

... Children's Plan ... Workforce Data ... Diploma updates ... Youth Workforce ... Health ... Culture ... Justice ... NOSs ... research ... integrated working ... networking

Children's Plan: Key Workforce Themes

The Children's Plan was issued with suitable fanfares on 11 December 2007. Although we know that the real detail on workforce is due to follow, in the Strategy Action Plan in 2008 – there are plenty of headlines that can give us a sense of what might be to come. Let me pick out seven themes.

1. *Direction.* It is quite clear that there is no turning back on Every Child Matters. The idea of joining up services around the needs of the child, not the service, has been taken further forward in this Children's Plan. Integration – and child-centredness – are evident in every paragraph. This is ECM Part 2. The Vision for 2020, in schools and in communities, calls for a children's workforce working in different ways, and trained and supported differently.
2. *New Roles.* The last few years have seen many new job roles emerge, which have built upon and changed previous roles. Here we see more. There are Parent Support Advisers (a role that is being piloted at the moment) working out of schools. There are Outreach workers from children's centres – probably an amalgam of several current jobs which aim to reach the parts of communities that other workers cannot reach.
3. *Strengthening existing training content.* Teacher training is set to see greater focus on special educational needs, within initial teacher

training and continued professional development. And the promised Child Health Plan is likely to set out adjustments to training in different parts of the health workforce.

4. *Upskilling staff.* A further push to the professionalisation of the early years workforce, with cover support to enable staff to train, and an expansion of the graduate training programme. Commitment to train 4000 playworkers, including many up to graduate level, and an apparent commitment to making all of children's services graduate-led. Teaching to become a Masters profession.
5. *Leadership.* A new framework for all leadership training, and expansion and adjustment of training for school leaders.
6. *Transformation.* Some parts of the workforce seem set for greater change; children's social work will have newly qualified status, new entry routes, including fast track routes, and the promise of a review of the means of funding this training. And similar elements are promised for consideration for play work and out of school support.
7. *National structures.* Review of where the responsibilities for parts of the workforce lie within the sector skills councils. And increased capacity to support and challenge progress locally.

Put together, this suggests a major acceleration in workforce development and integration. The Children's Workforce Strategy Action Plan should flesh this all out. Workforce reform and development is at the heart of the Children's Plan.

Paul Ennals, CWN Chair

WORKFORCE DATA

At its last meeting the CWN Workforce Data group agreed to support the proposed LGAR data framework for local government

(<http://survey.euro.confirmit.com/wix2/p79238733.aspx>)

as this provides a good opportunity to develop a consistent approach to workforce issues. The group is also working with the Department of Children, Schools and Families (DCSF) to expand the existing Schools' Sector Data Protocol to see if it could cover the whole children's workforce.

The group has agreed to run three regional workshops on workforce data in early summer 2008. These events would be in partnership with the DCSF and local government organisations, and would include discussions on the data framework for local government and any emerging arrangements around the workforce data protocol. Further information will be available in the February e-bulletin. However, in the meanwhile, if you would like to register your interest in attending one of these workshops please contact Lisa Baldwin at the Children's Workforce Development Council (lisa.baldwin@cwdcouncil.org.uk).

Keith Brumfitt (keith.brumfitt@cwdcouncil.org.uk)

The Children's Plan

DCSF published the Children's Plan on 11 December 2007. The Plan sets out a vision for children and children's services over the next decade, and aims to make England the best place in the world for children and young people to grow up. It follows a national consultation with parents, teachers, professionals and children and young people themselves.

The Plan includes strengthened support for all families during the formative early years of their children's lives, the next steps in achieving world class schools and an excellent education for every child, the involvement of parents fully in their children's learning, help to make sure that young people have interesting and word exciting things to do outside of school and provision of more places for children to play safely.

The Plan's vision is to put families at the centre of excellent, integrated services that put their needs first, regardless of traditional institutional and professional structures. This means a new leadership role for Children's Trusts in every area, a new role for schools as the centre of their communities and more effective links between schools, the NHS and other children's services so that together they can engage parents and tackle all the barriers to the learning, health and happiness of every child.

