

A Consultation on the Common Core of Skills, Knowledge & Understanding and Values for the Children's Workforce in Scotland

Summary of Responses

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EXECUTIVE SUMMARY

Purpose of report

The Scottish Government issued a consultation seeking views on the skills, knowledge and values which should be expected of all those who work with children, young people and families. This report summarises the responses to the consultation.

Respondents

105 responses were received. Respondents were classified into categories:

Table 1 Category of respondents and number of responses

Category ¹	Number of responses received
Local authorities (including individual local authority services)	31
Representative bodies & individual respondents	22
Voluntary sector service providers	21
NHS & healthcare representative groups	14
Education and training providers	9
Regulatory / Professional bodies and Trade unions	8

Responses

The consultation provided an initial draft Common Core (Annex A) and invited views in response to 9 open questions. The overarching message from respondents was that, while it provides a good start, the draft needs additional work. The points highlighted in this summary are those elements which respondents suggested should be more robustly reflected in the Common Core. Where questions elicited similar responses they have been grouped together to minimise duplication in the report.

¹ some organisations may fit into more than one category but for the purposes of this consultation, organisations were allocated to the category that seemed most appropriate based on their main function – a list of the organisations who responded is at Annex B.

Q1. Workers need to intervene early, tackle inequalities and build the capacity of children, young people and families. To what extent do you agree that the proposed common core equips our workers to do this?
Q2. What specific comments do you have around the skills, knowledge and understanding associated with “observation, judgement and decision making”?

Overview of responses

- Clearer emphasis on children’s rights and the United Nations Convention on the Rights of the Child (UNCRC)
- Children, young people and families should be active participants in services and decisions affecting them
- A strengths based approach throughout
- Understanding adversity and vulnerability
- Equality, diversity, cultural differences, disability
- Knowledge of child development - including attachment and brain development
- Reflective practice
- Social and emotional skills “self-awareness, self-management, social awareness”
- Utilising the strengths of parents and carers
- Managing risk

Q3. What specific comments do you have around the skills, knowledge and understanding associated with “appropriate and effective communication”?

Overview of responses

- Listening and responding appropriately
- Interacting, engaging and building relationships
- Using play, art, games or computers
- Understanding the child’s perspective
- Offering choices and promoting the “personalisation” agenda
- Working with groups and communities
- Advocacy
- Confidentiality and data sharing

Q4. What specific comments do you have around the skills, knowledge and understanding associated with “effective partnership and multi-agency working”?

Overview of responses

- Understanding the parameters of your role and the roles of other workers
- Respecting and valuing the contribution of other workers
- Partnership working for a more holistic service

- Q5. What, if anything, is missing from the skills, knowledge & understanding or values?**
- Q6. Describe briefly how you, your organisation, or your sector might implement the common core of skills, knowledge and values.**
- Q7. What opportunities are there in your organisation or service for the proposed common core to be implemented at the following 3 levels:**
- Strategic management**
 - Operational management**
 - Day to day working with children, young people and families?**
- Q8. What opportunities do you see for working collaboratively with other organisations / sectors to implement the common core?**
- Q9. What challenges can you identify around implementing the common core, and how might these be overcome?**

Question 5 invited respondents to identify any gaps in the Common Core which they had not mentioned in response to other questions. These points are detailed in the main report. Questions 6 to 9 addressed implementation of the Common Core once finalised. A summary of the suggestions is provided in the main report.

Follow progress on this work in due course on the Scottish Government website at:

<http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/workforcedevelopment>

COMMON CORE OF SKILLS, KNOWLEDGE & UNDERSTANDING AND VALUES, FOR THE CHILDREN’S WORKFORCE IN SCOTLAND

Consultation Report

Policy Context

1. The Scottish Government is committed to delivering the best possible outcomes for our children, young people and families and there are a number of National Outcomes of particular relevance:

Table 2 National Outcomes most relevant to children, young people and families

National Outcome number:	Description
4	Our young people are successful learners, confident individuals, effective contributors and responsible citizens
5	Our children have the best start in life and are ready to succeed.
6	We live longer, healthier lives
7	We have tackled significant inequalities in Scottish Society
8	We have improved the life chances for children, young people and families at risk
11	We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others
15	Our public services are high quality, continually improving, efficient and responsive to local people’s needs

2. Scotland’s social policy frameworks (Early Years Framework, Equally Well and Achieving Our Potential) aim to “transform” outcomes for children, young people and families and a key success factor is having a skilled, confident and valued workforce.

