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# Who? Am I

## Making Records Meaningful

Research to support archiving and record-keeping  
in Victorian Out of Home Care

## The next steps forward: moving towards child-focussed identity construction

### Report of workshop 4

23 October, 2009  
Westcare (Salvation Army), Sunshine

#### ***Introduction***

This report summarises the proceedings of the fourth *Who Am I?* current practice workshop held in 2009. The first workshop focussed on the concept of the ‘care file’, which is made up of a number of different types of case notes, records and reports, written by different people. It concluded that current records for children and young people ‘in care’ are fragmented, have an incoherent narrative of the child’s life and identity, and often fail to adequately represent the voice and experience of the child or young person.

The second and third workshops examined three types of ‘personal record’ within the ‘care file’ – *Looking After Children*, life story work and cultural plans. While child-inclusive collaborative recording practices in the Victorian out of home care sector are variable in incidence and quality, the commitment of workers and organisations within the sector to child-centred practice and record keeping is strong and an eagerness for learning opportunities was apparent.

One of the themes emerging from these workshops has been the need for training in the field of identity and the out of home care record. While good practice has been noted, evidence from the workshops suggests that practice is variable across the sector. There needs to be a shift from a mindset of accountability and compliance to a focus on children and helping them construct and record information supporting their sense of identity.

## Workshop aims and method

The fourth workshop aimed to explore the learning and development needs of the sector in relation to recording practices that contribute to the young person's continuous sense of a positive and coherent identity and life story, and in relation to the core research questions for the current practice strand of *Who Am I?*. Those core research questions are:

- A. What principles should underpin record-keeping and archival programs for children and young people currently in out of home care to support their on-going construction of identity?
- B. What are the factors which enable or create barriers to effective practice in record keeping and archival programs for front line workers, managers and organisations providing out of home care?

Following on from these overarching research questions, the question specifically to be addressed by workshop 4 was:

What forms of learning and development will best help the sector move from accountability to identity construction as a central focus for the archive?

Prior to the workshop, participants were provided with two discussion papers:

- *Towards a care record that supports identity construction: issues for learning and development (by Margaret Kertesz):* a review of issues relating to good practice in creating 'personal records', and in releasing records to people who have experienced care. The paper also includes a preliminary audit of training and other learning opportunities available in the sector in relation to making - storing - accessing the record.
- *Australian policy context surrounding children, young people and care leavers' 'personal records' (by Lauren Cowling):* a discussion of how to define 'personal records' in relation to the 'care file' and a review of current Australian policies accessible on the internet (legislation, standards and information for workers, information for children, families and carers).

The workshop took the form of a series of presentations to which participants made written and verbal responses individually, in action learning groups and in plenary discussions.

The workshop was structured round the recording continuum of making, storing, accessing.

- *What should the record look like?*  
Presentations by Jo McMahon from CREATE and Frank Golding from CLAN, followed by group discussion a session to get participants thinking about the focus of the workshop.
- *Creating the record*  
Presentations by a panel of speakers followed by group discussion - the speakers were Lee Cameron (Quality Manager, Westcare ); Sara Elzo (Westcare Caregiver); Vanessa Ebsworth (DHS training unit); Di O'Neil (Director Training and Mission, St Luke's).

- *Preserving the record*  
Presentation by Gavan McCarthy and Rachel Tropea (*Who am I?* academic team)
- *Accessing / Releasing the record*  
Presentations by a panel of speakers followed by group discussion - the speakers were Fletcher Tame (DHS Adoption and Family Records Service) and Catriona Milne (Heritage and Information Service, MacKillop).

During the workshop, participants were asked to make notes from group discussions as well as individual thoughts and responses. These notes were collected after the workshop, transcribed and analysed for themes and directions. The results of that analysis are presented below.

## ***Findings: Themes from workshop sessions***

### **Preliminary Reflection – what do I want the file to look like?**

Jo McMahon (CREATE) spoke about the views of children and young people in care on their records.

