Building the future together

a new relationship

working differently together...

achieving shared outcomes...
Welcome

Carol Lancaster

Head of Programme for schools as Community Hubs
<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter</th>
<th>Programme</th>
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<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>Tea/Coffee on arrival</td>
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<tr>
<td>8:15 – 8:25</td>
<td>Carol Lancaster</td>
<td>Welcome/Introduction</td>
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<td>8:15 – 8:25</td>
<td>Head of Programme for Schools</td>
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<td>as Community Hubs</td>
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<tr>
<td>8:25 – 8:45</td>
<td>Anne Sykes</td>
<td>What does a powerful hub partnership look like?</td>
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<td>8:25 – 8:45</td>
<td>Community Learning Trust</td>
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<td>8:45 – 9:05</td>
<td>Alison Cotterill</td>
<td>Who are your strategic health partners?</td>
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<td>8:45 – 9:05</td>
<td>Health Improvement Practitioner</td>
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<td>Advanced</td>
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<tr>
<td>9:05 – 9:25</td>
<td>Tom Taylor</td>
<td>The Third Sector in Kirklees</td>
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<td>9:05 – 9:25</td>
<td>Chair of Kirklees Third Sector</td>
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<td>Leaders Group</td>
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<td>9:25 – 9:30</td>
<td>Tracy Bodle</td>
<td>Who are your voluntary community sector partners?</td>
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<td>9:25 – 9:30</td>
<td>Schools as Community Hubs</td>
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<td>Programme Manager</td>
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<td>9:30 – 9:45</td>
<td>Facilitators</td>
<td>Questions/round table discussion.</td>
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<td>9:45 – 10:05</td>
<td>Matt Ellis/Beverley Ireland-Symonds</td>
<td>Co-production - an introduction to asset based</td>
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<td>Kirklees Recovery College lead</td>
<td>approaches to improving outcomes</td>
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<tr>
<td>10:05 – 10:25</td>
<td>Duggs Carre</td>
<td>Comoodle - community stuff, space and skills</td>
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<tr>
<td>10:05 – 10:25</td>
<td>Comoodle Project Manager</td>
<td>Schools as an asset in the community</td>
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<td>10:25 – 10:40</td>
<td>Facilitators</td>
<td>Questions/round table discussion.</td>
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<td>10:40 – 11:10</td>
<td>Jane Lees</td>
<td>Showcasing/sharing good practice and some examples</td>
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<td>Enrichment Activity Facilitator</td>
<td>of joint working between schools and the third</td>
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<td>Caroline Marshall</td>
<td>sector</td>
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<td>Communications Officer</td>
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<td>Lorna Wright</td>
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<td>Community Engagement Manager</td>
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<td>11:10 – 11:30</td>
<td>Facilitators</td>
<td>Questions/round table discussion.</td>
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<tr>
<td>11:30 – 11:45</td>
<td>Plenary /close</td>
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Collaborative Leadership

Anne Sykes
Community Trust Learning Partnerships
Changing, the times are...
What is Collaborative Leadership?

• The processes, activities and relationships in which a group and its members engage in collaboration.

• Collaboration is defined as ‘exchanging information and sharing or pooling resources for mutual benefit to achieve a common purpose.’
What is a Collaborative Leader?

Someone who safeguards and promotes the collaborative process.
### Who is a Collaborative Leader?

<table>
<thead>
<tr>
<th>Skills</th>
<th>Capacities</th>
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<tr>
<td>Conflict management</td>
<td>Dealing with uncertainty</td>
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<tr>
<td>Developing trust</td>
<td>Taking perspective</td>
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<td>Communication</td>
<td>Self-reflection</td>
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<td>Decision-making</td>
<td>Ego control</td>
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<td>Creating safety</td>
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<td>Assessment</td>
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Why is Collaborative Leadership Important?

• ACL delivery is complex and interdependent.
• It requires diverse input and multiple perspectives.
• Many partners need to ‘own’ the solution for it to be successfully implemented.
Making Collaboration Work

Six Practices of Collaborative Leadership

Building the future together
Assessing the Environment

- Recognise and understand other perspectives
- Facilitate connections and identify clear and beneficial change for all partners
- Set priorities and identify barriers and obstacles
Creating Clarity

- Commitment to a common cause.
- Developing a shared vision based on common values.
- Helping people develop to take positive action.
Building Trust and Safety

- A two-way street – in order to build trust you must be trustworthy.
- Necessary for open expression of ideas, questions and raising doubts.
- Communication skills which enhance trust and promote respect.
- There may be previous history of working together which has allowed for the building of trust and respect.
Sharing Power and Influence

- Partners in the decision making process need to be empowered in order to contribute fully.

