



Multi-Agency working for children and young people

A 2 hour workshop for student teachers

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Sponsored by ESCalate, the Education Subject Centre, Initial Teacher Education
www.escalate.ac.uk/ite

Teacher Activity	Learner Activity	Resources	Timing
1. Introduction / Module Aim Share the aim and outcomes of the workshop.	Listen/take notes/ ask questions	PP 2 & 3 <i>Tutor guide p.6</i>	10 mins
2. Opening Activity a) Consider scenario of pupil – b) PP + instructions c) Show video clip then show follow-up questions. d) Who might be involved? – pp questions and record feedback as appropriate. e) An example of possible network of agencies f) Facilitate brief concluding discussion about this scenario.	Pairs/small group discussion and written responses. Watch video. Pairs/small group discussions and feedback with whole group. Pairs/small group discussion and feedback. Listen/take notes/ compare and reflect. Engage in whole group discussion.	PP 4 & 5 PP6 Video clip PP 7 PP 8 PP 9 & 10 <i>Tutor guide p. 8</i>	20 mins 20 mins Total 40 mins
3. Theoretical Framework of Multi-Agency Working PP concepts of multi-agency working.	Listen/take notes/ask questions.	PP 10 – 15 <i>Tutor guide p.10</i>	20 mins

Teacher Activity	Learner Activity	Resources	Timing
<p>4. National Policies</p> <p>Straw poll of students knowledge of policies across UK nations – PP</p> <p>Facilitate brief discussion with this question – “Does it matter that you are aware of national policies for children and young people?”</p> <p>PP listing the 4 policy visions; summarise the key points and facilitate critical discussion</p> <ul style="list-style-type: none"> • ‘What do you notice about them?’ • ‘Anything missing?’ • ‘Do you agree with all that is there?’ • ‘Are these documents the answer?’ • ‘Some people say that these show a deficit model – what do you think is meant by that, and do you agree?’ <p>Deeper discussion could be facilitated by using notes in teacher guide, page 24.</p>	<p>Engagement with straw poll.</p> <p>Listen, contribute.</p> <p>Read and consider the issues.</p> <p>Engage in discussion.</p>	<p>PP 16</p> <p>PP 17</p> <p><i>Tutor guide p.16</i></p>	<p>20 mins</p>

Teacher Activity	Learner Activity	Resources	Timing
<p>5. Reflection and Action-Planning</p> <p>PP – troublesome issues</p> <p>Distribute handouts of action plan sheets. Ask students to compare responses to the following questions, linked to TDA standards for classroom teachers.</p> <ul style="list-style-type: none"> • What have been the key learning points for you about multi-agency working? • In what ways is multi-agency working likely to impact on you future work as a teacher? • How could I contribute to multi-agency working in the future <ul style="list-style-type: none"> ❖ Within school? ❖ With other agencies or professionals? <p>Plenary forum Ask students to share summary of views of issues from the session and proposed actions: could be individual student feedback if time permits</p>	<p>Listen/take notes/ask questions</p> <p>Reflect and record learning. Action plan for further development.</p> <p>Share views and proposed actions with larger group.</p>	<p>PP 18</p> <p>Action plan sheets X2</p> <p><i>Tutor guide p. 18</i></p>	<p>5 mins</p> <p>10 mins</p> <p>5 mins</p>

Tutor guide

1. Introduction / Module Aim Share the aim and outcomes of the workshop	Listen/take notes/ask questions	PP 2&3 <i>Tutor guide</i> <i>page 6</i>	10 mins
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1. Tutor explains the aim and outcomes using PP 2 and 3

Multi-Agency working for children and young people A 2 hour workshop for student teachers

PP2 Aim

The aim of the workshop is to provide a stimulus for student teachers to engage with the concept of multi-agency working in the UK and to consider the application of that engagement in their role as teachers of children and young people.

PP3 Introduction

It is intended that the workshop be delivered after at least one school placement and that it should be adapted to the particular context of the students concerned. It is not intended to be Key Stage specific or to be specific to any particular Initial Teacher Education programme, but rather to be a broad outline of some of the issues concerning multi-agency working and the role of schools in this. It provides a starting point for the individual student to follow up in their teacher training course and career. It is not attached to any level as this is up to the Higher Education Institution to decide. The material presented is adaptable to a large lecture hall audience or to small group sessions. Timings given are approximate.