3. The process of creating a Common Core is a task stemming from these policy frameworks. It is designed to support the workforce to better meet the needs of children, young people, families and communities, by:

- helping to remove the unhelpful barriers that exist between different workers, organisations and sectors allowing them to work and communicate more effectively together; and
- identifying the skills, knowledge & understanding and values that workers need if they are to intervene early, tackle inequalities and build capacity within children, young people, families and communities.

Background to the draft Common Core

4. The statement of skills, knowledge and understanding which was the subject of the consultation was a draft developed by the Common Skills Working Group (Membership in Annex C). The values in the statement are derived from the Getting it Right for Every Child (GIRFEC) programme. The draft “Common Core” is at Annex A.

5. The aspiration for the Common Core is that it is valid for everyone working with children, young people and families, including volunteers, unqualified employees and those qualified at any level in the workforce. Therefore, implementation of the Common Core will take a variety of forms and be led by a variety of national and local organisations.

6. The Common Skills Working Group recognised that the draft Common Core was some way from being finalised and very much welcomes the contribution of all respondents in helping to shape the final version. This “buy-in” and shared ownership of the Common Core will be critical for the move into the implementation phase.

Next Steps

7. The responses to the consultation will be fully considered by the Common Skills Working Group who will revisit the content of the Common Core in light of responses received. An initial response by the Working Group can be found at Appendix 1.

8. The Working Group will need to ensure development of a second version of the Common Core that balances the wide aspiration for the Common Core whilst incorporating as much as possible of the feedback from consultation respondents.

9. Although many specific suggestions were made concerning implementation of the Common Core, it needs to be finalised before implementation activities can commence. It is likely that the Working Group will re-engage with consultation respondents and other key stakeholders once they have created the next version of the Common Core to discuss both it and the plans for implementation.

10. Information on progressing the next steps will be made available on the Scottish Government website in due course at:

<http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/workforcedevelopment>

Method of Analysis

11. Of the 9 questions in the Common Core consultation document (see Pages 3 and 4), 5 centred on the content of the draft Common Core and 4 covered issues around implementation of the Common Core, once finalised.

12. All of the questions were open (i.e. seeking comment/views) and due to this free text response format it was not feasible to undertake quantitative analysis - counting numbers who responded in a certain way. The analysis was therefore qualitative in approach.

13. Of the 105 responses received, a number of respondents (13) asked for their views to be considered anonymously. Where this was the case the text of their answer was fully utilised alongside others, but their details do not appear in the list at Annex B. All responses (where the respondents authorised us to make their views available publically) are available to view at the Scottish Government Library.

Questions 1-5 - Content of the Common Core

14. For each of the first 5 questions the main points made were recorded according to category of respondents. This captured all of the main points relating to “skills”, “knowledge & understanding” and “other comments”. The number of times the same point was made was also recorded.

15. A summary sheet for each category of respondents was created, noting the most frequently stated points. By comparing these summary sheets it was possible to identify the areas that were common across different categories of respondents. The areas of most consensus have been highlighted in the analysis of Questions 1-4. Question 5 highlights significant additional points that did not have the same level of consensus.

Questions 6-9 - Implementing the Common Core

16. For each of these questions the main points were recorded according to category of respondents. Suggestions and positive or negative comments were also captured.

Q1. Workers need to intervene early, tackle inequalities and build the capacity of children, young people and families. To what extent do you agree that the proposed common core equips our workers to do this?
Q2 What specific comments do you have around “sound observation, judgement and decision making”?

17. Comments in response to Q1 and Q2 covered similar points which are, therefore, summarised in this section. Responses ranged from those who considered the draft Common Core to be a good foundation for workers, whilst recognising that on its own it does not “equip” workers, to those who suggested that it needed to be made more robust and include additional elements.

18. All categories of respondents were strongly of the view that skills and knowledge utilised by those who work with children should be clearly contextualised. For example, *judgements* should be based on a holistic assessment of the child’s needs, *decisions* taken should incorporate the views of children, and all of this should be based on a thorough understanding of children’s rights.

