



# Addressing Neglect and Enhancing Wellbeing

Summary – January to March, 2018

Addressing Neglect and Enhancing Wellbeing Active Implementation Team at CEL CIS  
July 2018



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## High-level overview

Based on the focus of our activities during this phase of the work in 'addressing neglect and enhancing wellbeing', we have identified some important themes which are worthy of a closer look as we continue to support the three local areas to create significant improvements related to addressing unmet need:

- Building local capacity to address neglect by building implementation teams
- Building key relationships and communication channels
- Ensuring Alignment with Local and National Priorities
- Demonstrating the effectiveness of the design in the 'Transformation Zone'
- Using data to drive improvement
- Engaging leadership in the change process

A summary of the themes, with quotations from local partners, follows. Additional information about each theme has been included beginning on page 7.

## Summary of key activities

Over the last three months, the CELCIS team, in partnership with local implementation teams and key stakeholders, have guided and supported each of the three areas to increase readiness for successful implementation of the programme of improvement to address neglect and enhance wellbeing:

### Local Area 1

- Progressing development of data measurements to establish baseline and sustainable approaches to measuring what is occurring in practice, tracking progress/improvement, and how this interacts with changes for child and family wellbeing (i.e. fidelity, process, outcome, and system capacity data).
- Building relationships beyond the Core Local Area Implementation Team, extending to education management and leadership, and school teams, as well as with associated partners within the area (in particular health visiting).
- Focusing on alignment with other major national and local area change initiatives in order that they become mutually reinforcing rather than undermining the possible change resulting from all.

### Local Area 2

- Identifying and appointing two implementation leads - one with a health background and one with a social work background.
- Actively strengthening connections to senior leaders within Council (corporate management group, senior leadership team, and individual managers), with NHS Board (senior clinical leads and operational management; NHS strategic groups guiding children's service delivery).
- Locating the work within the Child Protection Committee change agenda (see briefing on child neglect).

Closer appraisal of the local design's close intersection with major national change initiatives - Best Start (A Five-Year Forward Plan for Maternity and Neonatal Care in Scotland), Getting It Right for Every Child (Children and Young People Scotland Act 2014) and Community Empowerment.

- Progressing with the identification of community development partners that could support the work.
- Establishing a transformation zone for the work in close negotiation with senior leaders in NHS to create a 'slice of the system' that allows us to discover what is necessary to scale up and sustain the desired improvements.

#### Local Area 3

- Further efforts to build wider buy-in and commitment with local partners to prioritise 'addressing neglect' and the necessary human resource to progress the work.

## Summary of key themes

### Building local capacity to address neglect by building implementation teams

Informed by the growing evidence about sustaining complex improvement efforts, local core implementation teams are being supported to continue to develop their own capacity around the approach to support complex change and, and at the same time, to guide school and agency teams to do the same. Taking this cascading approach to capacity building supports a fully aligned system where practice is strengthened around early identification and response to neglect and unmet need.

Comment from a local partner: *"Having a team working together to learn together, pool different skills, perspectives and experiences and allow effective 'cover' across the team [provides] for continuity and reliability [to] develop [the] 'school team', and working with the CELCIS team, is hugely important to the work."*

Comment from a local partner: *"Having a core team for the work that is made up of individuals from across different agencies creates the perfect conditions [to address neglect and enhance wellbeing] and sees us role-modelling what we want to achieve. The level of detail of the work also requires a great in-depth knowledge and understanding of parts of our entire system that is 'new' to a number of us and that understanding aids improved relationships and ultimately true partnership working. The work also clearly demonstrates the requirement/benefits to finding joint solutions, that no-one agency/team/expert has the answers and promotes the learning together philosophy which, in my opinion, helps break down real/perceived silos."*

Comment from a local partner: *"[Building a team] has been crucial particularly being able to have a multi-agency team, sharing different perspectives and really*

*teasing out what this work means and how we take it forward together. No one person can build capacity or impact on change this can only be driven by a team”.*

## **Building key relationships and communication channels**

Developing clear channels of communication has also been fundamental in fostering good working relationships and in facilitating ongoing communication with our various partners throughout the system. Therefore, the CELCIS team has worked with local Implementation Teams to develop Terms of Reference, to clarify ways of work, roles, responsibilities, available resources, etc., and Communication Protocols, to facilitate on-going and timely exchange of relevant information, tailored to the multi-agency structures in each local area. The development of such documents enable stakeholders to ensure clarity about the agreed upon work and to articulate, in advance, who and how the work will be accomplished. This clarity helps to avoid misunderstandings and to progress the work more efficiently.

