



Principal Child and Family Social Worker Network

National Event

25th January 2024

Clare Poyner, Rob Tyrrell and Paul McGee



Housekeeping



- Cameras on
- Mic's on mute unless speaking
- Please use the chat function/ raise hand to ask questions and contribute
- Protected time – please keep your focus and keep multi-tasking to a minimum

Building on our collaborative and inclusive focus and actions in 2024 and beyond



Outline for today

Time	Session
10:00-10:15	Welcome
10:15-11:30	Solution focused Practice: Loredana Grigore, Anne Manning and Luke Goldie McSorley (Essex County Council)
11:30-11:45	BREAK
11:45-12:45	Reverse Mentoring: Andy Griffiths and Ryan Lees (Staff College)
12:45-13:45	LUNCH
13:45-15:00	Opportunities and challenges for the sector and the social work profession: Led by Dez Holmes with panel contributions from Jeremy Gleaden (Ofsted), Colum Conway (SWE)
15:00-15:15	BREAK
15:15-16:15	International recruitment: Florah Shiringo (Vice Chair of the ADCS workforce policy committee) Ruth Pilch & Deborah Adams (Norfolk) and Tracey Davey (Cornwall)
15:15-16:15	Final remarks and closing

PCFSW workplan on a page - update

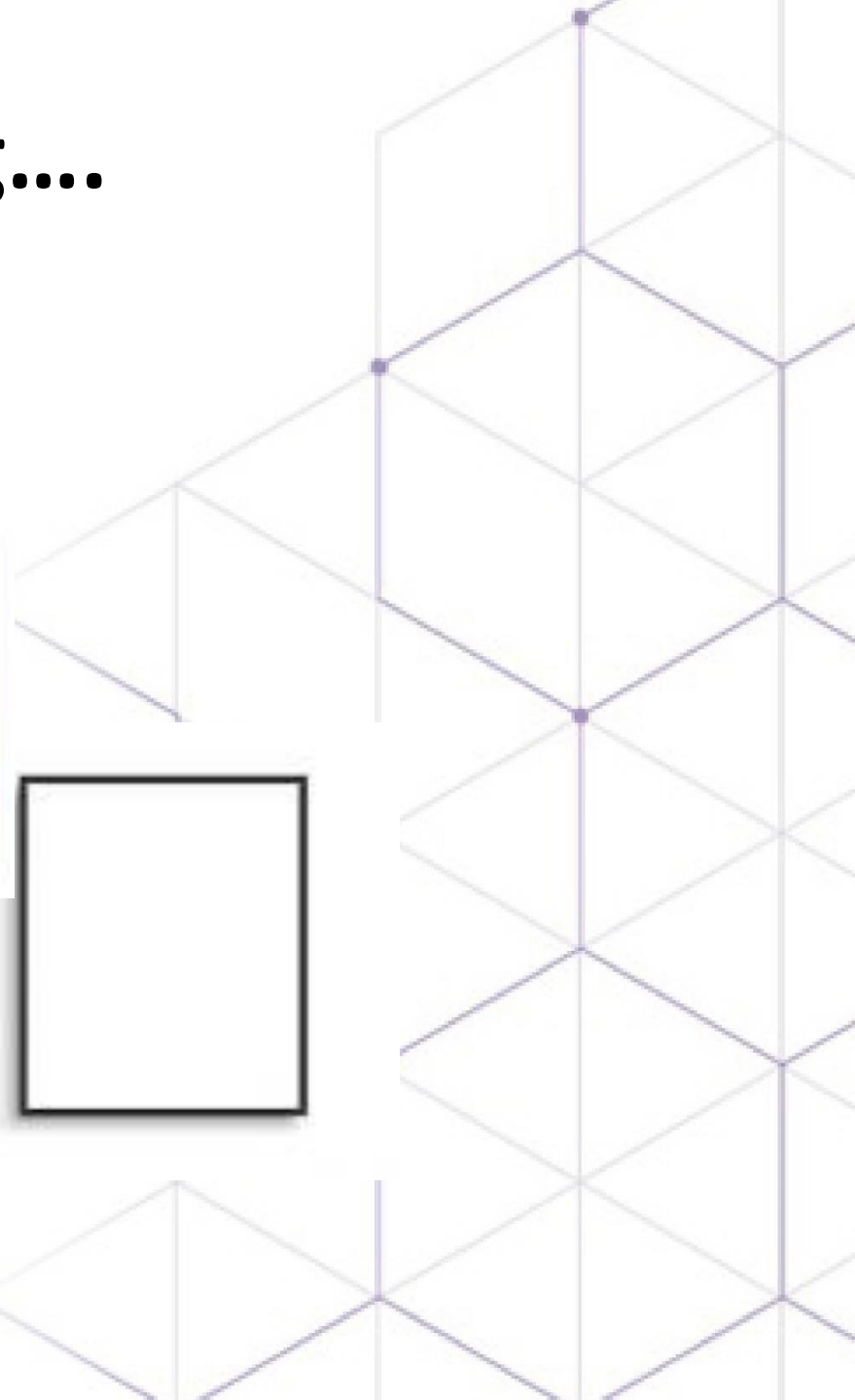
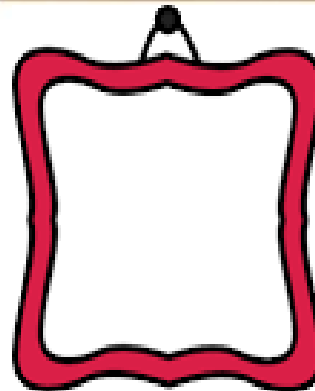
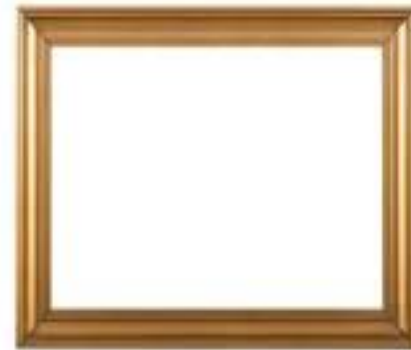
Collaborative and visible leadership	Working philosophy Prioritisation of working with the Regions	<ul style="list-style-type: none"> • National events - involvement of regional chairs • Meetings with the DfE/Chief SW/Adult network • Development of the weekly newsletters including contributions • Identifying impact measures ? Core purpose of the PCFSW role • Succession planning – increasing the focus/who takes over ??
Care Review and Reforms	Mobilising network responses post the consultation...	<ul style="list-style-type: none"> • Contributing to ECF • Next steps Agency Consultation • Reading guide National Practice guide • Electronic Social Care records
Anti-racist practice	To promote ARP within the PCFSW and for PCFSW's to lead and promote in practice	<ul style="list-style-type: none"> • Co-Chair presence and leadership within the Anti-racist working group..ONGOING • Integral priority at National events-ONGOING • Develop and articulate models for ARP...NEXT STEPS ?
Poverty	To promote anti-poverty approaches	<ul style="list-style-type: none"> • Engagement at Network events
Workforce	Active focus regionally and nationally	<ul style="list-style-type: none"> • SWE roundtable..ACTIVE PARTICIPANTS • Ongoing collaboration with SWE and BASW.. • WSWD engagement/ Social Work Week • Presence at the ADCS workforce committee...NOW CORE MEMBERS