The Children's Workforce Strategy Action Plan

Following the Children's Plan, DCSF will publish its Children's Workforce Strategy Action Plan early in 2008. It will set out a common vision, shared across central and local government, for the workforce needed to deliver Every Child Matters and to implement the Children's Plan. It will also describe specific actions for everyone from central government to front line providers for the next three years to ensure we move further towards delivering a world class workforce. It will be of interest to everyone who works with children, young people and families, as well as those who lead and manage them. Further details and a link to the Action Plan will be included in a future edition of the CWN E-Bulletin.

Workforce Quality & Delivery Team, Children & Families Directorate, DCSF

For further information:

<http://www.dfes.gov.uk/publications/childrensplan/>

IQF

An update on the Integrated Qualifications Framework

The second annual IQF conference will take place in February 2008. The high profile, full day event will:

- Demonstrate the importance of the IQF in delivering the Government's Children Plan and Children's strategy action plan.
- Provide an opportunity for all sectors to demonstrate their commitment to workforce reform.
- Provide an update on the current phase of the IQF developments.
- Reinforce the importance of the IQF in improving the outcomes for children and young people.

Testing continues....

CWN members are testing qualifications on the IQF. The collaborative trialling process tests and evaluates the IQF processes such as the principles for inclusion and early dialogue process to make sure they are robust and fit for purpose. The trialling phase runs until September 2008.

Reference Group members will be kept updated as they are automatically on the mailing list for the IQF newsletter.

Carol.Dewhurst@cwdcouncil.org.uk

14-19 DIPLOMA

Society, Health and Development Diploma

2007 has been a busy year for members of the Diploma development team. Edexcel, the Awarding Body approved to deliver the Principal Learning components in September 2008 have been working closely with local consortia to ensure that the programme is delivered in a quality manner.

2008 promises to be just as busy. Funding has been secured from SSDA to March 2009, to support further development and roll out to national entitlement in 2013.

For the Children's Workforce:

- SkillsActive is developing an 'Employer Toolkit' to support employers who may wish to support the implementation of the Diploma. That will be trialled in January and published in March

- Negotiations are ongoing with a range of awarding bodies who may be interested in developing and delivering sector specific qualifications as specialist learning components of the Diploma
- Gaps in current specialist learning provision are being identified and plans to develop new qualifications are under consideration
- SkillsActive is developing a 'magazine' for young people to inform them of the SHD Diploma
- SkillsActive is developing a resource pack to support regional staff in raising awareness on the SHD Diploma with employers and other stakeholders

Paul Bonel (Paul.Bonel@skillsactive.com)

Diploma in Sport and Leisure

The Diploma in sport and leisure continues to make good progress in developing the qualification for first teaching from September 2010. The New Year sees a series of consultation events to review the draft content. These are:

- January 16th: HE/FE consultation event: 11.00 - 3.30, SkillsActive
- January 18th Employers and learning providers: 01.00 – 03.30: SkillsActive
- January 23rd: Employers and learning providers: 01.00 – 03.30: Bristol

- January 24th Employers and learning providers: 06.00 – 08.00 p.m. Leeds
 - or
 - January 25th Employers and learning providers: 08.00-10.00 p.m. Leeds
 - February 5th: Employers and learning providers: 06.00 – 08.00 p.m. Manchester
 - or
 - February 6th: Employers and learning providers: 08.00 – 10.00 p.m. Manchester
- Reference Group members are invited to attend one of these events and to promote them across their networks. Please contact lerease.sweeney@skillsactive.com

Public Services Diploma

Skills for Justice has been developing the 14-19 Diploma in Public Services. The first draft of the content is approaching completion and Skills for Justice will be taking the draft out to full consultation in early 2008.

The Diploma Development Partnership is organising 5 regional consultation events in January 2008 to support and develop the new Diploma in Public Services. The aim of each event will be to give an overview of the new Diplomas, give an update on the development of the Diploma in Public Services and review the draft version of the line of learning statement for this Diploma. There will be a day event in each of the following cities: Birmingham, Bristol, London, Nottingham and York.