*Comment from a local partner: “[Attending to key relationships] is always complex, however I think in the past it has been avoided as it can be too complicated and has been somewhat tokenistic, but this time we are dealing with it and as the challenges arise and we are continuing to learn how we do this successfully. Third sector have also been involved from the very beginning at exploration and I also think having someone on the core team is really modelling the importance of partnership working to address change.*

*CELCIS have really helped with [tackling the problem of working in silos], as had we not had this approach and evidence behind us I think we would have just gone into another silo. At the heart of this is partnership working, which is also complex and requires tricky conversations, so we are working within both silos and partnerships helping people to see and model how this can be moved forward. This is probably the most crucial element to the success of this work.”*

## **Ensuring alignment with local and national priorities**

The CELCIS and Local Core Implementation Teams continue to build their understanding of the national, regional and local policy and programme landscape. This contributes to developing and refining the local designs, to ensure they are consistent with local priorities and respond to system needs that other interventions are not addressing. In addition, by communicating the scope, remit and aims of the programme, the intention is to influence wider partners’ planning and delivery to bring about local improvement activities that complement rather than duplicate.

## **Demonstrating the effectiveness of the design in the transformation zone or ‘Trying out’**

This first step in determining whether or not that design is ‘scale-worthy’ and ‘scale-able’ occurs within a predetermined ‘slice of the system’ called a transformation zone. This slice must be small enough to be manageable but large and diverse enough to represent as much of the whole system as possible (e.g. Senior leaders from all relevant entities, council managers from those entities, relevant third sector partners, agency and/or

school staff, etc.). It is essential that the transformation zone captures all the levels within the system. An implementation infrastructure of linked teams can ensure sufficient capacity is built in systems so people not only understand the improvement, but also implement that design, as intended, to improve outcomes for children and families, supporting a fully aligned system. We are currently supporting the areas to develop their transformation zone.

Comment from a local partner: *"Working in [the first Transformation Zone] will allow us to learn from the success and pitfalls, in a small 'boundaried' area, where we have established good relationships, in order that we can learn, improve, refine work before we start scaling up."*

"The more we get to know [the schools in the first Transformation Zone], the clearer it becomes that there is significant variation between the three schools (demographics, staffing, leadership style, processes), so if we can implement any changes consistently between them, we can be confident that our changes allow for at least some flexibility' [to allow for successful implementation in further schools]."

## Using data to drive improvement

Our data work between January and March 2018 focused on two key strands: to better understand the data infrastructure that exists across the areas' children, young person and families services, and to develop mechanisms that can help address identified data gaps or limitations. More details about these activities is included in the full report that follows.

Comment from a local partner: *"The data system we are beginning to develop is fundamentally different to data currently in use across Dundee. Most data currently collected and reported is aggregated and reported quarterly or annually. This data for performance/judgment makes improvement almost impossible as it does not explain variation and the reporting period is too long to be able to make changes as performance deteriorates. Data within the [decision support data system] on the other hand will be collected and reported almost instantly thus allowing learning and space for reflection to be built in to encourage the questioning of changes and asking WHY questions so that learning can be shared. It is a flexible system where data collection can change quickly if one type of data is meaningless (does not show what we need it to show) or if changes are made in the system as we learn that approaches or interventions need to change (unlike large council wide data systems where long historical trends are favoured thus effectively hindering change). More importantly it will be collected and owned by the people most affected i.e. frontline staff and families. This means that as our programme develops we (as support) can learn with the key stakeholders what makes a positive difference and what doesn't and make changes then and there. In this regard it is the same as data used in other improvement projects across the city. However, it also differs from other improvement projects in that all our improvements are linked within a larger system. So while both we and other unrelated projects will be using the same methodology to test change concepts the DSDS will link all these and thus allow for complimentary learning in*