Engaging with the Network...

- Reached out to individual PCFSW's who engaged less in 2023
- A range of challenges identified impacting on some PCFSW's to participate
- How can the Regions support engagement in 2024
- What additional steps do we need to take?



Succession Planning....



Succession planning....

- *The work begins in earnest now*
- *Strongly advocating for a continued co-chair team approach*
- *Reviewing and updating the TOR to reflect this...a handover process rather than event*
- *Opportunities for “Co-Chairs in waiting” to become involved now*
- *Should the PCFSW network adopt an approach that is congruent with adult PSW colleagues with a staggered handover of one member of the Team staying in role*
- *Priority is to maintain momentum*

2024 and beyond....

- *The necessity for our collective involvement deepens into 2024...how do we cultivate the voices of those less involved?*
- *Responding to the overtures the National Practice Framework, Early Career Framework, the New Working Together and other initiatives pertaining to support and stabilising the social work workforce.*
- *Continuing to place challenge in how our involvement is having **impact***
- *Much more sustained work to do in relation to Anti-Racist Practice as well as tangibly evidencing our impact of this vital work*
- *Managing a smooth and dynamic handover to the new chair team whilst maintaining momentum*

Take a moment
to pause
and reflect







PSW
NETWORK

Brief Solution Focused Approach

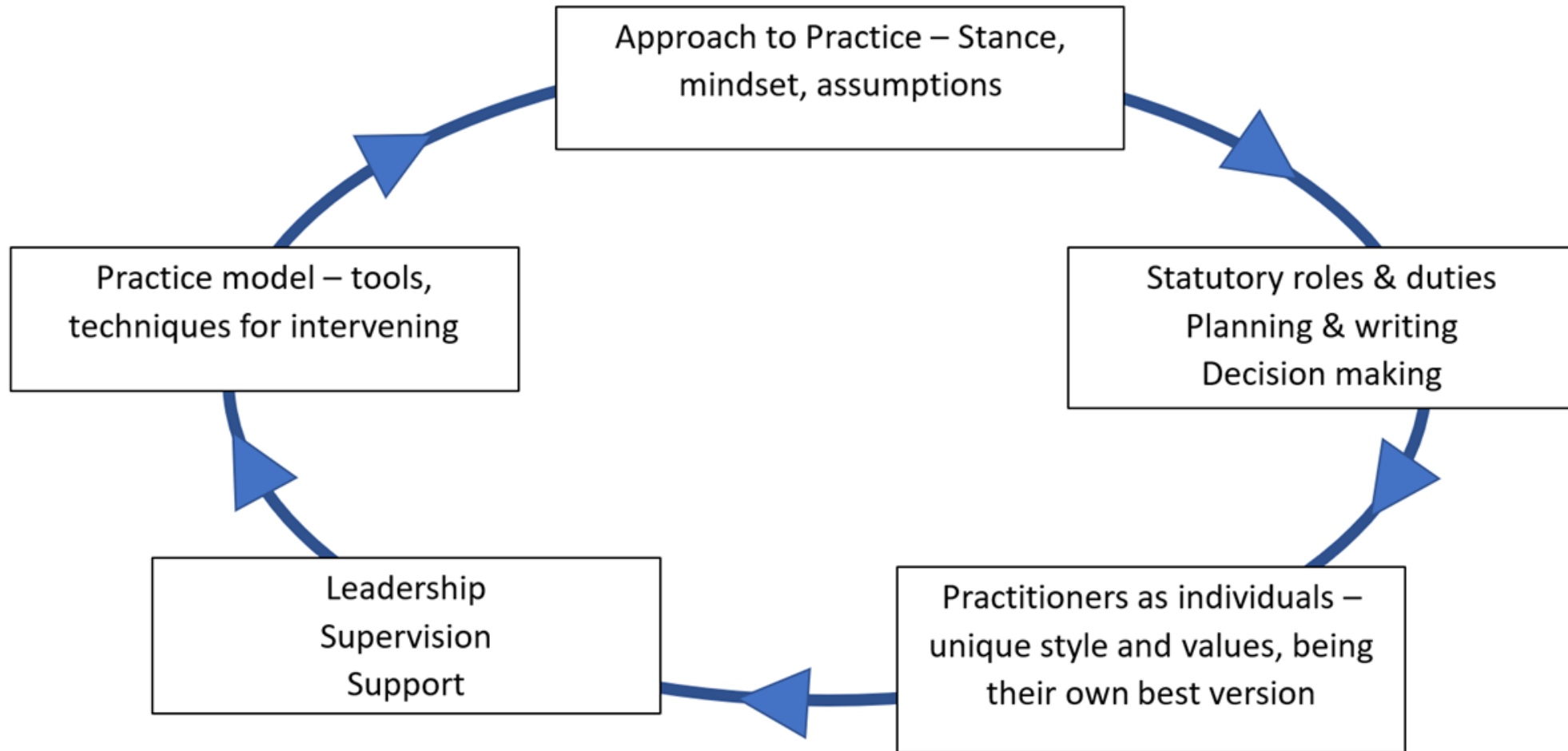
Inspiring hope in social work

25th January 2024

Hope

- Solution Focused inspires hope by focusing and prioritising change happening without judgement
- It is a change-oriented approach which combines an approach to practice and a practice model
- For change to happen do we need an acceptance or admittance of failings or responsibility from the person we are working with?
- Do we given equitable credit for insight into failings as we do insight into possibilities and aspirations?