This is an opportunity for Reference Group members to have a say in developing the content of the diploma so that it becomes a qualification that you feel will provide young people with the skills, knowledge and understanding that will engage their interest and allow them to progress into further or higher education and employment. To book your place, free of charge, use the online form at www.publicservicesdiploma.co.uk, where the dates and venues of each consultation are listed.

Please circulate this information to colleagues and to other networks whose members might be interested in attending. Don't hesitate to direct any further queries to the Public Services Diploma Administrator, Rowena (rowena.thomassin-timms@skillsforjustice.com).

YOUTH WORKFORCE

Implementing Aiming High in 2008-09

CWDC, LLUK and DCSF are working in partnership with youth workforce employers to develop options for initial government proposals arising out of Youth Matters and Aiming High, the ten year Youth Strategy to raise the quality of the youth workforce.

The youth workforce research being carried out by CWDC will design, test and make recommendations for the introduction of a new training and development scheme for existing and newly-appointed leaders and managers in the workforce. Building on structures, standards and developments underway, it will link closely to LLUK's research into the feasibility and design of a youth workforce graduate recruitment scheme.

LLUK's work aims to support the development of future managers by recruiting talented graduates and supporting "high fliers" already in the workforce, equipping them with the knowledge, skills and understanding to become future leaders.

CWDC will also research and make recommendations for a national programme of co-financed youth workforce development, complementing existing support to the Third Sector. This will be achieved by identifying existing workforce development support available to Third Sector employers of the youth workforce; testing its efficacy, and giving options for building on existing programmes to provide dedicated packages of training addressing current skills and knowledge gaps.

LLUK will also be leading on development work to explore the take up of apprenticeships across the youth workforce and consider future planned activity to develop further this route into the sector.

CWDC will be leading work from 2008 with LLUK and other partners to implement the workforce implications of Aiming High. Following discussion at its November Board meeting, CWN is currently considering appropriate structures to support this workstrand and further engage other CWN members within it.

CWDC agrees new Third Sector Strategy

CWDC has agreed a new strategy for working with the Third Sector. The aim of the strategy is to assist those working with children, young people and families in the Third Sector to understand how they are part of the children's workforce and to assist CWDC to embed Third Sector needs and issues in CWDC activities and products.

Based on nine months consultation (including invitations in the CWN E-Bulletin to Reference Group members to help develop the strategy), the strategy paper:

- acknowledges that a significant part of the Third Sector children's workforce does not work predominantly for children, young people and family focused organisations
- identifies three segments in the Third Sector:
 - national children, young people and family focused organisations;
 - children, young people and family focused organisations (regional/local);
 - organisations that provide services to children, young people and families but are not children focused.
- underlines that CWDC activities must address the needs of all three segments.

The strategy also includes a key communications message for the Third Sector - when the Third Sector employs or supports people who work with children, young people and families, they are part of the children's workforce. CWDC supports Third Sector organisations in engaging with the children's workforce reform agenda. CWDC highlights the Third Sector's responsibilities to develop and reform its workforce as part of the process of ensuring the best outcomes for children, young people and families.

Strategy into action:

A pilot will test whether CWDC's Workforce Strategy Partners Programme could be extended to cover national and regional organisations. This will take place early in 2008. It will assess the feasibility of an ongoing support fund.

For a copy of the strategy please contact anita.adams@cwdcouncil.org.uk.

HEALTH

Evaluating Workforce Change

Care Services Improvement Partnership (CSIP) has commissioned or supported a number of large scale workforce change programmes such as the School Health Workforce Rapid Roll Out Programme, Improving Services for Children and Large Scale Change for Maternity Support Workers (MSWs).

This work builds on developing knowledge about effective methodologies for workforce and service redesign, initiated by the Changing Workforce Programme of the NHS Modernisation Agency and the New Types of Worker Programme of Skills for Care.

As part of developing the evidence base around the effectiveness of this work, CSIP commissioned evaluations of these programmes. These evaluations reinforce the importance of measuring outcomes of workforce change activity to support sustainability and spread.

