



Standing on the shoulders of giants

I'm strong;
I'm able to challenge;
I'm able to question
I'm able to choose;
I feel good about being
me






Integrated Centres & Services

John Taylor and
D.V. Edwards 1983
are thanked to see the picture

" In every small community there should be a service for children and their families. This service should honour the needs of young children and celebrate their existence. It should also support families, however they are constituted within the community"

Pen Green 1983

- ### Pen Green
- A place for learning through dialogue with others**
- Early years education 0-5yrs
 - Extended hours, extended year provision to support families
 - Inclusive, flexible, education with care for children in need and children with special educational needs
 - Adult Community education and family support services
 - Focus for voluntary work and community regeneration
 - Training and support for early years practitioners
 - Research and Development
 - Leadership Professional Development

- ### Pen Green: A Community Development Approach
- Concerned with children, staff, parents and the wider community**
- Developing the individuals capacity to be self directing
 - Helping individuals to gain more control over their lives
 - Raising self-esteem
 - Promoting learning as a lifelong experience
 - Working towards equal opportunities
 - Pushing boundaries
 - Encouraging constructive discontent - not having to put up with things the way they are
 - Encouraging people to feel they have the power to change things

- ### Pen Green: A Centre with a strong value base
- Parents and children both have rights
 - Being a parent is a complex and difficult role
 - Parenting is a key concern for both men and women
 - The belief that parents are deeply committed to their children
 - That all early years workers need to recognise parents' role as their child's first and most consistent educator
 - That there must be a culture of high expectations in all our early years centres and services

Labour Government Initiatives: developing Multi Agency Interventions

Short term initiatives: experimentation

1. Early Excellence Centre Programme 1997
2. The Sure Start Programme 1999
3. The Neighbourhood Nurseries Programme 2001

Long term initiatives: sustainable development

4. Every Child Matters: Change for Children Agenda 2004
5. The Children's Centre Programme 2004
6. The Department for Children, Schools and Families (DCSF 2007)

Children's centres:

The hope of progressive politics

"Progressives are searching for a means through which individuals can transform themselves through a process of internal discovery & self actualization, and by participating in the reshaping of the shared contexts in which they live out their individual lives"

Tom Bentley & Catherine Fieschi, Demos 2006

Through children's centres, parents and children can become effective public service users

Children's Centres and Extended Schools engaging with parents - the government's perspective

1. Attack poverty
2. Equalize the cognitive stimulus received by children in their early years
 - Esping-Anderson
 - Feinstein
 - Blanden
3. Ensure children receive the emotional support they need from the important adults in their lives
 - The Primary Review - Children, their world, their education 2007
 - UNICEF 2007
4. Strengthen family and community

Children's Centres and Extended schools as Multi-Agency Interventions

Concerned with:

- action for children
- action for parents
- action for others (citizenship, community capacity building)

Four Critical Factors in Multi-Agency Interventions

1. A shared philosophy (shared vision and values and a principled approach to practice)
2. A multi-disciplinary team, with all or most disciplines represented, committed to working in a different way - not more of the same
3. Shared leadership and management and consistent ways of working i.e. leaderful teams
4. Proximity, the co-existence of all services on one campus or within pram pushing distance

An Integrated Approach

"This approach will replace the fragmentation and inequalities that currently exist between services. Instead of 'childcare for working parents' 'day care for children in need', and 'nursery' education for 3 and 4 year olds, would be integrated, coherent and comprehensive early years services...."

The principles are ambitious, the issues are complex and there is much ground to be made up after years of government neglect".

