



Title of paper:	Advanced Leadership in an Integrated Children's Service Environment (ALICSE) Graduates' overview of projects delivered on behalf of the Children's Partnership	
Report to:	Nottingham Children's Partnership	
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Director(s)/Corporate Director(s):	Ian Curryer Corporate Director of Children and Families	Wards affected: ALL
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Relevant Children and Young People's Plan (CYPP) objectives(s):		
Safeguarding and Early Intervention - Children, young people and families will benefit from early and effective support and protection to empower them to overcome difficulties		✓
Strong families - More families will be strong and healthy, providing an enjoyable and safe place for children to grow up		✓
Healthy and positive children and young people - Children and young people will be healthier, fitter, more emotionally resilient and better able to make mature decisions		✓
Achievement - All children and young people will leave school with the best skills and qualifications they can achieve and will be ready for work or further learning		✓
Economic well-being - Child poverty will be significantly reduced		✓
Summary of issues (including benefits to customers/service users):		
<p>This is an overview of the impact of the Regional Advanced Leadership in an Integrated Children's Service Environment (ALICSE) programme 2010/11 from the Nottingham Children's Partnership. The three cohorts ran from September 2010, January 2011 and April 2011, concluding six months after the start dates (see programme elements in Appendix 1). Most delegates have now completed their locality based task project; however, some are still in progress for those who attended the last cohort. All have reported benefits and learning from attending this regional children's integrated service leadership programme.</p>		
Recommendations:		
1	To note the success of the ALICSE programme and to acknowledge embedding of learning and to support further delegates for 2011/12.	

2	To note the variety of projects that are being delivered to research and improve a range of issues affecting Children & Young People's Services in the City.
3	To note the support network that is on-going for ALICSE graduates to work with the Director of Children's & Families as change agents.

1. BACKGROUND AND PROPOSALS

The Joint Regional Improvement and Efficiency Plan, developed by Directors of Children's Services (DCS's) has commissioned a programme for leaders across the East Midlands children's workforce that develops Advanced Leadership in an Integrated Children's Service Environment (ALICSE). The programme is fully funded by the Region and has been seen to be a successful element in giving support for leaders in this complex environment. The programme has found a niche in general leadership development programmes, specifically focusing on leading in an integrated children's service and feedback has been very positive in how this programme relates to the 'real wicked issues' that are faced within the leadership of Children and Young People's services. To see how the programme is structured please see Appendix 1.

There were three cohorts over 2010/11 with 12 candidates in all attending from the Nottingham Children's Partnership.

We originally had seven Local Authority, three Health Service and two Voluntary Sector delegates, spread over the three cohorts. Recruitment for the cohorts had been completed rapidly and we were lucky to gain the scope of candidates that we did over this period. This programme was developed in a time of great change and unfortunately, two delegates withdrew at different points in the delivery for personal reasons.

All delegates have been working on a locality based project and the quality and depth of these tasks have been beneficial in embedding the learning from the taught programme. To see an overview of each project see attached Appendix 2.

Learning from ALICSE highlights:

This Leadership programme modelled the way we need to work with our communities in requiring a higher level of energy and a diversity of approach to communicate, influence and share a vision. The strength of the programme was the networking across the region and sectors, variety of inputs and accommodation for different styles of learning and the bespoke elements designed around individual's learning. Group/Individual coaching was identified as essential from the ALICSE supporter (in this instance, a previous DCS from Derby City).

The support material for pre programme reading was useful as was the learning and stimulation from the ALICSE presentations and discussions with colleagues regarding their projects and approaches.

To share learning more widely we will look to some delegates to present their findings as part of the Every Colleague Matters Events in February 2012. Also, we are liaising with Corporate Talent & Skills at the City Council to further explore extending the learning into other areas, i.e. Adult Services and Corporate Leadership.

The ALICSE programme has also influenced a major development with our Family Community Teams as a new in-house programme called Family Community Practitioner Programme has had aspects of the ALICSE structure embedded in its development, such as the locality based task project, learning log and the use of a bespoke development website.