The MSW evaluation concluded that *"Overall, the national roll out programme is proving to be an excellent initiative as it is helping to develop, implement and evaluate new roles and new ways of working in maternity care. The aim of the retrospective evaluation was to demonstrate the impact of the MSW on the quality of care delivered to women and their families with a particular focus on key issues such as safety and risk management"*.

Innovations Matters: Examples of Support Workers in Maternity

aims to share learning from a range of maternity care settings, for those not familiar with this role or who wish to develop it further in their area. Current working examples, with contacts, are referenced in the document.

This demonstrates how workforce development initiatives can support service development particularly to support workforce capacity. Developments are also matched to current policy priority areas e.g. breastfeeding, teenage pregnancy

For further information about CSIP Children and Young People and Families programme please contact Janis Stout at CSIP:
janis.stout@dh.gsi.gov.uk

The most recent report on Outcomes and Impact of the school health and children's services programmes found *"evidence of numerous projects that are benefiting children, young people and their families. Numerous individuals, committed to moving forward the agenda and introducing new ways of working and new roles, are to be commended for making progress despite the challenges and barriers they continue to face. There are, however, lessons that can be learnt from introducing the School Health Rapid Roll Out and the Large Scale Workforce Change for Children programmes,which can inform future national programmes"*.

Findings are categorised under four themes

- benefits realization
- care closer to home
- interagency working
- education and training.

Details of the evaluations can be accessed on the CSIP website: <http://www.csip.org.uk/~cypf/cross-cutting-work/cross-cutting-work/workforce.html>.

APPRENTICESHIP

As part of its continual evaluation process of the Children's Care, Learning and Development (CCLD) Apprenticeship framework, CWDC is conducting a survey for all employers in the children's workforce who offer, or could offer, placement or employment to an apprentice on the CCLD framework. The survey offers employers an opportunity to input into the future of the CCLD Apprenticeship framework and the results will be used to inform an overall review of the framework in Spring/Summer 2008.

The survey is available online at <http://www.cwdcouncil.org.uk/qualifications/employersurvey.htm> until 31 January 2008.

Alternatively, a printed version of the survey is available by emailing sandq@cwdcouncil.org.uk or calling 0113 390 7631.

Sophie Fair (sophie.fair@cwdcouncil.org.uk)

INTRODUCING NATIONAL REFERENCE GROUP MEMBERS

Children's Services Research Group (CSRG)

CSRG (formerly LEARG), the Children's Services Research Group, is a group which for 25 years has brought together professionals involved in policy, planning, development, administration and research work relevant to children's services.

The group aims to provide an accessible forum for practitioners in local authorities and related bodies, with regular opportunities to network and discuss current topics.

CSRG's general committee comprises volunteer local authority officers, plus individuals and representatives of linked organisations. Committee members attend around four meetings a year. They plan, organise and host events and seminars on current topics relating to children's services.

Alternating between London and the Midlands, CSRG seminars apply a mix of current policy, research and practice, and blend these elements with opportunities for contextual discussion, and wider networking.

Recent seminars have included:

- **"Scoping Community Needs: Who, What and Where"** - investigating the challenges being faced to meet the new duty on local authorities to provide appropriate childcare
- **"Safe and Sound? Safeguarding Young People"** - demonstrating local authorities' and fire and rescue services' imaginative and successful initiatives to keep children and young people safe

In addition to seminars and information sharing, CSRG functions include developments with like-minded research-based organisations, working collaboratively at strategic and operational levels.

There is no formal membership. Invitations for CSRG workshops, seminars and AGM are sent to all local authorities. Taking responsibility for organisation of all matters, the general committee is elected each July at the AGM.

To find out more, visit www.csrg.org.uk. Alternatively, contact John Wiseman, Chair of CSRG, at john.wiseman@sunderland.gov.uk.

Brathay: Developing Multi-Agency Teams

Education charity Brathay will be training professionals working to transform the lives and wellbeing of children and young people across the North of England. Brathay is an educational trust, established for 60 years, that works to deliver positive outcomes for children and young people, transforming their lives and wellbeing, through its extensive work directly with young people and also with the children's workforce.

