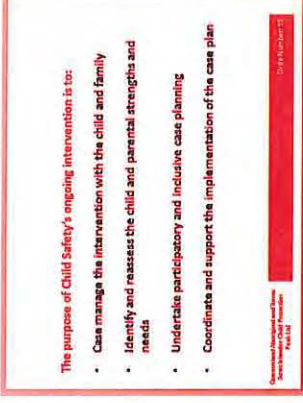
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
1 hour 30 mins	SESSION 5: PARTICIPATING IN SIGNIFICANT DECISIONS WHEN CASE PLANNING Show Slide 53 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. What is case planning and why is it important? Why is it important that Child Safety plan their intervention with families?). If the group continues to experience difficulty responding move to Slide 54 without a lengthy or awkward delay.	Slide 53  What is the purpose of Child Safety's case planning activities?
	Show Slide 54 and read the definition of Intake to the group, ensuring the group understands that case planning is a part of Ongoing Intervention and Ongoing Intervention is the third of three phases of the child protection continuum. Remind the group that the first phase was Intake and the second was Investigation and Assessment	Slide 54  The Child Safety Practice Manual defines case planning as a part of ongoing intervention which is the: <i>"third and final phase of the child protection continuum...a participative process of planning strategies to address a child's protection and care needs and promote a child's well being. It is made up of a cycle of assessment, planning, implementation and review."</i>

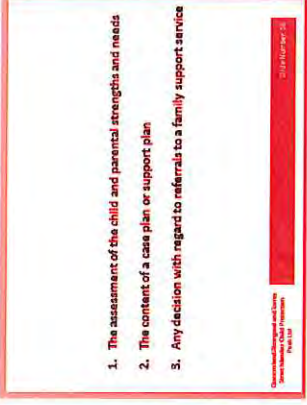
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 55 and read its content to the group whilst adding some additional information (see suggestions in <i>Italics</i> below). The purpose of Child Safety's Ongoing Intervention is to: • Case manage the intervention with the child and family – <i>the four phases of any case management system is assessment, planning, implementation and review – managing a case according to this system is important because it helps everyone involved to remain outcome focused</i> • Identify and reassess the child and parental strengths and needs – <i>Child Safety uses the child and parental strengths and needs to inform case planning activities – by drawing on the strengths to meet the needs</i> • Undertake participatory and inclusive case planning – <i>remember children and parents being given the opportunity to participate in decisions that impact upon their lives is a principle of the Child Protection Act 1999</i> • Coordinate and support the implementation of the case plan – <i>Child Safety is responsible for coordinating and implementing the child's case plan</i> Show Slide 56 and continue: • Review and evaluate the progress made towards the case plan goal and outcomes until case closure – <i>Child Safety reviews case plans every 6 months at the maximum</i> • Develop, implement and review support plans for support service cases – <i>Support service cases are cases that Child Safety opens when a child is NOT in need of protection, however the family would benefit from support services AND the family consents to working with Child Safety. The family has the right to decline the offer of a support service case as their child is NOT in need of protection</i>	• Slide 55  • Slide 56 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 57 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. What is a case plan and what key decisions are made when developing a case plan for a family? If the group continues to experience difficulty responding move to Slide 58 without a lengthy or awkward delay.	Slide 57 
	Show Slide 58 and read its content whilst adding some additional information (see suggestions in <i>italics</i> below): <i>There are three significant decisions that Child Safety makes during case planning ...</i> 1. The assessment of the child and parental strengths and needs – <i>the decisions around what is the child and parental strengths and what are their needs</i> 2. The content of a case plan or support plan – <i>the decisions around what a case plan or support plan should consist of</i> 3. Any decision with regard to referrals to a family support service	Slide 58 

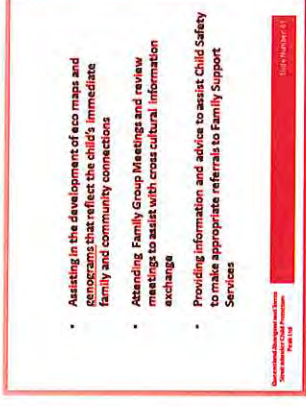
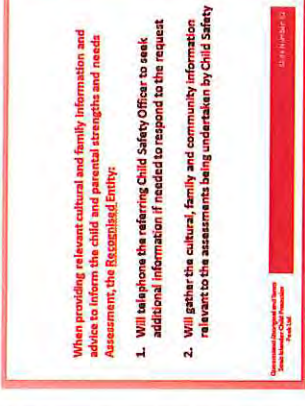
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 59 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. So what is the Recognised Entities role in Child Safety's decisions about the child and parents strengths and needs, the content of a case plan or support plan or the referral to a service?) If the group continues to experience difficulty responding move to Slide 60 without a lengthy or awkward delay.	Slide 59 
	Show Slide 60 and read its content whilst adding some additional information (see suggestion in <i>Italics</i> below) While you are reading the slide's content to the group, ask questions to encourage group discussion e.g. Why is it important that Child Safety consider cultural, family and community information and advice to inform the child and parental strengths and needs? <i>The Recognised Entity's role is to assist Child Safety in making the right decision by:</i> <i>providing</i> cultural, family and community information and advice to inform the child and parental strengths and needs <i>participating</i> in the development and review of case plans and support plans by: - Providing cultural advice on family contact, reunification plans and transition from care	Slide 60 

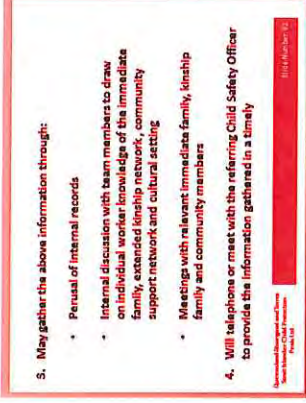
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 61 and continue - Assisting in the development of eco maps and genograms that reflect the child's immediate family and community connections - Attending Family Group Meetings and review meetings to assist with cross cultural information exchange - Providing information and advice to assist Child Safety to make appropriate referrals to Family Support Services	Slide 61 
	Show Slide 62 and read its content whilst adding some additional information (see suggestions in <i>Italics</i> below) and encouraging discussion When providing relevant cultural and family information and advice to inform the child and parental strengths and needs assessment, the Recognised Entity: - Will telephone the referring Child Safety Officer to seek additional information if needed to respond to the request – <i>if the Recognised Entity has any questions or needs more information or needs to talk something over, all they need to do is call the CSO and discuss it</i> - Will gather the cultural, family and community information relevant to the assessments being undertaken by Child Safety	Slide 62 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 63 and continue 3. May gather the above information through: • Perusal of internal records • Internal discussion with team members to draw on individual worker knowledge of the immediate family, extended kinship network, community support network and cultural setting • Meetings with relevant immediate family, kinship family and community members – <i>remember you can't gather information from external parties during the Intake process or prior to Child Safety commencing the Investigation and Assessment – however when participating in the decision making process of a child or parents strengths and needs, you can gather information from external parties, as at this stage Child Safety has already engaged the family and therefore the risks of alerting the family to particular action likely to be taken by Child Safety is less of an issue – prior to meeting with the family however, it is important that you request the referring Child Safety Officer's endorsement that the meeting occur.</i> 4. Will telephone the referring Child Safety Officer to provide the information gathered in a timely way – <i>as Child Safety has timeframes that need to be met when making decisions, it's important that when you speak with the referring Child Safety Officer after being allocated the referral, you find out when they require the information by and either get it to them by that date or let them know why you won't be able to meet the deadline – for example, they may not have given you enough time to gather the information required to respond to the request</i>	• Slide 63 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Introduce Slide 64 but saying something like: <i>The last 2 slides talked about what you do when you provide information and advice to Child Safety to inform the child and parents strengths and needs assessment ... the next 7 slides talk about what you do when you participate in decisions about case plans and support plans...</i> Read the content of Slide 64 whilst elaborating on the information and encouraging discussion When participating in the development and review of case plans or support plans, the Recognised Entity: 1. Will telephone the referring Child Safety Officer to seek additional information if needed to respond to the request 2. May assist with the planning of a Family Group Meeting or case plan review meeting by providing information to inform the following: • An appropriate venue, duration and format of the meeting giving consideration to cultural, family and community factors Show Slide 65 and continue: • How best to present information to the child and parents at the meeting, including the use of breaks and speaking in private • Appropriate people that are able to speak on behalf of the child and contribute to the case planning • Significant issues that may impact on the family's participation (e.g. cultural or language issues, customs, relationship rules)	• Slide 64 When participating in the development and review of case plans or support plans, the Recognised Entity: 1. Will telephone the referring Child Safety Officer to seek additional information if needed to respond to the request 2. May assist with the planning of a Family Group Meeting or case plan review meeting by providing information to inform the following: • An appropriate venue, duration and format of the meeting giving consideration to cultural, family and community factors Slide 64 • Slide 65 • How best to present information to the child and parents at the meeting, including the use of breaks and speaking in private • Appropriate people that are able to speak on behalf of the child and contribute to the case planning • Significant issues that may impact on the family's participation (e.g. cultural or language issues, customs, relationship rules) Slide 65

