



## **Education and Children's Services**

# **Strategic Learning & Development Plan 08-11**

**June 2008**

*Improving through Learning*



# THE INVESTORS IN PEOPLE FRAMEWORK FOR IMPROVEMENT



## 1. Purpose of the Plan

- 1.1 The overarching purpose of the Education and Children's Services L&D Plan is to make explicit how people within the department will be developed to meet the current and future needs of the department and directly supports the Corporate Strategy theme of 'Making Better Use of Resources' – 'Supporting Our Staff'. It is important to make clear how the Departments L&D needs are being identified; what plans and resources are in place to meet them and how the department intends to evaluate the impact of this activity on performance.
- 1.2 The Strategic Education and Children's Services Plan 2008-11 provides the framework within which the Departments L&D will be developed. The Strategic Learning and Development Plan is aligned with the NJC National Agreement on Pay & Conditions, provides guidance on how to ensure a consistent and fair approach to identifying, prioritising and meeting the L&D needs of employees within the Education and Children's Services Department.

## 2. What underpins the Plan?

- 2.1 Education and Children's Services Strategic Learning and Development Plan is shaped and influenced by a number of **critical external drivers**.
- 2.2 Carmarthenshire County Council's **plans, strategies, policies and procedures** all have workforce learning and development implications and are the internal drivers shaping the Plan.

(Both the above are captured within the Departments Business and Improvement Plans)

- 2.3 The Education and Children's Services **Vision** and **Mission** underpin the Department's Learning and Development Strategy.

**Our Vision** ..... *is to be an innovative and integrated department that supports all children and young people and encourages lifelong learning*

**Our Mission** ..... *Is to play our part in providing the best possible public services for Carmarthenshire. All our activities are focussed on supporting children and young people, and encouraging lifelong learning, we will provide equal access to a range of high quality, inclusive services that demonstrate value for money. We will support families and protect children from abuse. We will provide quality learning environments that facilitate high standards of achievement.*

- 2.4 The Strategic Education and Children's Services Learning and Development Plan fully embrace the **Council's Core Values**. The Council has adopted a set of **Core Values** that should underpin everything we do. In the context of 'Valuing our Staff' it has adopted the following:-

*'We can deliver nothing without the efforts of our staff – they are the reason we succeed. We will support, praise and invest in our workforce to achieve high standards of service delivery.'*

While the above explicitly articulates how the Council intends to value its staff, the Core Values as a whole underpin and inform the Corporate and Strategic Education and Children's Services L&D Plan.

- 2.5 The Education and Children's Services departmental, divisional and service specific **Business and Improvement Plans** together with the **Communication Strategy, Customer Care, Welsh Language and Equalities Action Plans and the Staff Development Plan** underpin the Strategic Learning and Development Plan.
- 2.6 The principles contained within the **Corporate Learning and Development Strategy**, underpin the Department's Plans,

### 3. Principles

- 3.1 We will invest in our staff to deliver the priorities contained within the departmental, divisional and service specific **Business Plans**. The Department is committed to ensuring that all members of staff receive annual and six monthly interim appraisals. This will be done using the Council's "**Helping People to Perform**" process. Appraisals will be undertaken in two ways:-
- One to one appraisals
  - Group appraisals (with large volumes of operational staff)
- The department is committed to achieving 100% appraisals with all it's staff.
- 3.2 Staff's Individual Personal objectives will be formulated and agreed with line managers taking into account their job profiles, service risk assessments any statutory requirements and objectives contained within business plans. Opportunities are and will be presented to staff (as and when the need arises) to work as multi divisional/service teams, to deliver departmental priorities and objectives – these are known as Task and Finish Teams. Increasingly, as the integration process evolves, there will be a greater need for staff to establish single teams that include a variety of professional skills. There will also be a growing requirement to deliver services through a variety of partnerships populated by staff employed by other agencies.
- 3.3 Staff's Learning and Development needs will be identified as part of the HPP process and outcomes will inform the development and co-ordination of the Education and Children's Services **Learning and Development Plan**, this will be done by undertaking a Learning and Development Needs Analysis, taking into account "*any activity which develops skills, knowledge and attitude*" with staff across the whole department, then formulating the Learning and Development Plan that will support staff in delivering the objectives contained in the Business Plan/s. The Training Needs Information will be collated in the Corporate Training Needs Template (Appendix 1)
- 3.4 The department supports flexible routes to learning, and encourages a "learning department" where learning is valued at every level and encouraged as a continuous process. Therefore, alongside classroom based learning, opportunities to learn through other methods is encouraged, including a wide variety of learning as shown in (Appendix 2). There is a particular focus on 'group learning' at DMT and senior management level, through the IAPT process, in order to embed 'professional conversations' and effective learning as part of the appraisal process.
- 3.5 A variety of delivery methods will be used, and will be via one of the following methods:-
- In House Development Advisors and In House Officers with subject expertise
  - Externally procured Facilitators and Trainers
  - Collaborative initiatives with other Public Service Bodies
  - Accessing external L&D organisations e.g. PSMW, WLGA
  - Internal coaches/ mentors
  - Learning from the outcomes of self evaluation and inspections
  - Focused study sessions and departmental seminars
- (A copy of Corporate Learning and Development Priorities 2008-11 is contained within Appendix 3)
- 3.6 All managers/supervisors will be expected to use the Carmarthenshire Manager Assessment Tool (CMAT) to identify development needs. The Director, Heads of Service, and all other managers within the department will be encouraged to use CMAT as part of their own 360' Appraisal
- 3.7 The Education and Children's Services Department has adopted the principles and is committed to achieving the authority wide implementation of the **Investors in People [IiP] Standard**. In doing so it has signed up to developing effective strategies and taking appropriate action to improve the