19. In commenting on the content of the draft Common Core, responses suggested that it should more robustly reflect the following points:

- **A clearer emphasis on children’s rights and the UNCRC**
Whilst acknowledging that the GIRFEC values and principles are based on the UNCRC, respondents recommended that a more explicit mention should be made to UNCRC and that the actions of workers should be founded on a commitment to children’s rights. This includes Article 12 which assures the child is capable of forming her/his views.
- **Children, young people and families should be active participants in services and decisions affecting them**
All categories of respondents were clear that workers needed to utilise techniques for involving children, young people and families in the decision making process. This “active participation” was seen as essential if their capacity is to grow.
- **A strengths based approach**
All categories of respondents said that skills and knowledge around “observation, judgement and decision making” should not be presented as something which only comes into play when a worker is faced with a problem or concern. Instead it is important to reflect the broader context where workers apply these skills in order to help children achieve their potential, be happy and feel loved. Language used should also reflect this – for example the term “*early intervention*” could be seen as deficit based – some respondents prefer “*early support*”.

- **Understanding of adversity & vulnerability**
 All categories of respondents considered that to adequately identify strengths and then build on those with children, young people and families, workers would need, at minimum, an awareness of the social and economic circumstances of their life. There is a need to understand how discrimination, poverty, disenfranchisement, inequality and stigma affects children, young people and families and how to combat the effects. More specifically some respondents also commented on the need for knowledge of the signs of abuse “*including substance abuse*”.
- **Equality, diversity, cultural differences, disability**
 All categories of respondents emphasised the fact that children, young people and families are different from each other with differing needs and wants. This can encompass a number of issues but most frequently noted were the variations around cultures and beliefs, disabilities, speech and language difficulties and the need for all workers to proactively consider how they can help children and young people overcome any barriers. An understanding of Equalities legislation (and other relevant legislation e.g. Additional Support for Learning) and what this means for practice was highlighted by respondents as a minimum requirement.
- **Knowledge of child development - including attachment and brain development**
 Whilst all categories of respondents noted that a knowledge of child development (at different ages and stages) was important, the majority also suggested that workers should have some level of knowledge of attachment theory, brain development and resilience.
- **Reflective practice**
 The concept of the “self-reflective” practitioner or “being reflective” was frequently cited as being of importance by all categories of respondents.
- **Social and emotional skills “self-awareness, self-management, social awareness”**
 The majority of categories of respondents referred to a series of social and emotional skills which should be incorporated in the Common Core.
- **Utilising the strengths of parents and carers**
 All categories of respondents stressed that it is key for the worker to understand how to build positive relationships with parents and carers. This is important in order to ensure that the strengths of the parent can be identified and built upon as they are “*co-educators and carers*” of children and young people.

- **Managing Risk**

All categories of respondents noted the need for workers to be able to identify the appropriate balance between allowing acceptable risks whilst continuing to ensure children are safe. Workers need to ensure that children and young people can *“take part in developmentally appropriate play and recreation to build their self-awareness and self-care skills”*.

20. In responding to Questions 1 and 2 respondents also offered the following comments/suggestions relating to the structure/wording of the Common Core:

- The GIRFEC values and principles are key and should come first, before sections on skills and knowledge.

“The values, being those from GIRFEC, are well established in children’s services documentation and well accepted by the children’s workforce so it is appropriate for these to be adopted here”

- There was a suggestion that the Common Core should incorporate an additional category called “Practicing Ethically” to encompass the range of issues around rights and equalities.
- All categories of respondents suggested that “Partnership and multi-agency working” should be split to reflect that these approaches could be used in different contexts – in working with children, young people and families and also in working with other workers.
- “Sound observation” should be changed to “assessment, based on sound observation”.

A sample of respondent comments in response to Questions 1 and 2

“One parent said her daughter’s support workers did not know she could weight-bear and stand upright until she got a stand aid, yet they had worked with her for four years”

“our work consistently demonstrates the mutual benefits gained from young people’s participatory involvement in projects designed to support them. We understand the importance of drawing on the resources individuals already have to co-design the services they use and to develop their own solutions. The common core needs to promote recognition within the children’s sector of the expert knowledge children, young people and their carers have about their own lives. It should include the confidence of workers to allow service users to take the lead – to set their own priorities and to identify their own needs”

“Whilst it is clearly important to [be able] to identify and respond to problems, the underlying principle informing work should be the positive promotion of children’s happiness and wellbeing”

“Unless practitioners have an understanding of the context in which individual children, young people and families live their lives, they cannot accurately make sound observation, judgement and decisions. Lanarkshire specifically included a core competency about understanding the inequalities of health and poverty within our communities and understanding more about how adverse factors can co-exist.....this was seen as vital by practitioners.”