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 66 and continue: • People whose participation in the meeting would for cultural or family reasons not be in the child's best interests, or would be contrary to the purpose of the family group meeting • Appropriate services to support the child and family in achieving case plan goals Continue to encourage discussion by elaborating on the information contained on the slides or by asking the group questions that encourage them to explore the concepts Show Slide 67 and continue: 3. May gather the above information through: • Perusal of internal records • Internal discussion with team members to draw on individual worker knowledge of the immediate family, extended kinship network, community support network and cultural setting • Meetings with relevant immediate family, kinship family and community members	• Slide 66 People whose participation in the meeting would for cultural or family reasons not be in the child's best interests, or would be contrary to the purpose of the family group meeting • Appropriate services to support the child and family in achieving case plan goals Slide 66 • Slide 67 3. May gather the above information through: • Perusal of internal records • Internal discussion with team members to draw on individual worker knowledge of the immediate family, extended kinship network, community support network and cultural setting • Meetings with relevant immediate family, kinship family and community members Slide 67

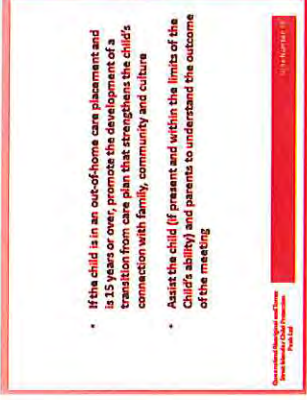
FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 68 and continue: 4. May attend the Family Group Meeting or case plan review meeting and: • Explain their role to the meeting participants • Assist Child Safety to consider cultural, family and community factors in the meeting format • Assist Child Safety to adhere to cultural protocols regarding culturally acceptable communication and interpersonal behaviours Remember to continue to encourage discussion by elaborating on the information contained on the slides or by asking the group questions that encourage them to explore the concepts Show Slide 69 and continue: • Assist the child (if present and within the limits of the child's ability) and parents to understand the purpose of the meeting and encourage them to participate and ask questions • If the child is in out-of-home care: • Request a review of the appropriateness of the child's placement regardless of where it sits on the hierarchy of the Child Placement Principle • Assist Child Safety to develop a cultural support plan that focuses on maintaining the child's connections with family, community and culture	• Slide 68 4. May attend the Family Group Meeting or case plan review meeting and: • Explain their role to the meeting participants • Assist Child Safety to consider cultural, family and community factors in the meeting format • Assist Child Safety to adhere to cultural protocols regarding culturally acceptable communication and interpersonal behaviours Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd • Slide 69 • Assist the child (if present and within the limits of the child's ability) and parents to understand the purpose of the meeting and encourage them to participate and ask questions • If the child is in out-of-home care: • Request a review of the appropriateness of the child's placement regardless of where it sits on the hierarchy of the Child Placement Principle • Assist Child Safety to develop a cultural support plan that focuses on maintaining the child's connections with family, community and culture Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 70 and continue: • If the child is in an out-of-home care placement and is 15 years or over, promote the development of a transition from care plan that strengthens the child's connection with family, community and culture • Assist the child (if present and within the limits of the Child's ability) and parents to understand the outcome of the meeting	• Slide 70 
	Show Slide 71 and reiterate its content (see suggestions in <i>italics</i> below) Recordkeeping: The Recognised Entity representative will: • Record relevant discussions on a Case Note – <i>this includes relevant information gathering activities undertaken – like internal discussions – who was there, what was said, what was agreed etc</i> • Record their participation, and the outcome of their participation in the decision making process on a Recognised Entity Case Planning Form • Print all emails – <i>only email communication – sent and received – that is relevant</i>	• Slide 71 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 72 and continue: - Place all of the above on the child or children's file and - Provide a copy of the completed Recognised Entity Case Planning Form to the referring Child Safety Officer at the end of the process Before closing this session, ask participants to refer to the Recognised Entity Case Planning Form on page 26 of the Workbook – go through the form with the group and answer any questions they may have.	Slide 72 
1 hour	SESSION 6: PARTICIPATING IN SIGNIFICANT DECISIONS REGARDING PLACEMENT Show Slide 73 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. In what circumstances do you believe a child might need to be removed from their home and be cared for by someone else?) If the group continues to experience difficulty responding move to Slide 74 without a lengthy or awkward delay.	Slide 73 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 74 and read the content to the group. Encourage discussion by asking questions (e.g. Is there anyone that would like me to explain what a licensed care service or approved carer is?) Show Slide 75 and read its content to the group	- Slide 74 The <i>Child Safety Practice Manual</i> defines placement as: “...when a child is ‘placed’ in an out-of-home care living arrangement due to intervention by the department” Out-of-home care is defined as: “...placements of children, subject to statutory child protection intervention, with individuals and services approved or licensed under the <i>Child Protection Act 1999</i>. Out-of-home care includes placements with: • A licensed care service • An approved carer” Queensland Government Child Safety Department Child Safety Practice Manual Page 1.144 - Slide 75 Child Safety will place a child in out-of-home care when: “...it is assessed that the separation of a child from their family is required to ensure the child's safety. Out-of-home care provides a safe, supportive and therapeutic environment for a child, while working towards either family reunification or an alternative permanency option Out-of-home care may be provided during the investigation and assessment or ongoing intervention phases of child protection intervention” Queensland Government Child Safety Department Child Safety Practice Manual Page 1.144

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 76 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. What placement decisions have a big impact on the child? What does Child Safety need to consider when they are deciding where best to place a child?) If the group continues to experience difficulty responding move to Slide 77 without a lengthy or awkward delay.	• Slide 76  What significant decisions does Child Safety make about the placement of a child?
	Show Slide 77 and read its content whilst adding some additional information (see suggestions in <i>Italics</i> below) A significant decision is any decision about: • where and with whom a child will live – <i>when they are removed from their family</i> • a change of placement – <i>where and with whom a child will live when they transition from one carer to another</i> If not already previously discussed, ask the group why they believe these two decisions are important	• Slide 77  A significant decision is any decision about: • where and with whom a child will live and • a change of placement