Over the next three years Brathay will work with 180 Multi-Agency teams of teachers, social workers, nurses, police officers and other professionals and volunteers to focus their resources on improving the lives of children, young people, their parents and carers. Maggie Farrar, NCSL's Operational Director for ECM and Standards, said: "The main aim of this programme is to deliver better outcomes for children, young people, families and those working with them by developing effective teamwork between schools and other agencies, sectors and services."

Brathay will deliver the National College for School Leadership's (NCSL) Multi-Agency Team Development (MATD) Programme in the North West, North East and Yorkshire and Humber Government Office regions. Brathay will work in partnership with NCSL to facilitate Multi-Agency working with schools, other agencies and across all Children's Services. Multi-Agency Teams are a key component of the Government's Every Child Matters: Change for Children agenda, following the 2004 Children Act.

All members of Multi-Agency teams who wish to find out more about the MATD Programme should email matd@brathay.org.uk.

For more details about Brathay visit: www.brathay.org.uk

david.collier@brathay.org.uk

CULTURE SECTOR

Museums, Libraries and Archives (MLA) - working with the Every Child Matters Common Core Framework

MLA will be launching its interpretation of the Every Child Matters Common Core Framework early in 2008 - as a workforce development tool for staff working with children and young people. MLA's "Self-Assessment Framework – Children and Young People" is in its early stages of implementation and viewed very much as an evolving document. It will be used as an induction tool and as an integrated element of Continuous Professional Development (CPD) throughout the sector. It will enable staff to demonstrate their skills, knowledge and understanding of the standards required for the Children's Workforce.

Launching in January and February 2008, through a series of regional seminars aimed at senior managers, the Self Assessment Framework is the result of two years of development work. A draft framework was developed and piloted during 2006/07 as part of the DFES and DCMS-funded Strategic Commissioning programme. This involved over 200 learning and education staff in museums, archives and galleries working with the draft framework, during involvement on specific projects to develop links with schools.

Amendments have been made following evaluation of the pilot, and discussion with CWDC. The

resulting MLA Framework maps directly against the Every Child Matters Common Core Framework headings, providing a starting point for staff in assessing their abilities to work with children and young people. It presents a format for planning development activities and learning, encourages users to reflect on the process and what they have gained and provides space for demonstrating new skills and knowledge through evidence collection.

Discussions are underway with Lifelong Learning UK and Creative and Cultural Skills on integration of the Framework within standards and qualifications for the sector. The MLA Partnership will also be working with sector professional bodies to ensure assimilation within CPD programmes.

It is expected that longitudinal evaluation on the use of the Framework within the sector, will enable development and adaptations to the Framework over time. Now a primary element of the MLA Partnership Workforce Development Strategy, the MLA Self Assessment Framework will be introduced to the wider museums, libraries and archives sector as a component of the MLA Partnership agenda for safeguarding.

If you would like a copy of the MLA Self Assessment Framework – Children and Young People, or you have any comments to make on this area of work, please contact nicky.morgan@mmla.gov.uk or log onto www.mla.gov.uk

JUSTICE SECTOR

Skills for Justice is leading on a project which will provide a detailed map of the children's workforce sub-sector as it relates to justice. This will give Skills for Justice a stronger platform from which to engage with the Children's Workforce Network and the IQF.

The project will:

- Conduct research and mapping to scope the overlapping of the children's workforce within the Justice sector and the overlaps with other sectors.
- Identify which occupations impact upon young people by producing an occupational map of the overlapping footprint of the children's workforce within the Justice sector;
- Provide a basis for qualification development by producing a functional map of the footprint of

the children's workforce within the Justice sector;

- Gap analysis by mapping of functional and occupational maps to existing National Occupational Standards (NOS), Qualifications and the new CWDC Cross Sector Units;
- Provide an action plan relating to the issues and recommendations identified in the research including priorities for developing and promoting NOS, IQF/QCF units.