“Building on strengths is more than utilising existing networks and support. It is also about utilising and building on the existing knowledge, skills and abilities of parents themselves”

“Under the social model, disability is understood as being caused by the barriers in society – attitudinal, institutional and environmental and barriers in information and communication – rather than being caused by the individual’s condition or impairment. Understanding this idea will help workers empower children with disabilities to overcome the barriers they may face.”

“An understanding of child development / developmental milestones is essential to improving outcomes for children, as is an understanding of theoretical frameworks, such as attachment theory and resilience”

“It is important that the children’s workforce is encouraged to be self reflective in their practice and to continually consider the ways in which their own attitude and behaviour might impact on the individuals they work with.”

“...there is no mention of workforce skills in social and emotional competence (i.e. self-awareness, self-management, social awareness, relationship skills and social problem solving skills).....skills associated with understanding your own and others’ emotions, and regulation of your own emotions are essential for anyone working with children and young people”

“Understanding child growth, parenting capacity and carrying out holistic assessment to recognise strengths and vulnerability. Judgements should be based on holistic assessment”

“Assess and utilise the richness in the family.”, “Spot when parents are doing well and encourage that behaviour.”

Q3. What specific comments do you have around the skills and knowledge associated with “appropriate and effective communication”

21. All categories of respondents were strongly of the view that the skills and knowledge associated with communication should focus on a dynamic two-way process where the views of children, young people and families should be actively sought and acted upon.

22. In commenting on the content of the draft Common Core, responses suggested that it should more robustly reflect the following points:

- **Listening and responding appropriately**
All categories of respondents stressed the importance of listening to children, young people and families and said this needed to be highlighted more. Non-verbal communication was also cited under listening and in particular the ability to understand the signs of trauma, interpret non-verbal cues, utilise and interpret body language. The term “active listening” was used regularly which implies a dynamic two way process.
- **Interacting, engaging and building relationships**
The words “openness”, “honesty” and “trust” were highlighted by all categories of respondents as being essential if effective communication is to take place. Most of the focus was on communicating effectively to build relationships with children and young people but respondents also highlighted the need to communicate clearly with parents and carers and be receptive to their views. All categories of respondents stated that written or verbal communications should avoid jargon and some said that we should be aspiring to a common language.
- **Using play, art, games or computers**
Some categories of respondents highlighted the need for workers to have practical skills in using play, art, games or computers to aid communication and build trust.
- **Understanding the child’s perspective**
Some categories of respondents referred to instinctive skills including the ability to “*step into the world of the child*”.
- **Offering choices and promoting the “personalisation” agenda**
The ability to explain options and offer choices for children was seen as crucial. Some respondents commented on the “personalisation agenda” where children, young people and families could communicate their views to help shape the sorts of support they access. The ability to justify why decisions have been taken and “following through” on actions were all seen as important in building trust. As well as offering choices and empowering individuals to improve their lives in the short term, it was suggested that workers should contribute to an environment of aspiration – where the individual is empowered to be

able to identify and ask for what they need beyond the here and now so that services are built with the end in mind.

- **Working with groups and communities**

A few categories of respondents pointed out that much the focus of the draft Common Core is on communicating on an individual basis, person to person. They stressed the importance of workers also being able to communicate in group settings, including having skills around negotiation and handling conflict. A knowledge of community development was seen as important even if this isn't the focus of a worker's main role.

- **Advocacy**

Some categories of respondents noted that workers should be able to advocate for children, young people and families as required to ensure their views can be communicated. Some others stated it was important that workers knew how to access independent advocacy services locally and understand the benefits of independent advocacy for children, young people and families.

- **Confidentiality & data sharing**

Issues around confidentiality were raised by most categories of respondents (and normally next to the words "*honesty*" and "*openness*"). Respondents stated it was important to recognise that sometimes confidentiality would need to be broken (if in the interests of the child) and that this should be made clear to them from the outset. Some stated that procedures around confidentiality and data sharing needed to be made clearer for workers. A few cited lack of similar IT systems as a barrier to effective data sharing.