Indicative outcomes

By the end of the workshop student teachers should be able to;

1. identify the range and function of appropriate agencies and professions that work with young children and young people;
2. describe some benefits and tensions of child and young person focused multi-agency working;
3. situate current practice development within the national policy context;
4. consider ways of integrating their own role as a teacher with a wide range of other professionals and describe the impact of multi-agency working upon their own professional development and practice.

Teacher Activity	Learner Activity	Resources	Timing
<p>2. Opening Activity</p> <p>a) Consider scenario of pupil –</p> <p>b) PP + instructions</p> <p>c) Show video clip then show follow-up questions</p> <p>d) Who might be involved? – pp questions and record feedback as appropriate</p> <p>e) An example of possible network of agencies</p> <p>f) Facilitate brief concluding discussion about this scenario</p>	<p>Pairs/small group discussion and written response</p> <p>Watch video</p> <p>Pair/small group discussion and feedback with whole group</p> <p>Pairs/small group discussion and feedback</p> <p>Listen/take notes/compare and reflect</p> <p>Engage in whole group discussion</p>	<p>PP 4 & 5</p> <p>PP 6 Video clip</p> <p>PP 7</p> <p>PP8</p> <p>PP9</p> <p><i>Tutor guide page 8</i></p>	<p>20 mins</p> <p style="text-align: center;">↓</p> <p>20 mins</p> <p style="text-align: center;">↓</p> <p>Total 40 min</p>

2. Opening Activity

This activity can be done in pairs in a lecture hall or in small groups within a group session and is intended to focus on initial impressions before any input.

a) Tutor sets the scene using PP 4 and 5 - Consider scenario of pupil

You are becoming increasingly aware of issues relating to a pupil in your class. The pupil is:

- Arriving late some mornings
- Missing homework
- Seems particularly tired on a Monday morning
- Doesn't engage in trips or extra-curricular activity
- Has become increasingly withdrawn from classroom and peer activities

And:

- Although you see the child's mother in local shops she has never attended school events or parent's evenings?

b) Student activity: In pairs or groups discuss

- What are your first impressions of this scenario?
- What might you do about the situation?
- Write down your key thoughts.

c) Tutor shows Video Clip on PP 6 (Teachers TV – young carers) (lasts approx. 3 mins) and sets up questions using PP 7

Student activity: Watch the video clip and then discuss in pairs or groups:

- What are your impressions now?
- What might you do differently?

Full group discussion sharing feedback with the whole group.

d) Tutor asks participants, using PP 8:

- what agencies or professionals they know of that might be involved in / able to assist this family;
- what their roles are.

Alternative response collection: use post-its for students to place roles / functions on board / flipchart, Smart Board, etc. depending upon circumstances. Attempt to question myths and stereotypes.

e) Tutor show example of possible network of agencies – PP 9

NB: Raise question of whether anyone should be involved at all. Who decides or should decide what 'should' happen? What choices might the family / child have?

f) Tutor facilitates discussion of the scenario

Teacher Activity	Learner Activity	Resources	Timing
3.Theoretical Framework of Multi-Agency Working PP concepts of multi-agency working	Listen/take notes/ask questions	PP 10 – 15 <i>Tutor guide page 10</i>	20 mins

3. Theoretical Framework of Multi-Agency Working

Go through Powerpoint slides 11 – 16. On this page there is a quick reference guide to these slides. An expanded guide with further suggestions and full notes with examples can be found straight after this page on pages 11- 14.

PP 10 Definition of Multi-agency work

Explain that this is just one definition among many but this is useful because it describes the key elements of multi-agency work – different services coming together to collaborate for a shared purpose.

PP 11 Benefits of Multi-agency work

For each point you could give an example, (see page 11)

PP 12 Barriers to good Multi-agency work

For each point you could give an example, (see page 11)

PP 13 Tensions in Multi—agency work

For each point you could give an example, (see page 12)

PP 14 Principles of good Multi-agency work (PP 15)

The above barriers and tensions notwithstanding, it is possible to identify some underlying principles which, if achieved, can lead to very effective multi-agency work. Then go through each point on the slide, (further notes on page 13)

PP 15 Further reading

This is a short reading list giving some texts offering more depth and detail on what these slides have covered.

3. Theoretical Framework of Multi-Agency Working – Full, expanded notes

Go through Powerpoint slides 11 – 16. On this page there is a quick reference guide to these slides. Further suggestions and full notes with examples can be found to

Definition of Multi-agency work (PP 11)

Explain that this is just one definition among many but this is useful because it describes the key elements of multi-agency work – different services coming together to collaborate for a shared purpose.