FACILITATOR’S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 78 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. How can the Recognised Entity contribute to the decision about where and with whom a child will live? What kind of information and advice can the Recognised Entity provide Child Safety that will help them make the best possible decision for the child?) If the group continues to experience difficulty responding move to Slide 79 without a lengthy or awkward delay.	Slide 78 What is the Recognised Entity's role in these two decisions? Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 79 and read its content. When reading the content of this slide ensure you link the two dot points back to the legislative provisions for Aboriginal and Torres Strait Islander children covered in Module 1 (see suggestions in <i>Italics</i> below) The Recognised Entity provides cultural, family and community information and advice to assist Child Safety to make placement decisions for Aboriginal or Torres Strait Islander children that: • are in accordance with the Child Placement Principle – <i>remember the Child Placement Principle – section 83 - states that Child Safety must give proper consideration to placing the child, in order of priority with (1) a member of the child's family (2) a member of the child's community or language group (3) another Aboriginal or Torres Strait Islander who is compatible with the child's community or language group or (4) another Aboriginal person or Torres Strait Islander</i> • maintain the child's connection to family, language and culture – <i>remember another legislative provision for Aboriginal and Torres Strait Islander children is Section 88 which states that when an Aboriginal or Torres Strait Islander child is placed in out-of-home care, Child Safety must provide opportunity for contact, as often as is appropriate, between the child and members of the child's community and language group.</i>	• Slide 79 The Recognised Entity provides cultural, family and community information and advice to assist Child Safety to make placement decisions for Aboriginal or Torres Strait Islander children that: • are in accordance with the Child Placement Principle and • maintain the child's connection to family, language and culture Queensland Aboriginal and Torres Strait Islander Child Protection Act 2013 Section 83

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 80 and read its content whilst adding some additional information (see suggestions in <i>Italics</i> below) and encouraging discussion When providing information and advice to inform placement decisions, the Recognised Entity: - Needs the following information from Child Safety - The support needs of the child or children and - The available placement options if known - The available placement options if known – each placement option is suitable for a specific support level or levels – for example Foster and Kinship care is only suitable for children with Moderate to High support needs – therefore if a child has Complex or Extreme Needs they require a different kin of placement option say for example a Specialist Foster or Kinship Carer or a Therapeutic Residential Service	- Slide 80 When providing information and advice to inform placement decisions, the <u>Recognised Entity</u>: - Needs the following information from Child Safety: - The support needs of the child or children and - The available placement options if known - Will telephone the referring Child Safety Officer to seek additional information if needed to respond to the request Slide 80

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	2. Will telephone the referring Child Safety Officer to seek additional information if needed to respond to the request When discussing the above, ensure the group understands that to contribute to Child Safety’s placement decisions, they will need to understand how Child Safety matches support levels to placement options.	

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 81 and read its content to the group Show Slide 82 and continue When reading the content of this slide to the group, encourage discussion by asking the group questions e.g. How is genogram or ecomap demonstrating the child's connections useful when making placement decisions? Why is it important to inform Child Safety as soon as you become aware of a relative or significant person to the child that Child Safety might want to consider for assessment as a kinship carer?	• Slide 81 3. Will gather the following information: • Relevant cultural, family and community information and advice to assist Child Safety to match the child to an appropriate placement, giving consideration to: • the Child Placement Principle • the child's family, community and language group • Child Safety's assessment of the child's support needs • available placement options able to meet the child's support needs Relevant cultural, family and community information and advice to assist Child Safety to match the child to an appropriate placement, giving consideration to: Child Placement Principle Child Safety's assessment of the child's support needs available placement options able to meet the child's support needs Slide 81 Page 10 • Slide 82 • A genogram or ecomap demonstrating the child's immediate and significant connections to family, kin and community people, with an emphasis on supporting the child's placement • Based on the knowledge of the child's kinship and community networks, the details of relatives or significant persons that may be considered for assessment as kinship carers Relevant cultural, family and community information and advice to assist Child Safety to match the child to an appropriate placement, giving consideration to: Child Placement Principle Child Safety's assessment of the child's support needs available placement options able to meet the child's support needs Slide 82 Page 11

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 83 and continue	• Slide 83 4. May gather the above information through: • Perusal of internal records • Internal discussion with team members to draw on individual worker knowledge of the immediate family, extended kinship network, community support network and cultural setting • Meetings with relevant family and community members 5. Will telephone or meet with the referring Child Safety Officer to provide the information gathered in a timely way Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Slide 83 (Page 1)

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 84 and read its content whilst adding some additional information (see suggestions in <i>Italics</i> below) and encouraging discussion <i>Whilst not technically a significant decision where a child cannot be placed with an Aboriginal or Torres Strait Islander person, Child Safety may consult the Recognised Entity regarding:</i> • How best to facilitate contact between the child and their family members where appropriate • How to assist the child to maintain contact with their community and language group • How to assist the child to maintain a connection with their culture • How to preserve and enhance the child's sense of their cultural identity In discussing the above with the group, ensure they understand the link between the dot points and the legislative provisions for Aboriginal and Torres Strait Islander children discussed in Module 1. Point out that in stances where Aboriginal and Torres Strait Islander children are placed with non-indigenous carers, ensuring these legislative provisions are adhered to becomes even more important.	• Slide 84 Where a child cannot be placed with an Aboriginal or Torres Strait Islander person, Child Safety may consult the Recognised Entity regarding: 1. How best to facilitate contact between the child and their family members where appropriate 2. How to assist the child to maintain contact with their community and language group 3. How to assist the child to maintain a connection with their culture 4. How to preserve and enhance the child's sense of their cultural identity Queensland Aboriginal and Torres Strait Islander Child Protection Act 2004

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
	Show Slide 85 and tell the group the record keeping requirements are the same as the previous modules apart from the form – the group will by now, be very familiar with the record keeping requirements, so spend time on going through the form in detail rather than on reading through these slides Show Slide 86 and read its content to the group Before closing this session, ask participants to refer to the Recognised Entity Placement Form on page 32 of the Workbook – go through the form with the group and answer any questions they may have.	• Slide 85  • Slide 86 

FACILITATOR'S NOTES

Day One – Session Plan

Time	Content	Resources
15 mins	Closing the day Prior to closing the day revisit the Learning Outcomes located on Slides 2 and 3, and check the group understands each. In doing so summarise each learning outcome and relate it back to the content covered. Ask the group if they have any questions and seek verbal feedback from the group regarding their perception of the day's content. Show slide 87 and close the session – paying attention to the content of the slide and the text box below.	Slide 87 
Before dismissing the group remember to: - check that each participant has registered for the Induction on the Record of Attendance form - hand an Evaluation Form to each participant and request they complete and return the form before leaving for the day - thank the participants for their contributions throughout the day and - remind participants of tomorrow's start time		

FACILITATOR'S NOTES

RECOGNISED ENTITY INDUCTION

Day Two Session Plan

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Resources	Method of Delivery	Learning Outcomes
Full Day 8.45 am start 5.00 pm finish 15 min morning and afternoon tea breaks And 45 mins lunch break	• Guest speaker to present on topic “Participation in the SCAN process” scheduled for 11.00 am to 12.30 am • Multiple copies of the Recognised Entity Induction Day Two - Agenda • Record of Attendance – Day Two • Recognised Entity Induction – Day Two PowerPoint Slides • Whiteboard, markers and an eraser • Laptop and Projector • Multiple copies of Recognised Entity Induction Workbook – Day Two • Multiple copies of the Evaluation Form – Day Two	• Group delivery • PowerPoint “Slide Show” presentation • Large group activities	At the end of Day Two, participants will be able to: 1. Describe how to respond when asked to participate in the decision making process of significant decisions made by Child Safety regarding: • Childrens Court applications and • Matters of Concern 2. Articulate the Recognised Entity role at SCAN 3. Describe the process to follow when being consulted on: • decisions other than significant decisions • a significant decision <u>after</u> it has been made 4. Describe how to manage disagreements

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
30 mins	WELCOME AND RECAP ON YESTERDAY'S LEARNINGS Show Slide 1 while welcoming participants to Day Two of the Recognised Entity Induction. Spend the remaining time recapping on yesterday's learnings and answering the groups questions.	• Slide 1 
	Distribute Handouts - Hand an Agenda and a Recognised Entity Induction Workbook – Day Two to each participant and inform the group they can use the workbook to record information discussed. Remind participants to work through their workbook at the pace of the group and to refrain from racing ahead as they are likely to miss key pieces of information.	• Multiple copies of the Recognised Entity Induction Workbook – Day Two • Multiple copies of the Agenda

