APPENDIX 1

EDUCATION & SOCIAL CARE

CONTINUOUS IMPROVEMENT TEAM

THEMATIC REVIEW

THE EFFECTIVENESS OF STAFF DEVELOPMENT STRATEGIES

JULY 2013

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THE EFFECTIVENESS OF STAFF DEVELOPMENT STRATEGIES

Aim of the review

To evaluate the effectiveness of staff development strategies in Education and Social Care.

Rationale for the review

The Education and Social Care Senior Management Team agreed a set of thematic reviews which would be undertaken by the Continuous Improvement Team. The plans for these reviews were endorsed by the Children and Young People's Services Committee. This report covers the second of these reviews. The rationale for this review also relates to a number of priorities in the Workforce Development Strategy which was approved by the Children and Young People's Services Committee in August 2012.

Background

Staff in all services and at all levels in the Department, are entitled to undertake appropriate professional development activities to ensure that they have the up to date knowledge and skills to function effectively in their current post. In the case of particular posts there are contractual or legal requirements to undertake certain professional development activities. High quality staff development is also important for staff whose role will be changing following departmental restructuring, or to prepare individuals to undertake different, or more senior roles in the future and contribute to succession planning.

Scope of the review

The review involved the analysis of an on-line staff survey and interviews with a wide range of stakeholders including; teachers, school support staff, social workers, centrally employed officers, pupils in primary and secondary school and parents. The on-line survey produced a disappointing response representing around 6.5% of the total departmental workforce. The survey indicated that there was a wide range of appropriate staff development opportunities available across all services. There was however a lack of consistency in approaches to staff review and professional development.

How are we doing?

Within some services there is evidence of good practice in relation to staff development. Best practice is where there is a clear strategy which links individuals' professional review, the service or establishment improvement plan and continuing professional development.

Schools & Curriculum Development

Staff Development systems are well established in schools. There are clear links between the Service Improvement Plan (SIP) priorities, Professional Review and Development (PRD) for teachers and Continuing Professional Development (CPD).   Most of the teachers interviewed had undergone a recent PRD and had found this to be a positive experience. They were able to identify the benefits of aligning the SIP priorities to whole school staff development. This whole school approach gave them greater ownership and allowed for capacity building within the school. Teachers generally felt that they still had the opportunity to seek out personal staff development opportunities and this was supported by Senior Management Teams (SMT).

The most effective staff development was based around whole school work with staff working together to ensure impact on learners. There was also evidence to show that giving staff a lead role had been an effective vehicle for furthering staff development. This was then measured through the schools' self-evaluation activities but there were some concerns highlighted in relation to measuring the longer term impact of developments. Some schools offered a coherent Induction Programme for all new employees but there was no continuity with this and it was felt there were no successful arrangements in place to build capacity within schools.

Teaching staff also felt that the more informal methods of staff development were equally important and in some cases more useful than formal training events. These included: professional dialogue, informal class visits, sharing of expertise and staff meetings.   The least effective method of staff development was thought to be the 'one off courses' and twilight courses caused attendance difficulties. This is supported by the findings from the Staff Development survey, in which participants cited, Tapestry Courses (a national project aimed at improving learning and teaching), Critical Skills along with Literacy Courses as the most effective, closely followed by the Pedagogy Project and opportunities for temporary additional responsibilities. These were found to be the most effective because they were relevant to the role and could be followed up in school due to their practical application. Staff believed these courses had improved practice, enhanced learning and teaching and increased their confidence and enthusiasm. Staff were clear that the responsibility and ownership of CPD lay with both their self and the school. Overwhelmingly the main priority for undertaking development work was to improve existing practice. Staff welcomed the opportunity for collaborative work within their Associated Schools Group (ASG) and would like to further extend this with 'Open Door Events' to see good practice and the development work of other schools.   There was evidence of some interagency work linked to Child Protection and Additional Support Needs which produced some excellent results with staff noting an improvement in the outcomes for learners, for example training on attachment theories. However this had been difficult to sustain due to staffing issues. The area of most concern however is the lack of awareness and apparent training in the Getting It Right For Every Child principles.

