BUILDING WORKFORCE CAPACITY AND CLINICAL SUPERVISION:
FOUNDATIONS FOR EFFECTIVE BEHAVIOUR CHANGE WORK

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ACKNOWLEDGEMENT

We acknowledge Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of this unceded land.

We acknowledge their deep and profound connections to country, rivers, waterways, oceans, family and community.

We pay respect to Elders past and present as well as emerging community leaders and those here with us today.

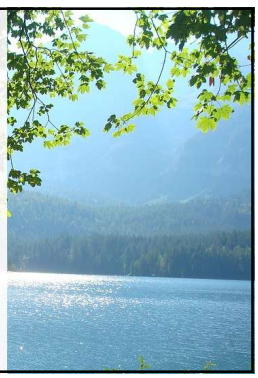


Artist: Lorretta Egan, "Home"

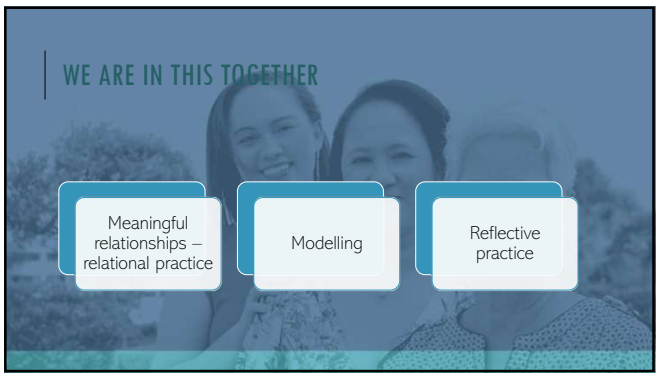
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VICTIM SURVIVOR ACKNOWLEDGEMENT

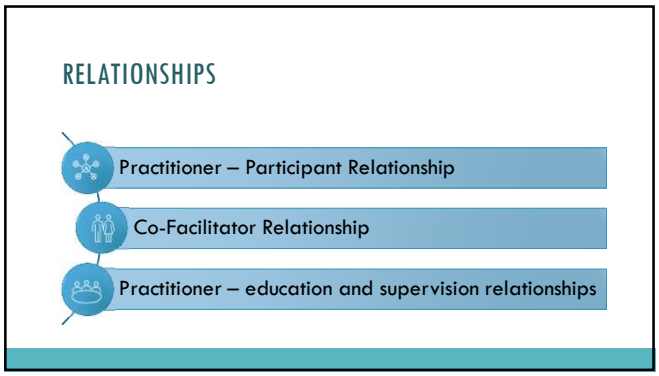
We acknowledge the terrible impact of family violence on individuals, families, and communities, and the strength and resilience of the children and adults who have experienced family violence.



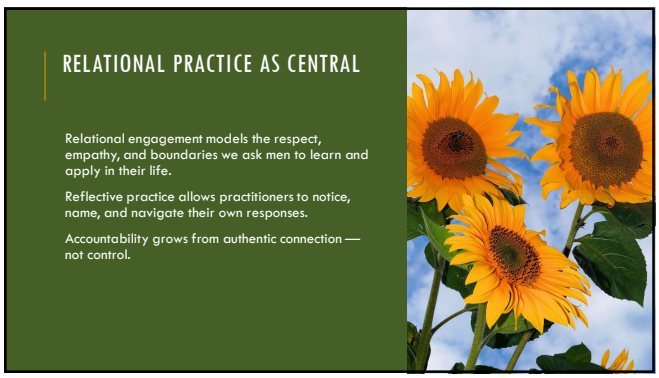
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WE ARE IN THIS TOGETHER
Meaningful relationships – relational practice
Modelling
Reflective practice

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RELATIONSHIPS
Practitioner – Participant Relationship
Co-Facilitator Relationship
Practitioner – education and supervision relationships

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RELATIONAL PRACTICE AS CENTRAL
Relational engagement models the respect, empathy, and boundaries we ask men to learn and apply in their life.
Reflective practice allows practitioners to notice, name, and navigate their own responses.
Accountability grows from authentic connection — not control.

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SUPERVISION

Supervision is a relational process

Hold practitioners through complexity, ethical dilemmas, and exposure to abhorrent human patterns of behaviour

Creates reflective space to:

- Navigate personal and systemic power and privilege
- Prevent burnout – support through chronic stress
- Maintain accountability to both victim-survivors and men in programs

Evidence shows that effective supervision reduces turnover and increases practice quality.