Children and young people currently in care identify the following as being important in the construction of files and records:

- Photos and personal mementos / items
- The recording of stories from their lives – anecdotes, recollections, memories, day to day activities
- Family details and family trees
- Records of who was in their lives
- Milestones
- Carers' information, family description and placement history – photos and carers' names, as well as notes on other children and young people living in the household.
- Strengths – what they did well
- Reasons why....

Children and young people are not interested in:

- Incident reports
- LAC forms
- Casenotes (including phone messages)
- Financial details (carer payments and reimbursements)

Records should be a living document children and young people are part of while in care, rather than a file they have access to only after leaving care. For children and young people, their records represent explanation, connection, identity, belonging, context and meaning.

Frank Golding (CLAN) spoke from the perspective of Forgotten Australians. He spoke from the imagined perspective of a child in care between 2010 and 2020, who in 2050 when in his forties, requests to see his records – a scenario illustrating his view on good practice.

#### Making the record:

- No errors of fact or unnecessary value judgements
- All vital information is included – legal, medical, school, family tree, material created and contributed by the child
- Personal information is easily found as it is separated from administrative information – “my file” and “the file about me”.

#### Storing the Record:

- Nothing lost or destroyed
- Records are not fragile (digitalised)
- Efficient management systems – all files passed on, coordinated, centralized
- Files were passed on when a placement change occurred; all files were co-ordinated, centralised in a single location and on a new-wave post-digital memory device.

#### Accessing the Record:

- Issues arising from creating and storing the record have been minimized - eg.
  - Preparation for what to expect in files
  - All records are in one place
- Fullest possible access to file within a reasonable time - a week:
  - Censorship minimized – legislation has been interpreted generously or has been revised
  - Help provided in understanding the records, through an explanation of the context and terminology used, suggestions of other sources for family information, and help with re-connection with family.

Discussion following these presentations raised a number of issues about the way records are currently created, many of which had also been aired in earlier workshops. In summary, the current focus is on compliance, Children’s Court and operational requirements, rather than on the child and his or her identity. Files are bulky and there are too many types of records. Personal information is fragmented in different locations and narrative richness is usually missing. The portability of personal records is also a problem.

## **Creating the record**

### ***Balancing legislative requirements against children’s needs***

Vanessa Ebsworth, from the DHS training unit, spoke about current training for Child Protection staff. Practitioners are trained to be purely factual and impersonal in their recording, due to the scrutiny placed on their files by Children’s Court lawyers. The powerful impact of the adversarial Children’s Court system on the practice of DHS and CSO practitioners alike was a theme which, once raised by Vanessa, clearly struck a chord with participants. Vanessa stated the need to identify a mechanism which can include the child’s voice into statutory reporting.

The issue of privacy was again raised in a number of ways – privacy legislation and how organisations understand it and communicate it to practitioners often leads to considerable fear on the issue, particularly among Child protection practitioners. This has the effect that information necessary to properly care for the child is not always shared.

In her presentation, Lee Cameron, re-introduced a concept from an earlier *Who am I?* workshop – that, when creating the record, practitioners should imagine the child sitting on one shoulder and the magistrate on the other shoulder. In this way, both areas of accountability may be kept in mind. Lee commented that a single conversation with practitioners can lead to significant movement towards this dual focus.

In discussion, it was suggested that regular opportunities for staff and caregivers to hear consumer views about what information they are interested in being kept on their files, can help achieve this balance.

This is not only a matter of focus but also of skill levels. Di O’Neil noted that the sector needs to ensure that practitioners have the skills to both write clearly and factually, and engage personally with clients and other stakeholders.

### ***The role of caregivers in life story work***

Sarah Elzo, an experienced caregiver with Westcare, and a trainer of prospective foster caregivers, made some key points as to the information needs of foster caregivers.

While the direct carers in residential services are members of the paid workforce, foster caregivers look after children and young people of all ages in their own homes, mostly on a voluntary basis. Their relationship with care-providing organisations is therefore different and their role is not always well understood by Child Protection workers.

Life story work is increasingly being seen as the responsibility of caregivers, both paid and voluntary, and there is a component in the pre-accreditation foster caregiver training that touches on the importance of this topic for children and young people in care. Many organisations also offer ongoing training on this topic, but many caregivers work during the day, and it can be difficult to persuade them to attend training in the evenings. As with professional staff, levels of skill and motivation vary.

