

Recorded webinar

Children's Services Reform Research: Leading for Change



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CELGIS Emerging Insight Series Webinar: Children's Services Reform Research: Leading for Change

Transcript

Featuring:

Chair:

Claire Burns, Director, CELGIS

Speakers:

Dr Heather Ottaway, Head of Evidence and Innovation, CELGIS

Mike Burns, Programme Director, Child Poverty and Prevention, Glasgow City Council

Lorraine Sanda MBE, Strategic Director (People), Clackmannanshire Council

Claire Burns

Good afternoon. Everyone. A very warm welcome to today's seminar. I'm Claire Burns, Director of CELGIS and more, really appreciate everyone

giving the time to step into this learning space with us today, we're very aware that this comes in hugely busy schedules that everybody's got, so I appreciate you giving us your time. This is our second Emerging Insight series, the first focusing on emerging issues in child protection, and the second series focusing on the learning from our Children's Services Reform Research (CSRR). Today's webinar is a final event in the current series and we continue to be so encouraged and grateful to people for attending in such high numbers. It gives us a real sense of people's commitment and passion, literally, for getting it right for children and families. Today's event is entitled 'Leading for change', and if anything, our research really underlined the critical role of leadership in our transformational change efforts. Just to introduce to our speakers today, we've got Dr Heather Ottaway. Heather is the principal investigator of the Children's Services Reform Research (CSRR) and Head of Evidence and Innovation here at CELCIS. We are really thankful to be joined by two other speakers today, Mike Burns, who's Program Director of Child Poverty and Prevention at Glasgow City Council, and Lorraine Sanda, Strategic Director for Clackmannanshire Council. So as is usual with our seminars, you'll be hearing from our speakers first, and then I'll give some reflections on what they've said, and I'll either kick off the questions, or if you're quick, off the mark, we'll go straight to your questions. We'll go straight to your questions as well. We would also really encourage you share your reflections in the chat of your own experiences, of the themes or things that you found that's important to you, or other things you would want to know. And if you're willing, you can put your hand up and we'll share. We'll ask you to come in and share your reflections with a wider group. So, without further ado, I can introduce our first speaker, Dr Heather Ottaway. Over to you Heather.

Heather Ottaway

Thank you, Claire. And it's a real pleasure to be here today to think about leading for change - or leading through change. So as Claire said, this is our fourth and final webinar today from the Children's Services Reform Research study, which was a real pleasure to lead and to create the different strands of work with my team. And just in case you haven't had a chance to either read the reports or look at the explainer video that we've got on the Children's Services Reform website page, I'm going to talk very briefly about what the Children's Services Reform Research study is.

Children's Services Reform Research study

Aim: To gather evidence to inform decision-making about the delivery of children's services in light of the proposed introduction of the National Care Service

Research question: What is needed to ensure that children, young people and families get the help they need, when they need it?



So, we started the study in September 2022, to inform decision making about the delivery of children's services in light of the proposed introduction of the National Care Service (NCS). And we saw an opportunity here to go beyond, at that point, that quite binary question of 'should children's services be in or out of the National Care Service?', but to look at what is needed to ensure that children, young people and families get the help they need when they need it. And the study consisted of four separate but related strands of work. The first two strands are the Rapid Evidence Review and Case Studies of Transformational Reform Programmes, focused on drawing together the existing national and international evidence, which was looking at the transformational integration of services, and services and systems, in different places. Fair to say, I think that our Rapid Evidence Review found more information about integration at services and team levels. And our Case Studies of Transformational Reform focused on much larger, systemic, transformational reforms. We looked at case studies in five countries, and we chose these countries in part because the because they had some similarity to the child welfare systems in Scotland, but also because they took different approaches to integration, ranging from very national approaches to regional and to much more localised approaches. We also looked at the creation of Police Scotland from a Scotland point of view, and what could be learned about that transformational reform program. Then in strands three and four, we focused on building the

evidence base in Scotland, and we did that in two ways. The first was, was looking at Mapping the Relationship between Integration and Outcomes in Scotland through Statistical Analysis, and the final strand was a survey of focus groups, interviews with the Children's Services workforce.