Research will be carried out by Elaine Sauvé Associates over the next three months including telephone and face-to-face interviews and two consultation workshops on 12 and 14 February 2008. If you would be interested in participating in interviews or workshops, or require further information on this project, please contact: Jane Fear (0114 231 7258 / 07920 453107) jane.fear@skillsforjustice.com.

NATIONAL OCCUPATIONAL STANDARDS (NOS)

Domestic Violence NOS Study

Skills for Justice, with the support of the Home Office, is leading on this UK-wide National Occupational Standards (NOS) project.

The introduction of the Domestic Violence, Crime and Victims Act (2004) and the first National Domestic Violence Delivery Plan published in 2005 increased the protection available to victims when cases are brought to the attention of the Criminal Justice System (CJS). The Cross Government Sexual Violence and Abuse Action plan published on 2 April 2007 aimed to provide a platform for developing a more strategic and holistic approach to tackling sexual violence and abuse.

In 2005 the Home Office sponsored the development of a Functional Map. This map lists all the functions carried out by those working in the area of domestic violence and sexual abuse. Following approval of the map by key stakeholders a gap analysis was carried out to identify those functions for which NOS currently exist and those functions where NOS need to be developed.

Skills for Justice wishes to engage practitioners in the development of these NOS and explore the requirement for vocational qualifications. Skills for Justice put out an appeal for expressions of interest in joining a specialist working group drawn from practitioners working with individuals who have experienced domestic violence and/or sexual abuse. They want to draw on the experience of a mix of those working on the 'front line' and those responsible for devising and delivering training to staff in this area of work is required.

The deadline for participation in the Working Group was before the e-bulletin deadline. Reference Group members with interest in this project may like to contact debbie.mccormack@skillsforjustice.com.

New guidance for supporting teaching and learning

To support the approval of the national occupational standards for supporting teaching and learning in schools (STL NOS), the TDA is producing guidance on their use for schools. The STL NOS support transfer and progression across the children's workforce by including units imported from other NOS developed for other parts of the children's workforce where the functions are the same. The summary on the front page of each unit will help the reader contextualise the unit for the roles. The guidance explains how to use the standards for this and for a range of training and development activities.

The TDA also has produced guidance on the support work in schools (SWiS) suite of qualifications. The SWiS are small flexible qualification offered at levels 2 and 3 which are suitable for a range of roles in school. The optional units are taken across a range of NOSs so is suitable for those with dual roles or not able to meet the requirements of a full NVQ. The guidance helps schools understand the SWiS and how to select appropriate units.

The guidance for both the STL NOS and the SWiS will be on the TDA website (www.tda.gov.uk) from the end of January 2008.

E-SAFETY RESOURCE

Childnet International, with support from the TDA, Microsoft and Becta, have developed Know IT All for Teachers (KIA), a resource aimed at helping teachers, trainee teachers and adults working with children understand and address the e-safety issues children are potentially at risk of exposure to. This resource builds on the success of Know IT All for Parents which, in its first six months, has already been distributed by schools to some one million parents.

Based on research with academics and 400 trainee teachers, e-safety was recognised as a requirement for current teachers and other adults working with children and the need for child e-safety training among trainee teachers was also identified. Know IT All for Teachers was officially launched on 10 December 2007. The microsites developed for teachers and trainees can be accessed at www.childnet.com/kia. E-safety DVDs will be made available to schools and training providers, whilst leaflets have also been produced for the three groups identified above. These can be downloaded from <http://www.childnet.com/kia/teachers/why.aspx> and <http://www.childnet.com/kia/trainee teachers/why.aspx>.

RESEARCHER'S REQUEST: INTEGRATED WORKING

I am about to engage on a review of research and evaluations that are out there - along with a review of other reviews! - on integrated working in any settings across the Children's Workforce. NFER is conducting a similar review at the moment and CWDC and NFER will be co-ordinating how we work together on this in order to maximise the results and avoid duplication. I am very concerned to obtain as many reports as possible which agencies and organisations have commissioned or carried out which may have been used internally or only been circulated to a limited audience. I would be very happy to receive any reports which you have and to hear of any reports which you may be aware of.