Information needs are a key issue. Carers are able to record the ‘*here and now*’ of a current placement, including photos, and stories of significant events, but they rarely have easy access to extended family information or information about the child’s past history. In many circumstances, they are reliant on a foster care worker for contact with family or other professionals. Even if children have memories about their families or past events in their lives, they are often reluctant to talk about their lives or their families, particularly in the early stages

of a placement. If a placement is short, there may be no opportunity to do any life story work at all.

Caregivers can, therefore, contribute to life story work, by compiling material for younger children and assisting or encouraging older children to compile their own life stories. However, the gathering of these personal records needs the 'care team' approach in order to gather the information, and needs the organisation to take a coordinating role to ensure that material is stored in one place and travels with the child or young person.

### ***Structure of the record***

Previous *Who am I?* workshops had examined the roles of all records, then more specifically *Looking after Children*, Life story work and Cultural Plans, with a focus on the child's involvement in the construction of these records. At this fourth workshop, the structure of the record emerged as an important issue for participants.

Participants were interested in a notional division of the record into an 'administrative' record and a 'personal' record owned by the child or young person. Or as Frank Golding put it in his presentation: "a file about me" and "my file". Berry Street has started working on how to implement this idea.

Such a division would facilitate transferring personal information such as *Looking after Children* information, life stories, photos and other memorabilia, as children move between placements and agencies, and return home or move to independent living. It may also enable care-leavers accessing their records to find the information they seek more easily.

There is an "over-emphasis on the 'administrative/care' record – [we need to develop] values and skills around contributing to the 'personal' record", ensuring that the child or young person's voice is central, and that family members are encouraged and supported to contribute to the child or young person's 'personal' record.

This idea needs considerable further development, as the notion of a 'personal record' is conceptualised and defined, and the practical implications are reviewed. Questions arising immediately in the workshop included:

- How does the notion of the 'personal' record owned by the child or young person fit with current legislation? Will the Children's Court subpoena a 'personal record' which has been given to the child (though the agency may have custodianship)?
- Whose responsibility is it to keep the 'personal' record?
  - Does it change as a young person grows older?
  - Is it a shared responsibility between the young person, their family, the care-provider and DHS?
  - What if the child comes into and out of care?

- CRIS/SP is a point of universality – can we build the personal into it or do we not even try, as it is not “owned” by the client?
- How will the separation of ‘personal’ and ‘administrative’ records affect the priority given to personal recording?
- Does this add an extra layer of work for practitioners, or does it simplify and clarify their practice?

Other changes called for by workshop participants, which relate to structure, include:

- There are two layers of practice framework, and therefore of record keeping – Best Interests Plan and *Looking after Children* – which are seen as leading to duplication. Some integration is needed, or at least linking of records, to increase efficiency.
- Problems with accessing and moving data in CRISSP.
- The need for the personal file to go with the child – is this an administrative issue or an issue of building relationships between care-providing organisations?
- The need for a mechanism that ensures that information is added specifically at times of transition for the child or young person.

### ***The Decision-making Context***

Files usually indicate significant events in a child’s ‘care career’, such as placement changes or critical incidents, but may fail to record the reasons for these events. The Pathways website (<http://www.pathwaysvictoria.info>) provides information about historical welfare trends, practices and terminology that have affected people’s experiences of ‘care’ in the past.

However, we need to think about how to incorporate the reasoning behind decision-making into current and future recording practices. There are several layers of decision-making that need to be taken into account:

1. Policy – the role of government and organisational policies, including legislation.
2. Care models – for example, the current prevalence of “therapeutic care” as a model of care, or the relationship between home-based and residential care.
3. Specific decision- making context – reasons for placement in a specific situation (eg. it was the only placement available!) or for placement changes, etc.

The first two layers – policy, and care models’ - could continue to be recorded through Pathways, but the specific decision-making context needs to be recorded in individual files. How organisational policies are recorded so that they are easily accessible to care-leavers in the future needs to be determined by individual organisations.

