



Social Inclusion

STAFF SELF-ASSESSMENT TOOL



Loddon's Commitment to Supporting Families

Our shared core competencies

For staff working indirectly or infrequently with children, young people and families (tier 2)

In 2017, the Loddon Children & Youth Area Partnership identified four 'pillars of competency' that are essential in supporting vulnerable children, young people and families.

The purpose of this tool is to:

- assist staff working indirectly or infrequently with children, young people and/or their families (for around 30-60% of the time) to assess levels of competence for **social inclusion**
- facilitate discussions between staff and managers about professional development and training needs in relation to the competencies
- provide the basis for self-reflection and planning
- provide a baseline for tracking progress in building competency over time

Name:

Role/Position:

Email:

Phone:

Social inclusion

This competency refers to practice that enables children, young people and families to participate fully in the economic, social and political life of the community. It means making sure people have access to good health, education, training, employment and other services, the skills and support they need to work and connect with the community, and a say in what services they need and how these are delivered.

Check the appropriate box:

- I have completed training in this competency and know how to apply it in my work
- I have completed training in this competency but need to update my learning
- I have not completed training in this competency
- Yes No I have a good understanding of the organisation's rationale for building this competency

For each statement below check the appropriate box:

	Often	Sometimes	Rarely/ Not at all	Not Applicable
I have accessed the online information about this competency (e.g. resources, Fact Sheets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide a welcoming and non-judgemental environment to families to encourage engagement with the service/organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I challenge disrespectful language and attitudes towards people experiencing poverty and disadvantage if I hear them in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand, and address as much as I can, the barriers that can make it difficult for families to access the service system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure that information disseminated by my organisation takes into account the average literacy levels of our clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>