(Labour Party in opposition - Statement of Intent, 1995)

A principled approach

- avoid - pragmatism (*instead adopt ethical pragmatism*)
- eclecticism (*'anything goes' is not good enough*)
- rhetoric (*'blagging' or 'same old, same old' is not good enough*)
- equal and active partnership (*easy to say, hard to do*)
- recognizing parents own 'proper competencies' (*this can't just be rhetoric*)
- acknowledging parent's deep commitment to their children's learning and development (*only parents can evaluate whether this is happening*)

(DFES Surestart start-up Guidance Feb 2003)

Characteristics of Multi Agency Interventions

- Working with parents and children
- Services for everyone
- Flexibility at point of delivery
- Starting very early
- Respectful and transparent
- Community driven and professionally co-ordinated
- Outcome driven

Children's Centres "Core Offer"

Children's Centres in the most disadvantaged areas will offer the following services:

- good quality early learning combined with full day care provision for children (minimum 10 hours a day, 5 days a week, 48 weeks a year)
- good quality teacher input to lead the development of learning within the centre
- child and family health services, including ante-natal services
- parental outreach
- family support services
- a base for a childminder network
- support for children and parents with special needs, and
- effective links with Jobcentre Plus to support parents/carers who wish to consider training or employment.

Multi Agency Interventions and Tensions: Top Down - Bottom Up Approaches

Education and Community Development Agenda (Pen Green)	Political Agenda
Long term life cycles - the generation cycle - 30 years	Short term life cycles - the electoral cycle - 4 to 5 years
Very long term outcomes -20 to 30 years term	Very short term targets - 2 or 3 years term
Less visible outcomes - self actualization, citizenship, participation, learning and development	Visible products - visible evidence of learning and development
The meaningful products are the long term complex ones	The products (quick wins) are the short term easily measurable ones
So, processes are paramount	So, products are paramount
Locally negotiated outcomes driven	Population outcomes driven

Differences Between Multi Disciplinary Early Childhood Interventions Top Down and Bottom Up approaches

Differences	Developmental Programmes (evolving locally)	Prescribed Programmes (centrally driven)
	<i>Traditional developmental early childhood programmes</i>	<i>Government prescribed programmes, EEC, Sure Start, NNI, Children's Centre</i>
Core Task	have high quality nursery education setting at the core of its work with children and families <i>Possibly insular</i>	have integration, family and community work at the core plus childcare <i>Possibly too generic or narrowly focussed on return to work agenda</i>
Location of Activities	are set up around campus based programmes <i>Possible to ignore most vulnerable who can't access this service</i>	focus on reaching out into the community to the most vulnerable <i>Possibility of becoming a 'problem family' service</i>

Differences Between Early Childhood Programmes Patterns of Work

Differences	Developmental Programmes	Prescribed Programmes
	<i>Traditional developmental early childhood programmes</i>	<i>Government prescribed programmes, EEC, Sure Start, NNI, Children's Centre</i>
Shared Learning Journey	have worked together for a longer time (<i>possibly unwilling to change</i>)	have a short term life, have no previous learning journey together (<i>possible job insecurity, short-termism</i>)
Commissioned Work	rely mainly on internal resources (<i>may not be truly multidisciplinary or deeply connected to other agencies</i>)	have a lot of commissioned work - speech therapy, health visiting, mental health, midwifery etc (<i>may not sustain their engagement</i>)
Time Scale	medium, long and very long term goals (<i>maybe insufficiently outcomes focussed</i>)	short and very short term targets (<i>maybe narrowly target focussed</i>)

The Problem - 1 a healthy tension

How to manage simultaneously, in the same centre for children and families, prescribed programmes with more short term funding and short term prescribed targets, and tighter rigid accountability schemes, with educational and developmental programmes with less resources, different targets and accountability schemes, in a comprehensive and coherent manner?

The Problem - 2 'Hard stuff'

- How to engage in system change
- not being 'done to'
- user driven
- managing up
- professional cultural humility
- enabling governance

The Problem - 3 'Horrid stuff'

How to change professional practice

- silo mentality
- power sharing
- equal and active partnerships

The Problem - 4

How to be locally responsive

"Standardization is the enemy of sustainable development"

The Problem - 5

- How to be thrifty - but not cheap!