A sample of respondent comments in response to Question 3

"The consultation document emphasises the need for workers to take a holistic approach to the wellbeing of every child. This is reliant on staff having the ability to listen in a way which enables them to build up a picture of the child or young person as a whole person, including their moods, behaviours, strengths, abilities and expectations"

"Counselling staff...stated that respect for children and young people, a non-judgemental approach, and active listening skills were fundamental...staff pointed out that it is the possession of these core values and skills that allow adults to build up relationships of trust with children and young people"

"The TV documentary "Poor Kids", shown recently, shows that children are both articulate and able to understand the issues that affect their lives – such as poverty – and should be treated with equal respect and involvement."

"workers need the ability to build warm, engaging relationships, putting families at ease, being non judgemental"

“The ability to play and have fun should not be mistaken for being jolly or cracking jokes. Rather it is about giving the child space to be a child and to develop and communicate in a way that they are comfortable with”

“Many children will only respond positively to adults who are able to build a bridge between the adult world and the world of the child. Some workers are able to instinctively step into the world of the child, where they can communicate effectively and build trust. This “instinctive ability” cannot be bottled. However, the ability for a worker to exist in both the adult world and also visit the world of the child is a skill that can be learnt”

“An open discussion regarding next steps brings benefits in terms of openness, participation, empowerment and capacity building”

“In a recent piece of work we undertook with the National Managed Clinical Network for Children with Exceptional Healthcare Needs around communications (with accompanying DVD – How would you like me to talk to you?) we are reminded of the positive clinical impact on a child’s health outcomes when a professional communicates directly and inclusively with them. This of course does not only apply to children and young people with complex health care needs”

“...deprivation and poor housing conditions impact on life chances that cannot simply be solved by building new houses, equally victims of domestic abuse are not simply protected by removing the perpetrator. Solutions need to be long term commitments, providing hope and aspirations for all, ‘igniting the fire of possibility within all’.”

“The possibility of proactive development to tackle the causes of poverty and other inequalities and common core training around this. People need to be able to, collectively, envision the difference they want to make and, individually, see where their contribution contributes to the whole”

Q4. What specific comments do you have around the skills, knowledge and understanding associated with “effective partnership and multi-agency working?”

23. All categories of respondents were strongly of the view that skills and knowledge utilised when working in partnership with children, young people and families should be separated from those needed when working in partnership with other workers. Engaging with children, young people and families is noted frequently under the other questions, therefore this section only focuses on relationships between workers.

24. In commenting on the content of the draft Common Core, responses suggested that it should more robustly reflect the following points:

- **Your role and the role of other workers**
All categories of respondents highlighted the importance of understanding the parameters of your own role and equally importantly, understanding the role of other workers / services and what they can offer, how and when to engage them.
- **Respecting and valuing the contribution of other workers**
Some categories of respondents said that there needed to be a greater emphasis on developing equal power relationships. This can emerge from developing a greater understanding and respect for each others role.
- **Partnership working for a more holistic service**
Partnership working between different workers was seen as a way of ensuring a more holistic approach is taken to meeting the needs of children, young people and families. This should involve agreeing objectives on a collaborative basis, especially important when agreeing arrangements around transitions. A deeper knowledge of the variety of transitions for children and young people was also called for.

A sample of respondent comments in response to Question 4

“[Workers should] limit their advice to their area of expertise and competency but ensure families have access to the right sources of support”

“Out of school experiences bring value to the development of the 4 capacities in Curriculum for Excellence, but the level of understanding that this is the case is variable, so more emphasis on different professionals working together and valuing each others’ perspective is welcomed”

“Deaf children deal with a variety of professionals in any given day and this variety causes hurdles for children and families. We need to have more streamlined procedures.”

