

REGIONAL LEARNING PROJECT  
EVENT ONE  
4<sup>TH</sup> NOVEMBER 2005, HOLIDAY INN

WORKFORCE DEVELOPMENT TAKEAWAY WRITE UP

**Things we must keep on doing because they make an important contribution:**

- Continue to assess work force planning and delivery across the region
- Insure adequate funding for WFD
- Planning the regional work force strategy
- Engaging colleagues who can support WFD
- Participating in regional CPD consortium
- Contributing to GO Children's Group
- Facilitating low incidence courses for SEN/D regionally, as more cost/time effective
- Attending regional learning partnership
- Meeting together like this to discuss/share/network
- Willing to talk about issues that arise through change agendas
- Where information sharing is working well
- I must keep talking about inclusion of all communities
- Sharing information with colleagues to broaden knowledge
- Feedback presentation to DS for her talk to forum
- Value input from all sectors and understanding roles and responsibilities
- Keep children as the central focus
- Be able to learn from each other
- Learning more about WFD issues
- Participative in events at regional GOEM level
- Reading policy documents/websites
- Breathing!
- Trying to grasp the wider agenda and keep abreast of it, especially in term of the professional development aspects
- Developing the widest understanding of workforce components
- Convey enthusiasm about work with children
- Identify examples of good practise
- Reduce barriers to innovation
- Develop opportunities for evidence based practical learning
- Interagency training
- Workforce recruitment
- Networking
- Talking to people and understanding the agenda
- Developing networks to improve understanding
- Accessing the expertise available
- Including the non-public sector
- Delivering interagency drugs training
- Trying to get organisations to deliver more inter-agency training by sharing training programmes
- Report back to training manager and work with others her to reconvene training mangers network
- Continue to encourage colleagues and organisations to work through a range of lead professional models
- To find out more from organisations who have been using lead professional model for a longer time-what are their learning points?

- To continue to promote 'Team around the child' and enable colleagues to take lead professional role on
- Ensure we continue to input senior manager time to the children's partnerships despite the tensions caused by organisational uncertainty
- Keep children's issues on the agenda
- Remember why we are doing this at all – ie, the children/young people themselves
- I must not give in to the desire to hand my notice in due to the lack of insight and de-motivation and lack of recognition due to the agenda for change within health
- Working effectively with my colleagues even if it is just to keep conversations going and not allowing disciplines to separate
- Keep the emphasis on the value and skills of the contribution of nursing staff
- Consulting and listening to young people
- Believe I can make a difference
- Challenge and nurture leadership amongst teams
- Talk between agencies
- Try to influence university on contents of courses for ease with which students can transfer across to other disciplines for children if find children's nursing can't for them
- Ensure local priorities and themes are incorporated into strategy
- Consider influencing communication strategy workforce
- Link workforce strategy and commissioning strategy group
- Continue to ensure that the contribution of health and especially HV and SN is understood in this agenda
- Universal services for 0-4 un-stigmatised access
- Continue to fight for staff in health to be developed to meet agenda-an have a resource to enable this
- Encouraging everyone to think widely about what partners need to be involved
- Challenging LA side thinking that's its all about them rather than all CT partners
- Focus on improvement for young people not service structures
- Continue the multi-agency integrated approach to workforce development
- Continue to develop our workforce strategy
- Continue to drive the workforce strategy, the children and young people's plan and the commissioning strategy in a co-ordinated way to ensure synergy between these vital elements of the ECM agenda
- Communication in person, telephone, email
- Replace recruitment manager
- Retain focus on keeping children safe during period of change
- Attend CYPSP as a priority
- Partnership working clear goals and shared understanding
- Working with country leads to ensure not only joined up working of PCT but plans in place to support effect ongoing work in new PCT post configuration
- Prioritising safeguarding children on a key objective for the PCT
- Communicate work learning with senior colleagues to inform strategic planning
- Alert AIS colleagues to ES strategic plan etc
- Common language
- Develop further out training programmes for in house and multi-agency training
- Sharing common valued
- Share good practice
- Involve young people in discussions
- Sharing good practice
- Rolling out primary mental health services into all sections of young people's service who provide multi-agency training
- Offer good management and leadership in transition period