We took quite a broad definition of workforce, which I think is important to provide some additional context for what I'm going to say today, because a lot of what I'm going to talk about is drawn from that strand of work, as well as from the case studies of transformational reform. So included in the Children's Services workforces are social work, social care, early education, education, health, police, youth justice. I think I've got all of them there. And we asked everyone who was completing the survey about their experiences in of a range of different things and that included things around local services, multi-agency working, transitions to Adult Services, support from the work, support for the workforce, and the thing that I'm going to draw on most today, which is the workforces and senior leaders' experiences of leadership. So, it's a bit of a brief whistle round, but I hope it was helpful.



Why focus on leadership for change?

- Scotland has an ambitious policy agenda for children and their families, including embedding UNCRC and GIRFEC, and realising the Promise of the Independent Care Review.
- Meeting these ambitions is a complex and prolonged process which requires significant change on a number of levels, including to practice, culture, systems and services.
- Our research found that effective leadership is a key element for creating optimal conditions for change, which includes an understanding by leaders of what it takes to achieve change.

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So, Claire's already talked a little bit about why we are focusing on leadership for change. And, as we're all aware, Scotland has a very ambitious policy agenda for children and their families. I think three of the largest and most transformative agendas around embedding UNCRC

and getting it right for every child (GIRFEC) but also realising The Promise of the Independent Care Review by 2030. And something that our study really highlighted, is that these ambitions for change are a very complex and prolonged process. And in our case studies, the countries that we included - some were in the process of reform, others had completed reforms - but the central message was really that it takes around 10 years to properly do transformational change, and often even longer before you see the some of the outcomes of those changes. So, I think what they also highlighted, particularly the case studies, was that change needs to happen on multiple levels - to practice, culture, systems, services and sometimes structures. And our research found that in the context of all of that, effective leadership is a really key element to create those optimal conditions for change, both in local areas and nationally. An essential element of that is how leaders understand what it takes to achieve change. And what the study highlighted was that without this understanding the time, space, permissions and resources that are required within these large transformational programs to plan, implement and deliver change really can't be built.



Why focus on leadership for change?

- Without this understanding, the time, space, permissions and resources that are required to plan, implement and deliver change cannot be built.
- We will explore what our research says about:
 - workforce experiences of, and aspirations for, leadership in Scotland
 - what gets in the way of effective leadership
 - the role and requirements of leadership in complex change efforts
 - what is needed to support transformational leadership in Scotland to improve the lives of children and their families.

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So, what I'm going to think about today is to look at what the workforce experiences and what the aspirations for leadership in Scotland are, to highlight what those experiences were at that time. But also to report what are some of the things - structural, organisational and personal that can get in the way of effective leadership. And those two elements really combine to provide a picture of what the research showed about the

current picture and landscape in Scotland, particularly in relation to leadership. We'll then move on to think about what the role and requirements of leadership in relation to complex change efforts are. And many of the things that the participants in the study raised about leadership more generally, also relate to complex change efforts, but there are also other things that come into play too, and we'll think about those. And then finally, we're going to think briefly about what is needed to support transformational leadership in Scotland to improve the lives of children and their families.



Workforce experiences of leadership in Scotland

- The complexity of being a leader in Scotland was evident in practitioner experiences of local leadership in our study, which was mixed.
- No leadership change area we asked about was rated as 'very good' and 'good' by more than 45% of our respondents.
- However, the value of effective middle management, which is critical for supporting strategic visions whilst also managing operational service delivery, was highlighted.
- A significant issue was a disconnect which was felt between national policy makers, civil servants, local leaders and managers with the realities of local, on-the-ground experiences.

