

CHILD'S ACTION NETWORK AND LEAD PROFESSIONAL PROFILES

Child's Action Network Purpose

The purpose of the Child's Action Network (CAN) is to work together as a trans-disciplinary¹ team to deliver a co-ordinated multiagency response to provide intensive, timely and effective support to meet a child's needs.

CAN membership

The CAN is made up of the child, their parents/caregiver's and those practitioners and professionals involved with providing support.

Critical to this approach is positioning the child and family in leading change – they bring their own resources to identify, clarify and manage their concerns and help to identify where practitioners and professionals can use their expertise most effectively.

Before a practitioner or professional can become a member of a CAN they must complete the Children's Team induction and training requirements – including safety checking and screening process. Note this screening process does not take place for a child and their whānau.

CAN role and responsibilities

The role of CAN members is to work within a common practice framework and share the responsibility for *assessing, planning, implementing and reviewing* (APIR process) to support children and their families. Within the CAN one member takes the role of Lead Professional.

The CAN membership may change as services with the child and their whānau are identified through the assessment and service delivery.

For each child, CAN members are responsible for:

¹ A trans-disciplinary team is one in which members come together from the beginning to jointly communicate, exchange ideas and work together to come up with solutions to problems. A multi-disciplinary team is one in which members use their individual expertise to first develop their own answers to a given problem, and then come together – bringing their individually developed ideas - to formulate a solution. Refer to the Children's Team Practice Framework for more information.

- Attendance at all CAN meetings and active participation in the APIR process:
 - Provide requested assessment information within 3-10 working days
 - Complete planned actions within set timeframes
 - Support the Lead Professional by keeping them informed.

Lead Professional role and responsibilities

The role of the Lead Professional is as the CAN's main point of contact and leading the Child's Action Network's work together.

The Lead Professional is a practitioner or professional from any agency or organisation with the capability (see Appendix 1) to be able to step into the Lead Professional role. In general they are assigned to a child and their whānau due to an existing relationship, their area of expertise, and potential fit with a child and their whānau.

For each child, a Lead Professional will:

- establish, maintain and conclude a purposeful partnership with child/ren, their whānau² and practitioners/professionals in the CAN
- act as the main point of contact for child, whānau and CAN practitioners throughout the *assessment, planning, implementation and review* (APIR) process while the child and their whānau are with the Children's Team
- provide or organise the facilitation of CAN meetings to establish shared understanding of the child and their whānau needs, throughout the APIR process
- have oversight of the collection and documentation of all relevant CAN information; including CAN assessment evidence, analysis and planning, in the required Children's Team Records; namely the Tuituia Assessment Record and the Child's Plan
- provide Children's Team Records at the required times in the APIR process to the Children's Team Panel for practice oversight, advice and guidance, support and endorsement

² The Lead Professional walks the journey with the child and their family and whānau while they are supported by the Children's Team.

- use the Children’s Team reporting pathway to raise concerns when the CAN is not able to provide intensive, timely and effective support to meet the unmet needs of a child.

CAN meetings

The CAN meeting enables multi-agency coordinated support in the delivery of support and promotes shared understanding, collective decision making and joint responsibility.

- The frequency of CAN meetings will be determined by the nature of each child and family’s needs
- The meetings will be held at a place convenient to all, appropriate for their purpose including being child and whānau friendly
- The Lead Professional will facilitate meetings so there is:
 - An environment supportive of creating mutual trust and respect
 - Acknowledgement and inclusion of tikanga principles
 - Recognition of complementary expertise
 - Open communication
 - Active participation and involvement of all members
 - Sharing and agreeing decisions.

In some Children’s Teams, Service Brokers gather their sector’s information and help identify and secure services for a child and their whānau.

CAN Accountability

A CAN member, including the Lead Professional is accountable to their home agency line manager and responsible for delivering a service in accordance with their agency’s standard for delivering a Children’s Team response.

All Lead professionals should have supervision arrangements in place that they participate in.

Appendix 1: Lead Professional capabilities

Professional practice

- Practices within a child and whānau scope of practice
- Practices within professional/organisational practice standards inclusive of the application of Treaty of Waitangi principles through their understanding of Whanaungatanga, Manaakitanga, Tikanga, Rangatiratanga and Wairuatanga
- Demonstrates knowledge of child, whānau and community services and navigation of these service networks
- Demonstrates effective use of IT reporting and communication technology, and practice organisational and administrative skills.

Child centred and family focused practice

- Demonstrates understanding of the unique nature of children's needs and the urgency of response that is required to prevent harm occurring
- Demonstrates understanding of child's needs within an ecological model to bring together a whole of child assessment and plan, taking:
 - primary focus on child's physical, emotional, cognitive and socio/cultural needs, taking account of their views on themselves, their lives, their future, their whānau and community
 - focus on whānau as the child's primary support system, and their capacity to undertake their parenting roles and responsibilities to meet child's needs
 - focus on impact of family connections, resources and community network of support and their impact on parenting capacity and child's needs
- Demonstrates understanding of APIR planning process in achieving effective outcomes
 - uses the systematic and interrelated steps of APIR planning process
 - identifies quality of information required to provide complete and accurate APIR planning
 - identifies/uses developmental/age –appropriate assessment methods with children when CAN undertakes the required assessments

- completes clear, concise, timely and accurate recording throughout APIR process – using Children’s Team’s technology and records.

Inter-personal practice

- Demonstrates effective interpersonal relationships with children, whānau and practitioners/professionals to work in connected and supportive partnerships with diverse groups and cultures:
 - demonstrates interpersonal qualities –respectfulness, genuineness, humility, empathy, warmth, integrity, expertise and judgment
 - uses interpersonal skills – attending, active listening, showing empathy, clear communication, negotiating together, giving encouragement, supporting prioritisation and facilitating change
 - uses developmental/age-appropriate engagement and communication methods, with children, within each child’s whānau cultural context.
- Applies principles of cultural competence to build on cultural strengths.

Inter-professional practice

- Understands children and their whānau are central members of CAN and work together with practitioners as a trans-disciplinary team
- Uses evidence-based practice approach to decision-making (professional judgement) where practitioners bring together the best available evidence, the child and whānau values and preference, and each practitioner’s expertise, to decide upon the options which suit the child and whānau best.
- Demonstrates an understanding of inter-professional team process and facilitation skills to work in purposeful partnership, through:
 - working together with active participation
 - shared decision making
 - recognition of complementary expertise and roles
 - sharing and agreeing aims and process
 - negotiation
 - open communication
 - mutual trust and respect.

Lead Professional Key Relationships

The Lead Professional has key relationships with:

- Children's Team – Director, Co-ordinator, Administrator, Panel members
- Child's Action Network - child and their whānau and practitioners/ professionals
- Service Brokers
- Home agency – manager and supervisor.