5TH ANNUAL GLOBAL SOCIAL SERVICE WORKFORCE STRENGTHENING SYMPOSIUM
PANEL 2 – LEARNING FROM DIFFERENCE PERSPECTIVES: SCOTLAND’S SOCIAL SERVICES WORKFORCE JOURNEY

Moderator:
Prof. Jennifer Davidson, Executive Director, CELCIS and the Institute for Inspiring Children’s Futures, University of Strathclyde

Speakers:
1. Progress, Opportunities and Challenges: The future social services workforce in the context of Scotland’s health and social care integration
   Iona Colvin, Chief Social Work Adviser to the Scottish Government
2. Benefits and Complexities: Scotland’s ongoing journey to equip staff working in small group care children's homes with a relationship-based care focus
   Dr. Ian Milligan, CELCIS International Advisor and Professor, University of Strathclyde
3. Missing Pieces in Workforce Strengthening? Improving children’s outcomes as the key driver in implementing best practices
   Prof. Jennifer Davidson

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Learning from Different Perspectives: Scotland’s Social Services Workforce Journey
Scottish Context

- Scottish population is 5.3m
- Number of children (under 18) = just over 1m
- Number of ‘looked after children’ = 14,900 (1.5%); *both in-home and out of home care*
Scottish Context: Policy

Policy priorities for looked after children
- Educational outcomes
- Extending care support & placements to age 25

Legislative basis for social work with children and families
- Strong mandate
- Work in partnership with families
- Poverty
Social Service Workforce in Scotland

By
Iona Colvin,
Chief Social Work Adviser
Policy Context

- Social Work (Scotland) Act 1968 - established welfare principle and right to intervene
- Social Work Services Strategic Forum - chaired by a Minister and has cross-sector membership
- Shared strategies such as the National Health and Social Care Workforce Plan and the Vision and Strategy for Social Work Services 2015-2020
Social Services In Scotland
Delivery Landscape

- 32 Local Authorities responsible for social service provision

- Social services workforce – 200,650 staff; includes 5,283 social workers (full time equivalent) working in local authority fieldwork

- Mixed provision for delivery (see graph)

- Largest areas of service provision:
  - Housing support/Care at Home = 34%
  - Care homes for adults = 27%
  - Day care of children services = 17%
Regulation of the workforce

• The regulation of the workforce via the Scottish Social Services Council.

The role of the Scottish Social Services Council includes:
• Register of professional workforce
• Set Standards – Conduct and behaviour
• Fitness to practice
• Workforce Development
Quality Assurance of services

- Quality assurance of services via an inspection and improvement agency (Care Inspectorate)
- Established by legislation
- Statutory powers to intervene
- Chief Social worker responsibilities
National Workforce Plan for Health and Social Care

- Published in 2017
- Covers Health and Social Care workforce
- National approach in partnership
  - Scottish Government with Local Authorities
  - Statutory employers
  - Non government organisations – Voluntary and Private
  - Educational establishments
- Informed by evidence, co-production and strength based approaches
Recommendations

1. Integrated workforce data
2. National and local labour market and workforce analysis
3. Workforce planning guidance for partnership working
4. Workforce planning tools
5. Promoting social care and social care settings more widely as a positive career choice
6. Career pathways
7. Training and education
Thank You!

Follow me on Twitter @iona_colvin
Developing the residential child care workforce

Ian Milligan
International Advisor
ian.milligan@strath.ac.uk
What is residential child care in Scotland?

Scotland deinstitutionalised 40 years ago. Residential child care part of a range of options for children. Seeks to apply the ‘Suitability’ principle of the GACC, (Cantwell et al., 2013)

The 1,500 children = 14% of those in ‘out-of-home’ care

• 6-18 years old, great majority are 11+
• Children with disabilities in short-term *respite care*, or in *special schools*
What is residential child care in Scotland?

The homes/schools:

• **Small group homes** of 3-8 children, usually
• **Residential special schools** – most 15 - 25 chn
• **4 ‘secure care’ homes** (18 places in each)
Role of residential care =

* A positive choice

- Local authorities (32), NGO and Private provision
- 7000 staff (60% currently qualified, 40% working towards them)
- Specialist services, & acting as safety net for foster care
- Government commitment to the sector & training all residential workers
- 1999 new initiative (SIRCC) to provide resources & training to the sector: multi-level
What has shaped residential practice?

• Recognition of historical abuse by some staff
• Strong desire to improve standards - focus on preventing abuse
• Rigorous independent inspection (monitoring) based on National Care Standards
• Compulsory registration of staff = offers career progression, roles linked to qualifications
• Increasing training and qualification requirements
• Emphasis on independent advocacy & participation
• Desire to keep it loving = ‘it is okay to hug’!
Govt. funding of workforce development

- Led by SIRCC – a 10-yr. partnership of University and Colleges & national advocacy NGO
- Specialist social care/social work courses devised
- Training routes for existing staff: part-time, distance-learning, day-release, etc
- Annual conferences (200+ participants)
- Training materials and online resources
- Strong focus on education and health of children in care = inter-professional collaboration
- New, degree-level qualification for main-grade staff proposed – influenced by social pedagogy
Safeguarding v Love

- Strong monitoring and audit culture
- Staff can become defensive and fearful
- Children's rights to quality care means avoiding sterile care and promoting caring nurture
- Residential workers have looked to ‘child and youth care’ and ‘social pedagogy’ to accommodate the personal and the professional dimensions of direct care work
- CYC – established in Canada and South Africa, a little in USA, www.cyc-net.org
- Social pedagogy – long-established European type of social work
Social pedagogy:

– Focus on child's holistic development - and social integration!
– It is a head, hands and heart profession
– Relational and practical
– Collaborative practice is central

• Providing the language and theoretical framework for personal care, empowerment and participation
• Values the group and children's associative life
• Values the reflective use of play and activities – arts and outdoor fun
References


Missing pieces in workforce strengthening?

Professor Jennifer Davidson
Executive Director, Institute for Inspiring Children’s Futures & CELCIS
www.InspiringChildrensFutures.org
#InspiringChildrensFutures
@JenniferIICF
@CELCIStweets
Implementation Gap

RESEARCH

IMPLEMENTATION

PRACTICE

Fixsen, Naoom, Blase, Friedman, Wallace, 2005
Insufficient Methods

Experimental Data Show These Methods, When Used Alone, Are Insufficient:

– Implementation by laws/mandates/regulations
– Implementation by providing funding or incentives
– Implementation without changing supporting roles
– Diffusion/dissemination of information
– Training alone, no matter how well done

Data: 5% to 15% Realize Intended Outcomes

Fixsen, Naoom, Blase, Friedman, Wallace, 2005
Workforce Strengthening: Implementation Drivers

Reliable Benefits
Consistency
Fidelity

Coaching
Training
Selection

Competency Drivers

Systems Intervention
Facilitative Administration
Decision Support Data System

Organization Drivers

Integrated & Compensatory

Leadership Drivers

Building the Infrastructure for Change

“...we cannot skip links in the chain of logic and expect to achieve outcomes without the intervening steps.”

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