



Quality Assurance Framework for New South Wales

Coaching Staff

QAF Facilitator Guide

April 2021 Edition



What is coaching?

Full implementation of programs and frameworks requires behaviour change not just at the worker level, but also at a supervisor, manager and agency support levels. Training and coaching are the principle methods to facilitate these behavioural changes (Barbee et al., 2011).

Coaching is a supportive, collaborative and planned approach to improving a practitioners' skills which happens after training where a practitioner uses the information they have learnt in practice.

Many of you provide coaching naturally, coaching will be an important part of implementing the QAF successfully. You can provide coaching as a part of casework review meetings, group supervision or annual reviews. It is important that there is a relationship of openness and trust with the worker. This guide will support those who need to develop their coaching skills.

Coaching has several goals:

- to help workers maintain skills and knowledge from the training sessions
- allow for coach's feedback on how the worker has implemented the new skill
- to help workers understand key information
- to guide workers in using key information

Coaching vs Supervision

Coaching and Supervision have differing focuses and it is important that they coincide. They differ in the following ways:

- **Supervision supports** a worker to address a broad range of things such as workload, hours of work, and aspects of daily service delivery. To enable the worker to undertake their role.
- **Coaching supports** the worker develop specific skills in relation to a new way of working, understand concepts, strategies to implement the activity. Coaching draws out delivery challenges the worker may be facing both external and internal and ways to address these.

Skills for an effective Coach

All coaching should be designed to increase workers' mastery over the skills required to implement the QAF and to support workers to use these skills to achieve intended outcomes.

Coaches use a number of specific skills including:

Facilitation skills

Ability to leading people through processes towards agreed-upon objectives in a manner that encourages participation, ownership and creativity by all those involved. By creating an inclusive environment, communicate clear guidelines and instructions, manage group dynamics and skill levels, actively listen and have empathy.

Provide feedback

Ability to provide timely and targeted feedback to adjust the workers understanding and improve their practice. Feedback is delivered and may include goals or an action plan.

Support problem solving

Coaches address barriers to successful implementation at different levels within an organisation. Coaches will often facilitate/participate in meetings with management.

Build capacity

The coach facilitate skill building techniques including modelling, active learning and feedback. Active learning uses behavioural rehearsal methodology (or role-plays), interaction between casework and actor (usually another peer) where the worker gets to practice a skill they will need to use in the future.

Components of Coaching for QAF

Coaching with staff will cover the following key areas of the QAF:

- describing the QAF and its purpose to carers
- administering the Questionnaires
- use of Viewpoint and agency-specific administrative processes
- understanding the Questionnaire results
- sharing the results with carers and young people

Selecting a Coaching model for your QAF site

When working with your LIT consider which model of coaching fits best within the organisation either Individual, Group or a combination of both (details are below).

Things to consider are:

- consider what support structures and systems are already in place
- do staff find value in attending group sessions?
- Is feedback more useful to staff if they are in a one-on-one environment?
- What is the best way for staff to receive feedback, is it through discussion or written feedback?
- How frequently is Coaching is delivered this can be influenced by several factors

As a general guide if the new skill is complex and challenging for workers, or is very different to existing practice, they may require frequent coaching initially; if it only involves a small change to current practice, then less frequent coaching may be needed.

Individual Coaching session

Key activities for Individual staff coaching for the QAF

The individual coaching would happen at a case review meeting or as a part of your one on one supervision. The coaching session would occur after the QAF workshops are complete. This allows enough time for the worker to try and implement what they have learnt and what they need support with.

Coaches need to tease out what areas the worker is having issues with use the QAF Caseworker Check list for Implementing questionnaire to help determine an area that requires coaching.

Group Coaching

Key activities for group coaching for the QAF

The group coaching session is the opportunity for each worker to present a case with information compiled from the child overview, the wellbeing measure report and other information. The worker will review, self-reflect, plan for next actions and get feedback from the coach.

Conducting case reviews in a group format provides the opportunity for:

- staff members to learn from each other's successes and struggles and to contribute to problem solving; to help worker think of potential interventions and barriers to their success.
- team cohesion and collaboration; building team