Mary Baginsky, National Development Manager – Research, CWDC
Mary.Baginsky@cwdcouncil.org.uk

LEADERSHIP AND MANAGEMENT

Middle Leadership and Management

CWDC has appointed The Hay Group to provide research, analysis and recommendations for Leadership and Management support and development of middle leaders and managers. The research will produce a set of options for the development and support of middle managers to be presented to CWN Leadership and Management Policy Group in Spring 2008.

Taking account of existing developments in leadership and management, the research aims to dovetail with York Consulting's research for DCSF on the Senior Leaders and Managers. The consultants will also work with the researchers on the leadership and management needs of the Youth workforce.

The research should contribute to developing a credible model that defines how the roles and responsibilities of senior, middle and frontline managers can combine to form a coherent management chain for Children's Services. Recommendations and options will address:

- i) steps to improve supply and take up of support, training and continuous professional development for middle managers;
- ii) how the induction, supervision, training and continuous professional development of single service setting middle managers can be developed to accelerate movement towards integrated working;
- iii) how to improve career pathways through the management chain in the context of the merging IQF across the whole children's workforce

Claire Owens, CWDC
(Claire.Owens@cwdcouncil.org.uk)

EXTENDED SCHOOLS

TDA's School Improvement Planning Framework

2008 is going to be an important year for the extended schools programme, with the TDA working hard to support Local Authorities and schools and meet the DCSF's 'stretch' target of 12,300 fully extended schools by the end of September '08.

The Children's Plan reinforces many aspects of the extended schools programme, with its emphasis on parents and on schools developing their links with health and other services, and gives further impetus to this important aspect of the TDA's work.

A key element of the TDA's support offer (via Local Authorities) to schools developing extended services is the School Improvement planning framework. This is an approach to school improvement planning that was developed by schools for schools, in a pilot involving more than 150 schools across 63 Local Authorities.

The framework puts the needs of the child at the centre of school improvement planning, and helps schools with their goals of raising standards of achievement and promoting pupil well-being (ECM).

Feedback from the pilot schools and Local Authorities has been extremely positive-many report significant benefits and measurable outcomes including better prioritisation and management of initiatives, reduced workload and improved standards.

Copies of the framework available can be downloaded at www.tda.gov.uk/sip.

VOICE OF YOUNG PEOPLE

Young People challenge TDA to listen

TDA staff welcomed 20 students to their offices on Friday 23 November to hear ways in which they can include the voice of young people in their work. Three schools were invited to bring a group of pupils to the TDA to give staff and Board members their thoughts on what their priorities are in relation to the work of the TDA.

The event formed part of the national event organised by 11 Million, the new office of the Children's Commissioner. Organisations were challenged to allow young people to take over for the day in order to get a better understanding that their main customer deserved an equal voice and fair representation in the decisions that directly affected their services and lives.

The Takeover Day was a great success. The three schools invited: Lent Rise Primary School, Bucks, Our Lady and St Philip Neri RC Primary School, South London and Wychall Primary School, Birmingham worked together to bring their ideas and thoughts about how TDA should get involved. Staff across the TDA gave presentations about their work and worked with the pupils in a range of activities to get a clear action plan for TDA to take forward. At the end of the day, pupils had identified 21 key priorities for everyone to consider and action, complete with timescales and the names of those people who had to do the work! The best bit of the day, however, was when TDA staff were told to take the young people to their part of the office and introduce them to their colleagues.

While the event was a great success and gave everyone an interesting insight into the views of young people, it was agreed that it would be a pointless exercise without further work on including young people's voices in our work. The 21 priorities that came from the day are being collated and set as an action plan that TDA can take forward and work to in the coming months.

INTEGRATED WORKING UPDATE ON EVALUATION

CWDC has commissioned the researchers SDSA to evaluate progress in implementing integrated working, particularly the Common Assessment Framework, lead professional role, information sharing and approaches to multi-agency working.