- Raising issues of commissioning
- Communicating the vision
- Ensuring the voice of children and young people are heard and are part of the process
- Keeping close to the multi-agency working already in Bulwell
- Networking of practice
- Clarifying my own concept of how the new service will impact/be managed
- Ensure that schools are monitored to promote high quality outcomes
- Model behaviour that we want others to follow/ensure that how we behave mirrors core values
- Listen to others even when their message is uncomfortable/difficult
- Ensure that the 'day job' is done well – both for ourselves and for those we manage/lead
- Involve the children's voluntary sector effectively in planning as much of workforce is there childcare, homestart, NSPCC, Banardo's, PLA etc?
- Finding of children's fund activities beyond 2008 to give a longer learning what works but there is not enough time to test the best way to commission this work
- Apprenticeships in Playwork should continue but it is not a properly funded by LSCs so that needs reviewing and local authorities need to help with this issue to get young people into workforce
- Communicating on what is happening
- Involve all partners in developments especially children and young people
- Developing a glossary /acronyms of our language
- Concept of multi-agency training
- Communicate with each other
- Sharing thoughts and ideas
- Shout about areas of good practice
- Developing a glossary of acronyms across agencies
- Supporting workforce development via county group
- Share good practice
- Use JAR to improve interagency working
- Support/drive out country wide agenda and focus on health contribution
- Continuing audit and needs analysis of children's workforce
- Bring together local authority training officers to a meeting to look at developing the early years workforce
- Remembering always to put the child/young person at the centre of all our work
- Identification of good practice across areas
- Networking

### **Things that need improving:**

- Engagement with training providers
- Access to qualifications for staff
- Central Government support and guidance
- Communication of work – 'new' colleague today who didn't know of our work
- Information about individual LA development in WFD
- Understanding of other agencies initial training programmes and developments
- Information sharing that isn't working well
- Recruitment of BME Communities to the workforce
- DFES- for too many driving the agenda, need to join up more
- Communication within and between partners
- Clarity about shared values and vision
- Staff reflect community
- Recruitment and selection process for black minority and ethnic
- Integration of the workforce

- Working across different areas ie, improving training and development
- Communication across the sectors eg, childcare and early years and other at regional level
- Joint training for practitioners
- Links to regional CWDC
- Equalities dimension throughout
- The curriculum/attainment/achievement debate seems to have fallen off the wagon
- Common generic training
- Sharing progress and good practice
- What should be done regionally or better done locally – be clear
- Day to day communications
- Management development programme
- Development of shared vision/values
- Sharing good practice
- Partnership working – engaging in ‘true’ partnership
- Communications and sharing information
- Data collection on workforce
- Workforce development 13-19 for Leicester and Leicestershire needs reforming with clear remit so it moves on from its work on the foundation degree. New members to be invited from today
- Learning about the impact of lead professional on the individuals performing this role
- To provide opportunities for lead professionals to share and learn from each other across locality
- Listen more carefully to colleagues
- Improve awareness/understanding amongst groups of the range/breadth of the agenda for children/young people and the need to engage across agencies
- Stop fighting around boundaries; rationalise terms and conditions
- Moving from partnerships to integration of children’s services
- Streamlining of management structures. Should be much flatter with much less hierarchy
- Very clear IT systems that work effectively together
- Recognition that all the slack and goodwill that the NHS runs on has been used up and needs replacing with staff
- Understand the priorities of other organisations
- Search for common purpose
- Make sure all services that care for children are made to be involved
- Improving profile of children in health – recent adverse publicity is making working with children very unattractive to men and doctors
- Partnership working for health – we don’t do it well its not seen as necessary/worthwhile – may need to set targets to stimulate action
- Cohesive systematic local induction/updates for city staff
- Thinking around terms and conditions issues for multi-agency teams
- Flexible working patterns/retention policies
- Find time to analyse core skills and work with the other leads WDL and Universities to ensure development appropriately available
- Find time to work better in partnership to look strategically at needs
- Keeping up to speed with WFD developments
- Improving senior managers understanding of WFD
- Real, tangible guidance and support from DfES, GOEM etc – not rhetoric in relation to workforce development. Today is a start but the next steps are critical
- Identification of the key partners in the ECM agenda regionally eg, few voluntary sector representatives here today
- Face to face with front line staff
- Network with peers

- Culture of benchmarking not competing in region!
- Awareness at board/CT level
- Identify learning needs in forms of understanding the bigger picture
- Commissioning of children's services – complex set of arrangements a very 'loose' service level agreement
- Liaison with social care colleagues
- Communication re: extended schools training programme/funding allocation for extended schools
- Joining up with SLA/CPD etc
- Networking locally and within the East Midlands-getting to know local partners
- Relationship with local GP's and how service provision within education
- Breaking down barriers between agencies to encourage information sharing
- Placing young people at the centre of discussions
- Governance arrangements for workforce
- Sharing good practice across the region
- Clarity of the vision
- Reduction of side-thinking working
- Listening to other agencies to move towards improved mutual understanding
- Sharing good practice across teams/East Midlands region
- School's understanding of other agencies role
- The funding of qualifications and training for the childcare workforce
- Involve young people more in regional planning
- The inclusion of the voluntary workforce is vital. The childcare strategy is built on the development of large numbers of voluntary committees (parents) of childcare. These people need their training organised and funded to lead childcare effectively
- Provide networks that include voluntary sector organisations by design
- Definitely communication
- What do young people want to see in the new workforce
- Start valuing each other a professionals in our own right
- Use of language/communications
- Shared understanding of the task
- Participation of children and young people
- Discussion on joint commissioning – how it might work and what resonance we have
- Performance management as a driver for change (focus health areas)
- Networking more within other level (other area) colleagues
- Communication and the development of a common language
- Understand more deeply people's reluctance to address the agenda for change
- Look at further creativity in relation to funding
- Assimilation of documentation into a overall framework to increase understanding and facilitate prediction