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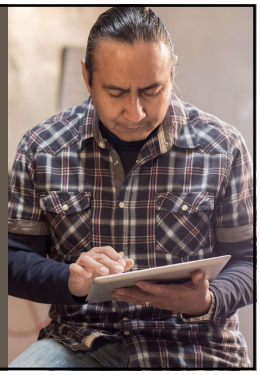
CONTINUOUS LEARNING – A CAREERSPAN APPROACH

Ongoing embedded learning

Workforce capacity building is about:

- Embedding reflective loops between practice, supervision and training
- Creating flexible learning pathways — integrating training, in situ support and modelling, mentoring, and peer reflection.

Empowering leadership at every level to model learning and vulnerability



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Evolving Capability



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TRAINING – SUPERVISION CONTINUUM

High connectivity between supervision, reflective practice, accredited and non accredited training and professional identity building

Includes the relational – assisting practitioners to notice, name and navigate all relationships across their environments

Supporting practitioners to locate and learn about the **context** in which they are working

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MULTIPLE LEARNING PATHWAYS

- Creates reflective continuity between living practice, supervision, and training
- Encourages flexible, accessible learning tailored to practitioner needs
- Builds collective capacity through peer learning and shared reflection
- Translates knowledge into capability & reflection into learning-teaching, teaching-learning culture
- Integrating training, in situ support and modelling, mentoring, and peer reflection
- Challenging perfectionism and elitism

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DISCOMFORT THEMES

Theme	Examples
High resistance – clients	Participant minimises or denies use of violence. Blames partner or external factors for behaviour. Silence, sarcasm, or withdrawal during group discussions. Repeatedly testing facilitator/program boundaries.
Triggers – reactivity	Practitioner feels defensive when challenged by a participant. Personal trauma or value conflict activated in session. Reactivity to men's minimisation, denial, victim-blaming, or sexist language. Emotional fatigue leading to irritability, blaming, punitive practice or disengagement.
Conflict & tension	Group members competing for dominance or validation. Disagreements between co-facilitators on intervention approach. Friction with management about program priorities or workload. Peer conflict from miscommunication or differing values, presence of male privilege or impact of lived experience.
Organisational change and environment	Shifts in leadership or funding priorities. New systems or frameworks introduced. Increased workload without resource matching. Role ambiguity leading to uncertainty or resistance. Lack of operational support due to org change or restructure.
Theoretical discomfort	Practitioners questioning feminist or intersectional frameworks. Discomfort in moving from risk management to relational accountability models. Tension between trauma-informed and accountability lenses. Resistance to unlearning old practice paradigms.

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DISCOMFORT THEMES CAN DRIVE INTERVENTIONS

- Anxiety
- Trigger - Reactivity
- Resistance
- I'm Rightism
- Conflict Avoidance

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Recognition that we are also on a continuous journey of learning

Professional identity is important to own as an accountable and engaged process of learning across the careerspan

Relationship with self and others – important to reflect and name incongruence (identify and deeply understand our own bias's and reactions)



RELATIONAL IS CENTRAL

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IMPOSTER SYNDROME

Common challenge for practitioners no matter the years of experience



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INTERPERSONAL PROCESS

- Important to explore communication and conflict skills
- Build confidence in addressing conflict and resistance
- Polarising essentialism

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SAFETY AS CENTRAL TO PRACTICE

Getting this right means we become part of an ecosystem of reflection, learning, and relational integrity. This center's victim-survivor safety and behavioural accountability change-work.

- Creates reflective space for accountability, safety, and ethical decision-making.
- Holds complexity and supports practitioner wellbeing.
- Builds shared understanding of frameworks and risk.
- Embeds the language and principles of safety and accountability.
- Bridges theory and practice in real-time.
- Strengthens confidence and responsiveness in complex work.
- Sustains learning across the practitioner careerspan.

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NOTICE, NAME, NAVIGATE

Developed the Three Ns approach across all our work

Notice – feelings, patterns of thinking, contexts

Name - defensiveness, personalisation, blameshifting, hurt

Navigate – recognise the interplay between the personal and professional selves – how we interact with contexts and importantly, the next set of skills and strategies we need to level up!

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QUESTIONS