Head Teachers have attended the recent training on the new PRD process. They found the PRD/ERDP a useful tool for reflection with staff. They have conducted Employee Review and Development Programmes (ERDPs) with support staff but stressed there was very little training available for this group. However many Head Teachers have not been involved in any PRDs of their own.   This had not caused any considerable issues as some of the group did not feel it had previously been a worthwhile process, however Head Teacher PR&D is currently under review by the Schools and Curriculum Development

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section.   Head Teachers did express a very strong opinion that there should be an Induction Programme for newly appointed Head Teachers. This should be more than a peer mentor and should also include input on Human Resource procedures and remits of key council personnel.   Head Teachers also felt that more development work could be undertaken as part of the Head Teacher Meetings although this would have to be completed in a timely manner. Head Teachers were unsure as to the impact of authority CPD and felt this should be measured in some way to ascertain its effectiveness and quality.

Newly Qualified Teacher (NQT) training was evaluated positively. The Education Support Officers and Learning and Teaching Officers (ESOs/LTOs) support this well and link this to the Head of School's strategic plan.   There were some issues with timing as some NQTs felt they should be able to 'opt out' of a particular input if this had been covered in school. The Standards for Registration are also built into this programme. Some tracking and evaluation work is undertaken and this informs the content of the programme. It has however been difficult to have as many mentor meetings this year due to budget issues. Some NQTs had experience of leading Working Parties. It was found that the current 'Book It' system requires updating in line with the requirements for Professional Update. Some staff also mentioned the variety of courses available on it had become very limited and repetitious.

There did not seem to be a common approach to PRD/EPRDs and staff development with Additional Support Needs (ASN) and support staff. This seemed to be subject to which particular school or ASG staff were allocated to and this was also the case for Induction Programmes. However the opportunity to visit other schools and observe practice was highlighted as a worthwhile activity. There was also concern from this group that capacity building would be an issue as there were no recent ASN secondments and training in this area has been difficult to access. Where there was evidence of training for support staff this was found to be needs led in relation to the pupils they were working with as opposed to being directly linked to school improvement. Consequently they felt that their ERPD should be carried out at a different time in order to address this issue. The paper work for the process was not found to be user friendly and staff were anxious to ensure they had information in all of the areas within the form.

Senior Officers support the delivery of training within their own areas. ERDPs have been carried out recently for Early Years staff and this was found to be a beneficial process. The ESOs and LTOs are all involved in supporting schools with their staff development priorities. The ESOs and LTOs offer bespoke sessions to schools and courses to a wider audience. Some evaluation work is carried out by the Officers but they are aware they need to be able to measure impact more successfully. It was thought that access to standardised testing data could support some of this. They believe the most effective CPD is the informal support they receive as part of their working relationship and they would like to do more work as a group as well as inter agency working. The group also support the Literacy and Numeracy Forums but have been unable to sustain the frequency of this due to funding.

In the schools visited, pupils in the focus groups were not generally aware of any training that their teachers had been to but were very aware of improvements in learning and teaching, including the use of formative assessment strategies. Parents in the focus groups were often vague as to their involvement or knowledge of the SIP. However there was evidence of very good practice in some schools with parents involved in working parties and aware of how the school is taking forward the priorities of the SIP.   Parents

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were generally aware of changes in pupil learning styles but felt this came from information received via their child as opposed to from the school. Parents were generally unaware of staff development work within the schools but were very keen to know more about this and how to support it.

Integrated Children's Services

Integrated Children's Services staff reported varied experiences with regards to induction. Some reported they had found the induction process useful and most had attended basic training pertinent to their role for example, Carefirst, Child Protection and First Aid. Some considered there was a lack of preparation or induction for changing roles. Consequently there was a common theme that the induction process was inconsistent across the board and that Sharepoint was difficult to navigate.

ERDP experience across Integrated Children's Services appears to be varied. The experience of CLD staff appears mostly favourable, with an annual ERDP taking place which was linked to their SIP. Social Workers, Family Support Workers, Home School Link Workers and Children's Service Workers experience of ERDP varied somewhat, with most reporting there was a good system in place with ERDP taking place annually and clearly focused on career development. Educational Psychologists report regular supervision, however due to staffing issues an ERDP has not taken place recently. Social Work Managers faired less well overall, reporting not to have had an ERDP for an indeterminate period of time. Training opportunities identified through ERDP and ongoing regular supervision appeared to have some links to the wider priorities, although not explicitly connected. ERDP was valued by most of those interviewed, however many viewed the ongoing dialogue in supervision to be the most effective way of identifying training and CPD. Some felt that the paperwork was not suited across the whole agency.

