

Community and Social Services Graduate Program

Program requirements

Version February 2025

OFFICIAL

To receive this document in another format, phone 03 9500 4957, using the National Relay Service 13 36 77 if required, or email <cassgraduateprogram@dffh.vic.gov.au>.

Authorised and published by the Victorian Government, 1 Treasury Place, Melbourne.

© State of Victoria, Australia, Department of Families, Fairness and Housing, February 2025.

Except where otherwise indicated, the images in this document show models and illustrative settings only, and do not necessarily depict actual services, facilities or recipients of services. This document may contain images of deceased Aboriginal and Torres Strait Islander peoples.

In this document, ‘Aboriginal’ refers to both Aboriginal and Torres Strait Islander people. ‘Indigenous’ is retained when part of a title.

ISBN/ISSN number **ISBN** 978-1-76130-670-9 (online/PDF/Word) or (print)

Available at <https://www.vic.gov.au/community-social-services-graduate-program>.

Contents

[Introduction 4](#_Toc177399448)

[Program objectives 5](#_Toc177399449)

[Purpose of this document 5](#_Toc177399450)

[Program overview 6](#_Toc177399451)

[A structured 12-month Graduate Program 6](#_Toc177399452)

[Attractive pathway for graduates 6](#_Toc177399453)

[Timing of rounds 7](#_Toc177399454)

[Program requirements 8](#_Toc177399455)

[Graduates 8](#_Toc177399456)

[Eligibility 8](#_Toc177399457)

[Qualifications 8](#_Toc177399458)

[Entitlement to work 8](#_Toc177399459)

[Two pathways for graduates to participate in the program 8](#_Toc177399460)

[Graduate application process 9](#_Toc177399461)

[Expectations of graduates 9](#_Toc177399462)

[Organisations (Employers) 10](#_Toc177399463)

[Eligibility 10](#_Toc177399464)

[How organisations can participate in the program 10](#_Toc177399465)

[Expectations of employers 11](#_Toc177399466)

[Graduate positions 11](#_Toc177399467)

[Time release, reduced workload and flexibility 12](#_Toc177399468)

[Supporting graduates’ professional learning and development 12](#_Toc177399469)

[Partnering with the Graduate Resource Centre 14](#_Toc177399470)

[Program monitoring and continuous improvement 14](#_Toc177399471)

[Program reporting and financial acquittal 14](#_Toc177399472)

[Funding contribution 15](#_Toc177399473)

[Appendix 1: Graduate Learning and Development plan 17](#_Toc177399474)

[Appendix 2: Professional supervision overview 21](#_Toc177399475)

[Appendix 3: Mentoring and experienced practitioner guidance 28](#_Toc177399476)

# Introduction

Community services need highly skilled professionals who can work in challenging environments. Attracting and retaining new entrants into community services is the primary and most sustainable way for the sector to grow its future workforce We know it can be difficult to support new starters to develop their skills and experience. It has become harder with high demand for services and workforce shortages, especially at senior levels. The Department of Families, Fairness and Housing (DFFH), in partnership with community services organisations and peak bodies[[1]](#footnote-2), is developing the supply of skilled practitioners for the benefit of the whole sector by piloting a Community and Social Services Graduate Program (the Graduate Program).

The Graduate Program is a 12-month structured professional early career program for new graduates entering community services. The pilot will commence in mid-2024 and run for three years.

The Graduate Program expands on the success of earlier programs (like the Family Violence & Sexual Assault Graduate Program) and the best features of comparable programs in other sectors (such as health, mental health and education).

Working in collaboration with community services organisations and peak bodies, the program will:

* provide a rich and supported early career experience to improve practice, job-readiness and retention of new starters, and
* be supported by a simple and attractive platform for graduates to find information about careers in community services and get connected with potential employers.

The Graduate Program will support recent graduates from a range of community services related courses. Graduates will benefit from a structured 12-month program designed to help them develop and thrive in their new professional career. Drawing from the leading features of other professional graduate programs, the Graduate Program will include cross-sector orientation to improve understanding of the service system in practice, enhanced supervision and support by experienced practitioners, and access to high quality training, learning experiences and peer networks.

There are two pathways for graduates to participate in the Graduate Program (see ‘Two pathways for graduates to participate in the program’ on page 8):

* New graduates looking to start a career in community services can apply for roles in participating organisations via the Graduate Resource Centre (GRC), a new platform being piloted to make it easier to access information and get connected with community services careers.
* Participating organisations can nominate recently employed graduates to participate in the program.

The success of this program hinges on effective collaboration among participating community services organisations, peak bodies and DFFH. A collaborative approach will help ensure the program meets the needs of all parts of the community and social services sector and achieves positive outcomes across organisations, the emerging workforce and the people in our community we serve.

DFFH will support participating organisations to provide a rich and supportive first year for their graduates by providing a funding contribution to the cost of supporting graduates ($8,000 per graduate). They will also have access to professional learning opportunities, peer networks and other resources from the program.

Organisations will benefit from the investment in their future community services workforce. A positive first year experience is a key driver of long-term worker retention, development, and effectiveness. Organisations looking to employ new graduates will also benefit from a new source of potential recruits with qualifications and aptitudes suited to community services roles.

## Program objectives

The Graduate Program is a 12-month structured professional early career program for new graduates entering community services. The overall objectives of the program are to:

* **improve early career retention** – introducing a structured and well-supported graduate year will improve new graduates’ capability, knowledge and wellbeing and retain more people in thriving careers
* **have more graduates moving into community and social services** – offering a clear and attractive pathway to a range of meaningful and rewarding careers will mean more graduates transition from study to a career in the sector.

Strengthening the capacity of community service organisations to attract, retain and develop new entrants to the sector will be critical to the success of the program.

The professional graduate year is based on evidence-based practices, providing an early career learning and development experience that includes:

* cross-sector orientation
* enhanced supervision and guidance from experienced practitioners
* professional learning opportunities
* peer networks, learning and support activities, and
* rotations across specialty areas (where possible).

## Purpose of this document

These program requirements are designed to provide clear guidance for participating organisations and graduates on the parameters and elements of the Graduate Program. They are intended to:

* outline minimum expectations to ensure a high-quality learning and development experience for all graduates and build the profile and reputation of the program
* be sufficiently flexible to allow participating organisations to build on existing policies, practices, resources and programs to create a unique graduate program for graduates within their organisation
* allow for continuous improvement within the program, including maturing the program guidelines over time and support participating organisations to continuously improve the learning and development experiences of their graduates.

This is an innovative pilot program. Revisions may be made to these program requirements where necessary to improve delivery or outcomes for participating graduates and employers. The design and test year occurring during 2024-2025, with active learning processes to inform refinements to the program as it matures. A formal evaluation will assess and evaluate the outcomes from the program. Participating organisations will have opportunities to provide input into the ongoing development of the program and will be informed of any changes.