Benefits of Multi-agency work (PP 12)

For each point you could give an example, as follows:

- It co-ordinates the work of those involved – to ensure that everyone knows what they and others are doing, it avoids duplication of work or misunderstandings about roles.
- It can lead to a sharing of resources – for instance, if a social worker has time to conduct some direct work with a child but no room, a school may offer use of a room for this.
- It can lead to joint funding of projects – agencies can all contribute towards the cost of specialist equipment that a child may need, in order to avoid one agency having to foot the whole bill.
- It should lead to better outcomes for children and young people – the child's needs are considered in the round so that, for instance their health, educational and social care needs are met, which in theory should help them develop well.

Barriers to good Multi-agency work (PP 13)

For each point you could give an example, as follows:

- Different core functions, values, cultures and practices between agencies – e.g. the role of the social worker in investigating possible abuse of a child is to centre on the needs of the child, whereas the role of the police with whom they may be working is to seek evidence of a crime having been committed. Sometimes, these two roles do not sit easily side by side; in the police seeking evidence scenario (by interviewing the child perhaps) the child may become distressed and the social worker may want to stop the interview.
- Lack of clarity in boundaries, authority and decision-making – it may not be clear which agency is taking the lead so that there is a difference of opinion between agencies; it may not be clear who has the final say.
- Historical or current jealousies or rivalries between agencies – if an agency has had a poor experience of another agency, they may respond negatively next time they deal with the same agency (albeit with a different individual). They may try to

show they are 'better' by trying to score points over the other agency, or they may try to undermine the credibility of the other agency.

- Different and conflicting social policy or legislation – for instance, social workers work under the Children Act 1989 which has as a core principle that the child's interests are paramount. However, other agencies, e.g. Housing, are led by Housing law which only allows Housing departments to make decisions on housing needs of families – the detailed interests of the child are not a major consideration here.
- Lack of clarity about why agencies are involved – agencies may not clearly understand why other agencies are involved and so may not know what work the other agencies are doing with the family.
- Poor communication – this could be a result of difficulties in contacting workers from other agencies because of lack of contact information or because of unavailability; it could be a result of uncertainty over whether information can and should be shared in relation to the Common law duty of confidentiality; the Data Protection Act 1998 or the Human Rights Act 1998.

Tensions in Multi—agency work (PP 14)

For each point you could give an example, as follows:

- How should an individual deal with
 - Individuals from other agencies having or using power or status – for example, if a worker from another agency assumes or is given superior status as a result of their position rather than their knowledge of the child and family – it could be a Consultant at a hospital who may have seen the child only once but whose opinion is given more weight than others because of their job title.
 - Structural issues in another agency - e.g. staff shortages, delays in responding to concerns. A worker will have to decide whether, and how, to challenge this with another agency. If they do challenge it, they then have to do so in a way that does not undermine the relationship with the worker in the other agency.
 - Another agency not delivering on promises – if a worker has promised to do something and then does not do this, what should workers from other agencies do about this? If they challenge it, they once again then have to do so in a way that does not undermine the relationship with the worker in the other agency.
 - Another agency doing something you believe is wrong or against the child or young person's interests – what might be the responsibility of the other agencies to challenge this. And once again, if they do challenge it, they then have to do so in a way that does not undermine the relationship with the worker in the other agency.
 - Unreasonable demands from another agency – what if another agency worker is expecting a worker to take on tasks that are beyond their remit and which place undue pressure upon the worker? Should the worker refuse to do them?

And once again, if they do, they then have to do so in a way that does not undermine the relationship with the worker in the other agency.

- Another agency using different legislation to justify their actions, or inaction – if an agency refuses to help and quotes a piece of legislation which they say explains why they cannot help, then what should workers from other agencies do about this? If they challenge this, they have to do so in a way that does not undermine the relationship with the worker in the other agency.

Principles of good Multi-agency work (PP 15)

The above barriers and tensions notwithstanding, it is possible to identify some underlying principles which, if achieved, can lead to very effective multi-agency work. Then go through each point on the slide.

