

*Government strategy... Mental health ... IQF
... Integrated working... Induction ...
Diplomas ... School support staff ... CPD ...
Parent support ... Research ... New
appointments ... Foundation degrees...
Networking ... Getting involved ...*

NEW GOVERNMENT STRATEGY

When all the financial news is so stormy, many people find themselves psychologically putting up the shutters. It can feel less safe to be planning for further change at such a time; surely we should just keep our heads down, and put anything new on hold?

That does not seem to be the approach of the Government. We are awaiting the Child Health Strategy. There will be a paper on "the 21st Century School". The whole structure and purpose of Children's Trusts is up for strengthening. A White Paper on social mobility is in preparation. In all of these, workforce issues will be highly evident. And then there is the next Children and Young People's Workforce Strategy.

In reality, if money is going to be tighter, then it becomes even more important to use the human resources that we do have as effectively as possible. At a time of crisis, workforce reforms become a key part of the solution.

So I expect the Government to set out some clear expectations of children's trusts to up their game on planning for the children's workforce, using the excellent "One children's workforce reform tool" developed by CWDC. I expect the Government's vision of a 21st Century school to be clear about how professionals from different disciplines will be working much more effectively together. I expect the Child Health Strategy to set out how improved health outcomes require joint action from professionals across the workforce.

And I hope that the workforce strategy itself will still be ambitious and optimistic. None of us can now expect the announcement of new money for gleaming new initiatives. We know that most changes can happen faster if the wheels are greased with new funding. But the purpose of the workforce strategy was to set out our vision of where we want to be in 2020 – in 12 years. It is even more relevant, in times of difficulty, for us to have a shared vision of what is most important. The strategy needs to set out a route for us to follow in good years and bad, in years of growth and of retrenchment.

Of course it is not as easy to bring about change if we also have to reduce budgets. But that is the time when our commitment to the ideals of an integrated service is most important.

Paul Ennals
CWN Chair

MENTAL HEALTH

CAMHS Tier 3 & 4 (Specialist Targeted) Core Functions report

This project was jointly commissioned by Skills for Health and the National Workforce Programme for Child and Adolescent Mental Health Services (CAMHS). The project has identified a range of National Occupational Standards (NOS) which have been mapped against the core functions for specialist CAMHS workers and this has recently been published as a report. It is intended that this work will underpin Human Resources practice and be a tool through which workforce development can be facilitated.

Further work is currently being undertaken in partnership with three demonstration sites across England, to show how these NOS can be used in various ways and settings to underpin Human Resources development. The learning from these sites will be shared in late 2009.

For further information please go to:

www.skillsforhealth.org.uk

A hard copy of the report can be requested by contacting June Clarke:

june.clarke@skillsforhealth.org.uk

THE INTEGRATED QUALIFICATIONS FRAMEWORK (IQF)

IQF Principles are now agreed

CWN is delighted to announce that a set of four IQF Principles to underpin all IQF qualifications have now been formally agreed and signed off by the CWN Board, following wide consultation and a period of testing and evaluation. They will be used in all new vocational qualifications developed specifically for the CWN children's and young peoples' workforce from October 2008. The IQF Principles can be found at: http://www.cwncouncil.org.uk/assets/0000/0451/Clear_Progression_2008_-_IQF.pdf

Functional and Occupational Mapping

The IQF Functional and Occupational Mapping project has now been completed. As a result, there are now documents that can be used to inform the development of qualifications for the

IQF and support the future development of shared qualifications.

The Occupational Map specifies the CWN children's workforce occupations. The Functional Map sets out the activities that are carried out by members of the CWN children's workforce.

An analysis of existing National Occupational Standards (NOS) shows how they cover the core CWN children's workforce job functions. Using this analysis will enable qualifications to be developed that will cover all the things that the workforce needs to know and do in order to be effective. CWN partners will be able to use the NOS to develop shared qualifications.

The Functional Map will be available to view on the IQF website in the near future, and will be printed with explanatory notes in the New Year.

For further information please visit: www.IQF.org.uk

INTEGRATED WORKING

Ensuring a child only tells their story once

Everyone in the children's workforce needs to know about integrated working, whether you are a teacher, youth worker, police officer, social worker or volunteer. The latest awareness campaign from the Children's Workforce Development Council (CWDC), launched in September, aims to join up the different areas of integrated working and demonstrate the benefits of working together. Each month the updates will focus on a different theme, ranging from the common core, information sharing and lead professional, to the common assessment framework, multi-agency working and leadership and management. To read the latest update and sign up to receive future updates visit: www.integratedworking.com.

Supporting the campaign, there will be a series of integrated working conferences in November and December 08. The conferences are open to everyone in the children's workforce from across the private, public and third sectors at any stage of moving towards implementing integrated working. Book now at the conference website: www.livegroup.co.uk/integratedworking.

