SOUTH AUSTRALIA

LWG MEETING 1 OUTCOMES SUMMARY

ndis **feros care** GROW BOLD

Delivering the NDIS in your community

This report provides a summary of discussion points shared during SA Local Working Group Workshop 1

OVERVIEW OF PRESENTATIONS:

PROJECT: SCHOOL LEAVERS:

The project aims to build the capacity of the Department of Education, School communities, students, families and carers to navigate the NDIS framework, integrate inclusivity within mainstream schools, and advocating employment pathway options for students. The project aims to support students with disability currently studying in high school to build their understanding on post school transition pathways options and supports available, while building capacity of project partners and stakeholders understanding of inclusion and accessibility and the importance it hasinfluence change in their own organisations / institutions

COHORT: EDUCATION AND EMPLOYMENT (E&E):

The E&E Cohort work with people with disabilities to build their capacity to empower and advocate for themselves as well as community organisations, especially education providers, employment support organisations and employers, to build their capacity and understanding of accessibility and inclusion and remove barriers related to employing people with a disability and their support network.

1 INSIGHTS/LEARNINGS FROM PROJECT & COHORT PRESENTATIONS (AND GUIDING PRINCIPLES)

We received positive feedback that Projects / Cohort – job/volunteering opportunities were great ideas

School Leaver Project:

- Support organisations – need to want and have time to support all i.e. teachers not willing to invest time to individually support CALD parents, students
- Schools to discuss with parents – schools need to know what options are available and provide this information to parents and students (wide range, not specific options for convenience of teacher e.g.)
- Simplified processes for teachers
- Parent / teacher workshops

Education and employment (E &E) Cohort:

- volunteering is great option, opportunity to get new skills, be 'job ready'
- inclusion for other cultures – to give them a better understanding
- respect, openness, willing to share between cultures, sub cohorts etc-
- Capacity building is important to:
  - support for people do be able to empower themselves
  - support them to be able to make correct decisions-or make decisions on their own

2 GUIDING PRINCIPLES

Guiding Principles Insights

ACCOUNTABILITY & TRANSPARENCY

- Highly needed value for NDIS processes and policies
- Transparency required for LAC/planner role, so Participants know to expect ILC supports
- Access to information in communication in way that person can access and give opportunities for clarification

INCLUSIVE & ACCESSIBLE DESIGN

- To support Schools to discussions with parents – schools need accessible information that is easy to understand in variety of formats, including:
  - Parent / Teacher workshops
  - Better CALD & First Nations communication

COLLABORATION

- Collaboration-has been a great way to learn, gain new knowledge for all. Involvement with Feros Care, CALD cohort been great

SAFE SPACES AND SAFE PEOPLE

- Needs to ensure a respectful and inclusive space for everyone
- Understanding of psychological safety
- Considerations of inclusion for other cultures needed to give people a better understanding

CIRCLE OF SUPPORT

- Circle of support was very important with a Community collective approach to:
  - Help carers
  - Initiated by community, relaxed environment,
  - This is especially important for CALD and First Nations communities
- Informal supports have dispersed – extended family and friends don't know what disability is, makes them to feel isolated
  - i.e. In terms of employment -> better community understanding on benefits of disability + humanised employment = better outcomes and more inclusive opportunities.

CHANGING THE NARRATIVE

- Employment should be: about changing the narrative in a way that is acountable & genuine being mindful with language.
- People should have the option to be Leaders of Change, not the Requirement
  - It can be exhausting > who owns responsibility to educate and lead change?
  - Be given opportunity to lead change on own terms. It's taxing for people with disability
  - It should not be solely on person with disability and supporters to advocate
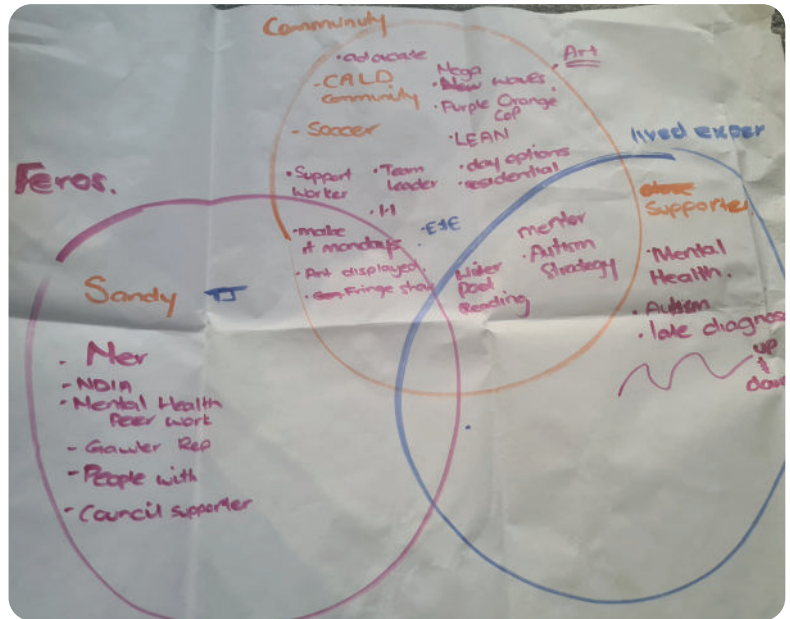
INVESTING TIME

- Support organisations need to want and have time to support all – i.e., teachers not willing to invest time to individually support CALD parents, students

3 INSIGHTS FOR RESOURCES AND OPPORTUNITIES ACROSS STAGES OF EMPLOYMENT

Finding a Job / Hiring Process

- More ways to access finding job – currently use seek, other job networks, word of mouth
  - Offer paid trial opportunities
  - Offerings supporting school leavers
  - Volunteering accessibility
- Job Ads need to be inclusive of all and all platforms, Ads should be relevant, include actual duties. and be inclusive of disability, culture, and background
- Wage should be displayed on Job Ad's
- Role / experience should be relevant to the job, i.e., hiring overqualified over required qualified candidates. Considerations on ignoring overqualified (regardless of person wanting to 'set back' and addressing so in applications)
- Application submission to be followed through. meaningful communication, ie phone call
- Interviews should provide Flexibility across platforms and communication styles, allowing for freedom for authenticity

Starting the Role

- Currently people are expected to just show up, complete any onboarding then commence.
- Business should put more time and effort in the beginning to understand new employee's needs, this would create better environments for all and likely better employee retention
- Work to understand what is required before starting the role i.e. Training and onboarding, induction and orientation Accessibility and set up equipment, safety, licenses, clearances

- Understanding of people knowing their rights, Tax and superannuation obligations
- There is Lack of flexibility and options, need to provide accommodations including caring responsibilities
- Need for open communication that is honest and timely
  - Employer expectations should be clear and transparent, providing accurate details of the requirements, task, work, job expectations, hours

Maintaining the Role

- Make adjustments for staff with flexibility in working arrangements
- Offer support staff and training to continue duties, meet KPIs
- There needs to be diversity in the workplace at every level
- Access to PPE, Communication (ie TTY), Sensory needs, information delivery and psychological safety

Supporting Career Progression

- Can be based on who you know not what you know, it should be what you know not who you know
- People should be open and transparent when – offer opportunities and feedback
- There needs to be support all to progress with fit-for-purpose training
- Volunteering can be good for career progression
- Sometimes opportunities for individuals to progress with knowledge on own accord, that turns these options for progression within their work