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Learning Objectives - Show Slide 2 and read the learning objectives to the group. Show Slide 3 and continue.	● Slide 2 Learning Outcomes At the end of day two, you will be able to: - Describe how to respond when asked to participate in the decision making process of significant decisions made by Child Safety regarding: - Children's Court applications and - Matters of Concern Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd © 2018 ● Slide 3 Articulate the Recognised Entity role at SCAN Describe the process to follow when being consulted on: - decisions other than significant decisions - a significant decision after it has been made Describe how to manage disagreements Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd © 2018

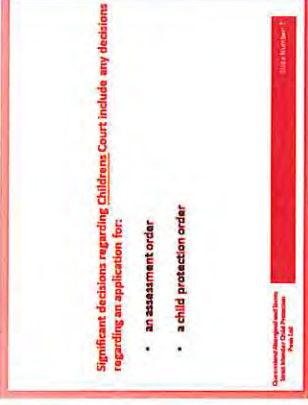
FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
1 hour 30 mins	SESSION 1: PARTICIPATING IN SIGNIFICANT DECISIONS ABOUT CHILDRENS COURT APPLICATIONS Show Slide 4 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. What does the Childrens Court do? What does Child Safety use the Childrens Court for?). If the group continues to experience difficulty in responding move to Slide 5 without a lengthy or awkward delay.	Slide 4  Slide 4 is a presentation slide with a red header and footer. The main text is 'What is the purpose of Childrens Court?' in red. The footer contains the text 'Childrens Court is a specialist Magistrates Court that hears and makes decisions in relation to court assessment orders and child protection orders.' and 'Page 1 of 1'.
	Show Slide 5 and read the content to the group. In doing so, ensure the group understands the difference between assessment orders and child protection orders (assessment orders are used by Child Safety during an investigation and assessment of safety concerns about a child, when the parents of the child do not consent to actions Child Safety deems necessary [e.g. medical evaluation of the child or placement of the child elsewhere] and child protection orders are used by Child Safety if an order is considered necessary to ensure the child's safety after an investigation and assessment). Also ensure the group understands that only the Department of Communities – Child Safety Services can apply for these orders and only the Childrens Court can grant the orders.	Slide 5  Slide 5 is a presentation slide with a red header and footer. The main text is 'The Child Safety Practice Manual defines the Childrens Court as being: a specialist Magistrates Court that hears and makes decisions in relation to court assessment orders and child protection orders.' in red. The footer contains the text 'Childrens Court is a specialist Magistrates Court that hears and makes decisions in relation to court assessment orders and child protection orders.' and 'Page 1 of 1'.

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 6 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it. If the group continues to experience difficulty in responding move to Slide 7 without a lengthy or awkward delay.	• Slide 6  What significant decisions does Child Safety make regarding Childrens Court applications?
	Show Slide 7, read its content and check whether the group understands the difference between these two categories of orders. If not, spend time explaining the key difference. For example – the first may be used during the investigation and assessment process when Child Safety is determining whether a child is in need of protection. Whereas the second is used at the end of the investigation and assessment, if it is assessed the child is in need of protection and the only way to meet this need is through the use of an order.	• Slide 7  Significant decisions regarding Childrens Court include any decisions regarding an application for: • an assessment order • a child protection order

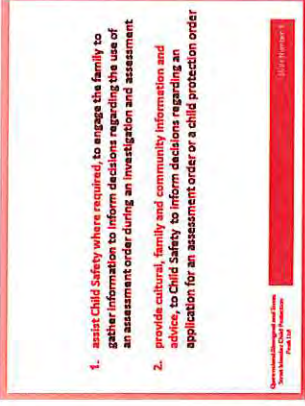
FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 8 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. How can the Recognised Entity contribute to these decisions?) If the group continues to experience difficulty responding move to Slide 9 without a lengthy or awkward delay.	Slide 8 What is the Recognised Entity's role in these decisions? Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Page 49 of 49

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 9 and read its content to the group whilst adding some additional information (see suggestions in <i>italics</i> below): <i>Child Safety can contribute to these decisions by:</i> 1. <i>assisting</i> Child Safety where required, to engage the family to gather information to inform decisions regarding the use of an assessment order during an investigation and assessment – <i>remember assessment orders are only used during the investigation and assessment process and the Recognised Entity accompanies Child Safety during the investigation and assessment process – so you'll be present when Child Safety is discussing the possible use of an assessment order with the family</i> 2. <i>providing</i> cultural, family and community information and advice, to Child Safety to inform decisions regarding an application for an assessment order or a child protection order Ask questions to encourage group discussion e.g. Why is it important that Child Safety consider cultural, family and community information and advice when considering assessment orders or child protection orders?	• Slide 9 

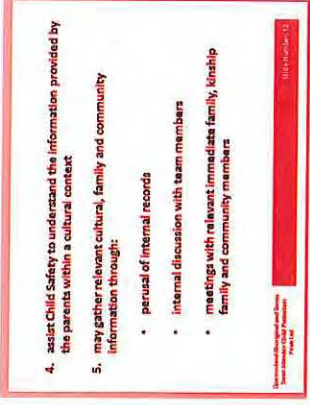
FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 10 and read its content whilst adding some additional information (see suggestions in <i>italics</i> below): When Child Safety is considering the use of an assessment order, the Recognised Entity: - will provide Child Safety with cultural, family and community information and advice to take into consideration when making the decision – <i>for example if a child needs to be placed elsewhere during an investigation and assessment you might be able to identify family who might be able to care for the child, or if the child needs medical attention, you might be able to let Child Safety know how best to approach this with the parent to gain consent to take the child to the Clinic and avoid the need for an assessment order</i> - will assist Child Safety to – <i>its important that you not speak on behalf of Child Safety, but that you provide Child Safety with the relevant cultural and family information and advice on how to best discuss the following with the family:</i> - explain the actions considered essential for the completion of the investigation and assessment to the child's parents Show Slide 11 and continue - will assist the parents to understand the information provided by Child Safety, to ask questions and to participate in the process – <i>again its important to not speak on behalf of parents but to encourage them to speak up</i>	- Slide 10 When Child Safety is considering the use of an assessment order, the Recognised Entity: - will provide Child Safety with cultural, family and community information and advice to take into consideration when making the decision - will assist Child Safety to: - explain the actions considered essential for the completion of the investigation and assessment to the child's parents Slide number 10 - Slide 11 - where appropriate to obtain the parents' consent to undertake the required actions - explain the process that will occur if consent is not obtained to undertake the required actions (e.g. application for an assessment order in the Childrens Court) - will assist the parents to understand the information provided by Child Safety, to ask questions and to participate in the process Slide number 11

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 12 and continue 4. assist Child Safety to understand the information provided by the parents within a cultural context – <i>its important that when Child Safety is making decisions based on information provided to them by the child/parents or others, that this information is understood within a cultural context. Without understanding the context, Child Safety might misinterpret the information and make decisions based on assumptions or misunderstandings</i> 5. may gather relevant cultural, family and community information through: - perusal of internal records – <i>that are held by the Recognised Entity</i> - internal discussion with team members – <i>as Recognised Entity representatives will hold a lot of information about families so its important to discuss issues confidentially with your Recognised Entity colleagues</i> - meetings with relevant immediate family, kinship family and community members – <i>remember to invite Child Safety to these meetings, or where this is not appropriate request Child Safety's endorsement of the meeting before it occurs – this will ensure that you are operating transparently and that you and Child Safety are working in partnership</i>	● Slide 12 