performance of the department through its people. Additionally it is committed to evaluating the impact of its investment in people on departmental performance.

- 3.8.1 The Education and Children’s Services Learning and Development Strategy has at its core the intention to ensure ‘**Fair & Equitable Access to Learning & Development**’ – this principle is at the heart of Learning and Development alongside working collaboratively with divisions and services within the Education and Children’s Services Department.

## 4. Expected Outcomes

- 4.1 It is expected that the outcomes from developing people through the implementation of the Learning and Development Plan will ultimately help deliver the department’s **Vision** linked to objectives contained within the business plans and to personal objectives contained with the HPP process.
- 4.2. The outcomes of the Plan will be monitored through the Authority’s Performance Management Process (SIMS and PIMS)

## 5. Ownership and Review

- 5.1 The Strategy will be approved by the Department’s Management team (see blow) and will be owned by the departments as a whole.

Vernon Morgan	Director of Education and Children’s Services
Head of Resources Management	Elin Cullen
Head of Quality and Standards	Wyn Williams
Head of Children’s Services	Jake Morgan
Director of Strategic Projects	Robert Sully
Head of Governance and Service Support	Bryan Stephens
Strategic Development Manager	David Astins

- 5.2 The Strategic Learning and Development Plan covers the period from 2008-2011, it will be supported by an annual plan subject to annual review and as a result of feedback the Strategy will be updated as appropriate following that annual review. This will be undertaken by the Head of Resources Management and will be presented for approval to the Departmental Management Team, to ensure that the Strategy remains fit for purpose and that the issues it covers and the priorities it sets are the right ones for the Department and its employees.
- 5.3 A particular feature of emerging and developing integrated working within our department is the ‘peer learning exchange programme’ launched in our staff conference.

## 6. Scope of the Plan

- 6.1 The Plan covers all staff within the department (5,600) and includes the director, heads of service, senior and middle managers, supervisory staff, administrative and clerical staff, professional staff including CPD for teachers, school support and operational staff including catering and building cleaning staff, and area based staff i.e. social workers and library and museum staff.

- 6.2 There are a broad range of specialisms which exist within the department, generic processes will be supplemented /complemented by a range of appropriate, existing and emerging competency frameworks for those working with children and young people at local, regional and national levels.

## **7. Evaluation**


- 7.1. The evaluation of learning and development forms a fundamental part of the Learning and Development process and is integral to creating a learning culture. It also enables us as a department to evaluate the investment we have made and its impact on performance.
- 7.2 The department will be using the adapted Kirkpatrick Model of Evaluation (Appendix 4) and will be developing the following five levels:-
- Level 1 – Pre-learning needs and outcomes
  - Level 2 - Reaction and action planning
  - Level 3 – Learning
  - Level 4 - Behaviour and performance change
  - Level 5 – Organisational results

The Department's Management Team will raise awareness of the need for all managers within the department to use the corporate evaluation templates in order to evaluate learning and development across the department.

## **8. Resources**

- 8.1 A proportion of the £96k core budget will be used to support the development and delivery of Corporate Learning and Development projects and activities for staff within the Education and Children's Services Department.
- 8.2 Use of departmental service budgets to fund other learning and development projects and activities identified as part of the HPP process.