- Clearly agreed and defined functions – everyone is clear about their role and that of others so there is no confusion here.
- Tasks with agreed boundaries – this avoids duplication of work, people stepping on one another's toes etc.
- Well organised and established communication – workers know how and when to get hold of people, how to make referrals for services and so on.
- Well developed local relationships – workers from different agencies have met before they engage in 'crisis' work and they know each other, and understand each other's roles.
- Overcoming of ignorance and prejudice about each other's work – workers from different agencies understand the various aspects of each others jobs and the pressures that each worker is under. They avoid making assumptions about others e.g. that all teachers finish work at 3.00pm and have long holidays, or that all social workers are left-wing vegetarians who are always late for meetings!
- Defining of common goals – time is taken at the beginning of a joint piece of work for workers to define what it is the joint work is trying to achieve, so that everyone shares a common aim.
- Using common language – workers avoid using jargon or abbreviations; or, if they do, this is explained. They should not make assumptions that workers from other agencies will know what certain terms mean e.g. a social worker may not know what age Key Stage 1 covers, or what being disapplied from the National Curriculum means.
- Respecting different skills – the contribution of every worker engaged in the joint task should be recognised. It is particularly important that those with lowest status in the hierarchy who may be closest to the child (e.g. a teaching assistant) have the

opportunity to share their knowledge and are not overlooked in favour of workers with little knowledge but with more status (e.g. a doctor).

- Ensuring all know what the local arrangements are – the systems for seeking support, or making referrals should be clear to all. Similarly arrangements for getting hold of people should be clear to all.

Further reading (PP 16)

This is a short reading list giving some texts offering more depth and detail on what these slides have covered.

<p>4.National Policies</p> <p>a) Straw poll of student knowledge of policies across UK nations - PP</p> <p>b) Facilitate brief discussion with this question “Does it matter that you are aware of national policies for children and young people?”</p> <p>c) PP listing the 4 policy visions; summarise the key points and facilitate critical discussion</p> <ul style="list-style-type: none"> • ‘what do you notice about them?’ • ‘anything missing?’ • ‘do you agree with all that is there?’ • ‘are these documents the answer?’ • ‘ some people say that these show a deficit model – what do you think is meant by that and do you agree?’ <p>Deeper discussion could be facilitated by using notes page 23</p>	<p>Engagement with straw poll</p> <p>Listen, contribute</p> <p>Read and consider the issues</p> <p>Engage in discussion</p>	<p>PP 16</p> <p>PP 17</p> <p><i>Tutor guide page 16</i></p>	<p>20 mins</p> <p style="text-align: center;">↑</p>
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4. National Policies

The UK national policies related to Children and Young People which are used here are as follows:

England: EVERY CHILD MATTERS

Wales: CHILDREN AND YOUNG PEOPLE- RIGHTS TO ACTION

Scotland: GETTING IT RIGHT FOR EVERY CHILD

Northern Ireland: OUR CHILDREN AND YOUNG PEOPLE: OUR PLEDGE

It is important to point out to students that this is by no means comprehensive and that the amount of documentation is extensive and constantly being added to. The sections used here are suggested as appropriate for the time available in the workshop and for pointing out the similarities (and possibly differences) in approach of the 4 countries of the UK.

- a)** Do a rapid straw poll of the students asking them to raise a hand if they have ever heard of: Every Child Matters, Children and young people – Rights to Action, Getting it right for every child and Our children and young people: our pledge. Use PP 16 before or after the straw poll.
- b)** Discussion of the need to be aware of policy using PP17.
- c)** PP19 puts the ‘visions’ of the policy documents from the 4 countries side by side for students to begin a critique using the questions listed in the workshop plan. Use this to show that policies are not always the answer, no matter how well meaning.

Turn to page 23 to find the questions and issues to aid the development of deeper discussion

Teacher Activity	Learner Activity	Resources	Timing
<p data-bbox="237 392 761 429">5. Reflection and Action-planning</p> <p data-bbox="188 467 589 504">a) PP – troublesome issues</p> <p data-bbox="188 576 792 647">b) Distribute handout of action plan sheets (pages 15-16) Ask students to complete responses to the following questions, linked to TDA standards for classroom teachers</p> <ul data-bbox="188 802 853 1134" style="list-style-type: none"> • What have been the key learning points for you about multi-agency working? • In what ways is multi-agency working likely to impact on your future work as a teacher? • How could I contribute to multi-agency working in the future <ul data-bbox="286 1031 658 1134" style="list-style-type: none"> ○ Within school? ○ With other agencies or professionals? <p data-bbox="188 1177 427 1214">c) Plenary forum Ask students to share summary of views of issues from the session and proposed actions: could be individual student feedback if time permits</p>	<p data-bbox="887 467 1335 504">Listen/take notes/ask questions</p> <p data-bbox="887 762 1388 834">Reflect and record learning Action plan for further development</p> <p data-bbox="887 1169 1444 1241">Share views and proposed actions with larger group</p>	<p data-bbox="1496 467 1592 504">PP 18</p> <p data-bbox="1496 579 1809 616">action plan sheets x 2</p> <p data-bbox="1496 1318 1796 1355"><i>Tutor guide page 18</i></p>	<p data-bbox="1850 467 1951 504">5 mins</p> <p data-bbox="1850 579 1966 616">10 mins</p> <p data-bbox="1850 1206 1951 1243">5 mins</p>