INDUCTION

Children's Workforce Induction Programme

The Artemis: Children's Workforce Induction Programme (CWIP) delivers an innovative and high quality e-learning programme based on CWDC Induction Standards and is essentially an introduction to the ECM outcomes.

The CWIP is based in the West Midlands, funded by the West Midlands Regional Improvement and Efficiency Partnership (WMRIEP) and currently embraces 6 Children's Trust Areas: <http://demo.artemis-online.org.uk>

For more information please contact Rachel Faulkner at: Rachel.faulkner@tw3.stoke.gov.uk

DIPLOMAS

Diploma in Society, Health and Development

The major activities for the Diploma in Society, Health and Development in the last two months have been the development of applied learning materials to inform the delivery of the Diploma and ensuring that criteria from the required Gateway 3 process are met.

Detailed guidance has been produced to help consortia to meet the Gateway criteria and this is available on the Diploma web site:

<http://diploma.skillsforhealth.org.uk>

Diploma in Sport and Active Leisure

These are very busy and exciting times in the development of the Diploma in Sport and Active Leisure. Over the next few months consortia will develop their applications for approval in Gateway 3 and awarding bodies will develop their qualification specifications based on the approved line of learning criteria.

Detailed guidance has been produced to help consortia to meet the Gateway criteria and this is available on the Diploma web site:

www.saldiploma.skillsactive.com

There have been 2 DCSF workshops to support consortia in their Gateway 3 applications plus 7 workshops, 4 in Leeds and 3 in London, during which 100 consortia staff were able to meet with SkillsActive over the two days. The Diploma in Sport and Active leisure is clearly going to be of great interest, both to consortia and to students.

Five awarding bodies are currently working on the development of their qualification specification for the Principal Learning component of the Diploma. The Diploma Development Partnership (DDP) works in collaboration with each awarding body and with Ofqual, to ensure that the qualifications follow the line of learning criteria in terms of content and level. An indication of the awarding body's approach to applied learning opportunities is an area of particular importance. QCA ensure that the technical requirements are met, including the rigour and validity of the assessment processes.

It is expected that the awarding body qualifications will be approved early in 2009 so that detailed documentation can be made available to consortia by the end of the summer term in 2009. Please contact:

elaine.sauve@btinternet.com

SCHOOL SUPPORT STAFF

National occupational standards for supporting teaching and learning: a new school leaders' guide

A new booklet for school leaders explains how the national occupational standards for supporting teaching and learning (NOS STL) can help transform schools by unlocking the potential of their support staff. The booklet supports the online guidance and explains how school leaders can use the standards to

manage the different stages of support staff recruitment, development and progression more effectively. It highlights how standards can help school leaders carry out a wide range of operations, including skills reviews, job descriptions, performance appraisals and continuing professional development planning. The booklet contains a pull out wall chart which allows school leaders and support staff to view the standards quickly and easily, according to staff roles.

CPD

New campaign to promote continuing professional development in schools

A new TDA campaign to promote continuing professional development (CPD) for the whole school workforce began in October. The campaign aims to raise awareness amongst school leaders that CPD is an effective means of driving up standards and achievement in schools. It follows research which showed nearly three-quarters of people responsible for the professional development of staff in schools were not fully aware of the range of CPD options available.

The campaign also emphasises that providing effective CPD opportunities for the wider workforce (higher level teaching assistants, teaching assistants, as well as broader support roles) will help schools achieve better outcomes. A range of TDA resources for heads and CPD leaders will be promoted including:

- the new pilot national CPD database of provision
- the CPD leadership guidance
- the professional and occupational standards
- early professional development for teachers
- resources to help develop support staff

The TDA wants schools to champion the CPD leader role and encourage CPD leaders and their headteachers to register with the TDA, and use the CPD materials available on the website.

The pilot national continuing professional development database

As part of an expanding package of support for schools, the TDA is developing a national database of continuing professional development (CPD) provision for the whole school workforce. The database, which is being launched this month, will enable school and local authority staff in England to search a broad range of CPD provision, compare what is available and make informed choices. The CPD offered adheres to a code of practice that prescribes minimum expectations for high-quality CPD. In addition to searching for provision on the database, users will be encouraged to view the TDA's guidance on effective CPD for both teachers and support staff

The database aims to be as comprehensive as possible and all CPD providers are being encouraged to register. Providers will benefit from the opportunity to promote their provision to the broadest possible audience. The database will also enable registered providers to analyse the market, identify gaps in provision and effectively meet the needs of the school workforce.

Over 250 CPD providers have already registered from universities, to private sector organisations, to professional associations, individuals and local authorities. Whatever your approach to delivering CPD opportunities, TDA wants to hear from providers to capture the full range of CPD available. Providers can register on the CPD Database by going to the following web address:

<http://www.cpdsearch.tda.gov.uk/provider>.