Q5. What, if anything, is missing from the skills, knowledge & understanding or values?
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25. This question was included to allow respondents to identify any gaps in the Common Core which they had not mentioned in response to other questions. The following points are significant but did not attract the same degree of consensus as those for the other questions:

The Common Core should:

- make reference to children's learning
- incorporate personal qualities, like empathy, fairness, integrity
- include a unifying, overarching theoretical understanding of what is meant by children and childhood
- adopt a social pedagogy approach which would ensure workers have the relevant skills, knowledge and underpinning values and approach
- make more use of the GIRFEC "My World" triangle
- ensure workers are trained in effective intervention methods with very vulnerable young people
- equip workers to promote and improve mental health and emotional wellbeing for children and young people
- be a key opportunity for the Scottish Government to help meet Scotland's obligations to the UNCRC
- incorporate tiered competency levels when implemented
- help workers to understand the impact of domestic abuse and issues related to gender inequality
- include reference to continuous improvement, quality assurance or evidence based practice
- ensure all workers are aware of basic child protection procedures

Implementing the Common Core

26. Questions 6 to 9 covered areas around implementation of the Common Core once finalised. There was a great deal of specific suggestions made by all categories of respondents. Some individual respondents set out how they would incorporate the Common Core now but others said they would wait to see the final version before commenting on implementation. In both cases specific comments have been captured and a summary of the key points made around implementation has been included.

Q6. Describe briefly how you, your organisation, or your sector might implement the common core of skills, knowledge and values.
Q7. What opportunities are there in your organisation or service for the proposed common core to be implemented at the following 3 levels:
Strategic management
Operational management
Day to day working with children, young people and families?

The key points raised under these questions were:

Strategic Management:

- A senior champion should be created in an area to ensure uniformity and progress around implementing the Common Core
- The Common Core could form part of organisational strategic plans
- The Common Core could be incorporated into Professional Standards
- The Common Core should not stand alone and should be incorporated into all existing competency frameworks and Codes of Ethics, etc

Operational management

- Influence the content of recruitment literature and job specifications
- Shared induction across disciplines
- All local training should include the Common Core
- Could be included in quality assurance processes
- Inspections could be used to help implement the Common Core
- Regular communications with members and stakeholders through newsletters and websites
- Team meetings and development days

Day to day working with children, young people and families

- Used in supervision, performance review or appraisal
- Student placements in a variety of services
- Communicate with children, young people and families to help them understand what the Common Core should mean for them
- Incorporate into the rest of the GIRFEC developments

Q8. What opportunities do you see for working collaboratively with other organisations / sectors to implement the common core?

The key points raised under this question were:

- Utilise partnership working groups already in existence
- Utilise joint training arrangements in place and look for opportunities for more
- “Multi-agency” training/awareness raising to include those who work with children only some of the time, like police, fire services and adult social care
- Common Core could be used to create a generic qualification or role
- Develop an on-line toolkit to help disseminate tools, techniques and practical examples around implementation

Q9. What challenges can you identify around implementing the common core, and how might these be overcome?

The key points raised under this question were:

- Must dovetail with existing competency frameworks, e.g. KSF in health
- Financial position means working collaboratively requires managers to be brave and imaginative
- Workload pressures will not allow additional training, so must incorporate into existing training
- Universal acceptance of the Common Core needs to happen, one or two sectors accepting it will not be enough
- Need a realistic timetable and a phased approach to implementation
- Differences in pay rates would make secondments / sharing of workers difficult
- Should not be seen as an opportunity to dilute qualifications, we still need specialists
- Need clear leadership, direction and encouragement to review current standards against the Common Core
- Must be careful not to exclude volunteers from the sector
- Can we help parents be more knowledgeable about what they should be receiving as a minimum level of service?
- The final version of the Common Core must add some value to what is already there but not seen as a “bolt-on”
- There is a great deal of support to “make things happen, not just say things should happen”

ANNEX A

DRAFT COMMON CORE (AS AT MARCH 2011)