5. Reflection and Action-planning

a) Tutor uses PP slide 18 to facilitate discussion on a list of 'troublesome issues'.

Expanded notes on this section can be found straight after this page on pages 19- 20.

b) Tutor uses reflection and planning sheets with students

Photocopiable sheets pages 21 – 22.

c) Tutor facilitates debate of issues and suggests possibilities of further study.

Ideas available pages 23 -

Expanded notes on troublesome issues

Tutor notes for

Troublesome issues:

- Tension between targeted and universal support

If teachers and others are expected to take a holistic view of the child and have responsibility for all aspects of the child's life, there is a danger they may lose (or feel they lose) their specialist skills as a teacher. If they are drawn more into more generalised support for children they may feel they are not keeping up with the latest developments in teaching. Another danger is that all professionals, regardless of their background or experience, do similar work and therefore they lose their professional self-esteem – the sense of what they are really good at, and become Jacks or Jills of all trades but specialist at none. It is therefore a real challenge to encourage workers to support the whole needs of children without losing a specialist role.

- The rights and needs of the “ordinary majority”

The title of the document (at least in England) is ‘Every Child Matters’ but the major focus seems to be on those children with additional needs due to poverty, deprivation, disability, behaviour etc. These make up about one third of all children (4 million out of 12 million in England) There is a need to consider also the other 8 million children who may need some support to maximise their potential, if every child does really matter. How can professionals ensure that all children receive the services and support they need, and not just those who present with clear difficulties? There is a problem of limited resources here, in that resources necessarily have to be targeted at those most in need of them, but there remains a tension between the reality of these limited resources and the vision to maximise life chances for every child.

- Finite resources and making difficult choices

Finite resources are a reality, and even for the children identified as having additional needs (which could amount to one third of children) decisions will have to be made as to what criteria to set to allow those most in need to receive a service. There will therefore always be some children who fall just outside the criteria for support. Once again, if every child does really matter, should this be the case, or should more resources be made available to help all children who need them? This is an issue for the national government to address.

- School role and teacher capacity

If schools are expected, under the extended schools programme, to become places where a range of services other than education are offered, this raises questions about the very role of the school. One such question is will schools have the capacity to offer a range of services? Many schools are accommodated in crowded buildings, and even if new buildings are envisaged on site, is there space for them? Are schools going to have the will to engage in this programme? If they do put effort and energy into this, what will they not do instead that they are currently doing? How will these priorities be decided?

- Tension between pastoral care and achievement targets

If schools are expected to care for the whole child more visibly, how will they balance their responsibilities to offer good pastoral care and to coordinate other activities in school (e.g. childcare) with their responsibility to ensure children achieve well in tests and exams? Does this create a tension between two different types of targets – looking after the whole child and academic achievement? After all, schools are currently inspected and judged chiefly on their academic record and league tables of academic results are what are published, not their pastoral record. This could mean that most schools continue to focus on achievement rather than the pastoral side.

- Uncertainties, risks and professional dilemmas

With all the changes, many uncertainties surface.

First, the broader agenda of supporting children and families and concentrating on preventing crises happening could lead to a loss of focus on Child Protection such that children are put at risk.

Second, even where agencies and professionals are put together in integrated teams, many problems remain. There may be professional mistrust – people could be fearful of what others in the team may do or want, such that rivalry develops. Or there may be lack of clarity about who is in charge, and who can make any final decisions. Workers from different agencies now working together in an integrated team may be on differing pay and conditions of service, potentially leading to jealousy or discontentment if all are expected to do very similar jobs.