*a more consistent manner (e.g. if improvement in one part of the system leads to deterioration in another) and for more consistent tracking of aspects of the system that are supportive or hindering improvements.”*

## **Engaging leadership in the change process**

Transformative change depend upon strong leadership and management which is able to integrate evidence and learning on implementation and to adapt to the challenges that arise. In order to support leaders and managers to achieve this, the CELCIS team and Local Core Implementation Teams have invested time in presenting at multiple management groupings and in regular meetings with individual leaders and managers whose roles and insights are critical to ensuring that the work is aligned within the wider context of the Community Planning Partnerships and/or Child Protection Committee remit. In the context of work that is multi-agency and early intervention focused, this requires attention to senior leadership and management within multiple organisational structures (i.e. within Councils; within NHS boards; and within Third Sector Interface) and to the collective structures that bring these stakeholders together (i.e. Community Planning Partnership committees and sub-committees; strategic and operational planning groups, such as GIRFEC implementation groups and Early intervention planning groups; and Child Protection Committees).

These presentations and conversations involve:

- Making sense of the local context (e.g. connections and alignment to other major initiatives).
- Developing a shared sense of the innovations being embedded and sustained over time (e.g. good engagement practice with parents and children, strengthened pathways to appropriate formal and informal supports for families).
- Exploring ways in which organisational structures can facilitate management and practitioner participation in the change work in order to identify and address barriers to sustaining practices with children and families at a scale that includes *all* rather than *some* vulnerable children and families.
- Investing time in being intentional and evidence-informed in guiding these change processes in order that their chances for success are maximised.

# Addressing Neglect and Enhancing Wellbeing – the Model we use and why we are using it

Based on the focus of our activities during this phase of the work in 'addressing neglect and enhancing wellbeing', we have identified a few important themes to highlight. These themes are worthy of a closer look as we continue to support the three local areas to create significant improvements related to addressing unmet need:

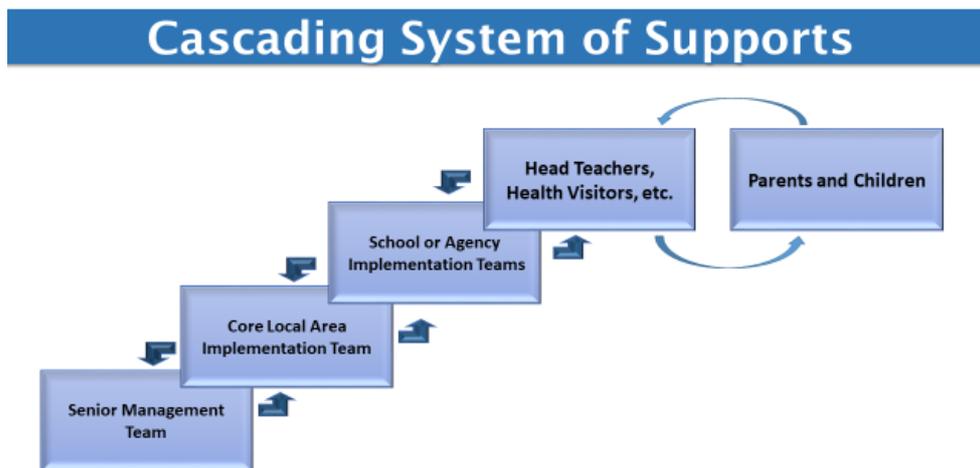
- Building local capacity to address neglect by building implementation teams
- Building key relationships and communication channels
- Ensuring Alignment with Local and National Priorities
- Demonstrating the effectiveness of the design in the Transformation Zone
- Using data to drive improvement
- Engaging leadership in the change process

