NDIS workforce capability framework and possible development activities

Continuing professional development

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# Introduction

The NDIS workforce capability framework describes the attitudes, skills and knowledge expected of all workers funded under the NDIS. Capabilities describe attitudes, skills and knowledge through practical, observable examples of expected behaviours. The capabilities are grouped into five objectives:

* our relationship
* your impact
* support me
* be present
* check in.

The following table lists capabilities and possible development activities for each of these objectives.

# Capabilities and possible development activities

Table : Capabilities and possible activities by objective

| Element | Our relationship | Your impact | Support me | Be present | Check in |
| --- | --- | --- | --- | --- | --- |
| Description | Set up our relationship for success | Know your capabilities, role and impact | Support me to pursue what’s important to me | Be present and provide the support I need | Work with me to evaluate and act on what is working and what is not |
| Capabilities | * Understand and respect my rights. Speak up if my rights are not respected. * Support me to express myself and adjust your communication style to suit me. * Develop and maintain relationships with me and those who are important to me, based on mutual trust and respect. * Recognise the roles and expertise of others who support me, and work with us as a team. | * Think about how your actions and attitudes impact on the quality of support you provide, seek feedback and keep improving your practice. * Know your role and responsibilities, and when to seek support from others to develop your capabilities. * Take care of yourself and manage your wellbeing. | * Find out what a good life means to me and don’t impose your own assumptions. * Support me to understand, explore and think creatively about my options, and uphold my decisions. * Understand how I want to participate in society and support my knowledge and connections so that I can live the life I want. | * Be present, pay attention to how my needs my change, and respond accordingly. * Support me to look after my health. Take action and mange any health and safety risks to me or to you. * Support me to build on my strengths and engage me in meaningful ways. | * Work with me to make sure my services and supports are enabling me to live the life I want and support me make changes when needed. * Build my understanding and confidence to exercise my rights and support me to provide feedback, raise any concerns, complaints, or incidents. |
| Example topics and development activities | * Understanding human rights * Identifying and reporting and preventing abuse * Supporting decision making * Communication skills * Using AAC * Using keyword sign * Using Auslan sign language * Positive interactions and respectful relationships | * Reflective practice and processes * Understanding boundaries and helping the people I support understand boundaries * Mentoring and supervision * Mental health first aid * Teamwork * Unconscious bias * Mindfulness | * Supporting engagement in meaningful activities * Supporting inclusion in communities of choice * Enabling risk Mapping community assets * Person-centred planning * Setting goals, agreeing support and how to measure progress and achievements * Enabling choice and control | * Health care needs of specific groups of people with disabilities * Preventing infection or infection control * Use of medications * Interacting in close physical proximity in a safe and respectful manner * Approaches to positive support for people with behaviours of concerns * Understanding and identifying restrictive practice * Recovery practice with people with psychosocial disability * Safe food handling * Mealtime management * Preventative health and health screening * Incident response and reporting * Report writing * Healthy lifestyles * Supporting special dietary needs | * Individual planning and review cycles and processes * Supporting people’s rights and responsibilities in making formal complaints * Supporting self- advocacy * Understanding different forms of advocacy and the advocacy organisations relevant to your field of practice * How to provide objective and evidence-based reports |