## ***Resources Issue***

High caseloads and a large administrative burden lead to bad practice that must then be recorded. Some participants made the point that increased resourcing in itself is likely to lead to better practice and to make the task of recording easier and more effective.

## **Preserving the record**

Gavan McCarthy and Rachel Tropea from the *Who am I?* academic team presented some advice about records storage, while noting that an archiving workshop will be held in the first half of 2010. A summary of the presentation and ensuing discussion follows.

When preserving the record, both storage and labelling issues need to be considered. Without labelling, records are not accessible and therefore may as well not exist. Labelling and categorising the records tells two stories:

- the story of what you are documenting, and
- the story of how you are bringing the material together.

Archives need to be able to store both digital and physical materials, and have facilities for transforming physical material to digital form.

*Archival materials* - use quality archival materials – acid free boxes, folders, labels, paper clips etc. Items that claim to be archival quality are reasonably reliable. Avoid anything with adhesives, unless they use archival, acid free glue

*Storage* – ensure a clean environment, stable temperature and humidity, and good air flow. Avoid damp, areas where flooding might occur, or exposure to light. Treat your stuff like your best wine or olive oil!

### *Digital Materials*

- Digital materials are more fragile and machine dependent than paper and other physical materials.
  - While this point raised doubts about the reliability of storing material digitally, the point was made that continuing to store paper records into the future is not practicable in terms of sheer bulk. We do not have a choice about keeping up to date with technological advances.
- Save important stuff using ubiquitous (very commonly used) formats, non-proprietary where possible.
- If you are storing text, and if you are in doubt, save a copy as a .txt file.
- Always keep the original file, even if you create copies in other formats
- Preservation experts say you should have 4 copies in 4 different locations to ensure against media or machine malfunction.  
eg. photos – burn CD, keep on hard drive, back up to external or remote drive, keep a copy in the ‘Cloud’ ( on the internet) – at least 3 of these should be kept in separate physical locations,

- Check regularly that you can still access digital materials - records access needs to keep pace with technical advances in records storage.
- Training implications: the technology used to access digital media may require specific skills development, and therefore, continuous training and updating of the skills needed to create, preserve and access records.

## **Accessing / releasing the record**

### *Access and the role of legislation*

Fletcher Tame outlined the work of the DHS Adoption and Family Records Service (AFRS), which provides supported access to records for three groups of people – adoptees, Victorian former state wards and donor-conceived people – who all wish to discover more about their family history. Policies of the AFRS are determined by legislation – former wards apply for information under the Freedom of Information (FOI) Act. While the Adoption Act and the Assisted Reproductive Treatment (ART) Act list who may apply for information, the FOI Act does not.

Key points about the FOI Act:

- Anyone can apply for information, but not everyone will be successful
- Information can be released if it does not unreasonably infringe on another person’s privacy.
- The vast majority of information is released but there will be references to other people (eg. detailed psychological or medical reports)
- Where there is information about another person, that person needs to be contacted to give permission for release of the information.
- The AFRS is unlikely to release information about somebody completely unrelated to the applicant, although it usually releases information about staff in their official capacity.
- The FOI Act gives review rights to applicants (eg. regarding deleted information)

Participants’ comments about the role of FOI and Privacy legislation in the release of records reinforced the need for further work to be done to clarify what is possible in the current situation, and to move towards improved access regimes.

- The sector needs clarity about how the FOI Act is applied.
- Material not accessible through the Act can be found in public libraries.
- Decisions about releasing information are not black and white – information may be too sensitive to release now, but not in some years time.

Suggestions for moving to greater clarity and an improved access regime included:

- Is appeal through VCAT (for DHS FOI decisions) the best way?

- Create a separate Act for personal information (relevant to the Departments of Human Services, Education and Justice).
- It would be useful to get advice from Privacy commissioner and the attorney general about what can be done within the current legislation to ease access restrictions.

### ***What is public domain or private information?***

As with the concerns raised at the time of creating the record, issues of public and private information emerged as complex and needing further clarification.

