

REGIONAL LEARNING PROJECT
EVENT ONE
4TH NOVEMBER 2005, HOLIDAY INN

KEY WFD ISSUES WRITEUP

Other – Health

- Where do GPs fit into integration? They are key to health delivery
- Where does health fit into the big picture
- Will ‘Connecting the health’ connect with anyone else?

A framework for integrated children’s services workers development

- Staff development and training
- Inter-professional development
- What structures/processes do we need to ensure listening and encouraging children’s participation

Regional commissioning – what opportunities?

- Commissioning – practise based implications for front line service delivery
- Impact of commissioning a patient led NHS

Recruiting a workforce that reflects the community

- Multi-agency common targets
- Recruiting an appropriate workforce
- How do we make sure that voices of users are included in the agenda
- Workforce reflects community eg, ethnic/gender role models
- Need to direct more men/representatives from BME communities into the workforce
- Qualifications in voluntary organisations not in pedagogue conversations
- Movement, pay and working conditions different agencies coming together
- Pay and conditions – why more for a 11 year old teacher than a 5 year old teacher than pre-school. New models.
- Local community. Need to think about diversity. Change the role models in a completely white community do we want a completely white team? Grow our own professionals workforce to help reflect our local community. Look at local SureStart programmes. Parents as part of paid workforce – need to think about supporting the skills

Accountability for WFD in multi-agency settings

- Health – staff so very unsure almost unable to change due to high levels of anxieties, financial deficits and cynicism about future
- Pooled budgets. Clarity around ALA
- Supervision is critical plus supervision training

Building cross-agency working in WFD

- Common language
- Trusting each other – sharing information.
- Criminal justice teams?
- Task group – work together to develop common core inter-agency training programme for new and existing staff
- Inter-agency common core training could be set up locally
- Different needs for those involved in delivering services. Volunteers, Current Staff. New Staff. Career structure needs to relate to all above plus in and out of school

- Pay differentials between services
- Steer towards broadening public health agenda may dilute children and young person's steer eg, health visiting
- Need to ensure synergy with schools WFD so staff can work across settings and move career pathways
- Service delivery and provision – impacted upon by resource issues, change fatigued workforce
- How do voluntary organisations join in planning of workforce without funding. Change Up is not being used effectively
- Challenge of practice based commissioning

Developing the WFD 'marketplace'

- Common pay conditions for all – a political issue
- Free market tensions – draft to schools from private provision
- Reduced sickness levels
- Specialist workers with generic role
- Challenging old attitudes inside new boundaries
- LSC investment in adult training is being reduced/removed at a time when childcare workforce needs huge expansion. On low pay, how does a childcare provider afford the full cost of training?

Learning from Extended schools, Children's Centres

- Be careful to notice and learn from a wider range of practice existing good practice models in place. Connexions. YOS. SureStart Plus. Children's fund.

Lead Professional

- Model of agency effective lead professional – bottom up evaluate and disseminate
- Support mechanisms to develop the lead professional – training and sharing

What are the key skills? Piloting the role first.

ISA (Information Sharing and Assessment)

- Trusting each other – sharing of information – sharing of professionalism
- Data protection and sharing information
- Information sharing. Existing difference in in-house computer systems. Concerns across agencies about finding systems which are compatible to reduce time on front-line staff due to time spent on administering new/additional system
- What data do we use? What systems? Issue re: data protection?

Leadership, management, governance of WFD

- Generating confidence for staff to take leadership
- How can we share effective leadership development programmes across sectors? Can we organise multi-agency/joint leadership development event?
- National hearth and professional recognition – common goals for children. Trusts needs, power and duties in LAW.
- Organisational change. Health/SSD lead to staff feeling insecure and unsure – need to engage and reassure staff – give information about impact...
- Government. Is it responding to local need? Steer to follow various policy/work process with limited input on capacity building and actually making change

Common core competencies/qualifications

- Term and conditions outcomes framework

- The way that we recruit and how we recruit. The need to grow our own from our local communities
- Role required: of a facilitator to work with Lead Professionals and multi-agency workers
- Common language/shared definitions
- Common leadership roles. Generic NVQ below specialist qualification for cross working
- Core competencies. Agree some shared models – eg, around attachment. Help us with shared and understood language
- Tensions in courses provided by university/colleges. Skills cross over eg, ½ teacher counts to ½ social worker
- Develop a common language and mutual listening
- Collective responsibility
- Relationships – Common core – vocational common standards eg with health = KSF framework (keyskills knowledge framework)
- Training organisations reflect common values and common language

Common Assessment Form (CAF)

- No comments made

Other – education

- Build upon good practice
- Curriculum standards
- Equalities agenda needs to be integrated
- Dissemination – regional strategy for understanding and learning from good practice models
- Schools are they well engaged (not included in duty to co-operate)

Other – social care

- What of children who are ‘deprived’ in areas of affluence?
- Integrated working. How to without a takeover by one or the other.