Skill	Skill	Skill
Sound Observation, Judgement and Decision making	Appropriate and Effective Communication	Effective Partnership & Multi-agency Working
Context	Context	Context
Includes: noticing signs that initially concern you; judging if you need to intervene and how; and deciding when and how to take issues forward / or being satisfied appropriate action has been taken.	Includes: utilising the best method of communicating depending on the situation and needs of the child, young person or family. Ensuring honesty and confidentiality at every stage and recognising diversity and equality issues.	Includes: ability to involve children, young people, parents, carers and communities in decision making where appropriate, building on their strengths. Working effectively with a range of different workers within own organisation and in others.
Knowledge & Understanding (from awareness to a deep understanding – depending on your role)	Knowledge & Understanding (from awareness to a deep understanding – depending on your role)	Knowledge & Understanding (from awareness to a deep understanding – depending on your role)
development of babies, children and young people needs of children from their parents and those who care for them, and what behaviours may be harmful to them parameters of your own role and who else can help, how to contact them and when you should advantages of early intervention in ensuring children have the best start in life and in the prevention of future problems	importance and impact of good written, verbal and non-verbal communication (e.g. body language) importance of openness, honesty and confidentiality to children and young people importance of checking that your communication has been understood and of explaining why decisions have been made importance of promoting children's rights at every opportunity	equality, diversity, cultural differences, disability - how they can impact partnership working with families and communities work with young people and families to make their own decisions and form their own solutions particular needs of children, young people and families going through transitions and what you can do to help be aware of different professional terminology and language and actively seek clarification if needed

<p>responsibilities around information sharing and confidentiality and protecting children's rights</p> <p>risk assessment and management of identified need</p>	<p>know how to avoid misunderstandings by recording concerns or assessments in plain English</p>	<p>parameters of your own role and who else can help and responsibilities of information sharing and confidentiality</p> <p>advantages of utilising the latest tools from the national policy context to improve your practice</p> <p>know how to show leadership in any role in any organisation</p>
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Values & Principles (from Getting it Right)

Getting it right has some underpinning principles within the approach that have broad application across relevant agencies. These principles are being described as values.

Values inform or influence choices and action across a wide range of role and context. Successful evolution in culture, systems and practices across diverse agencies may depend partly upon on a shared philosophy and value base.

Promoting the well-being of individual children and young people: this is based on understanding how children and young people develop in their families and communities and addressing their needs at the earliest possible time

Keeping children and young people safe: emotional and physical safety is fundamental and is wider than child protection

Putting the child at the centre: children and young people should have their views listened to and they should be involved in decisions that affect them

Taking a whole child approach: recognising that what is going on in one part of a child or young person's life can affect many other areas of his or her life

Building on strengths and promoting resilience: using a child or young person's existing networks and support where possible

Promoting opportunities and valuing diversity: children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity

Providing additional help that is appropriate, proportionate and timely: providing help as early as possible and considering short and long-term needs
Supporting informed choice: supporting children, young people and families in understanding what help is possible and what their choices may be

Working in partnership with families: supporting, wherever possible, those who know the child or young person well, know what they need, what works well for them and what may not be helpful

Respecting confidentiality and sharing information: seeking agreement to share information that is relevant and proportionate while safeguarding children and young people's right to confidentiality

Promoting the same values across all working relationships: recognising respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, young people, their families and colleagues

Making the most of bringing together each worker's expertise: respecting the contribution of others and co-operating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities

Co-ordinating help: recognising that children, young people and their families need practitioners to work together, when appropriate, to provide the best possible help

Building a competent workforce to promote children and young people's well-being: committed to continuing individual learning and development and improvement of inter-professional practice.

ANNEX B

Consultation Respondents by Category

<p>Local authorities (including individual local authority services)</p>	<p>Aberdeen City Council, Early Years & Childcare Partnership Aberdeenshire Council ADES Early Years & Childcare Network City of Edinburgh Council, Children & Families Dept. Clackmannanshire Council, Social Services Dundee Integrated Children's Services East Dunbartonshire Council East Lothian GIRFEC Practice Development Group Falkirk Council, Education Services, ASL Team Fife Council (for Fife multi-agency Early Years Strategy Group) GIRFEC Lanarkshire Partnership Glasgow City Council, Education Services Glasgow City Council, Rowantree Nursery Highland Council/NHS Highland Joint Committee for Children & Young People Highland Council SNP Group Orkney Islands Council Renfrewshire Council Renfrewshire Council, Ferguslie & Shortroods After School Care Scottish Borders Childcare partnership Scottish Borders Strategic Early Years Group Stirling Council West Dunbartonshire Council, Children & families West Lothian Council West Lothian Council, Education Services & 6 anonymous</p>
<p>Representative bodies & individual respondents</p>	<p>Association of Scottish Principal Educational Psychologists Care Co-ordination Network UK Children & Young People's Mental Health Coalition Children in Scotland Falkirk CVS / Falkirk Children's Commission Hazel Whitters National Day Nurseries Association Nicola Whitfield Royal Society for the Prevention of Accidents (Scotland) Scotland's Commissioner for Children & Young People Scottish Attachment in Action Forum Scottish Childminding Association Scottish Independent Advocacy Alliance Scottish Out of School Care Network Scottish Pre-School Play Association Scottish Women's Aid The British Psychological Society</p>