**APPENDIX 1**

 <p><b>Corporate Training Needs Identified from PDP Returns</b></p>		<b>Department</b>	
		<b>Division</b>	
		<b>Year</b>	<b>Quarter</b>
<b>Date Completed</b>	<b>Completed by</b> (Learning & Development Rep)	<b>No of Candidates Identified</b>	<b>Need identified via PDP? Y/N</b>
<b>MANAGEMENT DEVELOPMENT</b>			
Carmarthenshire Manager Assessment Tool - Electronic Briefing			
Essential Skills for Managers - Level 3 ILM Award			
Essential Skills for Managers - Level 5 ILM Award			
Foundation in Project Management			
Process Improvement Skills - Understanding Processes			
Process Improvement Skills - Process Benchmarking			
Other Management Development Training - Please add	Developing your People		
<b>POLICIES &amp; PROCEDURES</b>			
Finance for Non-Financial Managers			
Recruitment & Selection - Initial Training (2 day course)			
Recruitment & Selection - Legislation & Procedural Updates (1 day course)			
Other Policies & Procedures Training - Please add			

<b>COMMUNICATION &amp; INTERPERSONAL SKILLS</b>			
Assertiveness Skills			
Effective Presentation Skills			
Effective Business Writing (including Report Writing)			
Facilitation Skills			
Minute - Taking			
Other Comm & Interpersonal Skills Training - Please add			
<b>EQUALITIES &amp; WELSH LANGUAGE</b>			
<b>Welsh Language</b>			
Introduction to Welsh			
Welsh Language Beginners - Online			
Telephone - Initial Bilingual Response			
Welsh Language Awareness			
Welsh Language Awareness - Online			
Welsh Speakers Development			
Welsh Speakers Development - Written			
Welsh Development - Online			
Welsh Language Public Speaking			
Intensive Welsh Language (Limited places)			
Welsh Language Mentor Training			
Other Welsh Language Training Please add			

<b>Equalities</b>			
Equality & Diversity Awareness - Online			
Disability Awareness			
Language Skills Strategy Awareness			
Leadership & Diversity (HoS & Directors only)			
Impact Assessment Training			
Equalities - Train the Trainer			
Equality Improvement Framework [Workshops] Service delivery, improvements & efficiencies			
Other Equalities Training - Please add			
<b>ICT</b>			
ITQ - Full Qualification Framework			
Other ICT Training Please add			
<b>HEALTH &amp; SAFETY</b>			
IOSH Managing Safely			
Managing Violence & Aggression in the Workplace			
Personal Safety Training			
Risk Assessment			

Other Health & Safety Training - Please add			
<b>MANUAL HANDLING</b>			
Inanimate Object Handling			
Other Manual Handling Training - Please add			
<b>BASIC SKILLS</b>			
Essential Writing Skills for the Workplace - Level 1			
Essential Writing Skills for the Workplace - Level 2			
Improve Your Maths - Level 1			
Improve your Maths - Level 2			
Other Basic Training - Please add			
<b>OTHER (Please give details in column 2)</b>			
Any Other Training Please add			