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 13 and read its content to the group whilst adding some additional information (see suggestions in <i>italics</i> below): When providing information and advice to inform decisions regarding an application for an assessment order or child protection order, the Recognised Entity: - will give consideration to the information provided by Child Safety regarding the child's circumstances – <i>when engaging you in the decision making process, Child Safety will provide you with information regarding their assessments – when this occurs, it is important that you take the information Child Safety provides you into consideration when you are providing them with relevant family and cultural information and advice – if you don't understand their assessments, its important that you ask them questions to help you understand</i> - will consider the child's culture and family networks and advice given regarding: - <i>the following dot points are those that Child Safety needs to consider when making decisions regarding applications to the Childrens Court – so if you provide family and cultural information and advice in relation to any of these points, its important that you also provide Child Safety with the basis for the information and advice you are given (e.g. where the information and advice came from, why the information and advice is important to the child or family, what are the likely impacts on the child and family if the information and advice is not considered etc)</i> - whether the child can remain in the home or requires out-of-home care Show Slide 14 and continue - what length of time will reasonably be needed to work towards meeting the child's overall case plan goal	- Slide 13 When providing information and advice to inform decisions regarding an application for an assessment order or child protection order, the Recognised Entity: - will give consideration to the information provided by Child Safety regarding the child's circumstances - will consider the child's culture and family networks and - will provide the basis for any information and advice given regarding: - whether the child can remain in the home or requires out-of-home care Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd - Slide 14 - what length of time will reasonably be needed to work towards meeting the child's overall case plan goal - whether the child needs protection from one or both parents - whether the child's contact with one or both parents needs to be restricted for safety reasons - whether one parent, with support, or other relatives may be able to assume a protective role with the child Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	• whether the child needs protection from one or both parents • whether the child's contact with one or both parents needs to be restricted for safety reasons • whether one parent, with support, or other relative may be able to assume a protective role with the child	
	Show Slide 15, read its content and elaborate on the dot points where required	• Slide 15 • the relationship between the parents, their level of involvement with the child and their ability and willingness to be involved with case planning for the child and • who will require custody and guardianship of the child for the duration of the ongoing intervention Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Page 12 of 49

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 16 and continue	• Slide 16 4. may gather relevant cultural, family and community information through: • perusal of internal records • internal discussion with team members • meetings with relevant immediate family, kinship family and community members
	Show Slide 17, read its content and elaborate on the dot points where required Ensure the group understands that accompanying Child Safety when engaging the child and family in discussions regarding Childrens Court applications is NOT an expectation of the Recognised Entity – however Child Safety may request this in some circumstances and the Recognised Entity can choose whether or not to attend.	• Slide 17 The Recognised Entity may assist Child Safety to engage the child and family in discussions regarding Childrens Court applications. If this assistance is provided, the Recognised Entity: • will assist the Child Safety Officer to: • explain to the child (within the limits of their ability) and the parents the type of child protection order being sought, the reasons the order is being sought and the implications of the order on each of them

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 18 and continue	● Slide 18 • obtain the child's views (within the limits of their ability) regarding the order being sought • obtain the parent's views (within the limits of their ability) regarding the order being sought • will assist the parents to understand the information provided by the Child Safety Officer, to ask questions and to participate in the process • will assist the Child Safety Officer to understand the information provided by the parents and respond to questions asked Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Page 14 of 49
	Show Slide 19, read its content and elaborate on the dot points where required	● Slide 19 Recordkeeping The Recognised Entity representative will: • Record relevant discussions on a <i>Case Note</i> • Record their participation, and the outcome of their participation, in the decision making process on a <i>Recognised Entity Children's Court Form</i> • Print all emails Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Page 14 of 49

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 20 and continue	• Slide 20 
	Show Slide 21 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. Remember the Childrens Court Magistrate is legislatively required to consider the views of the Recognised Entity when making an order – well – does this mean the Recognised Entity has a role in Childrens Court proceedings? If it does, what is the Recognised Entity's role?) If the group continues to experience difficulty responding move to Slide 22 without a lengthy or awkward delay.	• Slide 21 

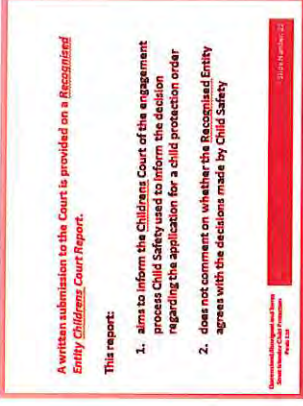
FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 22 and read its content to the group whilst adding some additional information (see suggestions in <i>italics</i> below): The Recognised Entity: • acknowledges that Child Safety is responsible for recording the Recognised Entity's advice and recommendations and providing this to the Childrens Court – <i>this means the Recognised Entity does not routinely have a role in Childrens Court proceedings as Child Safety provides the Magistrate with information regarding the Recognised Entity's involvement in the decision making process and the Recognised Entity's views</i> • may provide written cultural and family information and advice to Child Safety to be included in an application before the Childrens Court – <i>however in some circumstances, the Recognised Entity may decide to provide this information to the Magistrate themselves - this can be done through the use of a Recognised Entity Childrens Court Report</i> • acknowledges the authority of the Childrens Court in determining whether the written advice is sufficient or whether the information is required to be provided in person – <i>if the Recognised Entity does submit a report to the Court, then the Recognised Entity must be available on the Court day- by being present outside the Court room - in the event the Magistrate wishes to speak with them</i>	• Slide 22 The Recognised Entity: • acknowledges that Child Safety is responsible for recording the Recognised Entity's advice and recommendations and providing this to the Childrens Court • may provide written cultural and family information and advice to Child Safety to be included in an application before the Childrens Court • acknowledges the authority of the Childrens Court in determining whether the written advice is sufficient or whether the information is required to be provided in person Copyright © Torres Strait Islander Child Protection Peak Ltd

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 23 and read its content to the group whilst adding some additional information (see suggestions in <i>italics</i> below): A written submission to the Court is provided on a <i>Recognised Entity Childrens Court Report</i>. This report: 1. aims to inform the Childrens Court of the engagement process Child Safety used to inform the decision regarding the application for a child protection order 2. does not comment on whether the Recognised Entity agrees with the decisions made by Child Safety – <i>as it is the decision making process and not the decision itself that the Recognised Entity is concerned about – remember a good process is likely to result in a good decision whereas a bad process is likely to result in a bad decision.</i>	• Slide 23 
	Show Slide 24 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. Even though the Recognised Entity is not a party to Childrens Court proceedings – when do you think it would be beneficial for the Magistrate to hear directly from the Recognised Entity?) If the group continues to experience difficulty responding - simply respond by saying something like – the Recognised Entity may submit a report to the Magistrate where there is disagreement regarding the decision making process Child Safety used to make the decision and attempts to resolve the disagreement have been unsuccessful. Ensure the groups understands that it is not acceptable to submit a report in instances where there is disagreement however the Recognised Entity did NOT make reasonable attempt to have it resolved.	• Slide 24 

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 25, read its content and elaborate on the dot points where required	• Slide 25 If a report is submitted the Recognised Entity must: • provide a copy of the report to all parties to the proceeding within a reasonable timeframe to ensure openness and transparency of process and to provide a reasonable opportunity to respond • be available when the matter is being heard in the Children's Court in the event the Magistrate requests a verbal submission • provide the relevant Court Coordinator with reasonable notice of their intention to attend the Children's Court Queensland Aboriginal and Torres Strait Islander Child Protection Page 13 of 35
	Show Slide 26 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it. In doing so, ensure the group understands what a Court Ordered Conference is, by explaining that: • the Childrens Court may order a Court Ordered Conference between Child Safety and the parents of a child subject to an application for a child protection order in instances where the parents are contesting the application • the purpose of a Court Ordered Conference is to give parties an opportunity to reach agreement to prevent the need for a hearing If the group continues to experience difficulty responding, move to Slide 27 without a lengthy or awkward delay	• Slide 26 What is the Recognised Entity's role in a Court Order Conference? Queensland Aboriginal and Torres Strait Islander Child Protection Page 14 of 35