## Building local capacity to address neglect by building implementation teams

As we know, tackling neglect is complex, as are the systems in which we operate. As we progress with our mission to support three local areas to address neglect by addressing and enhance wellbeing, we continue to pay attention to what we know works in supporting complex change. There is a growing body of evidence around the importance of teams in driving forward successful whole system change efforts. With this in mind, the formation of a core Implementation Team was outlined to local areas as a requirement from the outset to hold the work locally. The development of an implementation team does not require new staff but can be achieved by repurposing existing roles to support the functions required of an implementation team. Having a team that holds, guides, and drives the work, as opposed to a single person within a system or committee that meets about the work, ensures the work progresses, as well as supporting shared responsibility and learning across the team.

Whilst the core implementation team play a crucial and central role in linking the work between front line practice and senior leadership, it is also known that a single team is not enough to support scalable and sustainable whole system change. Instead, capacity for improved and ever-improving practice must be built into the system in the form of multiple teams, in a systematic way. For example, as we begin the work within three schools in one area, we are not only learning about what it will take to put the designed change in place, but also we are intentionally building capacity within school teams to guide and support this improvement in each of the three schools. Similar to the expectation placed on each of the local areas to form a core implementation team, each of the three schools identified a core team to progress this work, so that the necessary infrastructure would exist to support and sustain the change efforts. Each team will effectively support the work of the next team, with the intention that we create a fully aligned system in which teams are working simultaneously towards a shared goal, using the same methodology to support the change. An implementation infrastructure of linked teams can ensure that sufficient capacity exists in systems so that people not only

understand the improvement, but also make the necessary changes in their practice to improve outcomes for children and families.



The cascade of teams also includes senior management links. We know from the evidence and from our own experiences in local areas that engaged and fully informed leadership is essential to building the kind of infrastructure we know will make a difference to the success of the work. Establishing implementation teams requires changes in functions, roles and structures and therefore permissions from senior leadership is necessary to make this happen. With this in mind, not only does the capacity of senior leadership need to be built in relation to active implementation, enabling them to understand the rationales for 'doing things' a certain way, the influential position they are in puts them in prime position to be champions for the work. We are engaging with senior leadership within local areas to support their learning and growing confidence related to effective implementation by meeting with senior leadership groups and continually describing the evidence that sits beneath our current set of activities, the progress thus far, next steps, opportunities, and barriers. Acknowledging the level of dissatisfaction expressed by senior leaders and managers related to what hasn't yet been achieved for children and families often increases the commitment of leaders to invest in change strategies that deliver results. We know from the evidence that without senior leadership buy in, it is unlikely change efforts will last the test of time.

### **Evidence and research tell us:**

Research data show how critical it is to have organised, active capacity provided through Implementation Teams:

In the absence of teams, only 14% of well-researched innovations are used in practice, requiring 17 years to reach such a modest uptake. On the other hand, with the support of competent Implementation Teams, over 80% of the implementation sites achieve certification (fidelity) in approximately 3 years. (Balas & Boren, 2000; Green & Seifert, 2005; Fixsen, Blase, Timbers, & Wolf, 2001)

## Key relationships and communication channels

The evidence reminds us of the importance of building and maintaining relationships with key representatives, stakeholders and champion so that we can ensure continued progress and support for each area's effort to address neglect and enhance wellbeing. Identifying the influencers and strategic leaders within the work has been more challenging than might have been predicted, and it has been important to build relationships with partners who may not have been engaged to date and whose buy-in is necessary for the work to succeed. An example can be seen in one of our areas where engagement activities initially sat with the local council. However, thorough consultation, it became clear that one core element of the work would involve collaboration with maternity and health services, which sits within the local Health Board. It became a priority for the team to understand the structures within both of these services and the process through which we could most effectively engage with the appropriate strategic leads since working across organisational boundaries continues to be an identified limiting factor in the success of complex change efforts.