“The key moment was the observation that some stuff is created for the public domain and other stuff is created as ‘private’ (non-public) stuff. It is not about the specific content of the stuff but the purpose and context of creation that should determine access regimes - there are no absolute criteria to determine privacy.”

There are, however, differences of opinion regarding privacy –for example, some people do not want to be identified through photos as former residents of an orphanage. But for many ‘Forgotten Australians’, “the images of the other children in photographs are like photographs of the only family they’ve grown up with. We need to be more ‘thoughtful’ about the release of documents/material retained, to those for whom they will be meaningful”.

### ***Worker skills and practice (Forgotten Australians, Stolen Generations and young people)***

Catrina Milne spoke about her work with the Heritage and Information Service at MacKillop Family Services , and the importance of accessibility, timing and support. She underlined the following areas as significant in this work - an understanding of the legislative context, a familiarity with the archive and with the history of out of home care, an understanding of possible issues for former residents, including grief, loss and trauma, the ability to be a ‘non-anxious’ presence for people who are hurting and angry, good assessment and listening skills and the need to understand how much and what kind of support to offer.

Participant responses indicated their interest in a sphere of work unfamiliar to most. They echoed many of Catrina’s points. The need for “well trained practitioners who plan a supported introduction and exploration of the information and the gaps in the record” was noted. And the relevance of this discussion to young people currently in care was also noted – that workers need to be “sensitive to a young person’s request [and] know where to access young people’s information and files”.

### **Learning and Development Ideas**

Workshop participants were asked to identify the key areas of need for learning and development in relation to record-keeping and identity construction.

It was noted that the concept of the “record” first needs definition and conceptualisation. A strategy can then be developed to address each issue or record component .

### ***Areas to be addressed***

The practice or knowledge areas where participants identified the need for further learning included:

- Incorporating recording into practice – raising practitioners’ awareness of the purpose, as well as the reason for tasks (eg. reason for home visit – to gather information for LAC form; purpose of home visit – to build relationship with child and help them understand their circumstances)
- Voice of the child: how to “co-create” a record or life story
- *Looking after Children*
- Case note recording
- Culture
- Training for appearing and presenting at the Children’s Court (both CSOs and DHS)
- FOI and Privacy Acts

### ***Strategies to embed good practice***

On the whole, strategies did not appear to be linked to specific areas of learning and development.

However, the whole area is underpinned by the need for (as one participant put it) “a shift from the compliance mindset as the ultimate goal to a relationship focus with and for the child at the centre”. This requires three strategies:

1. Central consistency based on a value / philosophical commitment. eg. organisational values and culture should match learning and development strategies
2. Consumer input.
3. Top-down leadership from both government and CSOs.

Other strategies suggested include:

- Flexible, affordable and sustainable training options such as online learning modules
- Good clear guidelines
- Regular reinforcement (eg. regular supervision about recording, refresher training, team meetings, peer support opportunities)
- Consumer input - testimony of consumers - current and past
- Use of mentors – peer-based experiential learning, guided by “experts” (eg. senior practitioners, team leaders, program managers) and augmented by specific knowledge experts (eg. quality enhancement officers, Program and Service advisors)
- Professional Practice Forum (a strategy used by the Centre for Excellence and Anglicare Victoria)

- Inclusion of child focus and co-construction content into baseline qualification courses – TAFE, Certificate IV, Bachelor of Social work, Bachelor of Youth Work – as well as in-house and sector training.
- Dialogue with legal people – get them to hear consumers

### ***Who to target?***

In order to create a consistent message across the sector, some learning and development strategies are required at the CEO and Board level.

There was general agreement that some form of learning and development should be targeted at every level:

- CEO and Board level, secretary DHS
- management (Child Protection and CSOs)
- Supervisor / team leaders (Child Protection and CSOs)
- practitioners (Child Protection and CSOs)
- caregivers
- clients themselves and their families

## **Systemic Change and Sector Development**

The Action Learning Groups were asked to discuss the effectiveness of standards in promoting good practice across the sector in relation to both record-making and releasing records.