The ALICSE Graduates have also developed a Network for advocates of positive change, under the wing of the Director of Children & Families, which will hopefully grow beyond ALICSE. It is in the early stages but it is hoped to set up themed action learning on a range of issues. Some suggestions at the first meeting were : edge of care, poverty, crime, response to the riots.

2. RISKS

The Children and Young People's Plan will be supported by the progress on the ALICSE projects and leadership across the Partnership should improve with this opportunity for joint development. The risk could be in releasing colleagues to participate and in this time of constant change, we may have delegates leave, or not complete due to a range of circumstances, which would result in a waste of resource. Selection however, has been tight and the benefit is the programme is relevant to a range of sectors and agencies, so if colleagues do move on, it likely they would remain in the sector of Children and Young People.

3. FINANCIAL IMPLICATIONS

All participants are funded through the Region and so there is no direct cost to the Children's Partnership, other than management time. Nottingham Children's Partnership means to take full advantage of the ALICSE programme and funding to get as many of our Managers from the different sectors to engage with the programme. We already have more than doubled our quota of places for this financial year 2011/12 (from 6 to 13).

4. LEGAL IMPLICATIONS

None

5. CLIENT GROUP

The client group will benefit from better co-ordination of services and a clear view of leadership requirements across the Children's Partnership.

6. IMPACT ON EQUALITIES ISSUES

The scope of delegates across the Region has been taken into consideration and equality monitoring forms have been used to ensure selection is monitored effectively. We have also looked to ensure we have representatives from different sectors/agencies that represent the workforce across Nottingham Children's Partnership.

7. OUTCOMES AND PRIORITIES AFFECTED

All outcomes have potential to be affected by improved leadership and a more integrated approach to services.

8. CONTACT DETAILS

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Programme Elements

The ALICSE programme is highly personalised and self-directed. Participants need to secure the agreement and 'sponsorship' of a manager and will also need to be in a position to give the necessary time and commitment to fully engage in the programme. Participants will need to commit time for reading, reflection, work-based learning and one-to-one work with tutors, in addition to a placement in a new setting (min 1 day) and three leadership events.

Developing your personal learning plan
Participants will define a personal learning plan following a thorough assessment of their learning and development needs. This needs assessment is based on a structured process of self, peer, and online assessment and feedback which informs the development and execution of the participant's personal learning plan throughout the programme and beyond.
Personal ALICSE HEI Tutor
Each participant in the programme will be provided with a personal tutor. The tutor will work with the participant to review the output of the needs assessment process and to develop their personal learning plan. This plan will include the participant's specific objectives for their ALICSE programme and their locality-based task. The tutor will also lead small group and individual support sessions throughout the programme.
Events
Within each programme the full cohort will meet on three occasions. Each event will be themed and will provide a stimulating mix of renowned speakers, participant contributions and workshops. Several of the DCS's in the East Midlands will contribute to the programme to lead a session.
ALICSE Seminars
In the afternoon of each event participants will form smaller groups to explore values, beliefs, ideas and actions relating generally to the programme and specifically to the other key inputs at the events and the personal learning priorities of the group members. Background reading materials will be used within the seminars to support learning outcomes. Informal learning will also be shaped by the ALICSE HEI Tutor to support the actions that are being taken by the group members on their locality-based tasks.
Locality-based task
At the start of the programme each participant will plan a task that they will then be supported to undertake at their workplace. The task will be structured in such a way as to support the participants learning needs analysis and will also have clear objectives to improve outcomes and/or secure service efficiencies. ALICSE tutors will support the learning processes, provide access to related research and case studies, and lead seminar sessions to deepen leadership learning.