Third, where professionals are working in integrated teams, there is likely to be a real tension between that team offering a universal service and the specialist skills that individual workers have in the team. The danger is that the skills merge into one grey 'soup' so service users experience a universal (and perhaps bland) service, rather than the team being able to maintain distinct specialisms which offer service users an enriching experience.

**Multi-agency practice
Personal Reflection and Planning sheets**

Name _____

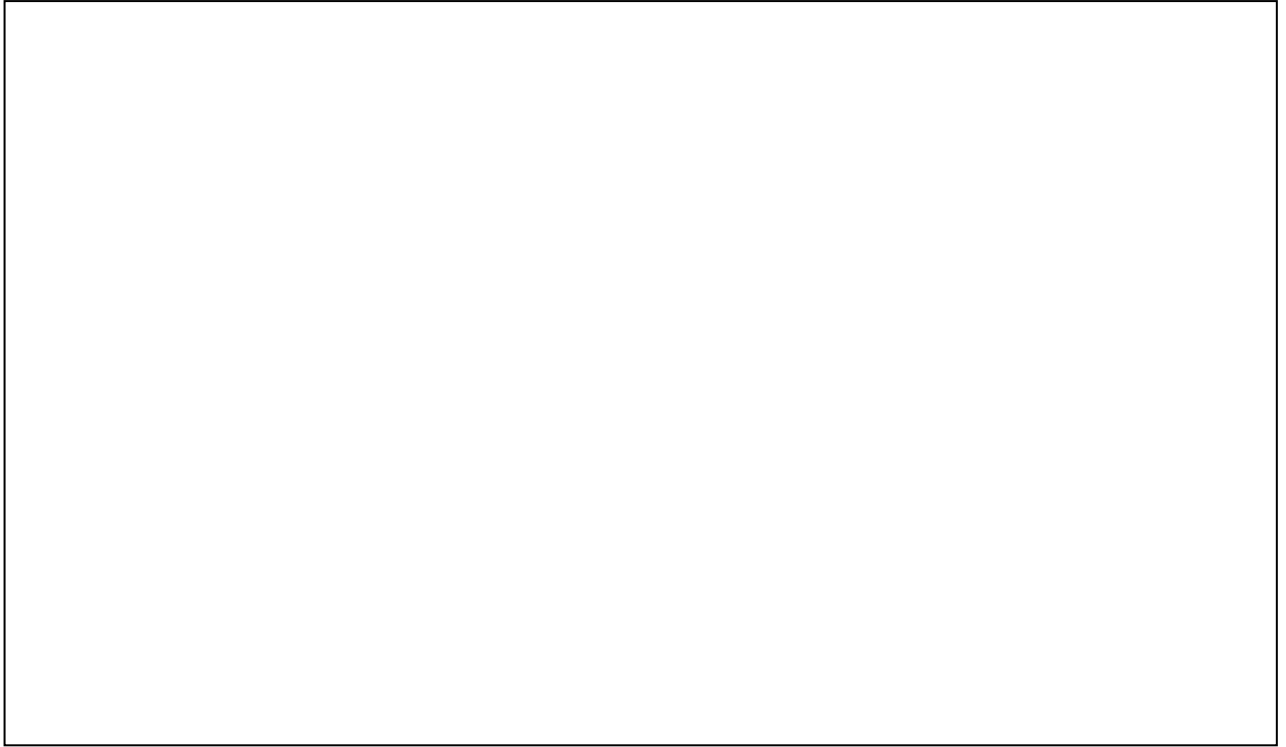
Your reflection and planning will help provide evidence of you reaching the following TDA standards: Q6) Have a commitment to collaboration and cooperative working; Q21a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of well being of children and young people.

Write down what have been the key learning points for you about multi-agency working?