- The energy of partners focused on a goal generates power; power is not a finite resource.
Developing People

- Maximise the use of all partners’ talents and resources.
- Build power through sharing power.
- Give up ownership and control.
- Coach and mentor to create power in others, which increases leadership capacity for the whole partnership.
Self Reflection

- Be aware of and understand your own values, attitudes and behaviours as they relate to your leadership style and impact on others.
- Personal CQI (Continuous Quality Improvement). The capacity to engender a never satisfied attitude which supports setting goals for personal development and learning.
Collaborative Pitfalls

1. Insincerity – partners dominate rather than share. Partners show a lack of genuine support for one another.

2. Myopia – in the initial phases unsuccessful partnerships may focus on ‘how to achieve’ before laying out clearly ‘what it is they want to achieve’
Collaborative Pitfalls

3. Micro-management – indicative of a lack of trust between partners. Micromanagement is the quickest route to inertia. Restrictive structures can restrict opportunities, energy and enthusiasm.

4. Short-cutting – keen to ‘get on with it’ partnerships short cut the exploratory set up phase. Without a strong base of joint understanding, trust and genuine commitment partnerships crumble in the face of tough decisions.
Collaborative Pitfalls

5. Mismanagement – Partners brush issues aside, allowing hidden agendas and conflict to fester. Passive agreement is unsupported by a genuine sense of accountability. Outstanding leaders welcome challenge, request and display honesty and tackle conflict to ensure openness.

6. Closed shop – a strong dependence on personal relationships alone makes the partnership vulnerable to changes in staff and reduces access for new partners. Successful partnerships benefit from taking their vision and experience back to their organisations to engage and share with wider stakeholders.
Collaborative Pitfalls

7. Colloquialism – different perspectives, cultural expectations and terminology are ignored or misunderstood. Clear communication and constructive dialogue is determined by the extent to which partners understand one another.

8. Over-collaborate – successful collaboration brings multiple skill sets to the table, but does not give everyone identical skills.

9. Insecurity – demands from partners to change ways of working which fundamentally challenge professional and personal identity are underestimated, and create a sense of vulnerability and anxiety. It is important to build skills and bolster confidence for people in new roles, supporting them with appropriate frameworks and structures.
“Education is not about filling a pail but the lighting of a fire”

W B Yeats
Considering change for yourself and others.

The exercise is about examining the whole change environment. For this exercise you are going to work from the centre of the onion diagram to the outside.

Firstly think about your personal response to change is this something you embrace or is it something you are wary of or is you answer ‘it depends’?.

Then consider the next layer – your team. How will the proposed changes affect your team?

Then consider the wider partnership within your Kirklees Learning Hub. What changes need to be made to make your hub successful?

Finally consider national policy and how this influences what you do.

You might like to link up with another person to chat through your ‘onion’
Achieving a powerful partnership? Who are health partners in Kirklees?

Alison Cotterill
Who are our health partners?

What health partners might make up our health partnership?
Foundations of a health partnership

• Joining things up with a common vision
• Moving upstream
• All services to build emotional resilience
• Nurturing Parent principles – developing the ‘confidence to care’
• Joined up workforce development
• Planning and delivering a coherent system
• Stages in lifecycle
• Individuals – families – communities
• School readiness
• What else? Schools to inform.
• Let’s develop something together  .................. 😊
Local authority commissioned services
April 2017

- Health visitor service / FNP (0-5)
- School nursing (5-19)
- Children and adolescent mental health services (CAMHS)
- Family Intervention Programme
- Healthy Start Scheme
- Food for Life
- Bi-annual oral health survey in schools
- Vision and audio screening?
- PRU nurse
- Homestart
Other commissioned services
variable timescales

• LAC health team
• Youth Offending Team nursing
• Midwifery
• Careers service
• Other Care Closer to Home services?
• Sexual health services
• YP’s drug and alcohol services
A partnership that enables services to work as a system

- Common settings for multi-disciplinary teams
- Clinical, non-clinical and voluntary sector
- Communications infrastructure between communities, families and services - sharing intelligence
- Community development linked to service delivery
- Mix of specified, formal and informal arrangements
- Partners are commissioners, providers and voluntary
The third sector and schools as community hubs in Kirklees