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 27, read its content and elaborate on the dot points where required	• Slide 27 The role is limited to: • assisting the parents to understand the purpose of the Court Ordered Conference • encouraging the parents to fully engage in negotiations • assisting the parents to understand the information provided by Child Safety • assisting Child Safety to understand the information provided by the parents Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Page 19 of 49
	Show Slide 28 and read its content to the group. Before moving to the next section, ask participants to refer to the Recognised Entity Childrens Court Form and Recognised Entity Childrens Court Report on pages 8 and 11 of their Workbook – go through these forms with the group and answer any questions they may have.	• Slide 28 As the Court Ordered Conference is a confidential process – the Recognised Entity doesn't record any information other than the conference: • Date • Location and • Participants Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd Page 19 of 49

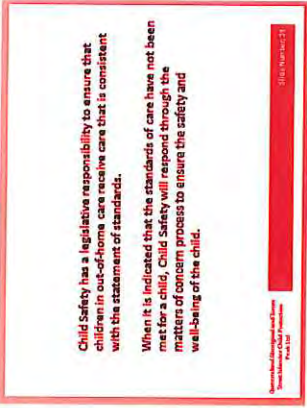
FACILITATOR’S NOTES

Day Two – Session Plan

Time	Content	Resources
1 hour 30 mins	SESSION 2: PARTICIPATING IN THE SCAN PROCESS Show Slide 29 and introduce the guest speaker	Slide 29 

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
1 hour 15 mins	SESSION 3: PARTICIPATING IN SIGNIFICANT DECISIONS REGARDING A MATTER OF CONCERN Show Slide 30 and read the question out to the group. If the group experiences difficulty responding move to Slide 21 without a lengthy or awkward delay.	Slide 30 
	Show Slide 31 and read its content to the group whilst adding some additional information (see suggestions in <i>italics</i> below): Child Safety has a legislative responsibility to ensure that children in out-of-home care receive care that is consistent with the statement of standards – <i>If Child Safety removes a child from their family and places them with a Foster or Kinship Carer or a residential service, the child and the child's family have a right to expect the child will receive a certain standard of care – this standard of care is set out in the statement of standards found in Section 122 of the Child Protection Act 1999 – the statement of standards provides Child Safety with a way to measure quality of care and forms the basis for assessing whether a care environment is acceptable – there are 11 standards of care – for example the first standard states: the child's dignity and rights will be respected at all times; the second states: the child's need for physical care will be met, including adequate food, clothing and shelter; the third standard states: the child's needs relating to his or her culture and ethnic grouping will be met and so on...</i>	Slide 31 

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	When it is indicated that the standards of care have not been met for a child, Child Safety will respond through the matters of concern process to ensure the safety and well-being of the child – <i>the matter of concern process aims to identify whether a breach in the standards of care has occurred and if it has, what impact the breach has had on the child – breaches in the standards of care can have a minor or significant impact on a child's wellbeing – for example - insufficient food can result in hunger and minor discomfort for a child or it can result in serious malnutrition, failure to thrive and even death</i> <i>In really short terms, an MOC is like an Investigation and Assessment for children already in the child protection system that are placed in out-of-home care (e.g. with foster carers, kinship carers or residential care etc)</i>	
	Show Slide 32 and read its content to the group whilst adding some additional information (see suggestions in <i>italics</i> below): Child Safety has two levels of response for matters of concern: 1. <i>Child Safety will record a child placement concern report – where a breach of the statement of standards is alleged but does not meet the legislative threshold of harm – remember the legislative threshold of harm is defined “as any detrimental effect of a significant nature on the child's physical, psychological or emotional well-being – it is immaterial how harm is caused” – so Child Safety will record a child placement concern report if the information received suggests a standard of care has been breached but the allegations do not suggest that harm has occurred to the child</i> 2. <i>Child Safety will record a MOC notification – where it is alleged that a child in out-of-home care has been harmed, is being harmed or is at risk of being harmed due to the actions or inactions of the</i>	● Slide 32 

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	people providing their direct care – <i>in this case, the information received suggests a standard of care has been breached and that harm has occurred to the child.</i>	
	Show Slide 33 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. Why is the matter of concern process important? There are four significant decisions that Child Safety makes during an investigation and assessment process, what do you think they might be?) If the group continues to experience difficulty responding move to Slide 34 without a lengthy or awkward delay.	• Slide 33 

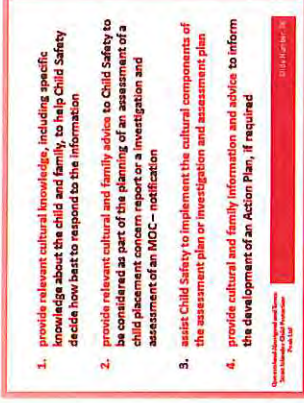
FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 34 and read its content to the group whilst adding some additional information (see suggestions in <i>italics</i> below): A significant decision is any decision regarding: 1. the response to the information received and gathered – <i>to decide this Child Safety will determine whether or not the information suggests harm has occurred, is occurring or is at risk of occurring</i> 2. the development of an: - <i>to decide this Child Safety will work out how the assessment or investigation and assessment needs to be conducted</i> • Assessment plan for a child placement concern report • Investigation and Assessment plan for a MOC notification 3. whether there has been a breach of the standards of care or harm/risk of harm to a child – <i>to decide this Child Safety will determine which (if any) standards of care have been breached and what impact this has had on the child</i> 4. the development of an action plan, if required – <i>to decide this Child Safety will engage certain parties (e.g. the carers, the child if old enough, the Child Safety Officer etc) to develop an action plan aimed to ensure the standards of care are not breached in the future</i>	• Slide 34  The screenshot shows the content of Slide 34, which is a red-bordered box containing the following text: A significant decision is any decision regarding: 1. the response to the information received and gathered 2. the development of an: • Assessment plan for a child placement concern report • Investigation and Assessment plan for a MOC notification 3. whether there has been a breach of the standards of care or harm/risk of harm to a child 4. the development of an action plan, if required At the bottom of the slide, there is a small red box with the text: "Operational Standards of Care for Children" and "The Department of Child Safety" and a logo.

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 35 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. So if Child Safety makes these four significant decisions during an MOC ...then what role does the Recognised Entity have in each of these decisions? How does the Recognised Entity contribute to these decisions?) If the group continues to experience difficulty responding move to Slide 36 without a lengthy or awkward delay.	● Slide 35  Slide 35 is a presentation slide with a white background and a red border. The title is 'What is the Recognised Entity's role in these decisions?' in red text. Below the title is a large red rectangle. At the bottom left, there is a small red box with white text that reads 'Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd'. At the bottom right, there is a small red box with white text that reads '© 2019 Queensland Government'.
	Show Slide 36, read its content to the group and elaborate on the points made where required	● Slide 36  Slide 36 is a presentation slide with a white background and a red border. It contains four numbered points in red text. At the bottom left, there is a small red box with white text that reads 'Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd'. At the bottom right, there is a small red box with white text that reads '© 2019 Queensland Government'. 1. provide relevant cultural knowledge, including specific knowledge about the child and family, to help Child Safety decide how best to respond to the information 2. provide relevant cultural and family advice to Child Safety to be considered as part of the planning of an assessment of a child placement concern report or a investigation and assessment of an MOC – notification 3. assist Child Safety to implement the cultural components of the assessment plan or investigation and assessment plan 4. provide cultural and family information and advice to inform the development of an Action Plan, if required

