☐ A joint visioning and awareness raising event/workshop has taken place on ECM and collaborative partnership working in the educational setting.

☐ The aims, goals, principles and purpose of partnership working are clear.

☐ It is clear what all practitioners/partners bring to the joint activity and team.

☐ Realistic expectations exist as to what the partnership can hope to achieve.

☐ Careful consideration has been given to practitioners' diversity, culture, sensitivities and professional background.

☐ Realistic agreed targets, objectives and milestones have been set.

☐ Respective roles and responsibilities of members of the joint partnership are clear.

☐ Partnership working is based on shared values, trust and mutual respect.

☐ Good, open two-way communication exists between practitioners.

☐ Appropriate accommodation and ICT within the educational setting for multi-agency service delivery facilitate information sharing.

☐ Opportunities exist for joint inter-professional team building and solution-focused problem solving.

☐ Line management and accountability procedures are clear for multi-agency practitioners working in the educational setting.

☐ Clear procedures exist for the joint monitoring and evaluation of outcomes.

☐ Sufficient quality time is provided to staff within the educational setting as well as to multi-agency practitioners to enable them to meet jointly together to review progress and plan future improvements and developments.

☐ Key review and developmental multi-agency meetings have been scheduled in advance for the next 12 months.

Figure 1.2   Checklist for developing effective multi-agency partnership working

Table 1.3 Joint inter-professional visioning and development activity

Multi-agency aspect	Education perspective	Health perspective	Social Care perspective	VCS/Other e.g. police, YOT, perspective	Overall joint inter-professional agreed statement
In this educational setting multi-agency partnership working means …					
The mission statement for multi-agency partnership working in this educational setting should be …					
Together, in partnership with the educational setting, multi-agency practitioners will improve the Every Child Matters outcomes for children and young people by …					
In order to ensure multi-agency partnership working is effective in this educational setting and meets the agreed aims, I/we will need to …					
The barriers that may prevent effective multi-agency partnership working taking place are …					
These barriers can be overcome by …					
By the end of one year I/we hope to have achieved through collaborative multi-agency partnership working, the following …					

Photocopiable:

Effective Multi-Agency Partnerships, Sage Publications © Rita Cheminais, 2009

Table 1.4 Common core of skills and knowledge for multi-agency working

Skills	Knowledge
Communication and teamwork	**Your role and remit**

Communication and teamwork

- Communicate effectively with other practitioners and professionals by listening and ensuring that you are being listened to
- Appreciate that others may not have the same understanding of professional terms and may interpret abbreviations such as acronyms differently
- Provide timely, appropriate, succinct information to enable other practitioners to deliver their support to young person, the child or parent or carer
- Record, summarize, share and feed back information, using IT skills where necessary to do so
- Work in a team context, forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families
- Share experience through formal and informal exchanges and work with adults who are parents/carers

Assertiveness

- Be proactive, initiate necessary action and be able and prepared to put forward your own judgements
- Have the confidence to challenge situations by looking beyond your immediate role and asking considered questions
- Present facts and judgements objectively
- Identify possible sources of support within your own working environment
- Judge when you should provide the support yourself and when you should refer the situation to another practitioner or professional

Your role and remit

- Know your main job and responsibilities within your working environment
- Know the value and expertise you bring to a team and that brought by your colleagues

Know how to make queries

- Know your role within different group situations and how you contribute to the overall group process, understanding the value of sharing how you approach your role with other professionals
- Develop your skills and knowledge with training from experts, to minimize the need for referral to specialist services, enabling continuity for the family, child or young person while enhancing your own skills and knowledge
- Have general knowledge and understanding of the range of organisations and individuals working with children, young people and those caring for them, and be aware of the roles and responsibilities of other professionals

Procedures and working methods

- Know what to do in given cases, e.g. for referrals or raising concerns
- Know what the triggers are for reporting incidents or unexpected behaviour
- Know how to work within your own and other organizational values, beliefs and cultures
- Know what to do when there is an insufficient response from other organizations or agencies, while maintaining a focus on what is in the child or young person's best interests
- Understand the way that partner services operate – their procedures, objectives, role and relationships – in order to be able to work effectively alongside them
- Know about the Common Assessment Framework for Children and Young People (CAF) and, where appropriate, how to use it

The law, policies and procedures

- Know about the existence of key laws relating to children and young people and where to obtain further information
- Know about employers' safeguarding and health and safety policies and procedures, and how they apply in the wider working environment

Source: Her Majesty's Government, 2005: 18–20

Table 1.6 Professional Standards for Teachers and multi-professional working

Qualified Teacher Status (QTS)	All teachers – core
Professional attributes **Communicating and working with others** Q4. Communicate effectively with children, young people, colleagues, parents and carers Q5. Recognize and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising the levels of attainment Q6. Have a commitment to collaboration and co-operative working	**Professional attributes** **Communicating and working with others** C4(a) Communicate effectively with children, young people and colleagues C5. Recognize and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment C6. Have a commitment to collaboration and co-operative working where appropriate
Professional knowledge and understanding **Achievement and diversity** Q20. Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs **Health and well-being** Q21(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support	**Professional knowledge and understanding** **Achievement and diversity** C20. Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people C21. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies
Professional skills **Team-working and collaboration** Q32. Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them Q33. Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil	**Health and well-being** C25. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support
	Professional skills **Team-working and collaboration** C40. Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them C41. Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil

Source: TDA, 2007b

Table 1.7 National Occupational Standards for Supporting Teaching and Learning in Schools – working with colleagues

Unit number	Unit description
STL4	**Contribute to positive relationships** – with children, young people and adults, valuing people equally
STL5	**Provide effective support for your colleagues** – contributing to effective teamwork and maintaining working relationships with colleagues
STL20	**Develop and promote positive relationships** – communicate with adults, children and young people
STL21	**Support the development and effectiveness of work teams** – by being an effective member of a work team contributing to effective team practice
STL60	**Liaise with parents, carers and families** – facilitating information sharing while ensuring professional integrity in communications with parents, carers and families
STL62	**Develop and maintain working relationships with other practitioners** – doing what you can to support other practitioners work, utilizing your strengths and expertise in partnership working
STL63	**Provide leadership for your team** – provide direction to team members, and motivate and support them to achieve the teams and their own personal objectives. Allocate and check work in the team
STL64	**Provide leadership in your area of responsibility** – providing direction to colleagues in a specific programme, initiative or policy, motivating and supporting them to achieve the vision and objectives for the area
STL65	**Allocate and check work in your team** – fair and effective allocation of work to team members, checking on progress and quality of the team's work
STL66	**Lead and motivate volunteers** – briefing volunteers on their responsibilities and requirements, helping them to resolve any problems during volunteering activities, giving them feedback on their work and respecting their needs and preferences
STL67	**Provide learning opportunities for colleagues** – support colleagues in identifying their learning needs and provide opportunities to address these needs. Encourage colleagues to take responsibility for their own learning wherever possible
STL68	**Support learners by mentoring in the workplace** – plan the mentoring process, set up and maintain the mentoring relationship and provide mentoring to colleagues and trainees in the workplace
STL69	**Support competence achieved in the workplace** – assess staff performance in the workplace against agreed standards, and give them feedback on their performance

Source: TDA, 2007a