Tom Taylor
“Third Sector”? Changes

Working together

Third Sector Leaders Kirklees
Early Intervention & Prevention

- Council
- Communities and individuals
- Schools
Early Intervention & Prevention

Communities and individuals

Schools

Council

Gov’t

Public health

GP’s

National & regional health services

Private sector
Kirklees has more than 2282 groups, organisations, charities and social enterprises. 58% have a turnover of £0 to £25k, 49% are registered charities, 47.53% operate 'under the radar', 645 have a turnover of £1m or more, and £70m annual income. 18% have no reserves, 58% less than £10k in reserves, 13% are volunteer-led with no paid staff, 11% no volunteers except trustees. 89% have an average 8.2 volunteers. Community development is the largest sector. 191,600 Kirklees total workforce, 5,173 VCS workforce. 4% Kirklees economy. Source: Charity Commission 2015. UK Civil Society Almanac 2012: InvolveY+H.
Changing Third Sector

Social action

Technology & www

Public trust

Alternative structures

Income from gov’t up then down

Partnerships & consortia

Voluntary Sector

The State
(Public Agencies)

The Community
(Households, Families)

The Market
(Private Firms)

Source: Evers & Laville, 2004
Problems & Opportunities

- Reduced funding & services
- High demand, complex cases
- Higher thresholds
- Delays
- Competition for grants and contracts in VCS
- Poorer areas have fewer third sector organisations
- Under-developed local VCS

- Valuing communities & VCS
- Reducing bureaucracy
- Investment in change
- Partnerships across sectors
- TSL Kirklees
Third Sector Leaders Kirklees

• Charity: promoting and developing the voluntary sector
• 60 members - large and small organisations
• 12 Trustees
• Aim to connect, develop & sustain the faith, social enterprise, community and voluntary sectors in Kirklees
• Improve understanding
• Help organise/communicate better
• Strong voice for the sector
Third Sector Leaders Kirklees

- www.thirdsectorleaderskirklees.org
- Social Value Policy
- VCS Strategy

- People helping people conference
- Listening to Families
- State of the Sector report
- Business in the Community
- CLLD
TSL Kirklees & Community Hubs

COULD DO

• Identify VCS organisations who might work with Hubs
• Reach the parts others don’t
• Help VCS orgs to understand schools
• Broker relationships and build trust
• Support commissioning processes and contracting
• Learn and share good practice
TSL Kirklees & Community Hubs

NEXT STEPS

• Proposal for a pilot:
• TSL Kirklees linking VCS into a Hub, Jan – July 2016
• Link in VCS orgs working on:
  – Mental health / Crime / Drugs & alcohol / Domestic violence
  – Health / Skills for work / Personal & Social Skills / Parenting / Housing
  – Community development / Arts / Sports / Confidence
• Estimated cost: £6,500 – what do you think?

• Complements Council, CLLD, BITC & TSL investment
Over to you...
Third Sector & Community Hubs

TSL Kirklees:
www.thirdsectorleaderskirkle
Email: admin@tslkirklees.org.uk

Tom Taylor
Tom.taylor@northorpehall.co.uk
01924 492183
Tracy Bodle
Linking into the VCS – Options;

- Desk Top survey
- Known existing local partnership arrangements
- A local audit
- A collaboration with Voluntary Sector Leaders
Matt Ellis

An introduction to Asset Based Approaches to Improving outcomes
Asset based approaches to the provision of services

Co-production

Matt Ellis Recovery College Lead - Kirklees
Beverley Ireland-Symonds – Co-producer Recovery College
Professionalism
We have created a broad welfare system that is more inflexible than it needs to be, employing staff who are in effect rewarded for their devotion to systems instead of their commitment to effective relationships with the public, a system which has become excessively risk-averse, and has yet to develop the levers it needs to enable more effective communities.

The Problem with Co-production David Boyle and Michael Harris
Co-production
Definition of Co-production

Co-production means delivering public services in an equal and reciprocal relationship between professionals, people using services, their families and their neighbours. Where activities are co-produced in this way, both services and neighbourhoods become far more effective agents of change

Boyle and Harris
Co-production video
Beverley’s story
References and links

- Discover Recovery College Kirklees
- Implementing-recovery-through-organisational-change-imroc
- elisabeth-hoodless-volunteer-public-services
- JuliaEvetts-Professionalism in Turbualent Times
- Midstaffspublicinquiry
- the_challenge_of_co-production.pdf
Duggs Carre

Comoodle
Welcome to Comoodle

A caboodle of stuff, space and skills for your community.
The sharing revolution

- It’s a really exciting time for collaboration
Everyday examples of sharing
Comoodle
A caboodle of stuff, space and skills for your community