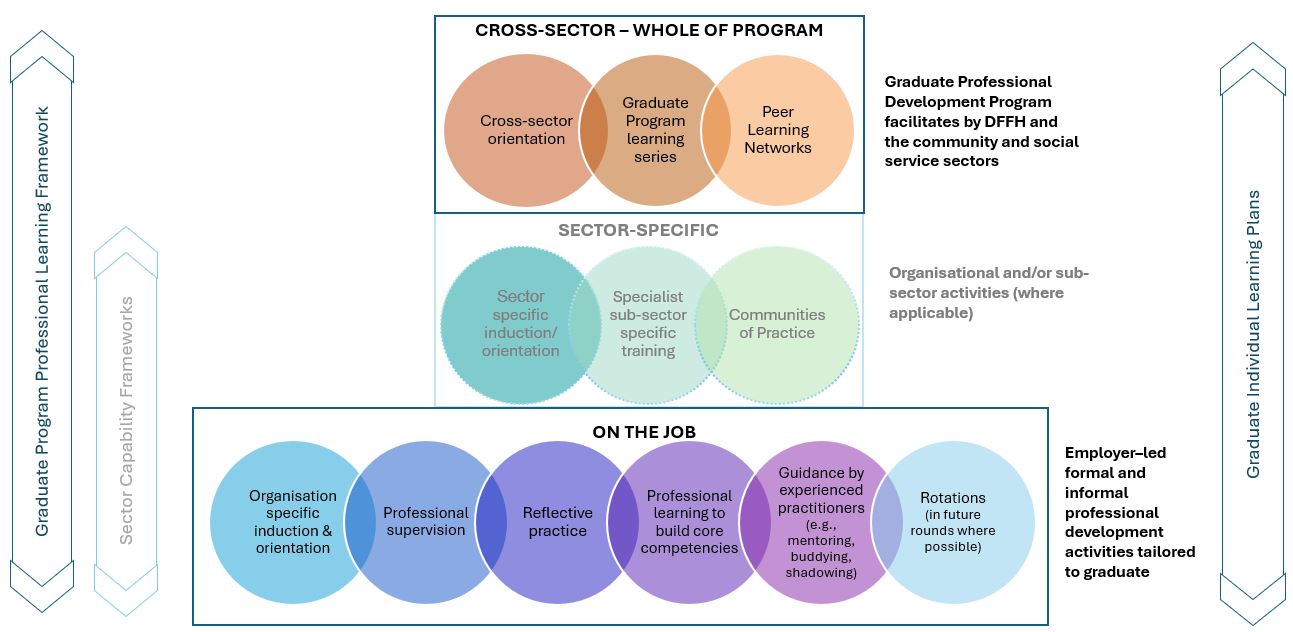
# Program overview

## A structured 12-month Graduate Program

All graduates participating in the program will take part in a year-long professional graduate year while being employed in a graduate position. The program draws on evidence-based practices from leading professional programs and will be tailored to the needs of individual graduates, specialist sectors of employment and the employing organisation.

Learning and development opportunities will be delivered or purchased by participating organisations (supported by government funding) and by accessing training, peer networks and other resources provided by the Graduate Program. Participating organisations are encouraged to build on existing policies, practices, resources and programs to create a unique Graduate Program for graduates within their organisation.

Participating graduates will benefit from learning and development activities, that will occur across three levels:



The Graduate Resource Centre (GRC) – see highlight box below – will coordinate and oversee graduates’ participation in learning and development activities in the Graduate Program. This includes facilitating access to learning and development activities, monitoring graduates’ participation in the program and supporting employers and supervisors. For information on how the GRC and participating organisations will work together to support graduates in the program, see ‘Partnering with the Graduate Resource Centre’ section on page 13.

## Attractive pathway for graduates

The Graduate Program will provide a simple and visible recruitment pathway for graduates, operated by the GRC (see below).

This new platform will improve graduates’ understanding of the range of careers available in community services and make it easy to find attractive ways to start their career. Graduates will be able to submit a single application and, in doing so, connect with a range of employers and roles appropriate for graduates. This streamlined process will aim to attract more new graduates into community and social services.

For community services organisations, this centralised recruitment pathway will aim to provide access to a new source of suitable recruits and reduce the administration associated with recruitment. Participating organisations will be able to nominate appropriate positions in their organisation to which graduates can be recruited. The GRC will assess applicants’ qualifications and suitability for roles, undertake screening for shortlisted graduates and connect shortlisted graduates with potential community services organisations. Participating employers will decide who to employ and have the option to undertake further recruitment/assessment activities to ensure graduates are the right fit.

Organisations’ existing modes of recruitment will continue, and they will also be able to nominate recently employed graduates to participate in the program.

|  |
| --- |
| **The Graduate Resource Centre**  The Graduate Resource Centre (GRC) is an important component of how graduates will access and participate in the pilot program. The GRC will:   * for new graduates, provide a simple and streamlined process for applying for positions in participating organisations * for all participating graduates, coordinate and oversee their participation in the learning and development activities across the 12-month program and support graduates and employers to access learning and development opportunities.   RMIT’s Workforce Innovation and Development Institute has been commissioned to deliver the GRC. More information about the GRC can be found here: <https://www.rmit.edu.au/about/governance-management/rmit-structure/policy-strategy-impact/social-innovation-hub/widi#grc> |

## Timing of rounds

The Graduate Program pilot will include five rounds across the 3 years of the program:

|  |  |  |
| --- | --- | --- |
| **Graduate cohort** | **Applications** | **Role commencement** |
| 1 | June –July 2024 | October 2024 |
| 2 | September – October 2024 | February 2025 |
| 3 | April – May 2025 | August 2025 |
| 4 | September – October 2025 | February 2026 |
| 5 | April – May 2026 | August 2026 |

A graduate recruitment and nomination process will be conducted in the three months prior to each graduate cohort commencing employment. The timelines for each round will be communicated to participating organisations and outlined here:   
 Community and Social Services Graduate Program | vic.gov.au (www.vic.gov.au) <https://www.vic.gov.au/community-social-services-graduate-program#information-for-employers>

# Program requirements

## Graduates

This section refers to graduates who intend to, or are participating in, the Graduate Program.

In this context ‘graduate’ refers to any individual that has recently attained a relevant qualification. Graduates may include individuals completing qualifications prior to entering the workforce for the first time, or who may have had a career change, returned from leave, or have completed a qualification as part of upskilling/professional development.

### Eligibility

#### Qualifications

Graduates who have attained a Diploma (AQF level 5) to Masters (AQF level 9) in a field of study related to community and social services within the 24 months prior to the round application closing date of the Graduate Program, are eligible.

In-scope qualifications include commonly attained qualifications such as Diploma of Community Services, Bachelor of Social Work, Graduate Diploma in Family Violence and Master of Social Work, and related qualifications that often provide pathways into community services (for example, Bachelor of Psychology). Graduates of similar qualifications across fields of study in community and social services service delivery sub-specialty are also eligible.

Graduates who have attained an international qualification will be eligible if the relevant assessing authority (AASW or ACWA) has confirmed recognition and equivalency of their qualification.