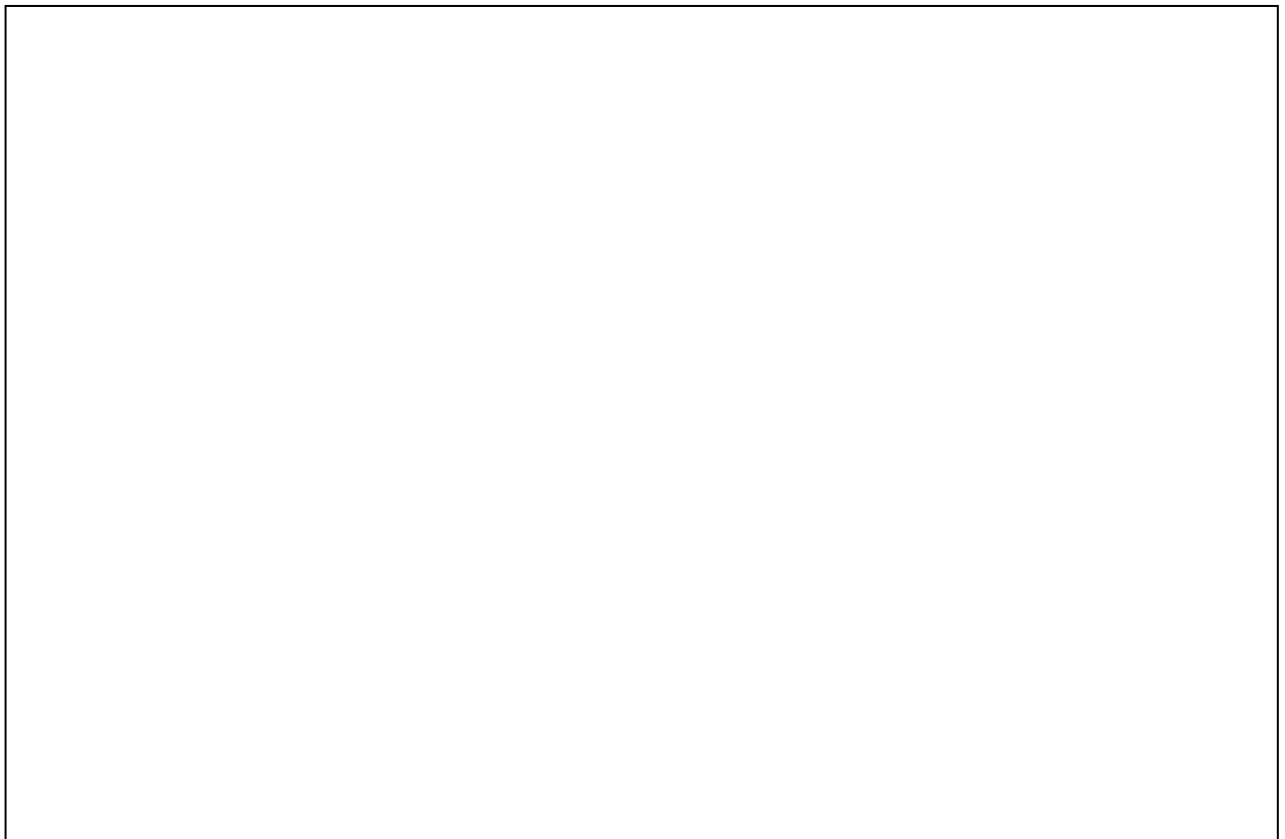
In what ways is multi-agency working likely to impact on your future work as a teacher?

How could I contribute to multi-agency working in the future?

Within school

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question 'How could I contribute to multi-agency working in the future?' specifically 'Within school'.

With other agencies or professionals

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question 'How could I contribute to multi-agency working in the future?' specifically 'With other agencies or professionals'.

Post Workshop Questions and Issues

This paper is intended to encourage you think more broadly and deeply about multi-agency working in the current policy context. The document is based upon England's 'Every Child Matters' framework but will have some relevance to other parts of the UK.

The Outcomes for children and young people

Health

Is there a standard, agreed notion among adults of what constitutes good physical and emotional health? Do adults always know what is best for children and young people's health? And whose advice should be listened to in relation to children and young people's health? Which particular 'expert' should be held up as the exemplar?

Safety

Might there be a contradiction between the aim of keeping children and young people safe and them having fewer rights to protection in law than adults with regards to being hit? Current law in all four countries of the UK allows parents to use 'reasonable chastisement' to defend the smacking of children and young people, when similar hitting against an adult would constitute assault.

Might attempts to guarantee safety for children and young people clash with other aims? For instance, in order to make absolutely certain children and young people are safe, parents might keep them indoors for lengthy periods, thus perhaps undermining the aim of keeping children and young people healthy by getting physical exercise, not to mention the emotional stimulation associated with playing creative or co-operative games with peers.

Achieving in education

Achieving here generally means that children and young people are prepared for school, attend school, and achieve national targets throughout their school career. Is school a wholly good place for children and young people to be? Can you think of circumstances in which this might not be so? Is it unquestionably in the interests of all children and young people to pursue the national curriculum? Should good exam results be the ultimate goal for children and young people? If so, what does this say about children and young people who are not able to achieve this, such as those with learning disabilities? Are they lesser achievers?