Therefore a key element of the work has been to support local partners in gaining a deeper understanding of the context in which the work exists, including the broader political context and the relationships between local agencies and individual stakeholders. Managing such relationships, has at times been a significant focus of the work and the team has needed to support stakeholders to understand the structures, systems and process of other partner agencies and to develop a shared language for understanding core elements of the work. A flexible approach has facilitated the development of trusting relationships. In addition, it has been helpful to provide space and opportunity for colleagues to voice concerns, identify potential barriers and problem solve with neutral partners.

Developing clear channels of communication has also been fundamental in fostering good working relationships and in facilitating ongoing communication with our various partners throughout the system, we have supported the local Core Implementation Teams to develop Terms of Reference and Communication Protocols tailored to the needs of their area. The development of such documents enable stakeholders to be clear about their purpose, membership, processes and ways of work from the outset. Such clarity helps to avoid misunderstandings and engage in more focused work.

### **Evidence and research tell us:**

"For changes in businesses that rely heavily on human interaction, Rogers (2002) emphasized the need for communication, a clear theory of change that makes the case for the intended changes in the organization; and the development of champions who can consistently advocate, cajole, recognize, reward, and encourage. Thus, buy-in supported by communication and internal champions was thought to be important by those involved in many implementation processes and some evidence points to benefits to those whose jobs were changed in the process." (Fixsen, Naoom, Blasé, Friedman and Wallace, 2005)

## Ensuring alignment with local priorities

Ensuring that the local programme designs align with other local priorities, programmes and change initiatives is central to process of preparing for scaling up effective improvements. The wide and open engagement with key partners and stakeholders across the local areas' children and families systems during (and beyond) the exploration stage is critical to this. Through these discussions, the CELCIS and Local Implementation Teams continue to build their understanding of the national, regional and local policy and programme landscape and, from this, identify the gaps or weaknesses in the system that the local designs can address.

In ensuring alignment, our design work between January and March has involved assessing the strategic and operational fit with national change initiatives (e.g. implementation of Getting It Right for Every Child, Best Start plan for maternity and neonatal care in Scotland, Health Visitor Pathway, and Community Empowerment (Scotland) Act); other local improvement initiatives (e.g. Hunter Foundation/BBC Children in Need initiative in Dundee); findings from local Joint Inspections of Children's Services; and priorities within multi-agency strategic documents (e.g. Children's Services Plans and Local Outcome Improvement Plans). With this understanding, the designs are developed and refined to ensure they are consistent with local priorities and respond to system needs that other interventions are not addressing.

In parallel, the CELCIS and Local Core Implementation Teams have been proactive in building relationships and communication channels with national, regional and local partners so that they too can understand where the Addressing Neglect and Enhancing Wellbeing programme fits within the policy and programme landscape. By communicating the scope, remit and aims of the programme, the intention is to influence wider partners' planning and delivery to bring about local improvement activities that complement rather than duplicate.

### Isolated impact vs. Collective impact

Isolated Impact	Scaling Up for Collective Impact
<ul style="list-style-type: none"> <li>• <b>Funders select individual grantees that offer the most promising solutions.</b></li> <li>• <b>Third sector organisations work separately and compete to produce the greatest independent impact.</b></li> <li>• <b>Evaluation attempts to isolate a particular organisation's impact.</b></li> <li>• <b>Large scale change is assumed to depend on scaling a single organisation.</b></li> <li>• <b>Third sector and government sectors are often disconnected from the efforts of foundations and third sector organisations.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Funders and implementers understand that social problems, and their solutions, arise from the interaction of many organisations within a larger system.</li> <li>• Progress depends on working toward the same goal and measuring the same things.</li> <li>• Large scale impact depends on increasing cross-sector alignment and learning among many organisations.</li> <li>• Third sector and government sectors are essential partners.</li> <li>• Organisations actively coordinate their actions and share lessons learned.</li> </ul>

(adapted from Kania, J., & Kramer, M. (2011). Collective impact.)