#### Entitlement to work

Graduates must be:

* an Australian/New Zealand citizen, or
* an Australian permanent resident, or
* a temporary resident who holds a visa that gives them the right to work in Australia,
* not be on a [temporary graduate visa](https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/temporary-graduate-485)

### Two pathways for graduates to participate in the program

The program is designed to provide a structured and supportive early career program for new community services practitioners. Subject to meeting the eligibility requirements (above), graduates can access the program via one of two pathways:

* Graduates interested in a new role in community services are being recruited via the GRC (see above). Participating organisations will nominate appropriate positions in their organisation to which graduates can be recruited.
* Graduates who have recently commenced employment\* with an organisation who is participating in the program can be nominated by their organisation to participate.

|  |
| --- |
| \* Definition of recently commenced employment: For the purposes of the program, recently employed is defined as an eligible graduate who commenced in their position within 12 months of the graduate round application closing date. |

### Graduate application process

Applicants can find more information about the application process and how to apply here: [Community and Social Services Graduate Program | vic.gov.au (www.vic.gov.au)](https://www.vic.gov.au/community-social-services-graduate-program) <https://www.vic.gov.au/community-social-services-graduate-program>

### Expectations of graduates

The range of supports provided through the Graduate Program is a significant investment by participating organisations and government in graduate learning and development.

Graduates will be required to sign an agreement that they will commit to fully participating in the Graduate Program including the opportunities outlined in the ‘learning and development program’ section above. The GRC will monitor graduates’ participation in the program.

Graduates will be asked to participate in the coordination, monitoring, ongoing improvement and evaluation of the program. This will include reporting to DFFH or the GRC on the graduate’s learning and development plan and participation in learning and development activities as required. It may also include completing surveys, interviews or case studies and providing information on employment outcomes and learning and development activities as requested.

Graduates may also be contacted and/or requested to provide information for other activities relating to the management, administration and improvement of the Graduate Program.

## Organisations (Employers)

The section refers to organisations (employers) who intend to, or are participating in, the Graduate Program.

### Eligibility

Organisations who provide community and social services in Victoria (including organisations that also deliver services in border cities/towns) can participate in the Graduate Program.

To be eligible, an organisation must deliver one or more of the following services:

* family violence services
* sexual assault services
* child and family services
* child protection
* home-based or residential out-of-home care services
* disability services
* social or community housing
* homelessness services
* any of the above services provided by an Aboriginal Community Controlled Organisation
* other community services funded through service agreements with DFFH.

The funding sources of the services can be diverse (e.g. funding from Department Families Fairness and Housing, Department Justice and Community Services, the Department of Health or the Commonwealth Government).

Organisations must also meet the following requirements:

* Deliver services that are in scope of DFFH and monitored through a service agreement with DFFH or in other ways (for example, registration with the Victorian Housing Registrar)[[2]](#footnote-3).
* For disability services providers, be registered with the National Disability Insurance Scheme.
* For organisations delivering services within a legislative framework (for example, Children Youth and Families Act, Housing Act), they must have met all legislative requirements.
* Organisations must comply with relevant industrial arrangements specific to their relevant industry/sector.

Organisations are encouraged to establish partnerships to enable their participation in the Graduate Program. Organisations establishing partnerships must meet eligibility requirements.

### How organisations can participate in the program

To participate in the Graduate Program, eligible employers need to complete two simple steps.

**Step 1:** ‘Program participation’ - Register the organisation for participation in the program.

Organisations will need to register to participate in the program. This step will confirm the organisation’s eligibility to participate in the program.

**Registration will only need to be completed once**, irrespective of whether the organisation intends to participate for one or more rounds (five rounds across the three years of the pilot). Organisations who have already registered will be asked to reconfirm or update details of the primary contact person.

The registration form can be found here:   
Community and Social Services Graduate Program | vic.gov.au (www.vic.gov.au) <https://www.vic.gov.au/community-social-services-graduate-program#information-for-employers>

Following this step, DFFH will confirm the organisation’s participation in the program. Program participation does not commit an organisation to participate in any or every round. Participation in each round, and the number of graduates supported by an organisation, is confirmed in Step 2.

**Step 2:** ‘Round participation’ – Nominate job vacancies and existing employees for the upcoming round.

Prior to each round of the program, organisations will be asked to nominate job vacancies for new graduates and provide nominations of eligible existing employees for participation in the program. For job vacancies, organisations will be required to submit details of:

* Role accountabilities
* Applicable award and conditions
* Qualification requirements
* Location
* Role specific information that will impact candidate screening and matching.

For nominated employees organisations will also be required to submit details about the nominee:

* Qualification and completion date
* Length of time in current role and FTE
* Demographic information

The Graduate Resource Centre will contact the employer to confirm eligibility of nominated graduates. This will include collecting copies of academic transcripts.

|  |
| --- |
| \* Definition of recently commenced employment: For the purposes of the program, recently employed is defined as an eligible graduate who commenced in their position within 12 months of the graduate round application closing date. |

Following this step, organisations will be notified of their confirmed number of graduate positions in the program for each pathway. The Graduate Program is a capped program with limitations on the number of graduates that can be supported. If the program is over-subscribed, consideration will be given to how graduates and graduate positions can be equitably spread across the sector. This will include prioritising wide participation of organisations in the program, and prioritising positions in regional areas and organisations serving priority cohorts (for example, First Peoples).

Finally, organisations will be required to sign an agreement that they will commit to fully participating in the Graduate Program in line with these program requirements. This step will occur after the following has occurred:

* new job vacancies have been filled through the GRC process and/or
* funding has been confirmed by the DFFH for nominated and/or new graduates.

Graduates – both new and recently employed – will sign a similar participation agreement.

### Expectations of employers

#### Graduate positions

Participating organisations must ensure that graduate positions within the Graduate Program are:

* suitable for recent graduates of the qualification/s specified and without substantial prior experience
* roles that are direct service delivery (that is, client-facing), include a substantial component of direct service delivery, or provide direct support for client facing services (e.g. program coordination in the disability services)
* not roles in senior leadership/management
* not roles focused on policy, primary prevention, administration or corporate support
* employed for a minimum of 12 months
* employed under arrangements that are consistent with the employer’s industrial arrangements and all applicable industrial and workplace laws.

Employers may wish to offer part-time roles. In recognition that the Graduate Program requires professional learning and development for graduates across the year, the minimum part-time hours should be 0.6 Full Time Equivalent (FTE) or above.

Employers are encouraged to provide job security if possible and can employ graduates in ongoing roles. A 12-month period from when the Graduate Program round commences, is specified as a minimum contract length. However, employers are encouraged to offer longer or ongoing employment contracts where possible.

The term ‘graduate position’ does not preclude other roles or position titles that are commonly used in the sector to be part of the Graduate Program. For example, the role or position title ‘Intake Officer’ could be suitable for the Graduate Program if the responsibilities of the position align with the eligible qualifications in the program.

Participating organisations should consider increasing visibility of roles that are designated as suitable for graduates (for example, ‘Intake Officer – Community and Social Services Graduate Program’) or articulate within the position description that the role is suitable for a graduate in the program.

If organisations are unsure on the type of roles or positions suitable for the program, employers are encouraged to contact DFFH at [cassgraduateprogram@dffh.vic.gov.au](mailto:cassgraduateprogram@dffh.vic.gov.au) to discuss.

#### Time release, reduced workload and flexibility

Participating organisations must provide graduates with sufficient time to participate in graduate learning and development activities.

This includes an average of:

* Approximately 7.6 hours per full-time week of ordinary working time to enable graduates to participate fully in the program

This time allowance is the total time available to cover all professional learning opportunities across the week.