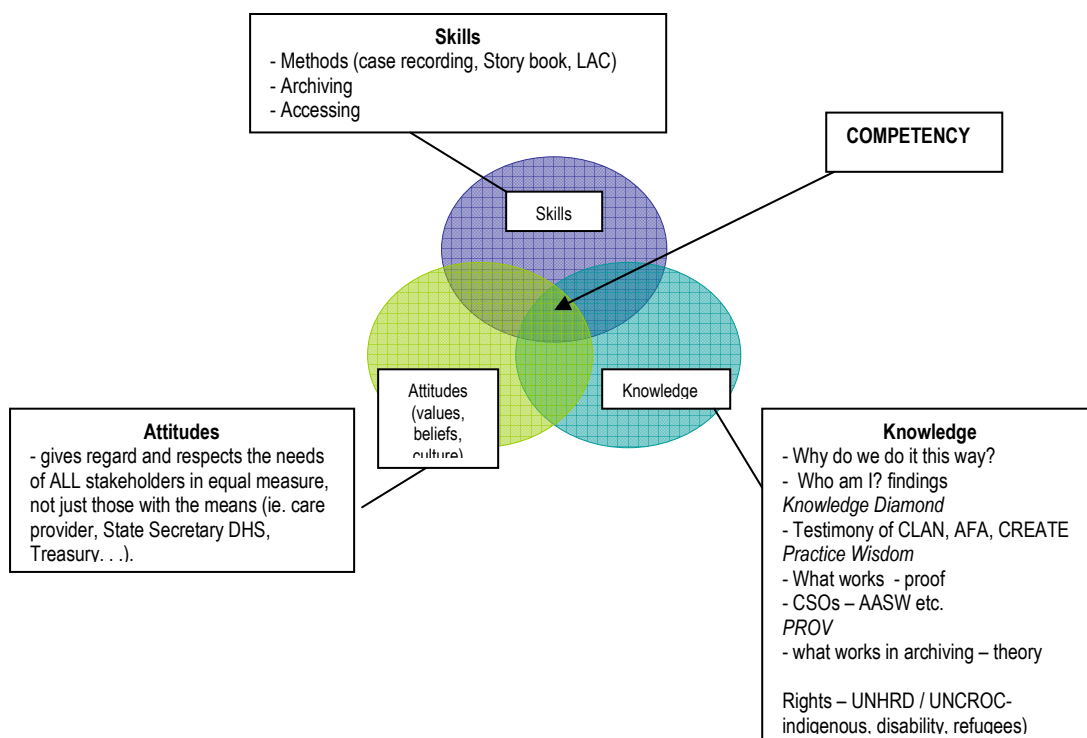
There was no support for the introduction of formal standards, due to a concern that they can contribute to poor practice through the promotion of a checklist approach, and the addition of additional layers of accountability. However, participant responses indicated considerable support for a sector-wide commitment and consistent approach to both making and releasing records. Suggestions for sector development included a number of possible avenues for action:

- development of a sector-wide common tool to assist record-keeping;
- a standard detailing mandatory staff training, rather than recording practice;
- the addition of a section to the back of the Child, Youth & Families (2005) Act regarding requirements for record-keeping AND access to information, in order to:
  - establish a quality record-keeping framework that is consistently applied across the state, and
  - allow a similar framework that specifically addresses the needs of careleavers and families when accessing information (instead of using FOI & IPA) and achieves “some clarity around how decisions are made regarding what will and won’t be shared – the criteria that are used” .
- A ‘convention’ (ie. an industry-agreed system that takes into account the technology and media available and affordable) about what the record consists of, how it is produced, created, stored, preserved and accessed.

Then all stakeholders can take responsibility for designing their learning and development collaboratively.

### Competency Model

One participant contributed the diagram below, as a conceptualisation of the way the sector might achieve competency in the area of identity construction.



### Issues for future consideration

The discussions in the workshops during 2009 have raised a range of issues and suggestions for change. The *Who am I?* project appears to have harnessed a wish for change in the sector. There clearly emerges from this workshop a sense of the need for both systemic change and ongoing learning and development initiatives at the practice level.