Whilst there does not seem to be a robust system in place to record individual / team training, Social Work Managers felt they were fairly confident in identifying the training their team members had undertaken. In terms of future training, Social Work Managers seek to enable individuals within their teams to develop expertise, build on the team's skills and knowledge and link this to their teams' improvement plan. Other managers however, considered that they had fairly good systems in place in respect of recording their staff training.

Across the board, most staff within Integrated Children's Services felt that in-house training had its value and was beneficial, providing good basic training. However, in terms of progression, lacked opportunities to build on higher order skills, or offer more bespoke training as required. Overall, there was recognition that some training opportunities were of a good standard and effective in supporting staff to carry out their duties. Those considered to be the most effective included, a range of training offered by BAAF, the NESCPC, Bond Solon, the Child Protection Certificate, the Practice Teaching Qualification, Joint Interviewing, update events in respect of Curriculum for Excellence and CELCIS. For Community Learning and Development Staff (CLD) the North Alliance was highlighted as an excellent vehicle for staff development, as was the Community Capacity Building Calendar in Community Education which highlights forthcoming training events. Some teams have a fairly extensive library of resources and access to research which was highly valued. Youth Justice in the North East of Scotland have been able to work together to commission specific training, this has helped reduce costs and sometimes made access simpler. Access to training by lead professionals in Social Work was not

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consistent across teams. Team Managers were responsible for buying in specific trainers but staff would welcome this being more openly available.

A pattern emerged of staff feeling there were barriers to training opportunities. Some felt external courses and conferences were advertised at short notice and it was difficult to attend, whilst others felt some training and conference events were poorly described. Staff expect more from leading professionals and felt disappointed when the training relied on practitioners talking from their own experience. Some felt that online courses were not readily accessible due to ICT issues and this placed constraints on their ability to undertake courses at work. Some considered that study time during certified courses was not always fully supported and therefore required significant personal commitment.

In terms of evaluating training, events and courses, most people completed evaluation forms, although the value of this was sometimes questionable with the forms being completed in haste at the end of a busy event. Most considered cascading of learning from training events had mainly consisted of conversations amongst peers. Some presented their learning at team meetings, others spoke at regular practice meetings and some simply reflected on whether the course was worth attending. Overall, there was a lack of evidence of systematic feedback and evaluation to inform future participants' learning or attendance.

For those services involved in the delivery of courses, CLD report that they evaluate all courses and this is reflected in their Standards and Quality Report. Impact is measured through the groups' success and the self-evaluation tool Illuminating Practice. Educational Psychology also deliver aspects of training, however, with current demands they are not systematically evaluating the impact of their training and are seeking to improve in this area.

Whilst overall there is confidence that teams have access to a wide variety of training and CPD opportunities, there is less confidence that these are explicitly linked to a wider strategic plan. A more strategic approach to the commissioning of training and CPD opportunities is needed to ensure that staff are treated more fairly in respect of their developmental needs, and are equipped with the diverse skills and knowledge needed in specific areas. A more systematic approach needs to be developed to evaluate training and learning from CPD and how this affects the outcomes for our service users.

Lifelong Learning, Business Support and Continuous Improvement Team

Administrative and clerical staff have very limited staff development opportunities and need to have a greater awareness of available training. While a needs analysis was completed in 2009 there was no follow-up due to staff absence and a lack of budget to provide any training. Some staff undertake suitable corporate courses but overall few relevant courses are available. Once training is undertaken there is often no opportunity to reinforce or practise new skills. Staff highlighted the need for a rolling programme of IT refresher courses which are delivered rather than following something which is available on-line. There are few opportunities for staff to undertake accredited training, such as Open University courses which staff identify through their own initiative. Management were not viewed as being proactive in promoting training/courses and staff felt that 'potential' is not recognised. Personal development has not been supported in the past. ERDP is not carried out consistently and is not valued by many staff as it is not seen as being relevant, often due to lack of follow-up. Administrative and clerical staff have no

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opportunities for job shadowing.   Any training or staff development relates very much to their current role; there is nothing in terms of succession planning or training for possible redeployment of staff potentially 'at risk'. Staff development for administrative and clerical staff needs to be meaningful and aimed at both improving performance in their current role and assisting staff in career progression.