Early thoughts on Solution Focused practice model of Social work



An approach to practice: Assumptions

- *Instantly can feel a connection to?*
- *Already feel is part of your core values or approach?*
- *The one/s that might test and/or challenge you?*
- *Would like to understand better?*

- People have their own good reasons for doing what they do
- There is not necessarily a logical connection between the problem and the solution
- Trusting the client allows for them to create their change
- No problem happens all the time and no one is perfect at their problems; there are always exceptions/instances of success
- Change is constant and inevitable
- A small change can lead to bigger changes
- People bring with them so many resources and strengths
- Nothing is determined - The future is both created and negotiable



Our approach and assumptions and consistency – Trickle effect



What is Solution Focused?

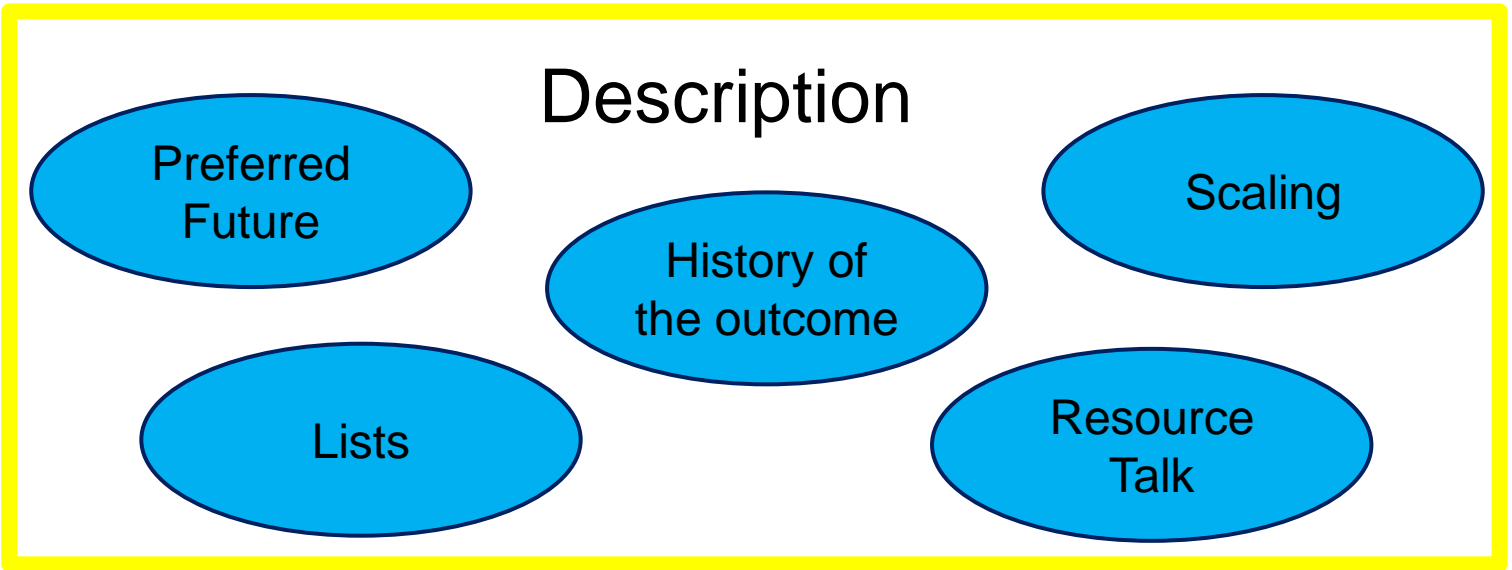
- Assumptions which inform a stance practitioners take
- Structure conversation approach
 - Best hopes
 - Descriptions – past and future of hopes happening
 - Scaling – amplifying what's working and inviting future description
 - Instances of success – Resource building conversation structures
 - Getting by, coping & surviving conversation structures
- Solution Focused interacts with contexts and risk
- Solution Focused has a role beyond direct client work

Surviving, coping, getting by

Amplifying success

Crisis and managing risk

Best Hopes



Endings



Solution Focused Techniques that bring hope

- Acknowledgment and possibility
- Express your assumptions about the person in the language you use
- Pre-suppositional questioning
- Tentative language
- What would you want/hope for from this work/meeting/talking/involvement/time etc.
- Amplify people's resources – in success and in challenge/difficulty/crisis
- Ask more questions than make statements, inviting the client to hear their own thinking in the answers they give