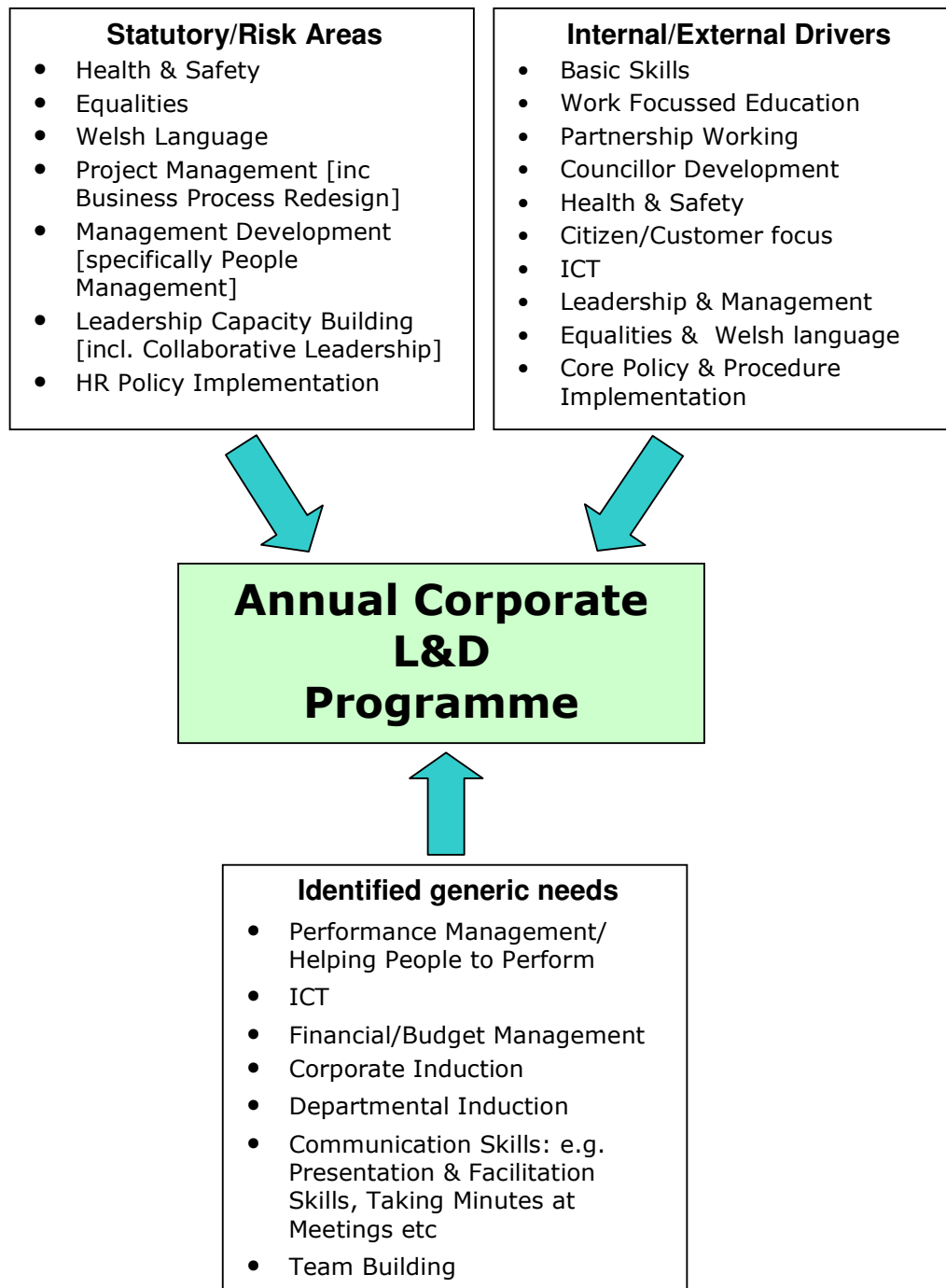
## APPENDIX 2

<p style="text-align: center;"><b>Changing the Job</b></p> <p><b>One way for people to learn is to make changes to their job to give the opportunity to carry out new tasks.</b></p> <ul style="list-style-type: none"><li>• Job enrichment</li><li>• Temporary replacements</li><li>• Secondments</li><li>• Job rotation</li></ul>	<p style="text-align: center;"><b>Work Projects</b></p> <p><b>In order to develop new skills or knowledge about a subject employees can be assigned a specific task to take as their own.</b></p> <ul style="list-style-type: none"><li>• Project based learning</li><li>• Making presentations and running meetings</li><li>• Attendance at higher-level staff meetings</li><li>• Conducting training</li></ul>
<p style="text-align: center;"><b>On-The-Job</b></p> <p><b>Some people learn best while doing their job, either watching others or getting feedback on their performance.</b></p> <ul style="list-style-type: none"><li>• Coaching</li><li>• Shadowing</li><li>• Mentoring</li><li>• Reflective Learning</li></ul>	<p style="text-align: center;"><b>Individual learning</b></p> <p><b>For some people and subjects, carrying out research or undertaking individual learning is a useful way to learn.</b></p> <p><b>Study of manuals &amp; internal documents</b></p> <p><b>Audiocassette Tapes/CDs</b></p> <p><b>Distance Learning &amp; e-Learning</b></p>
<p style="text-align: center;"><b>Group Learning</b></p> <p><b>Quite often we learn best from each other. Groups working together to solve a problem can learn a great deal about both the subject and themselves</b></p> <ul style="list-style-type: none"><li>• Structured discussions with peers or subordinates</li><li>• Action Learning</li><li>• Working Groups</li></ul>	<p style="text-align: center;"><b>Professional Development</b></p> <p><b>Often professional bodies will organise learning events for their members to keep them up-to-date with new developments and legislative changes.</b></p> <ul style="list-style-type: none"><li>• Conferences, Workshops, Seminars, Conventions</li></ul>

## APPENDIX 3

### Summary of Corporate Learning & Development Priorities 08-11

10.1 One of the key roles for Corporate L&D identified in the diagram at 7 is to deliver a programme of development for all staff that meets the needs of the organisation. It is important that this programme responds to the **internal & external drivers** (as identified in Section 4 above) as well as **identified statutory/risk areas** and the **needs of staff identified** as part of the Helping People to Perform appraisal process (as shown below). It can be seen that several of the areas of provision relate to demands from more than one source.



## APPENDIX 4

<b>Level 1 – Pre-learning needs and outcomes</b>	This is an additional level to the Kirkpatrick model. It involves the manager and learner discussing the desired outcomes from the learning event, which is critical to the success of the other levels of evaluation
<b>Level 2 – Reaction and Action Planning</b>	Similar to the “reaction” level in the Kirkpatrick model, this gauges the reaction to the learning event and process
<b>Level 3 - Learning</b>	This measures the knowledge /skills that have been gained from the learning event
<b>Level 4 - Behaviour and performance change</b>	At this level learning is evaluated to measure what impact has been made on performance. This should relate to the desired outcomes identified in level1
<b>Level 5 - Organisational Results</b>	This level measures the impact that learning has had on the organisation in terms of achieving organisational objectives