## Demonstrating the effectiveness of the design in the transformation zone

A useful approach for preparing to scale up important improvements is the development of a transformation zone. A transformation zone is a vertical slice of a system that is small enough to be manageable but large and diverse enough to represent the whole system, capturing all the levels within the system. We are currently supporting two of the areas to develop their transformation zones. This includes developing a representative slice of the system, considering the geographical location, and the readiness of the relevant workforces within the potential transformation zone area.

The transformation zone allows for the normal rules to be amended or suspended to determine what will be necessary to successfully scale up and sustain an important improvement. Senior leaders are prepared to provide additional latitude and opportunity to try and test out new approaches, learning what aspects of the design do and do not lead to the intended outcomes. Using plan-do-study-act improvement cycles, there is the opportunity to undertake rapid testing cycles, reflecting and learning from each cycle and understanding what is working and where the barriers are. Through this approach we can debug the system and ensure that the necessary supports and structures are in place to achieve the intended outcomes. As we learn in the transformation zone, clear communication loops are established between those testing out the changes and the other levels in the system, such as the strategic leadership. This enables senior leaders to understand the work, to ensure alignment and to assist in removing any barriers.

Within the transformation zone, we are building capacity that will be needed when the local area begins the process of scaling up. As CELCIS supports the Local Core Implementation, this team's capacity is being enhanced to effectively support the implementation teams in each of the agencies or schools. The learning within this first transformation zone will help to build momentum to move into the next Transformation Zone of the system with a new set of local agencies and, staying attentive to what is working well and what needs to be improved. Through this process, and the growing of the necessary capacity through the building of new teams, these improvement can be scaled up across the local area to ensure sustainable change that will address neglect and enhance the wellbeing of children.

### **Evidence and research tell us:**

"Inducing major change in large organizations is much more difficult than simple behavioural changes because organizations themselves are problematic. Additionally, most organization designs are outdated and do not reflect current environments, requiring more comprehensive organizational change" (Chao, 2007)

"The use of the Transformation Zone to defragment and align system functions to create a host system is the work of system reinvention methods.... The whole process is done with an eye on defragmenting the system, removing barriers to effective outcomes, and creating the capacity to make use of a variety of [effective] innovations (...)" (Fixsen, Blase & Van Dyke, 2012)

## Using data to drive improvement

The data work between January and March has focused on two key strands: to better understand the data infrastructure that exists across the areas' children, young person and families services; and to develop mechanisms that can help address identified data gaps or weaknesses.

Beginning with understanding the data infrastructure, we have worked with local partners to map the child wellbeing tools and assessments being used (e.g. Wellbeing Wheel, Strengths and Difficulties Questionnaire and Boxall Profile) and the local systems that hold children and young people wellbeing and outcomes data (e.g. SEEMIS in Education, Child Health Systems Programme in Health and MOSAIC in Social Work). The mapping has been well-received by local partners. In addition, we have supported local areas to bring together and collectively analyse their existing data through different lenses, guiding them to explore and reflect on local specificities, with this leading to unexpected findings and a refining of their local designs. This process has enabled partners to understand where meaningful data already exists and where there are gaps in relation to evidencing the changes brought about by the local designs.

Where data gaps or weaknesses are identified, we have been proactive in addressing these. In the first instance, our approach has been to explore whether data tools and resources from elsewhere could be applied in the local areas. Illustrative of this was contacting the Welsh Government for the Families First programme wellbeing and outcomes tools used by local authorities and then reviewing their application in the local/Scottish context. Where existing tools cannot be found or adapted, we have sought to develop our own. These tools are then tested and refined in conjunction with local partners to ensure they are fit for purpose (i.e. meaningful and low burden). Particular data areas where we have seen the need to develop data tools are fidelity assessments (to assess whether practitioners are delivering innovations – such as best practice Team Around the Child meetings – as intended) and capacity assessments (to assess whether local systems have the capacity – e.g. commitment of senior leadership and formation of implementation teams – in place to support and drive systemic change efforts).