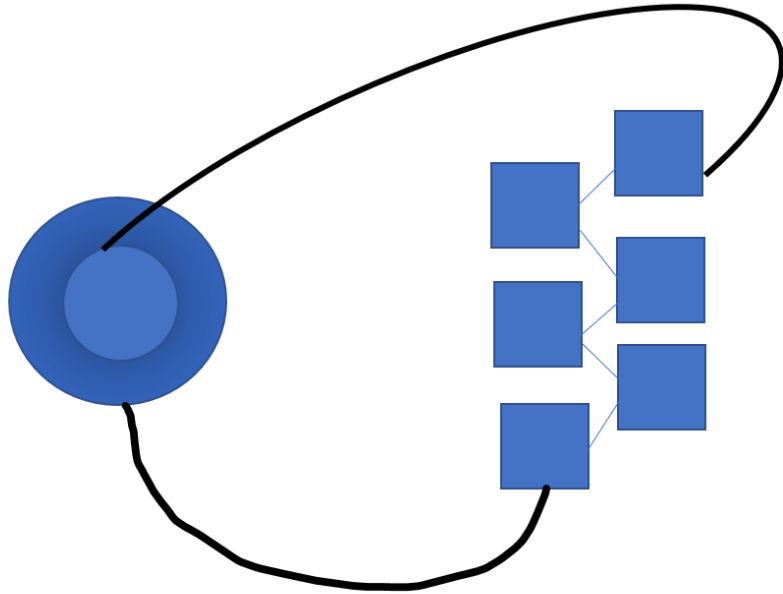
Takeaways

- “What are your hopes from us talking?” or “How would you know from us talking now that it had been useful?”
- **What would/did you notice about yourself** – internal state, maybe feeling or sense.
- **What would/did you do** – external state – like behaviour/action/things they did/might do.
- **What would/did others notice(d)?** – again more external states – behaviours, actions, multiple perspectives
- **How did they react, what did they say or do, what was your reply?** – interaction questions, the bouncing between two people
- **What difference would/did that make** – internal but also transformational towards whatever comes next in their sequence or day
- Identity – questions focusing attention of characteristics of the person, linked to the things they do - **what does that say about you? What skills, strengths and abilities did you draw on to make that happen?**
- Strategy – Questions focusing on the things the person did or does to bring about success or coping. – **what did you do? How did you do that?**
- Good – **What’s been better, wow how did you do it? What does that say about you?**
- Bad – **How have you coped? How did you keep going? What did it take to pick yourself back up? What does it say about you that you managed?**
- **What has been working?**
- **What do you do or have already done that has made a difference?**
- **What are some things that you have been pleased with? What are some things others might be impressed with in how you’ve dealt with things?**
- **What do you know about yourself that tells you they can get through/survive this time? Who would be least surprised you’ve managed this?**



Demo

Amplifying Exercise



- Think of something you've done that you are really pleased with? In pairs, explore all the resources, skills and details to amplify that moment?
 - What did they do?
 - How did they do that?
 - Where did they learn that skill?
 - What did it take?
 - What does it say about them?
 - What have others noticed?
 - What difference did it make?
- 7 minutes then swap
- Keep the conversation going, invite more detail about that moment. Hold your nerve to avoid giving your opinion/thoughts/compliments about what you hear. Instead ask another question.

Language is our greatest tool

- ▶ The language we use is informed by the language our clients/whoever we are speaking with give us
- ▶ SF uses people's language – we develop questions based on what we are given, so their world becomes the detail of our questions. This includes their identity, gender, race, culture, community, dialect etc.
- ▶ Change lies in the words the clients hear themselves say and the thought this brings
- ▶ Our use of their words brings over our stance (assumptions) and highlights their expertise

- What did you do in that moment that helped you?
- What are some of the things that work for you?/have worked for you in the past?
- What do you think it says about you that you...?



- Why did you do that?
- Have you tried doing x?
- I think you are really strong/confident/capable, don't you?

Case Story







**ESSEX
SOLUTION
FOCUSED
CENTRE**

This information is issued by:
Essex County Council

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SFBTEssex



Essex Solution Focused Centre

The information contained in this document can be translated, and/or made available in alternative formats, on request.



The Staff College

Andy Griffiths

The Staff College Associate

Reverse Mentoring

PCFSW Network Event

25th January 2024



Outline of Today

- What is reverse mentoring?
- What are its benefits?
- Techniques, approaches and qualities needed
- What is involved
- Example of reverse mentoring in practice
- Exploring reverse mentoring from your perspective
- Support from The Staff College

Experience of Mentoring

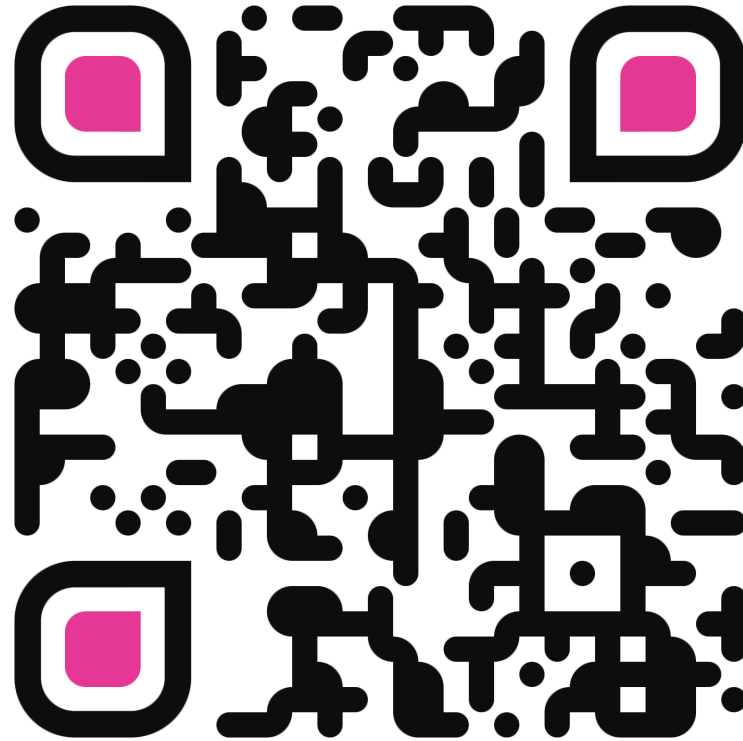
Put your hand up if you have any experience of mentoring (either as a mentor or someone being mentored)

Put in the chat any words that spring to mind from any experience you have had with mentoring





What is mentoring and reverse mentoring?