Positive contribution

Who decides what 'positive' means and involves? Whose world-view is seen to be the acceptable standard for behaviour and relationships?

Economic well-being

Does being a 'good' citizen mean becoming ready for employment via education or training? Are children and young people and young people as malleable as this suggests - that if only we tweak their world and offer support, then they will do as 'we' (in other words those who decide what is desirable) want them to do?

A general problem with an outcomes approach is how to accurately measure the success in achieving them.

The role of the children and young people's Commissioner

In Wales, Scotland and Northern Ireland, the Commissioners have a clear remit to safeguard the rights of children and young people. However, in England, the key role is to represent the interests of children and young people. How might these differences affect how successful the Commissioner for England might be in advancing the rights of children and young people?

The National Database of children and young people

Who do you think should have access to input data? Who should ensure the data is accurate? Who should decide whether the quality of the information inputted is sufficiently robust to merit entry onto the database?

Should parents have the right to see what is recorded?

Should children and young people have the right to see what is recorded?

If children and young people are going to be tagged as "at risk" or "in need" is this labelling them in a simplistic fashion?

Extended schools

Are children and young people going to be cared for 10 hours a day? Is this in their interests? Might the key motivation be to support parents to work? Is it about cramming children and young people with as much 'positive experience' as possible? Who decides what is 'positive'?

Every Child Matters and young people

Is there a contradiction between the message that 'Every Child Matters' and government policy on young people? For example, the introduction of ASBOs criminalises young people. Does a tough response to youth crime reinforce the view that those not 'fitting in' will be dealt with harshly?

Multi-agency working

Just by creating more multi-agency teams located in the same place, can you 'make' agencies work well together? How are the barriers you have considered to be overcome? What if professionals in the same team are on different rates of pay yet expected to do very similar jobs? Might professionals resent losing what they see as their specialist skill? For example, social workers historically lead multi-agency assessments – if anyone can now do this, might social workers resent this and feel de-skilled?

Structural barriers to the success of Every Child Matters

How are the structural barriers to improvement to be overcome? For example

- poverty
- poor housing
- racism
- disability discrimination

Biographies

Gary Walker Gary Walker is a Senior Lecturer in Childhood and Early Years at Leeds Metropolitan University. He has worked in a variety of social care settings with and for children and families for over twenty years. This includes day and residential settings, and as a child protection social worker. He has been child protection education co-ordinator, and children in care education co-ordinator for a large education authority. He has extensive experience of teaching and training adults in social care issues. Specialist interest areas remain child development, child protection and social work, and children in care.

Alison Jackson is leader of the ESCalate Initial Teacher Education Service at the University of Cumbria. ESCalate is the education subject centre of the Higher Education Academy. Her background is in secondary school teaching. She organised and attended workshops across England and Wales on Every Child Matters given by Caroline Marcangelo and Alan Smith and has been involved in collaborative work on Integrated Children's Services (ICS) with other subjects centres - SWAP (social policy and social work), Health Sciences and Practice, MEDEV (Medicine, Dentistry and Veterinary Medicine) and Psychology. The Children's Workforce Development Council (CWDC) and Children's Workforce Network (CWN) are also project partners

Caroline Marcangelo has a nursing background prior to moving into higher education as a nurse educator. She now works in academic development at the University of Cumbria. As part of this role, she is a member of the Every Child Matters/Youth Matters Project Group, making a specific contribution to the curriculum development and Continuing Professional Development initiatives. Caroline was a member of the writing team at St. Martin's College that developed a portfolio of Every Child Matters courses delivered to students, staff and the wider community workforce.

Alan Smith is a Senior Lecturer in Youth and Community Development Work at the University of Cumbria, Lancaster. Alan was one of the team of writers at St. Martin's College which developed and produced the portfolio of Every Child Matters courses being delivered to students, staff and the wider sectoral workforce, Alan is also the College representative on the Cumbria ECM Workforce Development Group, a sub-group of the Children and Young People's Strategic Partnership Board.

Gavin Turnbull currently works as the project manager for Every Child Matters and Youth Matters initiatives across the University of Cumbria. Prior to this Gavin led a research and evaluation unit focussed around work with children and young people, as well as lecturing on undergraduate and postgraduate youth and community work programmes. Gavin is an experienced practitioner having worked in a range of settings with young people, often in inter-professional or multi-agency contexts.