This includes:

* activities outlined in the below table
* activities provided by the Graduate Program
* learning and development activities provided by the employing organisation
* professional supervision or other professional supports (e.g. mentoring)
* individual activities (e.g. self-reflection, applying learning)
* other learning opportunities (e.g. training, shadowing or observation).

Graduates, their supervisors and their employers should work together to manage this important time commitment alongside the needs of services and the people they provide a service. This will mean:

* A reduced workload that aligns with time release requirements (approximately 80% of ordinary workload for equivalent practitioners).
* Reasonable flexibility to accommodate participation in professional learning opportunities alongside other work commitments. All cross-sector learning opportunities offered under the Graduate Program will be delivered during usual business hours.

#### Supporting graduates’ professional learning and development

Participating organisations are required to actively support graduates’ professional learning opportunities during the 12-month program that, at a minimum, meets the expectations outlined below.

| Component | Requirements |
| --- | --- |
| **Induction/ orientation** | * Induction/orientation processes specific to the employer organisation and sub-sector. * ‘Time release, workload reduction and flexibility’ requirements (outlined above) to participate in sector-wide graduate orientation provided by the Graduate Program. |
| **Graduate Learning and Development plan**  (see Appendix 1 for overview) | * Individual graduate Learning and Development plan, underpinned by the Graduate Professional Learning Framework[[3]](#footnote-4), to be developed collaboratively by the graduate and their manager and regularly updated. * Discussing the Learning and Development plan with the GRC to ensure the graduate’s learning needs are identified and able to be met. |
| **Professional supervision**  (see Appendix 2 for overview) | * Regular formal/scheduled professional supervision with an experienced practitioner/s who has undertaken supervision training, or is on a pathway to complete training, that includes: * a minimum of one hour of scheduled graduate supervision per week for the first 6 months of practice after achieving their community services qualification, then a minimum of one hour per fortnight in the following 6 months. Where a graduate has worked as a community services practitioner for 6 months or longer prior to participating in the Graduate Program, one hour of supervision per fortnight applies – see Appendix 2 for more detail) * use of a professional supervision model to guide their approach and ensure attention to all functions of supervision (see Appendix 2 for examples of models) * a supervision agreement between the graduate and supervisor * recording supervision activities and providing this to the GRC at the mid and end points of the graduate year. |
| **Mentoring or other support by experienced practitioners** | * The incorporation of multiple sources of support and guidance by experienced practitioners, in addition to line manager supervision, to provide graduates with broader learning opportunities. * Access to some form of mentoring or other support from an experienced practitioner is strongly encouraged (see Appendix 3 for examples). |
| **Professional learning and other learning opportunities** | * Access to training and other professional learning to build competencies in accordance with the graduate’s Learning and Development plan, and specific sub-sector requirements. This training encompasses both employer-led activity and Graduate Program activities. * ‘Time release, workload reduction and flexibility’ requirements (outlined above) to access cross-sector training opportunities in shared core skills and competencies provided by the Graduate Program. * Identify opportunities for other learning experiences, such as case reviews, shadowing experienced practitioners, group or peer supervision, and reflective practices. * If possible, offer rotations across roles during the year for the graduate within the organisation or with partner organisations. |
| **Peer Learning Networks** | * ‘Time release, workload reduction and flexibility’ requirements (outlined above) to participate in Peer Learning Networks and other learning opportunities with graduates across community services, which will be provided by the Graduate Program. |

#### Partnering with the Graduate Resource Centre

Organisations are required to partner and collaborate with the GRC at:

**The recruitment phase**

For organisations recruiting graduates via the GRC, this includes:

* providing position descriptions and other relevant policies or information for the graduate positions for the relevant round
* actively participating in the assessment and matching of graduates to roles.

For organisations nominating recently employed graduates for the program who have recently commenced employment in an entry-level position:

* providing the GRC with a confirmation/ attestation that the graduates are employed and can participate in the program.

**Coordination of learning activities**

The GRC will play an active role in supporting the graduate and the organisation across the 12-month Graduate Program, including:

* scheduling graduate learning and development activities outside of the employing organisation, including peer networks and professional learning activities available through the Graduate Program
* regular “check-ins” with the graduate to monitor their progress in the program, including monitoring professional learning opportunities
* supporting and overseeing the graduate’s Learning and Development plan.

The GRC will also provide support to organisations through activities such as:

* convening or organising “check ins” with supervisors, who are overseeing graduates in the Graduate Program
* supporting supervisors in developing the graduate’s Learning and Development plan.

These processes will be refined over time as the program matures to ensure that participating organisations and graduates are well supported by the GRC.

#### Program monitoring and continuous improvement

Participating organisations will also be expected to contribute to ongoing program design and development, especially during the early rounds in 2024 and 2025, and to participate in an independent evaluation of the program. This may include completing surveys, interviews, and case study development, and providing information on graduate employment outcomes, supervision and workload as requested. This includes reporting on the progress of the graduate’s Learning and Development plan to the GRC, as well as program reporting to DFFH (see below).

#### Program reporting and financial acquittal

Participating organisations will receive a contribution of funding as part of the Graduate Program (see ‘Funding contribution’ section below). Organisations are responsible for managing this funding contribution and are required to report, provide program updates, feedback, experiences, or changes to funding expenditure to DFFH. These can be through formal (for example, templates provided by DFFH) or informal processes (for example, email communication).

With respect to formal reporting and for evaluation purposes, participating organisations will be required to provide a report on each round in which they have participated. ‘End of round’ reporting will encompass information related to the preceding 12 months and will include a graduate report (for example, feedback, program learnings, graduate retention) and a financial acquittal.

In recognition of the reporting burden on community sector organisations, templates for these reports will be developed by DFFH with a view of the minimum information needed for financial accountability and program evaluation purposes.

### Funding contribution

Employers will be provided a fixed term allocation of $8,000 (excluding GST) per participating graduate in each round. This funding is to be used to support the graduate during the 12-month graduate year period. The same fixed-term allocation amount will be provided for graduates employed part-time (that is, no pro-rata).

This funding can be used flexibly, to contribute to costs associated with:

* directly supporting graduates, such as enabling their participation in relevant professional learning opportunities or accessing health, safety and wellbeing supports, including:
  + purchasing training or other professional learning programs and courses for the graduate, including to contribute to higher education costs.
  + purchasing training, professional learning or coaching for the graduate’s manager or other experienced practitioner to enable them to perform supervisory, buddying, mentoring or other guidance functions
  + purchasing external supervision for the graduate if this cannot be provided within the organisation
  + attendance at events that directly relate to graduates’ professional learning opportunities (for example, conferences, networks, communities of practice)
  + covering or subsidising costs associated with participating in the Graduate Program activities (for example, travel expenses, accommodation)
  + contribution to relocation costs to support graduate employment in regional and rural Victoria.
* additional staff time or backfilling expenses related to providing time-release for:
  + graduates to undertake the Graduate Program or other professional learning opportunities
  + managers’ and other experienced practitioners’ time supervising and supporting the graduate.
* organisational capability and capacity, including:
  + activities to build organisational capacity to support current and future graduates
  + costs associated with administrative support of graduates, such as allocation to a dedicated coordinator role to support graduates (for example, central coordination of multiple graduates in an organisation, or graduates across organisations in an area).