Join at Menti.com use code: 1448 4136

“**Mentoring** is a process for the informal transmission of knowledge, **social capital**, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the mentee) ”

"Toward a useful theory of mentoring: A conceptual analysis and critique" (October 2007)

Bozeman, B.; Feeney, M. K.



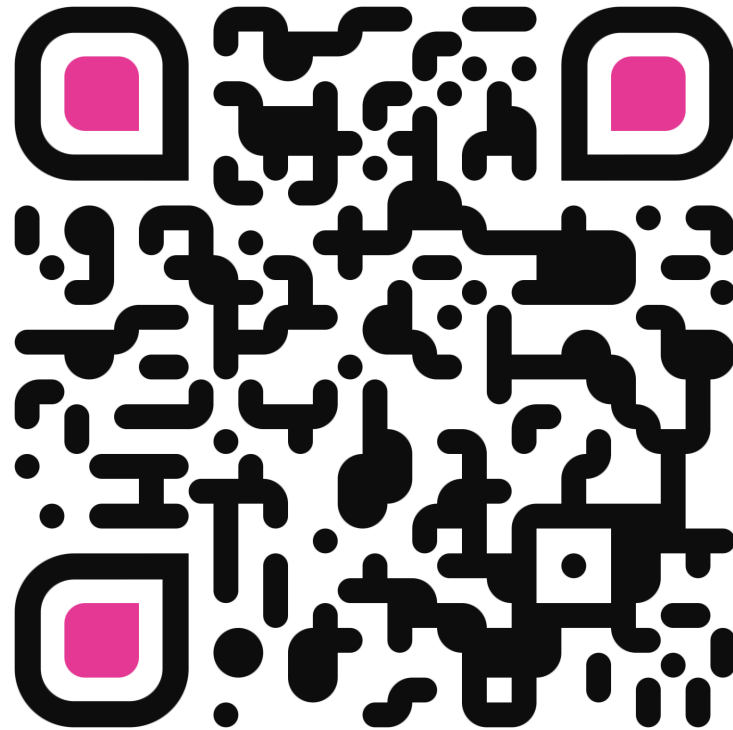


What Is Reverse Mentoring and what are its Benefits?

- It's mentoring, but flipped!
- Pairing mentors from less experienced or under-represented groups with mentees in senior positions to effectively share perspectives, learn from each other, and work towards a more inclusive and empowered culture.
- Reverse mentoring is the opposite format of traditional mentoring, where the senior leader is mentored by a younger or more junior person.
- The process recognises that there are skills gaps and opportunities to learn on both sides of a mentoring relationship and flipping the traditional format on its head can be very beneficial for both parties.
- Develops a positive, inclusive culture, builds relationships, develops diversity, supports individual and organisational goals and outcomes.
- Been used effectively in public and private sectors e.g. UK Government, Price Waterhouse Cooper, NHS, local government



Techniques, Approaches, Personal Qualities



Join at Menti.com use code: 6780 5336



Techniques and Approaches

Here are some common techniques and approaches needed in mentoring relationships:

- Active Listening
- Encouraging
- Clarifying
- Establishing rapport
- Asking questions
- Being focused
- Shifting perspective
- Giving feedback
- Reflective questioning
- Praise
- Action planning/goal setting