A number of dominant themes have recurred throughout this and past workshops, which require further examination and development.

- Conceptualisation of a coherent ‘personal record’
- Developing a recording practice which supports good personal practice
- Development and strengthening of life story work in the sector
- Contextual information about decision-making in out of home care - building this into the archive.

- Access to care records – practice development issues
- Improving access to personal information through legislation and access regimes
- Developing mechanisms for incorporating the child’s voice into statutory reporting
- Developing and maintaining a culturally competent workforce
- Workload and resourcing issues

The role of the *Who am I?* project – a research project – is necessarily limited, both in time and resources. And many of these themes are better grappled with at sector level. How this is done needs further consideration. What is the role of the various players in the sector – such as the Office of the Child Safety Commissioner, the principal Child Protection practitioner, the Centre for Excellence, PROV, and Community Service organisations?

The Current Practice workshops held during the first year of the *Who am I?* project have seen a significant sharing of information, issues and ideas between different parts of the sector, which has strengthened and developed a sector understanding of the issues involved.

During the year, many initiatives, both small and large, have been begun by project partners. These are listed below, as recorded at the workshop.

## Organisational Achievements to date

Berry St Mackillop	<ul style="list-style-type: none"> <li>- New system for client files</li> <li>- Project: narratives, identity as careleavers</li> <li>- Board decision to renovate the old St Vincent’s orphanage and build a heritage and display centre.</li> </ul>
Anglicare Victoria	<ul style="list-style-type: none"> <li>- <i>Looking after Children</i> review, including children and young people</li> <li>- Training for caregivers re life story books</li> </ul>
CAFS Westcare	<ul style="list-style-type: none"> <li>- <i>Looking after Children</i> training (to avoid duplication)</li> <li>- Salvation Army made apology to Forgotten Australians</li> <li>- Quality Action Group</li> <li>- Standards for how files are organised</li> <li>- Research: hearing voices of young people in care –at risk of homelessness</li> <li>- Questionnaire for young people (how to engage young people)</li> </ul>
PROV	<ul style="list-style-type: none"> <li>- development of standards regarding record management (research) and guidelines, training and consultancy for CSOs.</li> </ul>
DHS	<ul style="list-style-type: none"> <li>- projects improving knowledge of, and access to, client records</li> <li>- AFRS review of services</li> </ul>
CLAN Wesley	<ul style="list-style-type: none"> <li>- ‘writing your story’ workshop</li> <li>- two working parties – standard practice re lifestory work</li> </ul>

- VACCA - review of archiving practice
- Good Shepherd - internal review
- St Luke's - review of recording practice in the agency - revision of recording policy and the impact of this on practice in different program areas
- Academic team - Papers written and on the website
- Four workshops with participation of about 50 people at each
- Pathways designed and up to Interim Launch stage
- Archiving self-audit in beginning stages
- Contribution to the Senate Inquiry
- Membership of the Forgotten Australians working party and the CRISSP working party

## **Conclusion**

The Who Am I? current practice Workshop 4, *Who Am I? Learning and Development for record keeping to support identity: from accountability to identity construction and meaning-making*, considered what was needed to move the focus of recording from mere compliance and accountability towards a way of recording which is child-centred, whilst also meeting accountability requirements. All three components of the recording continuum were considered – making, preserving and accessing the record.

For making the record, some structural issues were apparent, such as the impact of Childrens Court requirements on the impersonal nature of statutory recording, the duplication of recording and the issues of resourcing. Key practice issues raised included how records could be conceptualised and structured to support good practice and facilitate easy access to information by the child or young person; the impact of the fear and confusion of workers and organisations about privacy legislation requirements on recording of personal information; the need to incorporate the context of decision-making into the record at several levels; and the need to develop and maintain the skills of practitioners and carers in a number of practice areas. For accessing the record, a key theme was the legislative framework determining what information can be released.

Many of the learning and development ideas raised at the workshop and recorded in this paper represent a change of focus rather than structural change within organisations. Discussions at the workshop made it clear that much work is already occurring in the field of recording and identity construction, within individual organisations and at a sector level.

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