The funding can be used flexibly, pooled, or combined with other funding to support the graduate. This could include pooling across a partnership of employers. However, each participating organisation will need to acquit the funding. This funding will be provided to organisations as a lump sum payment via DFFH service agreements (for funded organisations) in the next variation from when the graduate has commenced employment.

Organisations will be required to acquit this funding at the end of the program round (see ‘Program reporting and financial acquittal’ section on page 13).

The funding will be a fixed-term arrangement and will only be provided when nominated graduates have been approved by the DFFH and/or an organisation has recruited a graduate to participate in the Graduate Program for the relevant round.

As funding is a fixed term arrangement, carry-over to subsequent financial years **or** program rounds is not feasible.

DFFH notes that there may be instances where:

* a graduate withdraws or where unforeseen exceptional circumstances prevent a graduate from completing the Graduate Program
* a graduate elects to change roles within their employing agency
* a graduate takes up employment elsewhere within or out of the community and social services sector
* the employer terminates employment following a probation period or in accordance with their organisational policies.

In these instances, DFFH should be notified in writing by the employer as soon as possible. With approval from the DFFH, a reallocation of funds may occur in some circumstances. If this is not a feasible or desirable option, DFFH will recoup the employing agency unspent funding allocation.

# Appendix 1: Graduate Learning and Development plan

A graduate Learning and Development plan outlines the professional learning opportunities the graduate will participate in, including supervision. It should include activities that address the graduate’s current knowledge and skills needs as well as planning for the medium and longer-term.

This should be underpinned by the Graduate Professional Learning Framework and tailored to a graduate’s individual learning and competency development needs, their career ambitions and organisation and sub-sector requirements. This Framework is available at <https://www.vic.gov.au/community-social-services-graduate-program#downloads>.

The Graduate Professional Learning Framework is intended as a tool for identifying and planning for each graduate’s professional learning needs, as defined by the graduate and their workplace supervisor. As such, it is recommended that the Framework is used as part of professional supervision to:

* develop a shared understanding of a graduate’s stage of professional development
* help identify graduates’ existing knowledge and capabilities and their individual learning needs
* inform a graduate’s individual Learning and Development Plan
* identify the training and professional development opportunities that will support the graduate to meet their learning needs, including Graduate Program provided cross-sector learning
* provide a structure for continuous learning that builds on the graduate’s pre-service education and any previous work experiences and sets the stage for future career development.

Employers may use whichever format they choose for the graduate Learning and Development plan such as a performance development plan. However, for the purposes of the Graduate Program evaluation, the dates and lengths of formal/ scheduled supervision with the graduate should be recorded as part of the Learning and Development plan. This will be reported to the DFFH as a part of annual reporting.

The graduate Learning and Development plan is required to be developed by the employer with the graduate at the beginning of the graduate year and reviewed regularly during the graduate year.

It is recommended a graduate Learning and Development plan encompasses:

* the graduate’s career goals and possible pathways to achieving these goals
* identification of the knowledge, capabilities and skills requirements to work effectively and successfully in the graduate’s current role
* assessment of the graduate’s knowledge, capabilities and skills alongside the job requirements
* identification of graduate support and wellbeing needs, including cultural safety, and how these will be met over the course of the graduate year
* the graduate’s immediate, short-medium and longer-term learning and development goals and needs including goals that may be common across all employees in the organisation or program for example, cultural safety, health, safety and wellbeing accountabilities.
* the professional learning opportunities\* the graduate will undertake to achieve their goals, sequenced by priority (for example, training, shadowing, group supervision and reflective practices).
* resources and supports that will help the graduate achieve their goals (for example, mentoring, buddying) (refer Appendix 3 for more information on possible supports).
* specific, measurable indicators of progress and success for each goal
* the timeframe for the plan and the actions within the plan
* how and when the plan will be monitored, reviewed and evaluated.

\* These opportunities should include the activities offered to graduates participating in the Graduate Program as well as organisation-specific professional learning opportunities tailored to the graduate’s learning goals.

An example is provided below, including a supervision record attachment that the supervisor or graduate can maintain.

**Learning and Development plan - [graduate name]**

Date plan agreed:

Monitoring frequency:

Review/ evaluation date:

|  |
| --- |
| **Career plan** |
| **Career goals:** |
| **Possible pathways to achieving career goals:** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Current role** |  |  |  |  |  |  |  |
| **Requirements (knowledge, capabilities, skills)** | **Current proficiency level** | **Learning and development goals** | **Learning and development activities to achieve goals** | **Resources and supports** | **Indicators of goal achievement** | **Timeframe for completion** | **Review date and outcome** |
| For example: Working collaboratively - develop connections between people, establish good rapport, keep service users engaged, manage expectations | For example: Foundational; applied, accomplished; leading | Immediate:  Short-medium term:  Longer-term: |  |  |  |  |  |
| For example: Systems thinking - consider the wider context, break complex issues or situations into smaller parts to gain better insights and inform actions required | For example: Foundational; applied, accomplished; leading | Immediate:  Short-medium term:  Longer-term: |  |  |  |  |  |

|  |
| --- |
| **Support and wellbeing plan** |
| **Support and wellbeing needs:** |
| **Strategies to address graduate safety (physical, psychological and cultural) and wellbeing needs:** (e.g. utilising the provided notebook to journal and reflect on thoughts, emotions, and behaviours at the end the day) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attachment - Formal/scheduled supervision record** | |  | | |
| **Supervision dates** | **Supervision method e.g. formal, informal, group, live** | | **Length of supervision** | **Supervisor** |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |

# Appendix 2: Professional supervision overview

Unless specifically referenced, content for this appendix is adapted from the DFFH Child Protection Manual[[4]](#footnote-5); the DFFH Best practice supervision information sheets for the family violence, sexual assault and child wellbeing workforces[[5]](#footnote-6), and DFFH Best practice supervision guidelines – Family violence, sexual assault and child wellbeing 2024[[6]](#footnote-7).

Professional supervision can be described as the formal, ongoing process that promotes professional competence, accountable and safe practice, continuing professional development, critical reflection and practitioner wellbeing.[[7]](#footnote-8) It is an interactive, collaborative, ongoing, supportive and respectful professional relationship and reflective process between a supervisor and a practitioner/supervisee. It provides a structured space for practice guidance and critical reflection, promotes effective service provision, and supports practitioner development and wellbeing.

There is strong academic evidence that regular, high-quality supervision, particularly early in an individual’s career, is critical to workforce retention, attraction and improved client outcomes. The ability to reflect on strengths and practice is linked to job satisfaction, resilience and supports better decision making. Reflection is key to understanding human experience and meaning, recognising context and emotion, which allows practitioners to develop self-awareness and insight, and achieve ongoing practice development, which can lead to improved outcomes for children and families.[[8]](#footnote-9)

Regular formal/scheduled supervision with a supervisor who is an experienced practitioner who has also undertaken supervision training, or is on a pathway to complete training, is particularly important for recent graduates working in direct service roles with service users to develop and refine their practice and ensure their wellbeing and safety, including cultural safety.