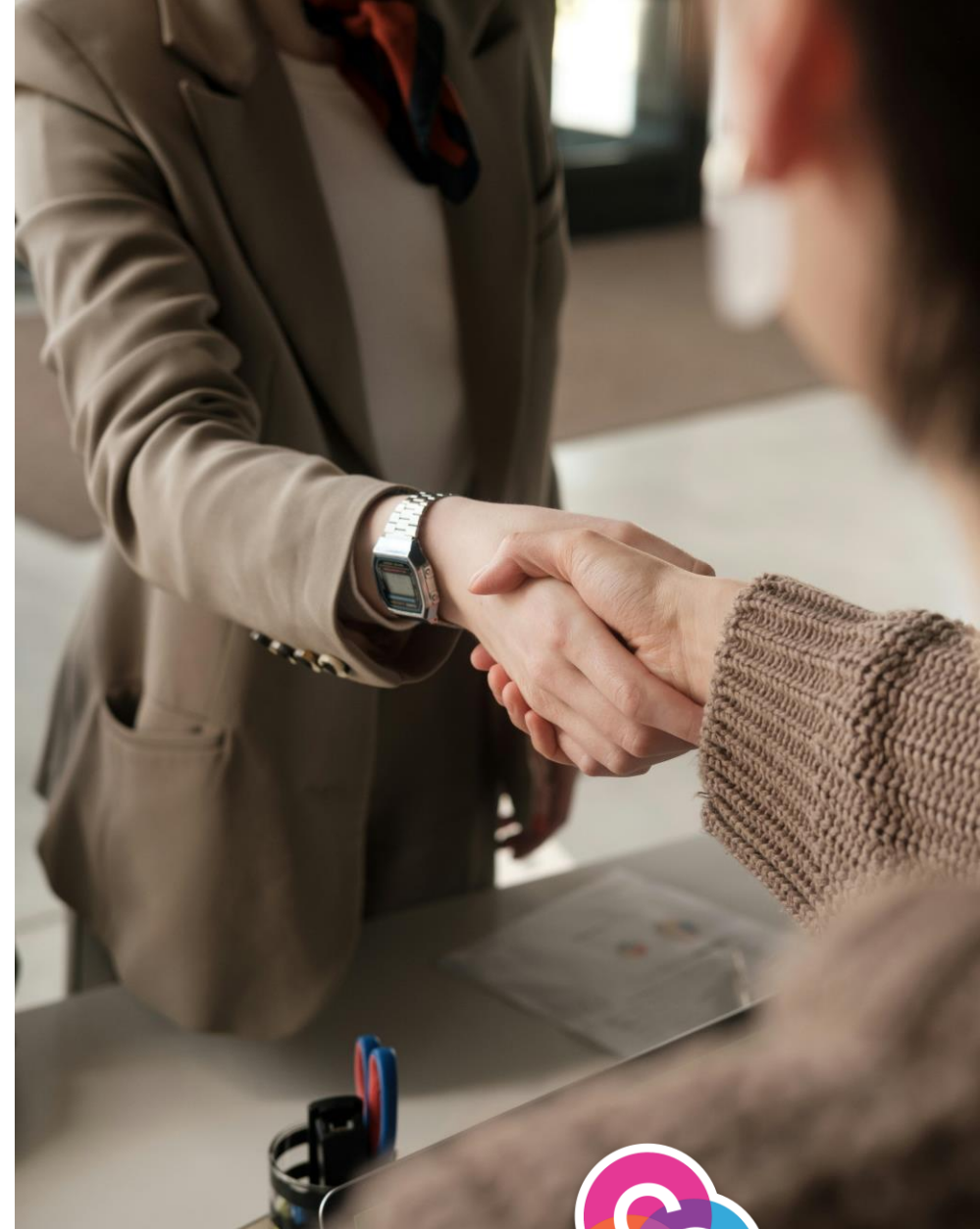
Personal Qualities

- To fulfil the role effectively as a mentee, you need to reflect on a range of personal qualities. For instance, being open-minded, reliable and approachable could be three.
- We all have natural strengths and areas we can develop.
- A mentor and a mentee should be reflective about themselves and their own learning.



Expectations

- Respectful
- Commit to the process and relationship
- Contribute
- Question and listen
- Learning and growth



Safety, Confidentiality and Ground Rules

- Clear ground rules to be established
- Confidentiality of discussions
- Psychological safety
- Emotionally intelligent





Suffolk County Council

- one example

Rationale for undertaking reverse mentoring:

“SCC believes that our people are central to our success. We want our people to feel confident, motivated and able to thrive, and so listening, questioning, understanding, and learning together can challenge stereotypes and ignorance, helping us to grow together. We believe reverse mentoring can play an exciting part in that journey.”



Suffolk County Council

- one example

- Part of Council's commitment to race equality
- Commissioned The Staff College to provide a Reverse Mentoring Training Programme, initially for 14 mentors and 14 mentees on a voluntary basis (but over-subscribed!)
- Two experienced Associates (Andy Griffiths and Jeffrey Wotherspoon) contracted to develop and deliver the programme
- Orientation sessions arranged for groups in Suffolk CC
- 3 x 2 hour online mentoring skills workshops: one for mentors, one for mentees and one joint session - purpose, skills, techniques, safety, enquiry, interaction
- 2 x mentor group supervision sessions -safe, confidential discussion space - 1 hour
- 2 x mentee group supervision sessions - as above
- Mentoring sessions every 4-6 weeks for one hour between each pair. Pairs had been matched through a process coordinated by The Staff College
- Tools provided to support the initial contracting, process and actions
- Reflections session to evaluate learning and support continued development for individuals and Suffolk



Suffolk County Council

- Benefits of the Programme

- Improve communication and personal skills
- Boost confidence and motivation
- Develop leadership skills
- Increase job satisfaction
- Opportunity to develop transferable mentoring skills
- Expand professional network
- Potential personal and career development opportunities



Exploring Reverse Mentoring



In groups:

- In what situations/circumstances do you think reverse mentoring might be helpful in your context/organisation? Explore some possibilities.
- What would you want from reverse mentoring?
- What could be some of the key benefits from your perspective?
- What could be some of the barriers or challenges to overcome?
- Any thoughts about next steps, or questions that you would like to explore?



Summary

- Reverse mentoring works best in a culture of safety, learning, growth and trust
- You have a role to play and responsibilities to fulfil
- Approaching mentoring with self-awareness, empathy and a desire to build relationships is important
- It is important to develop key skills, such as active listening, open questioning
- Practical areas such as setting clear rules, boundaries, commitment to sessions, arranging appropriate spaces and times are all vital
- It is an organic process that develops over time. Your commitment is key.



The Staff College

- A large pool of experienced mentors, coaches and associates that can support you
- Provide structured programmes to support your journey and meet your particular needs and circumstances
- Can offer face-to-face and virtual approaches
- A real benefit from external support with programme design and coordinated support
- Happy to discuss any needs or ideas with you

Questions and Answers





Support for Social Workers Recruited from Overseas (International Social Workers)

PCFSW Forum

Florah Shiringo

25/01/2024

Barriers and Challenges to International Recruitment



Administrative complexities



Housing



Cost



Support to adapt to a new culture



Travel



Pastoral support

End to end recruitment process with pastoral support



Identification of
candidates

Interview process and
compliance

Pre-arrival support

Onboarding and travel
arrangements

Post-arrival support incl.
Pastoral Support

International Social Workers
Support framework

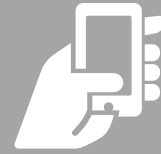
Key policy stakeholders

SWE
Skills for Care
DfE
PSW
BASW

01

Social Workers (ISWs)

Knowledge and skills
Culture
Confidence
Support network



02

04



Line Managers

How to get the best out of ISWs
Induction and supervision
Cultural understanding
Managing expectations