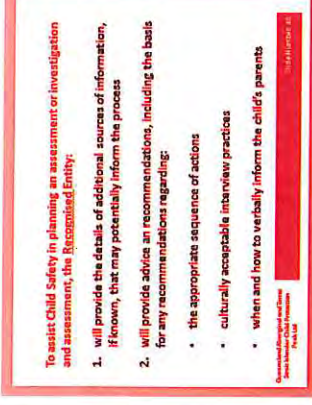
FACILITATOR’S NOTES

Day Two – Session Plan

Time	Content	Resources			
	Show Slide 37 and read its content whilst encouraging discussion.				
	Show Slide 38 and continue	When providing relevant cultural knowledge to inform Child Safety’s responses to information received, the <u>Recommended</u> Entity: 1. will telephone the referring Child Safety Officer if additional information is needed to respond to the request 2. will gather the following information: • Specific information, if known about the child, the family and their circumstances • Cultural knowledge relevant to the notified concerns for example: Queensland Aboriginal and Torres Strait Islander Child Safety Unit 11/01/2018 Page 10 of 12 Slide 37 <tr><td></td><td></td><td> Earlier independence of children Children taking responsibility at an earlier age Cultural authority within kinship/clin groups Cultural responsibility among the extended family and community (passing on of knowledge or skills) The risk and protective factors within a cultural context Queensland Aboriginal and Torres Strait Islander Child Safety Unit 11/01/2018 Page 11 of 12 Slide 38 </td></tr>			Earlier independence of children Children taking responsibility at an earlier age Cultural authority within kinship/clin groups Cultural responsibility among the extended family and community (passing on of knowledge or skills) The risk and protective factors within a cultural context Queensland Aboriginal and Torres Strait Islander Child Safety Unit 11/01/2018 Page 11 of 12 Slide 38
		Earlier independence of children Children taking responsibility at an earlier age Cultural authority within kinship/clin groups Cultural responsibility among the extended family and community (passing on of knowledge or skills) The risk and protective factors within a cultural context Queensland Aboriginal and Torres Strait Islander Child Safety Unit 11/01/2018 Page 11 of 12 Slide 38			

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 39 and continue Ensure the group understands that the cultural knowledge they provide Child Safety at this point can only be obtained from internal sources (e.g. records or discussion with colleagues) as the existence of an MOC needs to be kept confidential so as not to jeopardise the process or put the children at further risk.	Slide 39 
	Show Slide 40 and read its content to the group whilst adding some additional information (see suggestions in <i>italics</i> below): To assist Child Safety in planning an assessment or investigation and assessment, the Recognised Entity: – <i>note that a child placement concern report is “assessed” however a MOC notification is “investigated and assessed”</i> will provide the details of additional sources of information, if known, that may potentially inform the process	Slide 40 

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	to and regularly sees a particular member of their community and therefore may have discussed their worries with this person – this person may then need to be interviewed by Child Safety as part of the assessment or investigation and assessment process. 2. will provide advice and recommendations, including the basis for any recommendations regarding: - the appropriate sequence of actions – <i>what culturally is the appropriate sequence of actions</i> - culturally acceptable interview practices – <i>what are culturally acceptable interview practices based on the nature of the allegations – for example is might not be culturally acceptable for a male Child Safety Officer to interview or even be present when a female Aboriginal child is interviewed regarding allegations of a sexual nature</i> - when and how to verbally inform the child's parents – <i>Child Safety needs to inform the child's parents of an MOC – the Recognised Entity can provide family and cultural information and advice about how best to do this – for example it might be best to enlist the assistance of an elder to support this process – or it might be appropriate to tell the child's parents separately depending on the type of allegations and the outcome of the MOC</i> Show Slide 41 and continue - whether the information meets the prescribed criteria for a referral to SCAN - how the child should be provided with access to a culturally appropriate support person or advocate – <i>it might be appropriate to arrange a culturally appropriate support person to be with the child throughout the process – for example it might be appropriate to have a Torres Strait Islander woman support a Torres Strait Islander female child through police interviews relating to an alleged sexual or other assault by a carer</i>	• Slide 41 whether the information meets the prescribed criteria for a referral to SCAN - how the child should be provided with access to a culturally appropriate support person or advocate - required contingency plans for responding to issues and difficulties that may impact on the assessment process Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd 11/11/15 Version 2.0

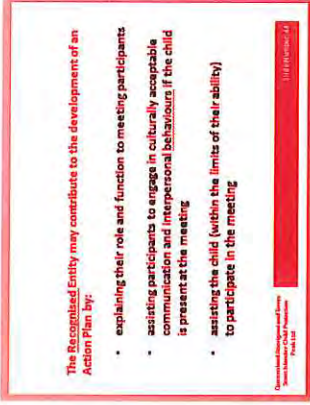
FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	• required contingency plans for responding to issues and difficulties that may impact on the assessment process – <i>as the Recognised Entity it is important that you consider the cultural barriers to any assessment or investigation and assessment process and that you raise these and discuss them with Child Safety to ensure they are planned for and overcome wherever possible – for example a particular process might intimidate the child and prevent them from speaking openly – so you might suggest ways to make the process less frightening – for example you might suggest a certain place that the interviews occur, or you might suggest a certain way to approach the topic with the child etc</i> Show Slide 41 and continue 3. may gather the above information through: • Perusal of internal records • Internal discussion with team members 4. will telephone the referring Child Safety Officer to provide the information gathered in a timely way	• Slide 42 

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 43 and read its content to the group. Ensure the participants understand that: • their attendance at interviews between Child Safety and the child might be requested and negotiated • their role if present during interviews between Child Safety and the child is to assist Child Safety to implement the cultural components of the assessment plan or investigation and assessment plan • their role does not under any circumstances extend to providing support to the carers regardless of whether or not the carers are Aboriginal or Torres Strait Islander as the support of carers is the responsibility of the workers from the relevant Carer Support Agency	• Slide 43 
	Show Slide 44 – but before reading its content, provide participants with an explanation of what an Action Plan is (see suggestions in <i>italics</i> below): <i>If the assessment of a child placement concern report or the investigation and assessment of a MOC notification finds that the standards of care have not been met, an action plan may be developed to take steps to assist the carer to meet the standards of care in the future.</i> <i>Because the action plan is designed to help both the carer and the child, the carer will be involved in the development of the action plan, as will the child if old enough, the Child Safety Officer for the child, the carers' Support Worker and the Recognised Entity if the child is Aboriginal or Torres Strait Islander.</i> <i>The action plan sets out the actions to be taken by all parties including the carer to prevent future matters of concern from occurring. The action plan is reviewed within 6 months to check on progress.</i>	• Slide 44 

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Then read the content of Slide 44 to the group whilst encouraging discussion. Show Slide 45 and continue Ensure the participants understand that the Recognised Entity does not play a role in contributing to the actual content of the Action Plan .	• Slide 45 • assisting meeting participants to understand the information provided to them by the child • assisting the participants to interpret the child's non-verbal communication • assisting the participants to take the child's cultural, community and family factors into consideration when developing the Action Plan • assisting Child Safety to inform the child (within the limits of their ability) of what happens next in the process Recognised Entity does not contribute to the actual content of the Action Plan Recognised Entity

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 46 and read its content whilst adding some additional information (see suggestions in <i>Italics</i> below) Recordkeeping: The Recognised Entity representative will: - Record relevant discussions on a Case Note – <i>remember this includes relevant information gathering activities undertaken – like internal discussions – who was there, what was said, what was agreed etc</i> - Record their participation, and the outcome of their participation in the decision making process on a Recognised Entity Matter of Concern Form - Print all emails – <i>only email communication – sent and received – that is relevant</i> Show Slide 47 and continue: - Place all of the above on the child or children's file and - Provide a copy of the completed Recognised Entity Matter of Concern Form to the referring Child Safety Officer at the end of the investigation and assessment process Before closing this session, ask participants to refer to the Recognised Entity Matter of Concern Form of page 21 of the Workbook – go through the form with the group and answer any questions they may have.	- Slide 46  - Slide 47 

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
45 mins	SESSION 4: CONSULTING ON DECISIONS OTHER THAN SIGNIFICANT DECISIONS Show Slide 48 and read the question out to the group Try to elicit responses from the group by reframing the question if they have difficulty answering it (e.g. We know that Child Safety has to give the Recognised Entity an opportunity to participate in the decision making process of a significant decision about an Aboriginal or Torres Strait Islander child – but what do they have to do if they are making a decision that isn't significant?) If the group continues to experience difficulty responding move to Slide 49 without a lengthy or awkward delay.	Slide 48 What does Child Safety need to do before they make a decision about an Aboriginal or Torres Strait Islander child when the decision isn't a significant decision? Copyright © 2019 Queensland Child Protection Page 11/12