Frequency

The minimum expectation is one hour of formal, scheduled supervision per week for graduates in their first six months of practice after achieving their qualification and one hour per fortnight in the next six months. Where a graduate has worked as a community services practitioner prior to participating in the Graduate Program, the frequency of supervision may be less than one hour per week. For example:

* A Graduate Program participant has been working as a community services practitioner for six months prior to being nominated to participate in the program. One hour of formal, scheduled supervision per fortnight is the minimum requirement.
* A Graduate Program participant has been working as a community services practitioner for three months prior to being nominated to participate in the program. One hour of formal, scheduled supervision per week for three months and one hour per fortnight thereafter is the minimum requirement.

Some programs and organisations may elect to provide supervision to new graduates that is above the minimum requirement.

Where a program, organisation or sub-sector has supervision frequency requirements, these should be met in accordance with the specific requirements, providing the frequency is not less than one hour of formal, scheduled supervision per week for graduates in their first six months of community services practice after becoming qualified and one hour per fortnight thereafter.

Employers may also provide informal supervision, peer, group or live supervision opportunities.

For part-time staff, supervision frequency should follow the above guidance on a pro-rata basis.

Supervision models

Supervisors should use a professional supervision model to guide their approach and ensure the functions of supervision as applicable to their model of choice are attended to (see ‘Supervision functions’ section on page 22). The community and social services sector uses many different supervision models for formal supervision such as PASE[[9]](#footnote-10), 7-eyed[[10]](#footnote-11) and 4x4x4[[11]](#footnote-12). Many employer organisations will have their own supervision policies and approaches. Some programs, including child protection, are guided by the 4x4x4 integrated model of supervision which includes:

* the four functions of supervision (management, development, support, mediation), noting some sub-sectors prefer the term ‘systemic’ over ‘mediation’.
* the four stages of Kolb’s learning cycle[[12]](#footnote-13) (experience, reflection, analysis, plan/act) that underpins reflective practice
* the four stakeholders in supervision (worker, user, agency and other agencies).

Some professions have their own standards for supervision such as in the AASW Practice Standards 2023.

Different parts of the sector also have specific supervision guidelines. For example, best practice supervision guidelines for the family violence, sexual assault and child wellbeing sub-sector will be published in 2024.

Where a program, organisation or sub-sector employing a graduate has specific supervision model or approach requirements, these should be met in accordance with requirements. Examples are:

* Switch to Social Work Supervision Model.
* Evidenced-Based Programs with clinical supervision requirements.

See the ‘Further information’ section on page 24 for links to more detailed guidance, models and resources.

Supervision types

There are different types of supervision and delivery approaches including:

**Formal/scheduled supervision** – regular, planned, one-to-one, uninterrupted and held in a private setting between the supervisor and supervisee. It provides the consistency and predictability needed to promote a positive relationship between supervisor and supervisee. This type of supervision must be prioritised over other forms of supervision to enhance workforce sustainability and service quality.

**Informal/unscheduled supervision** – ad-hoc consultations on case decision making, delegation, staff and case load management, professional development, meeting support needs, service and resource allocation and policy clarification. Informal supervision capitalises on learning opportunities which risk being missed if the supervisee waits until scheduled supervision.

**Group supervision** – is normally provided within an established team of practitioners. It comprises structured sessions, often involving case presentations to assist discussions. Practitioners may reflect on their experience in working with a service user or family and seek the assistance from the group around a particular aspect of their work. Group supervision involves the responsible supervisor and any decisions arising from the discussions are documented.

**Peer supervision** – often has broader membership than a practitioner’s immediate team. It does not involve the responsible supervisor and is, therefore, not a decision-making forum. It offers peer learning, reflection and a support opportunity for cases, responses and practice. Peer supervision may be self-led by the group of peer practitioners or facilitated by someone designated as the facilitator of the reflective discussions.

**Live supervision** – direct supervision of case practice by a more senior practitioner observing the supervisee in practice or accompanying the supervisee while engaging with service users or other professionals. May include role-modelling by the senior practitioner.

**External supervision** – professional supervision (excluding the managerial/administrative function) delivered by an appropriately qualified professional external to the organisation.

There are also other types of supervision specific to organisations, programs or settings where there are particular needs or requirements. These include:

**Cultural empowerment\*** – is a reflective, holistic, validating, non-judgemental, two-way learning process provided by a supervisor who is skilled, experienced, caring, respectful and knowledgeable about their local First Nations community.[[13]](#footnote-14) The relationship should empower supervisees by reducing barriers for First Nations supervisees to perform their duties in a culturally safe environment. First Nations workforces in Victoria need culturally safe empowerment[[14]](#footnote-15) which provides cultural context when reflecting on practice. It incorporates a strengths-based and person-centred approach that acknowledges a supervisee’s sense of pride and purpose in being able to impart cultural knowledge to others. It is recommended for First Nations supervisees and non-Aboriginal supervisees who work with First Nations people and communities.

\* Note that the term ‘supervision’ can have negative connotations of control and regulation for the First Nations workforce.

**Clinical supervision** – aims to develop a supervisee’s clinical awareness and skills to recognise and manage personal responses, value clashes, power imbalances and ethical dilemmas.[[15]](#footnote-16) Usually supervisee-led, this type of supervision allows deeper insight to the work using process reflection.[[16]](#footnote-17) This is where conscious and unconscious aspects of practice and supervisory relationships are explored. A clinical supervisor can be from outside of the organisation or be an internal line management supervisor or a supervisor who does not have line management responsibilities. Some programs, such as Evidenced-Based Programs, have clinical supervision requirements.

**Intersectional feminist supervision** – recognises how different aspects of a person’s identity might affect how they experience the world and the related barriers[[17]](#footnote-18). An intersectional feminist lens encourages supervisors and supervisees to question their own experiences and how they might create assumptions about another’s experience. Intersectional feminist supervision is often used in the family violence and sexual assault sub-sectors.

Supervision functions

The three to four similar functions of supervision are present in many professional supervision models are outlined below.

|  |  |  |
| --- | --- | --- |
| Function | Description | Delivery options |
| Managerial / administrative | * Promotes competent, professional and accountable practice, allocates work, monitors workloads[[18]](#footnote-19) and working arrangements. * Checks supervisee understanding and compliance with policies, procedures and legislated requirements. * Helps supervisee understand their role and responsibilities and they have the information and resources they need. * Manages human resource tasks, such as leave requests. | Line manager. |
| Educational / developmental | * Establishes a collaborative and reflective approach for learning and professional development including performance feedback between supervisor and supervisee6. * Provides coaching and reflective practice. * Focuses on professional development, learning styles and preferences, including professional learning and development needs. * Helps embed relevant frameworks and case practice models. | Line manager.  Alternate professional supervisor – internal or external.  Supplemented by live, informal, peer or group supervision. |
| Supportive / wellbeing | * Creates a safe context for supervisees to talk about the successes, rewards, challenges, uncertainties and the emotional impacts (including vicarious trauma and vicarious resilience) of the work and to monitor supervisee safety and wellbeing6. * Explores supervisee’s personal experiences, assumptions, beliefs, and values and how these can impact, and be used, in practice with service users as well as how to maintain professional boundaries. * Identifies when external supports may be needed such as an Employee Assistance Program, other types of supervision or a therapeutic response. | Line manager.  Alternate professional supervisor – internal or external. |
| Mediative / systemic | * Engages the practitioner with the organisation, facilitates role clarity and effective multi-agency and relationships across sectors, managing the tensions of the competing demands[[19]](#footnote-20). * Explore power structures and inequalities in the supervisory relationship as well as the experiences of service users. * Ensures the organisation is culturally safe for the supervisee and that culturally safe and informed supervision is available to First Nations practitioners. | Line manager.  Alternate professional supervisor – internal or external. |

Supervisor training, capability and supervisor/supervisee ratio

It is important for supervisors to build the capabilities to provide supervision that meets the needs of their supervisees. Supervision should be provided by experienced practitioners who have relevant experience in the field of practice.