Senior Leadership

Resources
Managing expectations
Recruitment and retention strategy

03

Induction and support for International Social Workers



Pre-arrival support

- 5 group sessions for international social workers while they are still in the country of origin.
- Support candidates with advice around preparing for a different work and social culture.
- One group session for managers of the international social workers

Post-arrival support

- Structured group reflective sessions for social workers up to 6 months post arrival to help them link previous experience with new role.
- Supporting managers with any challenges during probation by offer group and individual sessions around getting the best out of overseas qualified social care workers

Buddying / mentoring support

- Offered within the LA pre- and post-arrival

Senior manager / PSW Link

- Support both the SWs and managers with any emerging issues relating to staff settling in the LA

Pre-arrival Support (Pastoral Support)

5 Pre-Arrival Sessions while in the country of origin

- Introduction to culture in the UK
- Work Culture and Ethics
- Local Authority structures and how children are supported
- Introduction to Assessments
- Understanding Risk Assessments and Recording

One session with Team Manager

Meeting with Senior Management Team

Support with designing the Induction Programme

Onboarding and travelling



Allocate a buddy from Inspire to support with preparing to travel

Booking flights

Information pack with details about what to expect when one arrives in the UK

Identification of temporary accommodation for candidates

Bank account opening

Information about schools for children of school age

Arranging airport transfers

Arranging welcome – meet buddy on arrival

Post-arrival Support (Pastoral Support)

5 Post-Arrival Sessions

One session with Team Managers

One-to-one troubleshooting sessions

What
international
SWs see...



What
International
SWs see with
good induction -
some clarity



Managing Expectations

What managers /
supervisors
see...bridging the
gap



Support for International Social Workers



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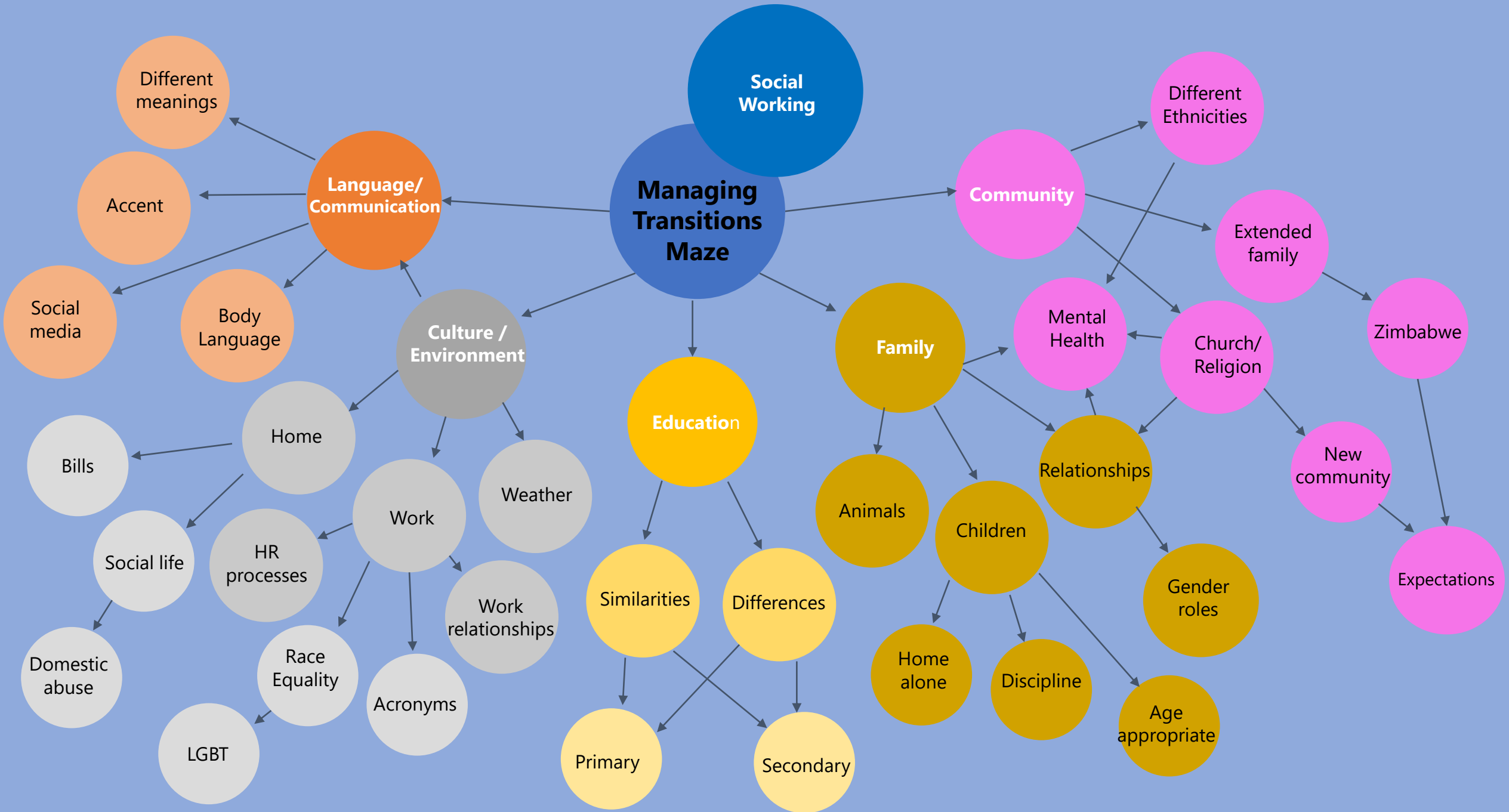
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Next steps: Discussion

- What is the role of PCFSW in the recruitment of International SWs
- What support is being offered by PCFSWs to retain International SWs





Norfolk County Council

Norfolk Children's Services International Social Worker Supportive Programme



Aim of the programme

To support experienced international social workers

to transition their skills into working in the UK setting.