ALICSE Graduate projects for 2010/11

Delegate	Title	Overview of Project	Completion
<p>Anne Partington Safeguarding Board</p> <p>Aileen Wilson Family Community Teams City Council</p>	<p>Learning from an organic management style organisation – visit to KidsCo</p>	<p>Camilla Batmangelidj set up in 1996 ‘Kids Co’ in 3 bases in London. The aim is to provide practical, emotional and educational support to vulnerable inner-city children and young people to over 14,000 children & young people. Style of leadership and organisation of aspirational staff to be exceptional every day. The visit was to draw comparisons and learning to bring back to Nottingham City to find new ways of organising and developing service, centred on individual children and young people.</p>	<p>Finished</p>
<p>Karen Mistry Resources Dept City Council</p>	<p>How Leadership Styles Influence Workforce Development when promoting new styles of learning</p>	<p>Implementing e-learning to support the acknowledgement that all services provided to children must be accessible to disabled children and their families. Introducing a new programme for supporting Disabled Children to access all our services. The KIDS e-learning programme has been rolled out into the family community team workforce and safeguarding directorates, and will extend beyond Local Authority. The importance of team managers seeing the value in the training and promoting this amongst their teams to support the implementation of a change in culture is paramount to success.</p>	<p>Finished</p>
<p>Joseph Russo Enthusiasm Trust</p>	<p>The True Cost of Kids in Prison</p>	<p>Looking at not only the financial impact and legacy that is caused through kids going to prison but looking at the social impact and legacy that this has on the individuals and their own families and communities.</p>	<p>Finished</p>

Elaine Mitchell Children & Families, City Council	Entrepreneurial leadership in public bodies? Is this a fad or can it really shape new improved services?	This project addressed the premise that, 'it is possible to have entrepreneurial leadership in the public sector'. If this is so, how will this fit with a traditional bureaucratic structure and a traditional style of management prevalent in standardising social/health care? Will the bureaucratic 'red tape' be able to be stripped away or will it prevail through a risk adverse culture? A look at Children & Families Dept of Nottingham City Council and CityCare.	Finished
Angela Horsley NUH Queens Medical Centre	Developing a tool-kit to providing health support for Children outside of a health care setting	Supporting children's health issues in a non health care setting using research from Patient Public Involvement and Family Centred Care. Working with 2 main stream schools in Derby and Nottingham to develop a best practice tool-kit to use with school nurses, first aiders, teaching assistants, specialist staff, etc to enable the child to have health issues supported outside traditional services.	Finished
Neil Fearn Enthusiasm Trust	Gangs in St Ann's – a perspective from the Voluntary Sector	A study into the impact of gangs in St Ann's. A look through the history of gang culture in the area, the current state of gangs and the current provision from a range of agencies. This comes from a premise that we expect young people to work together, but do our agencies/ providers lead by example? Learning has been taken from core cities and recommendations for a joint proposal to link local providers.	Finished
Tracey Keeling Development Department Nottingham City Council	Tackling Child Poverty: A co-ordinated approach.	To identify how the family support, employment and skills, childcare/early years support and financial support can be co-ordinated within Aspley. This project is in two halves; a) Identifying the work already taking place and b) Providing an outline of how the work can be co-	In Progress

		ordinated more effectively for the benefit of families that currently require this level of support.	
Trudy Sanders Family Community Teams Nottingham City Council	To review the culture of reflective practice across the Children's Partnership	To examine models of reflective practice used by different sectors within the Partnership to support the workforce in delivering better outcomes. This will include supervision approaches within an integrated workforce - with a focus on a more therapeutic and reflective models to support both children and families; using comparisons with Solihull approach and Family Nurse Partnership approach in 'Parallel Processing'.	In Progress
Dawn Claypole Family Community Teams Nottingham City Council	Supporting Czech Roma and Polish Roma Communities in the Dales	The transitory lifestyle of this group doesn't lend itself to schooling and families can stay for a short time, move cities and return regularly. School admissions, school organisation and Education welfare are working to address some of these system issues. Some of the cultural issues mean that there are multiple issues to resolve to support these communities. There is a large mistrust of agencies. Recommendations will need to involve multi agency solutions and strong leadership.	In Progress
Aileen Wilson Family Community Teams Nottingham City Council	Integrated service delivery through Community Networking	Our vision is a Basford Ward Community Network of all providers, who can be mutually supportive in the delivery of services, activities and events – either long term or one off. This will Include establishment of a volunteer recruitment and training programme. The focus of the project will be creating a communication strategy to reach all sections of the community and begin the process of constituting several local groups to establish autonomous self managing community provision.	In Progress