#### **Things that we should start to do:**

- Set up an interdisciplinary training and development group
- Meet the needs of my manager
- Keep informed of CWDC regional developments
- Information update on lead professional role
- Training for the workforce that is generic-clearer pathways
- Make a start of mapping career paths across sectors and across region
- Learn from each other
- Make positive changes to our attitudes
- Cascade information to the front-line providers eg, schools and childcare providers

- Offer models of good practise in all areas even if they are hypothetical at present
- Involving schools more proactively
- Review existing forums and re-shape to suit this agenda regionally
- Collaboration recruitment? Workforce and strategic development
- Break things down into bite-sized chunks
- Communicate vision/values once developed to all involved
- Include criminal-justice teams in the planning
- Understand the whole picture – not just the bits I am involved in
- Pilot lead professional
- Get more involved with this regional network and ensure training manger attends on 1<sup>st</sup> December
- Go and explore how others are working “on the ground”
- Find out what parents and children and young people want from the lead professional/key worker
- Work with Chief Executive on managing transition
- Keep in touch with voluntary services
- Restart the process of service user involvement
- Start to use a common language
- Develop shared targets that can be measured
- Pick up changes in social services re children in need referrals (not taking them at all in Nott City) build on connections we/health are making to fill gap see as way of working in wider partnerships
- Mentorship from people in other agencies for children for leaders
- Thinking around terms and conditions issues for multi-agency teams
- Flexible working patterns/retention policies
- Clinical input/nursery input into commissioning discussions
- Better understand other’s practice
- Understand conceptual differences
- Developing multi-agency training
- Start working with the consultancy on workforce issues (mentioned in the presentation) as soon as possible please
- Invest in development/reflection time
- Explore LCC agenda ‘V’ children’s agenda
- Look at work done elsewhere on underpinning protocols/guidelines on multi-agency working (HR performance management/discrepancy/tac’s)
- Ensure HV/SN leads are given opportunity to develop skills/networks essential for MDT working
- Bring together work stream AIS colleagues to strengthen knowledge-sharing and planning
- Liaise with DCS
- Liaise closely with Sure Start etc
- Liaise and develop a common framework with local agencies
- Provide more support for 15-18 year olds who come out of care or are forced to leave home
- Benchmarking across authorities
- Some real case study at local area by middle-managers “see what it’s like now – and has been in the past”
- Create a central vocabulary – accessible and defined for all
- Clarify management of lead professionals
- Clarify how the broader issues are addressed effectively through extended schools/children’s centres
- Create children’s voluntary sector forums in all areas and provide regional focus for them
- Create an information network at change that head teachers can access effectively within their time constraints

- Be prepared to think outside statutory agencies to commission work and consider creation of new governance models
- Network more effectively
- Talking to children and young people about their vision of new children's workforce
- Engaging with Adult services in preparing for transition for children and young people and understanding/use of common language
- Engage locally to proactively review how practice based commissioning can work to develop children's trust agenda
- Reading/using regional offices/websites/support – from a learning set!
- Make additional links across the whole sector of children's services in relation to inter-agency training
- Be aware of imminent release of feedback from children's workforce strategy consultation
- Utilise principles to drive next steps

**Things that we should consider stopping because it doesn't contribute positively:**

- Working in isolation
- Not sure!
- Not sharing information to all staff
- Unsure!
- Not sure yet!
- Being naughty!
- Same of set meetings that repeat the rhetoric
- Too many meetings on the same day (National and Regional)
- Too many meetings talking about the same things
- Are all the meetings absolutely necessary?!
- Opening the 80+ emails I will have when I get back from this afternoon
- Start projects without knowing the aim
- N/A
- Stop assuming that we need a regional approach to everything. Let's identify the areas that will benefit from a regional approach and focus on them. I see the regional project as a positive initiative but we need to ensure it's fit for purpose
- Attending so many meetings
- Use of jargon
- Talking about separate service targets
- Being driven by targets instead of children's needs
- Too much research- its an easy way out if you can't think what else to do. Often much of the research has already been done-sharing could be improved
- Only attend meetings that will serve a real purpose
- Make assumptions about what children and young people want
- Attending sub group meetings that don't concentrate on the main agenda
- Always saying yes when in reality it should be yes, but or maybe no! And deciding what is essential and what is not
- Contributing to events which have little relationship to the core agenda