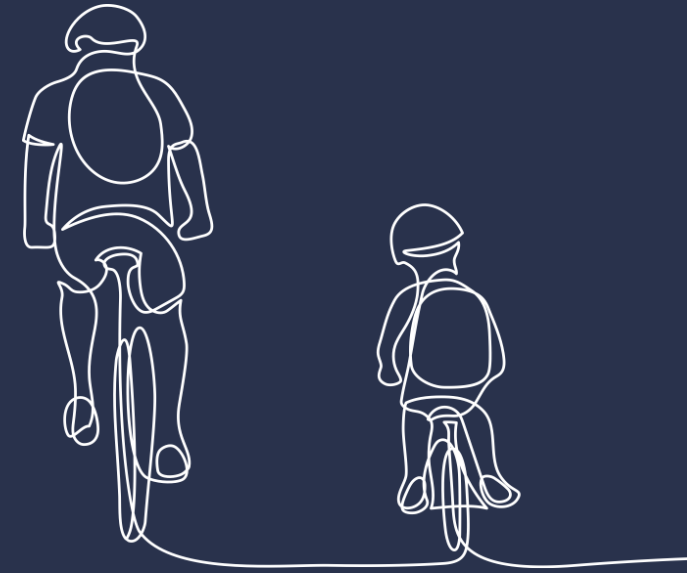
Help them to be able to offer the best support to children and families in Norfolk through developing best practice.

To provide individualised practical support to help them and their families to settle into life in the UK.



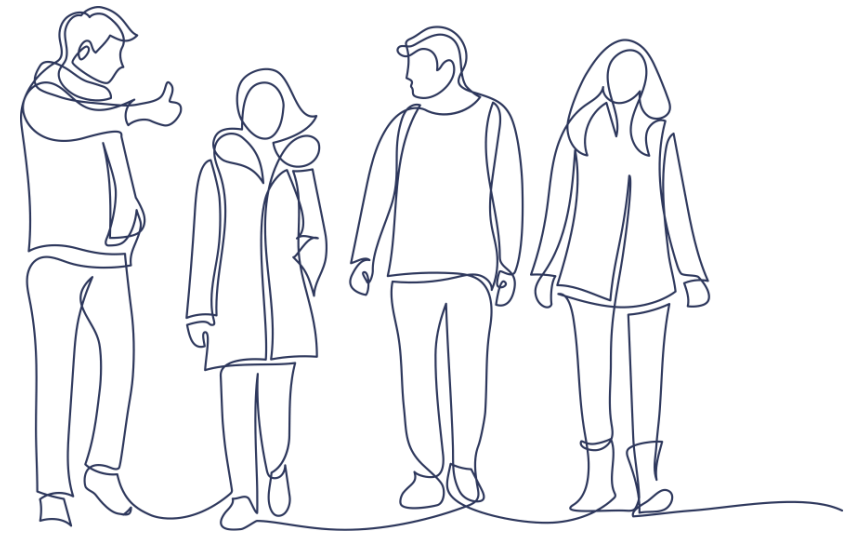
The programme

- Non targeted recruitment
- Practical and pastoral support
- Structured induction
- Hands on skills transition support
- Clear probationary review and progression pathway
- Peer support structure and feedback mechanisms



Recruitment

- Adheres to DHSC Code of Practice, only direct applications and no use of agencies.
- High volume of applications looked at through shortlisting stage - 1053 over 20 months to Jan 2024.
- Team Managers within the services workers go into involved in interviewing.
- Recruit in cohorts to allow joint induction and peer support.



Practical and pastoral support

- Practical Support with relocating pre and post arrival
- Pastoral support to settle into the UK, including other family members.
- Support to secure longer-term accommodation and integrating into the local community.

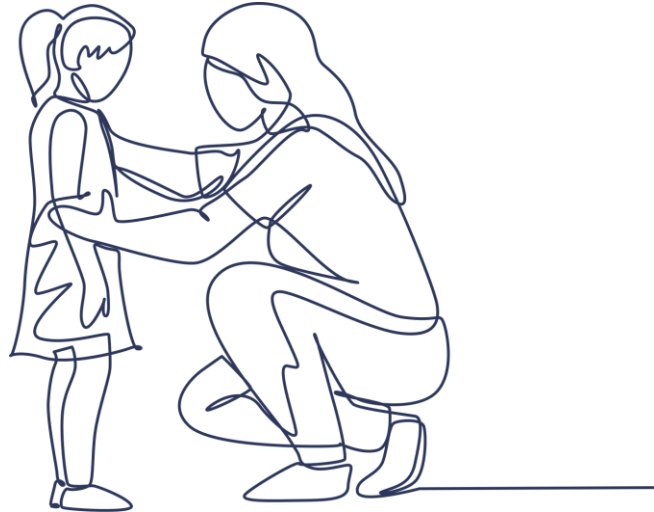


Structured induction

- First 4 weeks settling in period
- Induction into life and social work in the UK
- Time to sort practicalities of moving countries
- Shadowing social workers to see how we practice in the UK



- **Hands on skills transition support**
- **Clear probationary review and progression pathway**
- **Peer support structure and feedback mechanisms**





- **What is working well?**
- ISWs have brought additional capacity and different perspectives.
- Their pre-existing skills when transitioned mean they can offer a skilled level of social work support to the children and families in Norfolk.
- The aim is that they feel well supported and encouraged to progress within the Service, promoting both further skills development and retention.
- **The challenges**
- Intensive support is needed to ensure that there is a safe transition of skills as they have been practicing in a very different context.
- Expectations about their experience needs careful managing.
- ISWs are highly mobile and as such we have seen some move to other Local Authorities, although others have moved within the Service.





Norfolk County Council

Questions...
Comments...