Trust is key
Comoodle

A caboodle of stuff, space and skills for your community
Kit & caboodle - what haven’t we got?
Demand
Comoodle
A caboodle of stuff, space and skills for your community

Case study - foodbank
Comoodle

A caboodle of stuff, space and skills for your community

The potential of Comoodle
Comoodle

A caboodle of stuff, space and skills for your community

Three Early Successes
Comoodle

A caboodle of stuff, space and skills for your community

Make a wish

• Tell us about stuff you need to borrow...
• ...spaces you need to use...
• ...skills you need people to share with you.
The Comoodle mantra

Have you heard about Comoodle? We want to create a strong culture of sharing in Kirklees, so that we can help each other to do good things in our communities. This means making the best use of our stuff, space and skills by lending things to each other and by sharing what we know.

Kirklees Council are sharing stuff, space and skills through Comoodle - and local organisations are getting involved by sharing too. But it will only work if we all have a good understanding of what we can offer each other, and what we need to get good things done. So it will only work if you’re part of it.

If you’d like to help make Comoodle happen, please sign up to our network and share this message with everyone you know who cares about their community. We are each other’s strength. We believe in sharing - do you?

You can join our network at www.comoodle.com
The Comoodle mantra

‘We want to create a strong culture of sharing in Kirklees so that we can help each other to do good things in our communities…’
Pilots

• Challenging our assumptions.
• Understanding your needs.
• Could you be the next Comoodle pilot?
5 Guiding Principles for Comoodle

• Connect
• Share
• Learn
• Do
• Tell
Get Involved

1. Stay Connected

2. Be a storyteller

3. Make a wish

4. Show your support (Facebook, Twitter etc.)

5. Comoodle Market Engagement Event
Yes and...

NOT

no but...
Comoodle

A caboodle of stuff, space and skills for your community

Make a wish come true
Comoodle

A caboodle of stuff, space and skills for your community

Join our network at

www.comoodle.com
Jane Lees
Almondbury Community School
Showcasing/sharing good practice and some examples of joint working between schools and the third sector
Who do we work in Partnership with

- Partnership Schools
- Local Children’s Centre
- Local Library
- Almondbury Sports Centre
- Kirklees College
- Local community provision
  - The Pop in Centre
  - The Wesley Centre
- Ambry’s Café
Why do we work in Partnership?

To serve the families in our community which in turn benefits the children in school
Community Partnership Events

- Over 500 people have attended different community events
- Family Summer Fun Day
- Winter Warmer
- Intergenerational Remembrance Service
- Intergenerational Christmas Dinner
- Community Choir
- School based Adult Learning all year round
Case Study
Why offer school based Adult Learning?

- Head teachers wanted to support parents/carers so they could support their child's learning
- A taster event showed a ‘need’ for it to take place within the local community
- We had a dedicated space available in school
From this........

To this...........
From a ‘standing start’ in January 2013

- Reading Friends Training
- Family First Aid
- Helping in schools
- SEN in schools
- Healthy cooking course
- Seasonal Crafts
- Family Literacy
- Dyslexia Awareness
- Cake Decorating
- Family Phonics and literacy
How did we begin the journey?

- We started to engage with parents by running a Family First Aid at Greenside Infant School.
- Course provider attended a Reward Assembly in school.
- 18 children and their parent/carer attended!
The journey continues......

- Feedback taken from those who had attended the First Aid course
- And so
- Helping in Schools Course – 12 attendees
- SEN in Schools – 12 attendees
- Attendees from the courses are now volunteering or working in school.
Increased confidence

Improved relationships between

- child and adult
- adult and school
- child and school
The Future

- To continue to meet the needs of the local community
- Offering relevant courses
- Linking with the local Children’s Centre – joined up planning

**January 2016**
- Introduction to Childcare at Almondbury Community School
- STEPS Course at Dalton School
- Family First Aid at Dalton School
- Family Numeracy at Almondbury Children’s Centre
Caroline Marshall
Showcasing/sharing good practice and some examples of joint working between schools and the third sector
Working in partnership to support our children and families
BUSINESS AND COMMUNITY PARTNERSHIP WORKING

Why?

Raise student aspirations

Increase awareness of career and educational opportunities

Utilise the expertise of people within the community

Prepare young people for the ‘real world’

Encourage healthy lifestyles

Offer advice, guidance and support to families

Provide links to local services
Who?