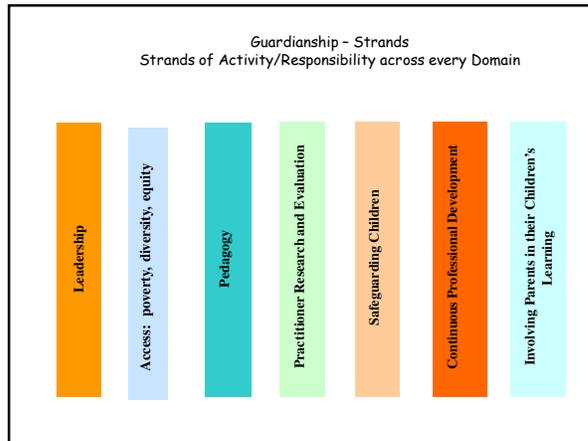
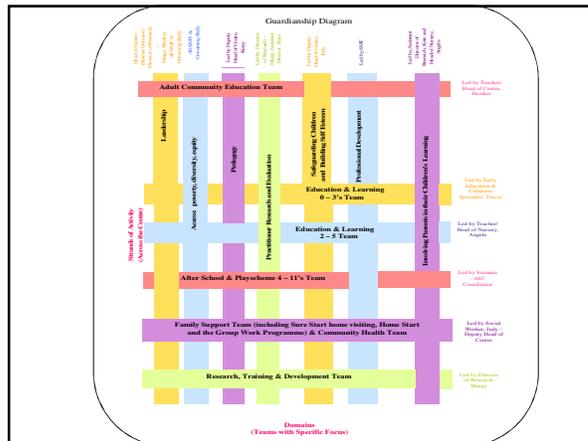
The Problem - 6 Leadership

The need for transformational leadership through leaderful teams

Committed to achieving social justice, solidarity, social responsibility and equality of opportunity

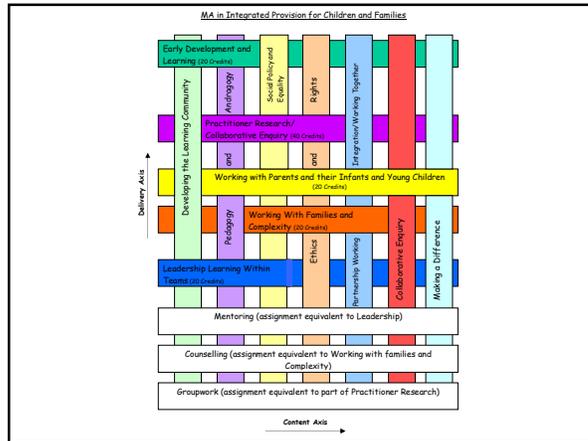
Pen Green's conceptualization of multi agency working

**Leadership as Guardianship:
Celebrating the efforts of all**



Sustain-our-ability

Sustain-able-development



MA in Integrated Provision for Children and Families Programme Modules

- Early Development and Learning
- Pedagogical Leadership
- Practitioner Research
- Working With Parents and their Infants and Young Children
- Working With Families
- Leadership Within Teams
- Social Policy and Ethics
- Building a Learning Community
- Integration/Working Together
- Diversity/inclusion

Travellers Being Choosy: Excluded groups or highly selective service users?

QuickTime™ and a H.263 codec are needed to see this picture.

Angie's Interview

Examples of Good Practice: stuff we got right

- Deep respect for and pleasure in engagement with the important adults in the child's life and the child (children)
- The capacity to hold families in mind in a sustained way and to seek them out and follow them up
- Speed and decisiveness of response
- Resourceful friendship - over time
- Celebrating parent's right and desire to support transitions and stay and play alongside the child
- A constructivist and differentiated pedagogical approach - knowledge sharing and a good match between the pedagogy in the nursery and the pedagogy in the traveller community
- Shared beliefs about how children learn and develop best
- A liberal approach to 'risk assessment'

Challenges to our practice: Where we created obstacles/barriers to access and joined up working