To support and inform the data work outlined above, we have benefited enormously from working with other external initiatives. Particularly relevant is the National Implementation Research Network's expertise in developing and implementing Decision Support Data Systems within the US school education system. The CELCIS team and local partners have been building on NIRN's work to better understand the process of developing, testing, refining and using meaningful and low burden tools. This joint work has reinforced the importance of collecting and analysing process, fidelity, capacity and outcomes data to ensure that meaningful data is captured for all aspects of the system – from senior leadership to practitioner level.

### **Evidence and research tell us:**

It was found that about 23%-81% of programme activities were omitted during implementation. (Durlak, 1998).

“Surprisingly, many of the highest quality programs fail to take adequate steps to monitor and verify program integrity (...) This weakens the conclusions that can be drawn regarding the program outcomes and reduces the likelihood that replications will resemble the original program” (Domitrovich and Greenberg, 2000)

“The use of data (...) moves beyond the traditional summative (end-of-year) evaluation of academic achievement. Measures of social behavior and regular assessment of implementation fidelity both become sources of information that are readily available to the whole school and can be used for ongoing problem solving (...) Effective designs will include precise measurement of the process and context of implementation, such as dosage (i.e., intensity, quality, and duration) of training and technical assistance provided to school teams, and features of school and community environments that enhance and inhibit sustainability” (McIntosh, Horner and Sugai, 2009)

## **Engaging leadership in the change process**

Significant change initiatives depend upon strong leadership and management which is able to integrate evidence and learning on implementation and to adapt to the challenges that arise. This capacity building piece is an integral part of the work. It includes ensuring that there is commitment and buy in from the outset at a strategic and operational leadership level, as we did in the mutual selection and exploration stages of the work, in addition to ensuring that strategic and operational leadership are actively involved in informing the change work and in identifying solutions that will allow practice with children and families to be as effective as possible. We have seen such significant progress made in other countries and contexts<sup>1</sup> and are encouraged by the commitment within Scotland and, in particular, the participating Community Planning Partnerships to become visible proponents of the implementation process.

In order to support the engagement of leaders and managers in the complex improvement work that is needed to address neglect and enhance wellbeing, the CELCIS team and Local Care Implementation Teams have invested time in presenting at multiple management groupings and in regular meetings with individual leaders and managers whose roles and insights are critical to ensuring that the work is aligned within the wider context of the Community Planning Partnerships work. In the context of work that is multi-agency and early intervention focused, this requires attention to senior leadership and management within multiple organisational structures (i.e. within Councils; within NHS boards; and within Third Sector Interface) and to the collective structures that bring these stakeholders together (i.e. Community Planning Partnership committees and sub-committees; strategic and operational planning groups, such as GIRFEC implementation groups and Early intervention planning groups; Child Protection Committees).

