

Understanding the Quality Framework for Disability Services in Victoria (2007)

Learning and development activity



'Quality Matters' Stories – Funky Turtles' story

Overview:

The Funky Turtles are a group of individuals who had goals and aspirations of becoming musicians. This story is about how they were supported to exercise their rights and responsibilities to work towards achieving what was important to them. It highlights some of the challenges, the opportunities and issues that need to be considered in shifting to an outcomes focused approach.

The story outlines the journey of both the organisation, the support workers and the individual band members that turned what was initially a program based recreation and leisure activity, held on weekends, into the 'Funky Turtles' – a group of performers, song writers and musicians.

Elements of the Quality Framework:

- Areas of life that are important to people:
 - exercising rights and responsibilities.

Learning outcomes:

An increased understanding by disability support workers of the Outcome Standards for Disability Services in Victoria, and how the areas of life important to the individual can be used to develop outcomes measurement tools.

Resources required:

DVD player or laptop (with facility to play a DVD) and data projector (for group session).
Butcher's paper, pens, textas.

Target audience:

This activity sheet has been developed for managers and staff responsible for monitoring and improving service quality, including:

- implementing the Quality Framework for Disability Services in Victoria (2007)
- organisational learning and development, training, orientation or induction.

You are encouraged to use this activity sheet:

- to reflect on your own understanding of one of the life areas
- as a training resource for direct support workers to increase their understanding of quality practice.

Suggested time:

Allow 30 to 45 minutes.

Instructions

Setting the context

Possible individual or group discussion questions:

- What are the five Outcome Standards of the Quality Framework for Disability Services in Victoria (2007)? Refer to *Elements of the Quality Framework for Disability Services in Victoria (2007)* contained in section 3 of the Handbook in the Quality Framework Resource Guide.
- What are the 16 life areas of the Quality Framework for Disability Services in Victoria (2007)? Refer to *Elements of the Quality Framework for Disability Services in Victoria (2007)* contained in section 3 of the Handbook in the Quality Framework Resource Guide and the *Life areas practice guide* contained in the Toolkit section in the Quality Framework Resource Guide.
- What is the relationship between the Outcome Standards evidence indicators, the life areas and the Outcome Standards? Refer to *Measuring outcomes* contained in section 5.4 of the Handbook in the Quality Framework Resource Guide.
- What is outcomes measurement and what tools can be used to plan, measure, monitor and improve outcomes for people with a disability. Refer to *Consumer Assessment Guide* and the *Life areas practice guide* in the Toolkit section in the Quality Framework Resource Guide.

View DVD and consider the following:

- What life areas does this story relate to?
- What was important to the individual band members in this story?
- How were the band members supported to achieve their identified goals or aspirations important to them?
- What outcomes were achieved as a result of their participation in the Funky Turtles?
- What challenges needed to be confronted to achieve this outcome?
- What did the organisation do to explore and support the individual band members to consider their rights and responsibilities as part of their participation in the Funky Turtles?
- What do you do to support individuals in understanding and learning about rights and responsibilities? What evidence could you collect that demonstrates that this is happening for the individuals you support?

Life area – Exercising rights and responsibilities

This activity focuses on the life area 9. *Exercising rights and responsibilities* contained in the *Life areas practice guide* of the Quality Framework Resource Guide.

Key outcome question - How do the Funky Turtles exercise human rights?

| Indicators | Provide evidence from either the digital story or within your own organisation to support this indicator? |
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| 9.1 People with a disability are not discriminated against on the basis of gender, race, history, nationality, sexual orientation, personal identity, religious and spiritual beliefs and ethnicity. | |
| 9.2 People with a disability are treated with respect. | |
| 9.3 People with a disability are supported to exercise their rights and responsibilities in relation to accessing services and supports. | |
| 9.4 People with a disability are supported to exercise their rights and responsibilities in relation to personal privacy and dignity. | |
| 9.5 People with a disability are supported to exercise rights and responsibilities in relation to lodging a complaint or appeal. | |
| 9.6 People with a disability are supported to exercise their rights and responsibilities in relation to privacy and confidentiality of personal information. | |
| 9.7 People with a disability are supported to exercise their rights and responsibilities in relation to making decisions and choices. | |
| 9.8 People with a disability are supported to exercise their rights and responsibilities in relation to residential tenancy. | |
| 9.9 People with a disability are supported to access independent advocacy organisations or individual advocates. | |
| 9.10 People with a disability are supported to understand what to do if their rights are violated. | |
| 9.11 People with a disability are satisfied with the supports they receive to exercise their human rights. | |

Further questions for consideration:

- What other measures could organisations take to meet the exercising rights and responsibilities life area outcome?
- How does your organisation ensure that your planning processes support the exercising rights and responsibilities life area outcome?
- How can your organisation learn more about supporting people to exercise rights and responsibilities?
- How does your organisation promote rights and responsibilities and what can be improved?
- What does your organisation have as evidence of good practice about exercising rights and responsibilities? Refer to *Evidence of good organisational practice* in the *Life areas practice guide* contained in the Quality Framework Resource Guide.

- How are the Funky Turtles being supported to exercise rights and responsibilities?
- What do the support providers discuss or do regarding exercising rights and responsibilities as it relates to the Funky Turtles?
- Provide an example of how you support one of your support users to exercise rights and responsibilities.
- What do you do at an individual level to support the support users to exercise rights and responsibilities?