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 49 and read its content to the group. Ensure the group understands that in both instances (i.e. significant decisions and decisions that are not significant) Child Safety needs to engage the Recognised Entity before the decision is made. Also ensure the group understands that decisions that are not significant are not defined in legislation or in practice. Therefore “other decisions” are defined as all decisions other than those that are defined as significant. Reiterate the definition of a significant decision – e.g. the legislation defines a significant decision about an Aboriginal or Torres Strait Islander child as one that is likely to have significant impact on the child’s life. Remind the group that “significant decisions” have been defined in practice by Child Safety as being specific decisions that occur during Intake, Investigation and Assessment, Case Planning, Placement, Court etc.. as identified throughout the past two days. Inform the group that whilst Child Safety has determined the practice definition of which decisions are significant, there may be other decisions that are significant to a particular child and therefore might need to be treated as a significant decision. Tell the group you’ll provide more information about how to manage these situations in a moment.	● Slide 49 Sections 6 (1) and (2) of the Child Protection Act 1999 state: When making a significant decision about an Aboriginal or Torres Strait Islander child, the chief executive or an authorised officer must give an opportunity to a recognised entity to participate in the decision making process When making a decision, other than a significant decision, about an Aboriginal or Torres Strait Islander child, the chief executive or an authorised officer must consult with a recognised entity for the child before making the decision Queensland Department of Child Safety Child Safety Page 49

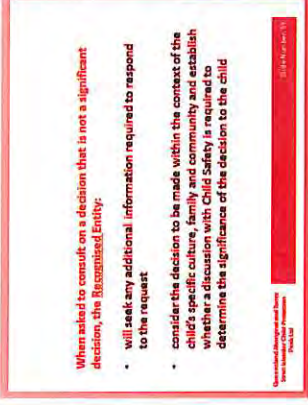
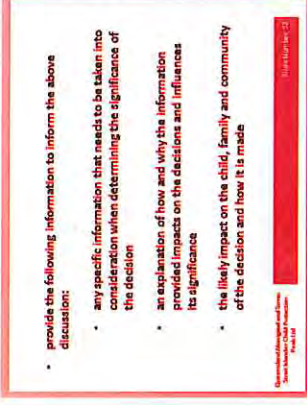
FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 50 and encourage group discussion regarding the difference between “participating in the decision making process” and “being consulted before a decision is made”. During discussions acknowledge that the difference in practice is not defined anywhere and therefore is often misinterpreted or interpreted differently by different people. In many cases it appears Child Safety simply “consults” the Recognised Entity even in relation to significant decisions – in fact Child Safety staff often use the phrase “consult with the Recognised Entity” when referring to significant decisions. Also acknowledge that this causes a lot of confusion for everyone because the legislation is clear that there is a difference – even though it doesn’t define what the difference is. Ensure the group acknowledges some basic similarities and some clear differences between the two phrases. For example: • A similarity is that the Recognised Entity may provide the same level of information and advice in the same way (e.g. at a meeting or over the phone) to inform either a significant decision or a decision that is not significant however • The difference is that when a decision is not significant for the child, the Recognised Entity: • does not play a role in the decision making process (for example the Recognised Entity will not necessarily know what information Child Safety has gathered to inform the decision, nor will the Recognised Entity be involved in any way with Child Safety gathering the information • does not need to be informed by Child Safety of the decision made In other words, when being consulted, the Recognised Entity will simply provide information and advice and that is it – however when participating in the decision making process, the Recognised Entity has a vested interest in the decision making process and is informed of the decision that is made as a result of the process.	• Slide 50 Slide 50 content: What's the difference between: "participating in the decision making process" and "being consulted before a decision is made"

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 51 and read its content to the group In relation to dot point two, ensure the group understands that: • decisions that are routinely considered to be not significant, may in fact be significant for a particular child – assist the group to come up with examples of “other decisions” that may be significant for a particular child • discussions regarding whether other decisions should be responded to as a significant decision can be initiated by either the Recognised Entity or Child Safety and • authority regarding the appropriate course of action to take in making the decision is retained by Child Safety	• Slide 51 
	Show Slide 52 and read its content whilst encouraging group discussion regarding the information the Recognised Entity might provide Child Safety when discussing the significance of a decision for a particular child.	• Slide 52 

FACILITATOR’S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 53 and continue Inform the group that any disagreement must be resolved using a process that will be discussed in the last session of the Induction	• Slide 53 • the people in the child's family and community networks that are appropriate to be engaged to consult with or participate in making the decision • the process to follow when engaging the appropriate people • If following discussions there is disagreement regarding the significance of the decision, the Recognised Entity must make reasonable attempt to resolve the matter Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd © 2018 Child Protection

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 54 and read its content to the group while adding additional information (see suggestions in <i>italics</i> below): - Record the following on a Recognised Entity Non-Significant Decision Form: - Whether a discussion occurred with the referring Child Safety Officer to determine the significance of the decision - <i>if a discussion didn't occur – a discussion wasn't initiated by the Recognised Entity or Child Safety, then it can be safety assumed the decision Child Safety is intending to make is not significant for the child.</i> - If Yes: - <i>if a discussion did occur then record the following on the form</i> - the date of the discussion - the details of the information and advice provided - Child Safety's response and whether agreement was reached - if agreement was not reached, what occurred to resolve the disagreement – <i>we'll discuss how to manage and resolve disagreements in Module 12 – but at this stage you just need to be aware that if agreement is not reached, it is your responsibility to work towards a resolution</i> Show Slide 55 and continue	- Slide 54 Record the following on a Recognised Entity Non-Significant Decision Form: - Whether a discussion occurred with the referring Child Safety Officer to determine the significance of the decision and - If Yes: - the date of the discussion - the details of the information and advice provided - Child Safety's response and whether agreement was reached - If agreement was not reached, what occurred to resolve the disagreement Slide 54 - Slide 55 If it is determined the decision is not significant for the child, the Recognised Entity will: - provide relevant information and advice to Child Safety through a consultative process. If it is determined the decision is significant for the child, the Recognised Entity will: - participate in the decision making process as required and - record the details of their participation in a <i>Case Note</i> Slide 55

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 56 and read its content to the group while adding additional information (see suggestions in <i>italics</i> below): <i>When it is agreed a decision is not significant for a child, the Recognised Entity:</i> • may provide specific cultural and family information and advice requested by the Child Safety Officer if known • may provide any other information and advice that may assist the Child Safety Officer to make the decision • will record the information and advice provided on a <i>Recognised Entity Non-Significant Decision Form</i>	• Slide 56 When being consulted on a decision that is not a significant decision, the <i>Recognised Entity</i>: • may provide specific cultural and family information and advice requested by the Child Safety Officer, if known • may provide any other information and advice that may assist the Child Safety Officer to make the decision • will record the information and advice provided on a <i>Recognised Entity Non-Significant Decision Form</i> Recognised Entity Non-Significant Decision Form Date: _____ Child Safety Officer: _____ Recognised Entity: _____ Slide number: 56

FACILITATOR'S NOTES

Day Two – Session Plan

Time	Content	Resources
	Show Slide 57 and tell the group the record keeping requirements are the same as the previously discussed apart from the form – the group will by now, be very familiar with the record keeping requirements, so spend time going through the form in detail rather than on reading through these slides Show Slide 58 and continue Before closing this session, ask participants to refer to the <i>Recognised Entity Non Significant Decisions Form</i> on page 30 of the Workbook – go through the form with the group and answer any questions they may have.	• Slide 57 Recordkeeping: The Recognised Entity representative will: • Record relevant information gathering activities on a <i>Case Note</i> • Record the consultation, and the outcome of the consultation on a <i>Recognised Entity Non-Significant Decision Form</i> • Print all emails Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd • Slide 58 • Place all of the above on the child or children's file and • Provide a copy of the completed <i>Recognised Entity Non-Significant Decision Form</i> to the referring Child Safety Officer at the end of the Process Queensland Aboriginal and Torres Strait Islander Child Protection Peak Ltd