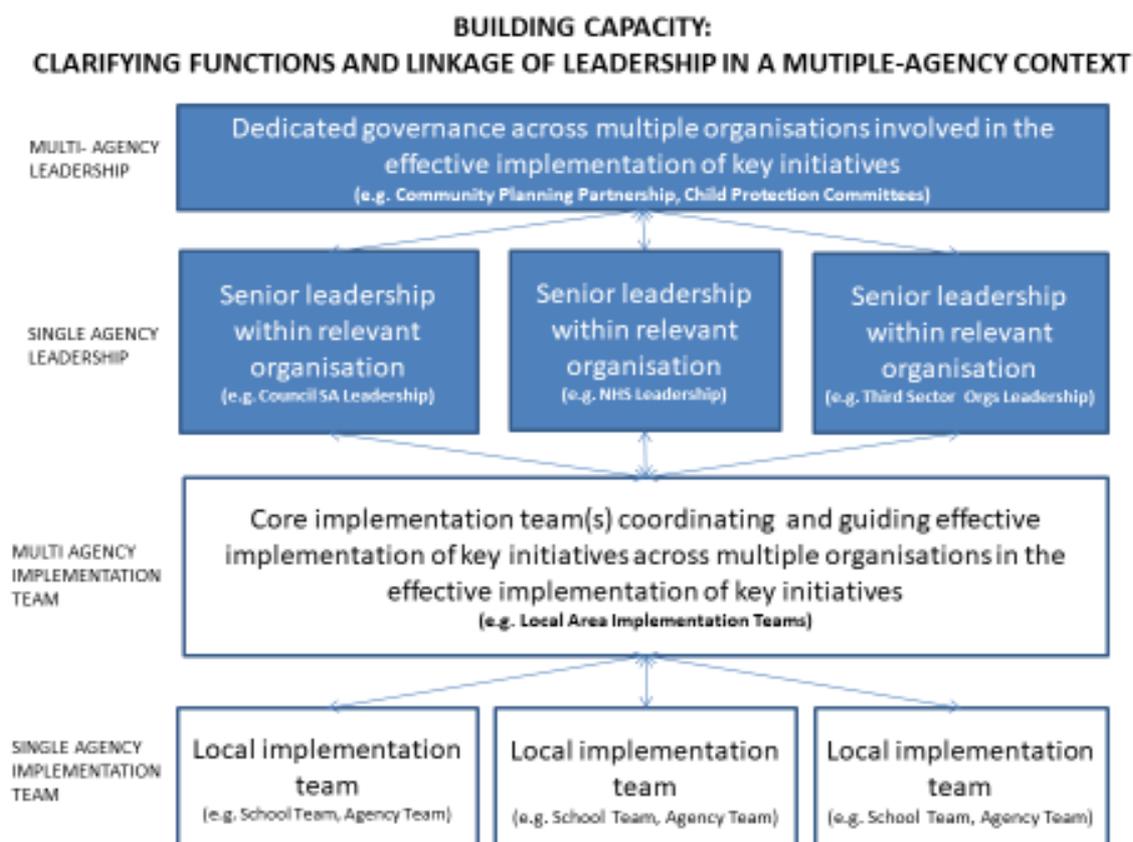
These presentations and conversations involve:

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<sup>1</sup> See for example: <http://www.consulting.ramboll.com/acton/fs/blocks/showLandingPage/a/18558/p/p-0036/t/page/fm/0>

- Making sense of the local context (e.g. connections and alignment to other major initiatives).
- Developing a shared sense of the innovations being embedded and sustained over time (e.g. good engagement practice with parents and children, strengthened pathways to appropriate formal and informal supports for families).
- Exploring ways in which organisational structures can facilitate management and practitioner participation in the change work in order to identify and address barriers to sustaining practices with children and families at a scale that includes *all* rather than *some* vulnerable children and families.
- Investing time in being intentional and evidence-informed in guiding these change processes in order that their chances for success are maximised.

As we work to support leaders and managers to address the focus of improvement and to become increasingly guided and informed by the science and practice of implementation, we are attempting to strengthen the linkages and alignment across the children’s services system, as illustrated in the diagram below.



### **Evidence and research tell us:**

“Competent leaders are needed throughout an infrastructure for implementation. It is rare to find a description of change that does not point to leadership as an important contributor to success or failure” (National Implementation Research Network)

A meta-analysis found that productivity gains were five times higher when leadership commitment to the implementation process was high rather than low. (Rodgers, Hunter and Rogers, 1993)

Research found a greater likelihood that teachers would implement a practice when they perceive it as valued by their school leader. (Klinger, Ahwee, Pilonieta and Mendez, 2003)

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## **About CELCIS**

CELCIS, based at the University of Strathclyde in Glasgow, is committed to making positive and lasting improvements in the wellbeing of Scotland's children living in and on the edges of care. Ours is a truly collaborative agenda; we work alongside partners, professionals and systems with responsibility for nurturing our vulnerable children and families. Together we work to understand the issues, build on existing strengths, introduce best possible practice and develop solutions. What's more, to achieve effective, enduring and positive change across the board, we take an innovative, evidence-based improvement approach across complex systems.

## **For more information**

**Visit:** [www.celcis.org](http://www.celcis.org) **Email:** [celcis@strath.ac.uk](mailto:celcis@strath.ac.uk) **Tel:** 0141 444 8500