Supervisors should have undertaken industry-recognised supervision training or be on a pathway to completing training, preferably within three months of commencing their supervisor role.

Supervision can be complex at times. Supervisors support their supervisees through ethical dilemmas, conflicts and practice challenges. Supervision may also bring up personal or emotional issues for the supervisor. All supervisors should receive their own supervision and access to continuous professional development. They should also have access to an employee assistance program, as required.

New supervisors should be supported into the role. Access to a network of peers, shadowing, mentoring and broader support and professional development is important to sustain and retain supervisors.

To ensure supervisors have a manageable workload and adequate support, the recommended maximum ratio of supervisors to supervisees is one supervisor to a maximum of six to eight supervisees including graduates, where supervision is provided internally within the organisation. However, the ratio depends on the complexity of the work and type of role, and as well as the workload of the supervisor. The ratio should be adapted to suit the work context, including the workloads of the supervisees.

Supervision records and agreement

All formal supervision sessions should be recorded via supervision notes. While is the responsibility of the supervisor to ensure supervision notes are kept, the supervisor and supervisee can negotiate who will write and maintain supervision notes with the option of this being a shared responsibility. However, supervision notes should be transparent and made available to the supervisee, so that both the supervisor and supervisee can author and agree to the record.

Establishment of a supervision agreement between the supervisor and graduate is recommended to clarify supervision expectations, confidentiality, roles and communication channels. An example of a supervision agreement is below.

**Supervision agreement between [supervisor] and [supervisee][[20]](#footnote-21)**

This agreement sets the scene for how we will work together and what works for each another. [Note: If the supervisee is new to the field, the supervisor will need to explain the purpose of supervision, confidentiality (including limits to this) and the supervision model your agency uses.]

* What supervisory style works best for the supervisee? (Supervisee to share previous supervisory history and relationship experiences. What worked or did not work?)
* What expectations do we have of supervision and each other? (For example, how often we will meet, how long we will meet for, where we will meet, we will be on time, we will commit to our supervision sessions, and we will be emotionally present)
* How does the supervisee like to receive feedback – both positive/constructive – or feedforward (focus on future behaviour)?
* How does the supervisor like to receive feedback or feedforward?
* As the supervisee develops, how can they indicate they want more of a coaching style (where supervisor asks reflective questions) rather than a directive/mentoring (where supervisor leads by example, advises) approach?
* What shall we do when we notice signs of transgressing boundaries of enmeshment or disconnection as a way of coping with the work?
* How will we discuss the use of power in our work and within the supervisory relationship?
* How will we develop relationships based upon ‘power with’ rather than ‘power over’?
* Conflict is a normal part of any relationship. What shall we do when the relationship is ruptured or is not working, and how will we communicate this with one another?
* What are our respective go-to conflict styles (such as using avoidance strategies or going quiet)?
* What methods will we use to resolve or repair any difficulties in working together?
* How will we ensure supervision is trauma- and violence-informed?
* How do we want to structure supervision to ensure we cover the four functions – supportive, managerial, systemic, developmental? What questions might frame this?
* When we do not cover all four functions in our session or arrangement, what should we do to ensure we do not lose sight of the missing ones?
* How do we make sure supervision is reflective, covering the four phases of the learning cycle (what happened – experience; feelings and reactions regarding what happened – reflection; how we made sense of what happened – analysis; and what to do next – action) when discussing our work?
* How will we incorporate discussions about cultural safety?
* How will we incorporate discussions about intersectional feminism with our case practice, systemic advocacy, justice-doing and how these impact on our relationship?
* How will we incorporate safety/self-care and team-care plans into supervision and this agreement?
* How will we document these sessions and jointly sign the session notes?

**Date agreement is to be reviewed:**

**Signed:**

|  |  |
| --- | --- |
| [Supervisor] | [Supervisee] |

Further information and resources

**Links to additional information**

Department of Families, Fairness and Housing

* Best practice supervision guidelines: Family violence, sexual assault and child wellbeing - <https://www.vic.gov.au/best-practice-supervision-guidelines>.
* [Best practice supervision information sheets](https://www.vic.gov.au/best-practice-supervision-information-sheets) for the family violence, sexual assault and child wellbeing workforces - <<https://www.vic.gov.au/best-practice-supervision-information-sheets>>.
* Child Protection Manual ‘Professional supervision’ - <<https://www.cpmanual.vic.gov.au/our-workforce/supervision/professional-supervision>>.

Victorian Dual Diagnosis Education and Training Unit

* ‘Our Healing Ways: supervision: a culturally appropriate model for Aboriginal workers’ - <<https://healthinfonet.ecu.edu.au/key-resources/resources/24027/?title=Our+Healing+Ways++supervision++a+culturally+appropriate+model+for+Aboriginal+workers&contenttypeid=1&contentid=24027_1>>.

Australian Association of Social Workers

* Practice Standards Supplement 2023 [Supervision] - <<https://aasw-prod.s3.ap-southeast-2.amazonaws.com/wp-content/uploads/2023/08/AASW-Practice-Standards-Supplement.pdf>>.

Tony Morrison - 4x4x4 Model

* T Morrison, Staff supervision in social care, Pavilion, Brighton, 2005.
* Nosowska, G, The 4x4x4 supervision model. Dartington Trust, 2022 - <<https://www.researchinpractice.org.uk/all/content-pages/videos/the-4x4x4-supervision-model/>>.

Amovita International – PASE Model

* PASE Model of Supervision - <<https://amovita.com/product/pase-model/>>.

Peter Hawkins and Robin Shohet - 7-Eyed Model

* Hawkins, P and Shohet, R, Supervision in the helping professions, Open University Press, 2006.
* McMahon, A, Jennings, C and O’Brien, G, ‘A naturalistic, observational study of the Seven-Eyed model of supervision’, The Clinical Supervisor 2022 Vol 41:1 - <<https://doi.org/10.1080/07325223.2021.2022060>>.

# Appendix 3: Mentoring and experienced practitioner guidance

Mentoring or other forms of experienced practitioner guidance and support are highly valued by graduates to support their successful transition from study to the workforce. Mentors and experienced practitioners can offer timely support and advice, insights into career pathways, introductions to key people and networks, and help overcome challenges.

Incorporating multiple sources of guidance and support by experienced practitioners, in addition to line manager supervision, will also provide graduates with broader opportunities to learn from and connect with others.