Key elements of SDSA's assignment are:

- A literature review of relevant studies of the last 18 months) on integrated working, across the children and young people's workforce, identifying workforce related issues.
- Analysis of DCSF Local Area Readiness Assessment (LARA) data from 150 local authorities to assess progress towards integrated working, including national trends.
- A questionnaire survey, 15-18 focus groups and 100 interviews of front-line practitioner's views of progress towards integrated working. This focuses on the following sectors: early years, school staff, health care workers working in a variety of settings

This should give a valuable picture of progress and processes in integrated working within and across sectors, including the effectiveness of the CAF form. The research will help to gain a deeper understanding of the support required to bring about culture change and will help to collate case studies of good practice to be shared more widely. A final report will be prepared for CWDC by March 2008.

The questionnaire has been distributed at three national conferences on integrated working, through CWN members and regional infrastructure. There have been welcome offers to provide case studies of interesting practice.

Five focus groups of front-line workers from early years, school staff and health care have taken place across the country.

Pete Chilvers, SDSA (peter.chilvers@sdsa.net)

CWDC National Integrated Working Conferences

CWDC hosted three Integrated Working national conferences in Leeds, Leicester (delivered in partnership with the East Midlands Regional Learning Partnership) and London. Delegates chose from a wide variety of workshops including Good Leadership and Management Starts with Induction, Challenges and barriers to Integrated Working and Children and Young Peoples Participation in the Common Assessment Framework.

CWDC report that key messages from the conferences were that staff within the CWDC footprint are working in innovative and creative ways to rise to the challenge of building a world class workforce and that there is a need to further involve those working with children, young people and families who are outside the CWDC footprint.

CW-NETWORKING

Who makes up CWN?

CWN brings together 11 key national agencies charged with developing different parts of the children's workforce:

Children's Workforce Development Council (CWDC)

Creative & Cultural Industries SSC (CCI)

General Social Care Council (GSCC)

General Teaching Council for England

Improvement & Development Agency (IDeA)

Lifelong Learning UK (LL-UK)

Nursing & Midwifery Council (representing the health regulators) (NMC)

SkillsActive

Skills for Health

Skills for Justice

Training & Development Agency for Schools

What has brought the agencies together?

CWN members recognise that collaboration will help them achieve the more effective implementation of their individual and joint roles. Network members share a vision of a children's workforce that:

- supports integrated and coherent services for children, young people and families
- remains stable and appropriately staffed, whilst exhibiting flexibility and responsiveness
- is trusted and accountable, and therefore valued
- demonstrates high skills, productivity and effectiveness
- exhibits strong leadership, management and supervision.

How does CWN work?

CWN activity is guided by an annual workplan (which can be downloaded from the CWN website www.childrensworkforce.org.uk).

CWN members come together in bimonthly Board meetings and six Policy Groups covering integrated qualifications, leadership and management, workforce data, integrated working, encouraging mobility/pathways for progression within the workforce, and 14-19 Diploma. A new workstrand for youth workforce is being established. Approved minutes of CWN Board meetings are available on the CWN website.

Paul Ennals, Chief Executive of National Children's Bureau, is the independent Chair of CWN. Hilary Barnard of HBMC provides policy and project management services to CWN.

The CWN National Reference Group brings together 419 agencies and organisations interested in the development of the children's services workforce. It is a channel for sharing information and dialogue. It has no decision making role in CWN.

GETTING INVOLVED

Contributing to the e-bulletin

The success of the e-bulletin depends on CWN members and Reference Group members contributing news and views. This e-bulletin is published every two months.

Copy for the next issue, including images and graphics, should be sent to the editor, Hilary Barnard, **by 15 February 2008** at hilarybarnard@aol.com. Please provide contact email details to signpost bulletin readers interested in making further enquiries.

Copyright issues on all material submitted should be cleared in advance. Please keep contributions short! All copy submitted is subject to editing.

Circulation of the e-bulletin

Please feel free to forward this e-bulletin to others who may be interested in its contents. If you would like colleagues added (with their agreement!) to the core circulation of the e-bulletin, please email hilarybarnard@aol.com with their details.

National Reference Group

If your organisation would like to join the CWN National Reference Group, please email Hilary Barnard at hilarybarnard@aol.com for further details.