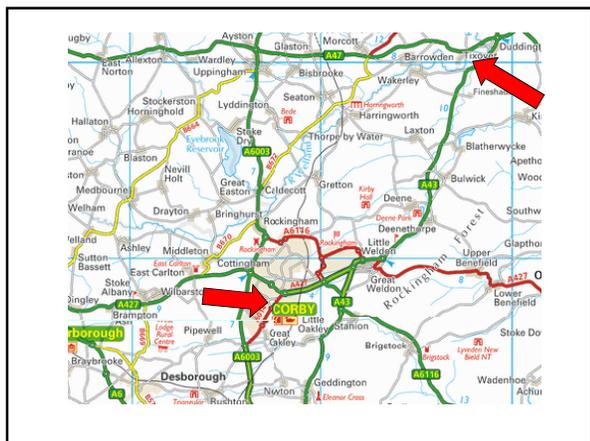
- Rigid rules and boundaries - Absolutes aren't helpful e.g. the concept of 'full'
- Great untapped energies of the parents - what they can offer goes unrecognised or isn't fully taken up
- Services may be 'available' but are not easily accessible e.g. laundry
- A rather rigid and unimaginative response to the parent's adult learning needs
- Timely information sharing across agencies didn't always happen

Traveller Advocacy

Success for Angela Drury

In the case of Angela Drury - v - the Secretary of State for the Environment, Food and Rural Affairs [2004] EWCA Civ 2000, Angela, her three children and several other Travellers had been encamped in April 2003 on woodland in the Northamptonshire area owned by the Forestry Commission. The Forestry Commission comes under the Department of the Environment, Food and Rural Affairs. As is their usual practice, the Forestry Commission took possession action not only seeking possession of the woods in question but also of other woods in a very large radius around the encampment. In this case they sought possession of 30 other areas of woodland in a 20 mile radius. At Northampton District Registry the Order for all the areas of woodland was granted. We appealed against that on the basis that the Civil Procedure Rules for possession actions did not entitle possession to be granted against areas that were not trespassed upon. The matter went to the Court of Appeal and on 26th February 2004 the Court of Appeal gave their judgement granting Angela's appeal and quashing the Order as far as it related to the 30 other areas of woodland. Mr Justice Wilson stated: "It follows that the inclusion in a Possession Order of an area of land owned by the Claimant which has not yet been occupied by the Defendant should be exceptional. Although it would be foolish to be prescriptive about the nature of the necessary evidence, it seems safe to say that it will usually take the form either of an expression of intention to decamp to the other area or of a history of movement between the two areas from which a real danger of repetition can be inferred or.....of such propinquity (proximity) and similarity between the two areas as to command the inference of a real danger of decampment from one to the other". In other words such wide orders can only be made where there is very strong evidence that the Travellers might move to those other areas and you will note that such Orders will be "exceptional". **There was insufficient evidence that Angela and the other Travellers would move to the other areas and thus her appeal was granted. Congratulations to Angela.**

We trust that the Forestry Commission and other land owners will now not normally seek to obtain such wide Possession Orders.



What real joined up thinking might look like



.....avoiding grandiosity

Unresolved Stuff

1. Evictions - huge discontinuities for health and education
2. Water - electricity - toilets
3. Transitions - cross county boundaries, across school phases
4. CPD for all staff
 - Short term - develop the concept of 'match'
 - Long term - develop a sustainable approach that's 'people proofed'
5. Additional resources for traveller children e.g. ICT, different play spaces in nursery and school that honour the needs of the child, different adult spaces and services that honour the needs of adult travellers

In children's centres professionals need to engage with parents in different ways - it's not about more of the same it is about changes in professional practice

"Othering"



Equal and active partnerships

Lessons Pen Green learnt from indigenous peoples

- Take what people offer and build on it
- Pride matters: never humiliate; never blame
- Find reciprocal ways of working
- Look to your elders for help
- Don't accept being minoritised
- Insist on complexity
- If you're seen as 'trouble' take it as a compliment
- Seize the day and leave no-one behind

Heather Donoyou

Head of Pen Green Centre for Children and their Families

Telephone 01536 400068

Fax 01536 463977

Email hdonoyou@northamptonshire.gov.uk

Website www.pengreen.org