Employers and business associates

Statutory and voluntary organisations

Charities

Parents

Trust partners
Mock interviews
Mentoring projects
Family fun days
After school and holiday clubs
Support for vulnerable families
Stay and Play sessions
Signposting to relevant services for support
Royds Roadshow
Family Learning events
Joint community projects
Volunteering roles
Community Cafes
Phonics course
Work experience
TEAM AGERS

STUDENTS BENEFITS

Develops leadership skills

Breaks down barriers between the generations

Encourages active citizenship

Pathway into the caring profession

COMMUNITY BENEFITS

Reduces social isolation

Improves relationships with younger generation

Increases confidence and independence

Positive impact on health and well being

I like the feeling of being able to help others

I definitely want to work in Social Care now

I look forward to seeing the young smiling faces

I never thought I’d go ten pin bowling
What next?

Build and maintain links with new and existing partners

Introduce a family room for ‘drop in’ sessions, early intervention support and course delivery

Introduce a breakfast club for vulnerable and working families

Identify needs and establish programmes for family and adult learning

Create a directory of services to distribute to all staff in school
Lorna Wright

Showcasing/sharing good practice and some examples of joint working between schools and the third sector
Powerful Partnerships

A COMMUNITY TALE
Who are we?

• North Huddersfield Trust School opened in 2011

• We serve the families of Fartown, Deighton, Bradley, Sheepridge, Fixby and Birkby

• Over the last 4 years we have pro-actively built a relationship with the local community
Who helps?

- Community groups and charities
- Local businesses
- Partner primary schools
- Trust partners and other businesses
- Learning providers
- Local authority
- Lots of others!
How do we create partnerships?

- Adult learning programme
- Volunteer Awards
- Community Conference
- Community Forum
- Ashbrow Partnering Together
- Adult learning working party
- Transition activities
- Parents' Forum
- Family fun days
- Coffee mornings
- Intergenerational projects
- Health & Wellbeing events
- Mentoring
- Arts projects
- Volunteer / Jobs Fair
- Community Forum
- Community Conference
- Fundraising
- Volunteer / Jobs Fair
Community Forum and Conference

Distribution List

- Conference
- Community projects
- Community Forum
Case study 1 - Adult learner

• Signed up to the free Helping in Schools course run at NHTS by the WEA
• At the first session, was encouraged by the tutor to go straight to Kirklees College and enrol on a Level 3 Teaching Assistant course
• Now volunteering at the school and progressing well on the accredited course

"Having just moved to England from Germany, I was unemployed and struggling to find out what I needed to do to get me moving in the right direction. The advice from the WEA tutor and from staff at NHTS have made a big difference. I was just about ready to give up and this help came just at the right time. I'm really enjoying myself and am loving my volunteering at the school"

Benefits

• Extra support for non-English speakers
• A great volunteer who has a genuine passion for developing skills in young people
Case study 2 - Student mentoring

- Disengaged student with good potential
- Initially resistant to the programme, over time the mentor / mentee relationship blossomed
- The student has become an ambassador for the programme, speaking with passion and confidence to new students who are signed up to mentoring

"At first I was very shy but now I have a great relationship with my mentor. We meet in school every week but she also supports me with other things. I am studying hair and beauty and my mentor turned up as a surprise to have her hair washed. She hasn't let me do a re-style yet though."

Benefits

- A wider perspective on life outside the school gates from someone other than a teacher or a parent
- Work experience opportunities
- Higher aspirations for students who may have otherwise struggled
Positive outcomes for the community

- Employment skills
- Teaching Assistants
- Work experience
- Business skills
- Volunteer opportunities
- English language skills
- Have fun
- Learn from others, formally and informally
- Make new friends
- Increased self confidence
- Community contribution
- Accreditations

Natural Language (NL) information:

- Employment skills
- Teaching Assistants
- Work experience
- Business skills
- Volunteer opportunities
- English language skills
- Have fun
- Learn from others, formally and informally
- Make new friends
- Increased self confidence
- Community contribution
- Accreditations
How does this directly impact young people?

- Increased self-esteem
- A 'can do' attitude
- Increased student role
- An active interest in learning and self-development
- A well-rounded student cohort
Positive outcomes for organisations

• Signposting and sharing
• Coordinated planning
• Reaching new audiences
• Maintaining momentum
• Stronger communities
• We can't do it alone!
The future

There's always more to do...

• Grow existing provision
• Build on existing relationships
• Support the local authority in helping to plug gaps created by funding cuts
Thanks for listening!

Any questions?
CLOSE