Providing graduate access to some form of budding, mentoring or support from an experienced practitioner is strongly encouraged. Many organisations will already have buddying, mentoring or other peer support models or approaches in place. Examples are:

|  |  |
| --- | --- |
| Buddying | Allocating an experienced practitioner as a ‘buddy’ to help guide and support a new starter, assist them to navigate the organisation and develop networks. The experienced practitioner may provide more frequent advice and support in the graduate’s first weeks or months, tapering off over time. |
| Formal mentoring | Regular, planned, one-to-one mentoring sessions that are uninterrupted and held in a private setting between the mentor and mentee. Formal mentoring approaches usually include mentoring agreements, goal setting and reviews of the arrangement. The mentee usually sets the agenda. A formal mentor can be appointed from within or external to an organisation. |
| Informal mentoring | Occurs outside of formal mentoring programs or processes. An informal mentor is an experienced practitioner who offer opportunities to a mentee for discussions, guidance and support, spontaneous learning, networking and career advice. |
| Peer mentoring or peer support | A mentoring or peer support relationship between employees at the same or similar level that involves a more experienced practitioner sharing their knowledge and skills and providing encouragement to the less experienced practitioner. A previous graduate could be an appropriate peer mentor for a graduate. |
| Small-group mentoring | Regular, structured meetings between an experienced mentor and a group of mentees in a similar workplace situation, for example, graduates. The focus is on supporting the professional development of group members who can benefit from the experiences and advice of others in the group in addition to the mentor. The group usually has areas or topics of focus rather than on the day-to-day work of mentees. Usually occurs for a short-term period for example, six to twelve months. |
| Micro or situational mentoring | A short-term mentoring relationship focused on a single issue, challenge or area of development for the mentee. The mentor is chosen for their expertise or experience in the area of focus. The mentor and mentee meet regularly for a short period to focus intensively on the area of development. |
| Rotational mentoring | Mentees meet with different mentors over a period of time for example, a graduate year, where the multiple mentors share knowledge and advice in their specific area of expertise. This approach allows graduates to develop relationships with multiple experienced practitioners. The mentoring relationship is very short-term for example, one to two meetings, but the professional relationship and network can endure. |

|  |  |
| --- | --- |
| Coaching | A short-term relationship with a specific outcome in mind. A coach is appointed for their expertise in an area where development or improvement is sought. Meetings reflect on current practices and behaviours, with the aim to solve particular problems or challenges. |
| Shadowing | An informal experience over a day or several days where a less experienced practitioner observes an experienced practitioner to gain a better understanding of how they perform their role day-to-day. During the shadowing experience, the experienced practitioner shares insights into their practice approaches, decision-making and ways of working. |

1. DFFH would like to acknowledge and thank the following community sector peak body partners for their active and ongoing partnership in designing and piloting the Graduate Program: the Victorian Council of Social Services; the Centre for Excellence in Child & Family Welfare; the Community Housing Industry Association; the Council to Homeless Persons; National Disability Services: Victorian branch; Safe + Equal; Sexual Assault Services Victoria; the Victorian Aboriginal Child Care Association; and the Victorian Aboriginal Children And Young People's Alliance. [↑](#footnote-ref-2)
2. Participating organisations that do not have a DFFH service agreement must be able to enter into a DFFH service agreement and may be required to do so to receive funding under the program. [↑](#footnote-ref-3)
3. The Graduate Program Learning Framework is at <https://www.vic.gov.au/community-social-services-graduate-program#downloads> [↑](#footnote-ref-4)
4. *Professional supervision*, Child Protection Manual, Document ID number 4301, version 5, 20 November 2019, Department of Families, Fairness and Housing, accessed 29 April 2024 at <https://www.cpmanual.vic.gov.au/our-workforce/supervision/professional-supervision> [↑](#footnote-ref-5)
5. *Family violence, sexual assault and child wellbeing best practice supervision,* Department of Families, Fairness and Housing, 2023, accessed 29 April 2024 at < https://www.vic.gov.au/best-practice-supervision-information-sheets> [↑](#footnote-ref-6)
6. *Best practice supervision guidelines: Family violence, sexual assault and child wellbeing*, Department of Families, Fairness and Housing, 2024. Available at <https://www.vic.gov.au/best-practice-supervision-guidelines> [↑](#footnote-ref-7)
7. Professional Supervision: policy and Standards, Ministry for Children, NZ, n.d Oranga Tamariki Ministry for Children (nd). Accessed 29 April 2024 at <https://practice.orangatamariki.govt.nz/assets/practice/use- professionalsupervision/professional-supervision-policy-and-standards.pdf> [↑](#footnote-ref-8)
8. Switch to Social Work: Supervision Model, Department of Families, Fairness and Housing, 2023 [↑](#footnote-ref-9)
9. PASE Model, Amovita International, n.d, accessed 29 April 2024 at <https://amovita.com/product/pase-model/> [↑](#footnote-ref-10)
10. P Hawkins and R Shohet, Supervision in the helping professions, Open University Press, 2006 [↑](#footnote-ref-11)
11. T Morrison, Staff supervision in social care, Pavilion, Brighton, 2005 [↑](#footnote-ref-12)
12. DA Kolb, Experiential learning: experience as the source of learning and development, Prentice Hall, Englewood Cliffs, NJ, 1984 [↑](#footnote-ref-13)
13. *Our healing ways: a culturally appropriate supervision model for Aboriginal workers,* Victorian Dual Diagnosis Education and Training Unit, Australian Indigenous HealthInfoNet website, 2012, accessed 27 February 2023 at <https://healthinfonet.ecu.edu.au/key-resources/resources/24027/?title=Our+Healing+Ways%3A+supervision%3A+a+culturally+appropriate+model+for+Aboriginal+workers&contentid=24027\_1> [↑](#footnote-ref-14)
14. Ibid. [↑](#footnote-ref-15)
15. 2*019–20 census of workforces that intersect with family violence: survey findings report – specialist family violence response workforce,* Victorian Government,2021, accessed 29 April 2024 at <https://www.vic.gov.au/2019-20-census-workforces-intersect-family-violence-survey-findings-report-specialist-family> [↑](#footnote-ref-16)
16. G Ruch, ‘Relationship-based practice and reflective practice: holistic approaches to contemporary child-care social work’, *Child and Family Social Work*, 2005, 10(2): 111–123, doi:10.1111/j.1365-2206.2005.00359.x. [↑](#footnote-ref-17)
17. *What does intersectional feminism actually mean?*, International Women’s Development Agency, 2018, accessed 27 February 2023 at < https://iwda.org.au/what-does-intersectional-feminism-actually-mean/> [↑](#footnote-ref-18)
18. Adapted from *Professional supervision*, Child Protection Manual, Document ID number 4301, version 5, 20 November 2019, Department of Families, Fairness and Housing, accessed 29 April 2024 at <https://www.cpmanual.vic.gov.au/our-workforce/supervision/professional-supervision> [↑](#footnote-ref-19)
19. Professional Supervision: policy and Standards, Ministry for Children, NZ, n.d Oranga Tamariki Ministry for Children (nd). Accessed 29 April 2024 at <https://practice.orangatamariki.govt.nz/assets/practice/use- professionalsupervision/professional-supervision-policy-and-standards.pdf> [↑](#footnote-ref-20)
20. Adapted from *Best practice supervision guidelines: Family violence, sexual assault and child wellbeing*, Department of Families, Fairness and Housing, 2024. Available at <https://www.vic.gov.au/best-practice-supervision-guidelines> [↑](#footnote-ref-21)