# LIW: Implications for Practice, Training and Organisation

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# Some Key Concepts for Professional Learning

- Social exclusion is a dynamic state which requires a multi-agency response

- Practitioners should see themselves as part of systems of distributed expertise working on children's trajectories – with distinct roles

- Working relationally and responsively with other practitioners in and out of their home organisations or teams can strengthen professional decision-making and action

# LIW - Knowledge in use in new inter-professional practices (1)

- Seeing the whole child in the wider context
- 'Knowing how to know' other professionals
- Working relationally and responsively with other professionals – relational agency
- Helping other professionals to understand – being pedagogic with others
- Being professionally multi-lingual

# LIW - Knowledge in use in new inter-professional practices (2)

- Making professional values and expertise explicit
- Be able to 'bend' rules if they get in the way of being responsive to a child's needs (i.e. begin to reshape rules so that they can collaborate with other professionals)
- Be able to make and rework the tools (resources) they use to support children's trajectories
- **An enhanced form of professionalism**

# What **all** practitioners need to know and be able to do

- Be **confident** in their own expertise

- Be **alert** to signs of vulnerability

- To know **where** in the organisation to take their concerns about a child (know how to know who in their own organisations)

- Know **about** the local (external) system of inter-professional support for vulnerable children

- Know the **limits** of their expertise and what is expected of them

- Know **how to let other practitioners take the lead** with a child (e.g. teachers can reduce curriculum pressure if child is distressed)

# What some mid-stage and senior practitioners need to know and be able to do

- *Know how to know who can* i.e. understand the expertise distributed in the local system including the VCS

- Focus on the child's trajectory and negotiate how to work on it with other professionals and parents

- Be professionally multi-lingual

- Ensure that junior colleagues don't feel isolated and responsible for a child's well-being

- Be clear about what their organisation can and can't do

- Avoid being the 'headless chicken' or 'superhero' and instead see themselves as part of a wider system of distributed expertise

# Implications for CPD

- Awareness raising about expectations and systems for all staff - with discussions of examples of children's trajectories and the support they receive outside the school
- Regular and supported meetings for boundary staff with other professionals to:
  - build trust
  - make their distinct expertise explicit
  - learn each others' language and ways of interpreting and categorising children
  - discuss how they can collaborate on specific cases
  - develop their own confidence pathways in local networks

# Implications for organisation 1

- Organise in a way that allows strategy to listen and learn with operation: beyond the rhetorical 'consultation'

- Structures that derive their rationale from process as well as outcomes: after the Glissen and Hemmelgarn study and our 'rule bending' findings

- Analyse rule systems for future rather than letting legacies of the past dominate the future

# Implications for organisation 2

- Structure the division of labour (vertical and horizontal) to align with new demands

- Organise for regular purposeful reflection oriented to 'surfacing' underlying tensions in practices  and the development of new tools for new tasks

- Organise to articulate objects (what needs to be worked on) rather than outcomes alone