PARENT SUPPORT

Parent support advisers

The latest information on TDA support offered to local authorities to establish parent support adviser (PSA) posts and services, funding, training and qualifications is available on the re-launched PSA pages of the TDA website (see link below).

The final functional map describing the key functions of the PSA role are available this month. It has been developed over the

last six months with input from the National Academy for Parenting Practitioners, the Children's Workforce Development Council, PSAs and other related parenting practitioners to provide a representative breakdown of the PSA and other equivalent roles. Please see: http://www.tda.gov.uk/remodelling/extendedschools/whatareesparentingsupport/psa_project.aspx

RESEARCH

Developing a profile of the nanny population of England

Nannies form a trusted link in society between parents and their children.

But how many nannies are there working in England? Estimates range from 50,000 to 100,000, but are these accurate and what percentage of nannies have achieved a recognised qualification, and what types of services and support networks would nannies most benefit from?

In an effort to gain a deeper, more thorough understanding of the job roles, responsibilities and requirements of nannies, CWDC, in collaboration with the trades union VOICE

(formerly known as PANN) and the National Childminders' Association (NCMA), have commissioned the Social Issues Research Centre (SIRC) to investigate the needs and the aspirations of the nanny workforce in England.

The aim of the research is to develop a profile of the nanny population of England and to ensure that the needs and aspirations of nannies are understood and incorporated into the workforce development wherever appropriate, for example for the early years workforce.

For more information on how you can get involved in the project, please contact: group@sirc.org or ring 01865 262 255.

NEW APPOINTMENTS

Two Programme Managers have recently been appointed by Skills for Health and Skills for Justice to move forward the children's workforce agendas and priorities in their respective areas of the children's workforce.

These new roles will build on current Skills for Health and Skills for Justice work and allow for greater involvement in the delivery of the cross sector agenda being driven by the Children's Workforce Network. The roles will be important in developing the work of CWN in the health and justice sectors, particularly following the publication later this year of the DCSF children's strategy.

Other Sector Skills Councils within the CWN are recruiting to similar roles.

Pam Truman, Skills for Health:
pam.truman@skillsforhealth.org.uk
Linda Millington, Skills for Justice:
linda.millington@skillsforjustice.com

FOUNDATION DEGREE FRAMEWORK

The TDA is about to publish a Foundation Degree Framework for the children's workforce in schools. The aim is to give guidance to universities and their partners on how to design and deliver foundation degrees that meet the changing needs of school staff in the context of integrated children's services. The guidance reflects extensive consultation with stakeholders including members of the CWN National Reference group and has drawn on research including the CWN 'Gateways' project on how well foundation degrees meet the needs of the children's workforce. The framework document will be on the TDA website at: www.tda.gov.uk/dfd.

As a next step, the TDA will be consulting on new procedures for including HE qualifications for school staff on the IQF, within the overarching arrangements being developed by the IQF Board. If you would like to join the reference group for this consultation and receive more details by email, please let the TDA know by sending a message to: tdafdf@tda.gov.uk with your contact details.

CW-NETWORKING

Who makes up CWN?

CWN brings together 12 key national agencies charged with developing different parts of the children's workforce:

Children's Workforce Development Council (CWDC)

Creative & Cultural Industries (CCSkills)

General Social Care Council (GSCC)

General Teaching Council for England (GTC)

Improvement & Development Agency (IDeA)

Lifelong Learning UK (LLUK)

National College for School Leadership (NCSL)

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

SkillsActive

Skills for Health

Skills for Justice

Training & Development Agency for Schools (TDA)

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 work plan. CWN members come together in bimonthly Board meetings and seven Policy Groups covering integrated qualifications, leadership and management, workforce data, integrated working, encouraging mobility/pathways for progression within the workforce, youth workforce and 14-19 Diploma. Approved minutes of CWN Board meetings and the annual work plan are available on the CWN website: www.childrensworkforce.org.uk

Paul Ennals, Chief Executive of National Children's Bureau, is the independent Chair of CWN.

GETTING INVOLVED

Contributing to the e-bulletin

This e-bulletin is published every two months. Its success depends on CWN members and Reference Group members contributing news and views. Copy for the next issue, including images and graphics, should be sent to the editor **by 15 December 2008** at:

info@childrensworkforce.org.uk.

A guide for contributors to the e-bulletin is available on request. Please keep contributions short and provide contact email details to signpost bulletin readers interested in making further enquiries. All copy submitted is subject to editing. Any copyright issues on material submitted should be cleared in advance.

Circulation of the e-bulletin

Please feel free to forward this e-bulletin to others who may be interested in its contents. If you have colleagues who would like to be added to the core circulation of the e-bulletin, please send their email address to: info@childrensworkforce.org.uk

National Reference Group

The CWN National Reference Group brings together 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.

If your organisation would like to join the CWN National Reference Group, please email: info@childrensworkforce.org.uk for further details.