Almost all staff development for sports and leisure staff relates to contractual or Health and Safety requirements. There is no dedicated staff development budget other than to satisfy legal requirements. The services have comprehensive Induction Programmes. The training opportunities which have the greatest impact are those which are customer focused. Some managers have limited networking opportunities through involvement on National or Regional groups.   These can provide valuable development opportunities for those involved. Some training is delivered by external providers, for example First Aid, and an in-house life guard training programme is on-going. Staff gaining additional qualifications tended to be as a result of their own initiative, often self-financing; although there was also evidence of employees being supported to undertake Open University study. ERDP for many staff has not taken place in recent years due to a lack of capacity at management level, although this has had no perceived major impact to date. Staff feel that it would be helpful if the ERDP format could be changed in order to better meet the needs of this service. Staff development could be improved by having a dedicated budget which would allow for more proactive training and could contribute to succession planning.

The Social Work Training Team delivers training in a diverse range of disciplines for staff in Adult and Children's Services including various accredited courses. The team delivers certificated training, for example a range of SVQs and Level 4 Management and Leadership Training. Training is proactive and influenced by the changing needs of the service with much of the training in response to legislative requirements. Outcomes of ERDP feed into training needs analyses. The team support newly qualified social workers to undertake post qualifying study and training.   Members of the Training Team have some opportunities for networking at a National level. Some of the team have undertaken personal study at university level to update their skills. Evaluation of the impact of training tends to take place immediately after events; however there is some limited evaluation post training, such as observation of practice or service user feedback. The Training Team was unaware of the work of the Education Support Officers who perform a similar role for education staff.   There are opportunities for the two teams to share methodologies, particularly in relation to the impact of their respective training programmes.

Libraries staff have a variety of staff development opportunities including some involvement in National groups.   Networking outwith Moray is regarded as a very positive staff development opportunity. The service has a strong emphasis on improvement and staff development work is linked to the Service Improvement Plan. The service provides a variety of in-house training opportunities all of which result in staff gaining in confidence and being able to provide a better service to customers. They very much feel part of the team and learn from each other.   Training needs are analysed annually and reflect changes in society and future customer needs. Training is relevant and the fact that all staff, including relief staff, attend is viewed positively. The service is working towards Customer Service Excellence.   Procedures training has been introduced and is designed to ensure consistency in service delivery. Professional reading is regarded as being very important and staff are encouraged to engage in this. Libraries staff are required to gain the European Computer Driving Licence and are trained in the Skills Development Scotland website 'World of Work' to meet the ever increasing diversity of library services / users. However, ICT access for staff can limit professional development at times. There is

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currently no provider for some certificated courses for libraries staff. This could impact on succession planning. The involvement of staff from different areas and different levels of post in Public Library Quality Indicators Matrix audits is a good staff development opportunity. All staff have an annual ERDP and this is viewed as a useful means of looking forward and reflecting on what has been achieved. Staff feel it is a positive process with clear outcomes. The Principal Librarian maintains records of staff development. The library service offers good induction processes for staff and the development of a Staff Manual, which details procedures to be followed in a wide variety of tasks within the service, is particularly useful to new or single person staffed libraries. The service is evaluated routinely through customer feedback, consultation strategy, questionnaires, focus groups and surveys. This in turn provides opportunities for staff to reflect on the impact of recent staff development. Overall there is comprehensive support for libraries staff at all levels.

The Continuous Improvement Team, including peer reviewers, have undertaken a four day induction programme led by an external training provider. This training was evaluated very positively with the extended team. The permanent members of the team have undertaken study visits and attended various helpful National courses and events. The peer reviewers have indicated that their role in the team is a very valuable staff development opportunity. The team is well placed to challenge the outcomes of services' self-evaluation.

Overall there is significant variation in the impact of staff development across the Lifelong Learning, Business Support and Continuous Improvement Teams. The most positively viewed aspects of staff development are ones which result in staff improving their practice, gaining additional qualifications or enhancing their career prospects.

What do we need to do now?

As a result of the review the following areas for improvement have been identified:
- Extend opportunities for integrated working in order to secure a more joined up approach to staff development.
- Provide more opportunities to support staff in career progression pathways in line with the Workforce Development Strategy.
- Ensure consistent and valued approaches to professional reviews.
- Establish meaningful Induction Programmes at all levels.
- Ensure appropriate methods are employed to evaluate the impact of staff development in all services.

Conclusion

The review has established that while there are many effective staff development opportunities available within Education & Social Care, the above areas require to be addressed in order to better support the workforce in promoting high quality outcomes for service users.