	<p>Together – the alliance for children’s rights Young Scotland in Mind Youthlink Scotland & 2 anonymous</p>
Voluntary sector service providers	<p>Aberlour Child Care Trust Action for Children (Scotland) Action for Sick Children (Scotland) Barnardo’s Scotland Capability Scotland Children 1st ENABLE Scotland FABB Scotland Families Outside INCLUDEM LGBT Youth Scotland Mindroom National Deaf Children’s Society NSPCC Scotland Parenting Across Scotland Quarriers Save the Children SWIIS Foster Care Scotland Victim Support Scotland & 2 anonymous</p>
NHS & healthcare representative groups	<p>Childsmile Oral Health Improvement Programme NHS Dumfries & Galloway East Ayrshire CHP Inverclyde CHCP NHS Ayrshire & Arran NHS Greater Glasgow & Clyde, Women & Children’s Directorate NHS Greater Glasgow & Clyde Health Board NHS Health Scotland NHS Health Scotland Parenting Network NHS Lanarkshire NHS Tayside Scottish Association of Community Child Health Children & Young People’s Health Support Group & 1 anonymous</p>
Education & training providers	<p>Angus College, Early Education & Childcare Care & Learning Alliance Dr John Davis & Mrs Carolyn Martin, School of Education, University of Edinburgh Highland & Moray Accredited Training Services Robert Gordon University Edinburgh’s Telford College The New Centre for Looked After Children Training for Care University of Dundee</p>

Regulatory / Professional bodies & Trade unions	The Community Learning & Development Standards Council for Scotland General Teaching Council for Scotland Royal College of General Practitioners (Scotland) Royal College of Nursing Scottish Social Services Council Social Care & Social Work Improvement Scotland UNISON Scotland & 1 anonymous
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ANNEX C

MEMBERSHIP OF THE COMMON SKILLS WORKING GROUP

Children 1st (Chair)
NHS Education for Scotland
Scottish Social Services Council
General Teaching Council for Scotland
Community Learning & Development Standards Council for Scotland
SkillsActive
Skills for Justice
Lifelong Learning UK (now with Learning & Skills Improvement Service)
Scottish Qualifications Authority
Scottish Social Services Council
Association of Chief Police Officers in Scotland
Skills for Health (via email)

Common Core of Skills, Knowledge & Values for the Children's Workforce in Scotland

Initial response from the Common Skills Working Group to the Summary of Consultation Responses

The Common Skills Working Group met on 22 September 2011 to review the views expressed during the recent consultation. On behalf of the Group I would like to thank every organisation and individual who took the time to give us your views.

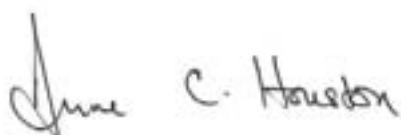
The consultation elicited an extraordinarily diverse range of areas that you believe the workforce should possess when working with children, young people and families. A key task for the Working Group is to use their judgement to identify a meaningful Common Core that is appropriate for every employee and volunteer who works with children, young people and families.

One area that came through particularly strongly was the need to use the United Nations Convention on the Rights of the Child (UNCRC) as the foundation of the Common Core. The Getting it Right for Every Child principles and values are based on the UNCRC and it is noteworthy that these values attracted widespread acceptance during the consultation. Many respondents stated that the skills and knowledge should flow from the UNCRC and the GIRFEC values, and this is an area the Working Group will explore further.

The Working Group will now:

- analyse key emerging themes in more detail to better understand the related views of consultation respondents;
- identify the components of the next version of the Common Core;
- decide upon an appropriate communication and engagement programme to ensure stakeholders have the chance to discuss the content of the next version, before it is finalised; and
- explore issues around implementation, including how the "children's sector" can continually share ideas and learn from each other when implementing the Common Core.

The next meeting of the Working Group will take place in December 2011.



Anne Houston

Chair of the Common Skills Working Group



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