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So, workforce experiences in Scotland in our survey - we had 1399 responses across the different workforces in Scotland - and we asked everyone about their experiences of local leadership in children's services, and with a particular focus to local leaders' approach to change and perceived effectiveness in making change happen. And we chose to focus on local leadership so that those people completing the survey could draw directly from their own experiences, rather than making more generalised comments. And what we found was it illustrated the complexity of being a leader in Scotland. When we analysed the responses - and it is probably fair to say that practitioner experiences of local leadership was mixed - I think what was particularly striking was that no leadership change area we asked about was rated as very good or good by more than 45% of our respondents. I think what came through particularly strongly was that the provision of resources - so staff time and funding to deliver change, acting on feedback and learning about what works and what doesn't work,

and from senior leaders, they reflected that the development of shared and joint commissioning of services was a particularly problematic area. But what also came out really strongly was the value of effective middle management, which the participants in the focus groups talked about, particularly as being critical for supporting strategic vision while also managing operational service delivery, and that when that balancing act was done really well, it was hugely appreciated. I think one of the other things that came out in our survey is we asked about change over time, in terms of leadership, and whether it had improved over time. And what we found overall was that while a third of respondents overall thought that leadership locally had improved, about 28 felt that it had got worse. And there was a general sense when you looked across the data, that overall, there was a view that change and improvement was quite limited over time. I think one of the key areas around that was about a disconnect which was felt between national policy makers, civil servants, local leaders and local managers with the realities of local on the ground experiences. I think some senior managers talked to us in the interviews about the struggles to keep connected to local on the ground experiences, but also, practitioners talked about their day-to-day realities and experiences and the enormous demands that were placed on them. Not all the struggles of national leaders fully recognised that and work proactively to address it.



What does Scotland's workforce appreciate from their leaders?

- Being committed to improving the lives of children and families.
- Being visible, approachable and actively connected to the workforce.
- Establishment of a learning culture to enable change and foster innovation.
- Being creative, brave and willing to take an 'educated risk'.
- A solid understanding of the specific area of work that they provide oversight for, and of the daily experiences of front-line practitioners.
- Listening and responding to workforce needs.
- Investing in the workforce through training, supervision and wellbeing support
- Empowering their staff and celebrating successes.

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There were a lot of good things that practitioners talked about, about the leaders that they had worked with, and we had lots of comments, which

we pulled together into a bit of a frame about, actually, what are the things that Scotland's workforce really appreciates from their leaders? None of this is going to be a surprise, particularly, and it's about being committed and passionate to improving the lives of children and families, that came through very strongly. But also, that bit about not being disconnected from on the groundwork with practitioners, so being visible and approachable, actively connected to the workforce and finding ways to do that that are meaningful. But also, about the establishment of a learning culture and one that listened to ideas, enabled change and encourages practitioners to think about how they can be innovative, and then supporting them to do that. And within that, I think being creative in what is an incredibly challenging fiscal environment but also being brave and being willing to take what one practitioner called an 'educated risk' about something. And there were also things about the importance for the senior leaders, in particular, of having a really solid understanding of the specific area of work that they provide oversight for, and again, therefore the daily experiences of frontline practitioners, so that those experiences can be fed back to senior leaders and advocated for. Also having the ability of leaders - and leaders were very appreciated for a willingness to have difficult conversations, to really listen and to respond to workforce needs, and to work in a way that took a collaborative and shared approach, rather than a top-down management approach. But also, the importance of investing in the workforce through post qualifying training, through regular reflective supervision that also focused on wellbeing, and not just the work in hand. And all of that really - what practitioners talked about - led to leaders empowering their staff, and also that capacity to celebrate and recognise successes in a range of different ways. We're very familiar in Scotland with some of the things that can get in the way, and these things are important to think about and recognise, because they can get in the way, not just in terms of the leadership day-to-day, but also potentially get in the way when thinking about transformative reform.

What can get in the way?

- Leading in the context of significant recruitment and retention issues within the children's services workforce.
- Managing increasing demand for services against reduced resources and short-term funding.
- A legislative and policy landscape that continues to be confusing and cluttered, with new policies and guidance being 'layered on', risking implementation into practice being less effective.
- Challenges in recruiting and retaining the right leaders.

So the things that came up in the study, and this is particularly in our strand four work around the surveys and focus groups and interviews with the workforce - what came up repeatedly was the challenge of leading in a context where there's significant recruitment and retention issues within Children's Services. We found in the study, it was particularly acute at that time in terms of children's social work, but there were recruitment and retention issues noted throughout the different services. And when we think about adding in transformational reform in the context of significant recruitment and retention issues, we can see the difficulty because when there's little capacity to do the things that you need to do, there becomes even less capacity to work around transforming the system. And in that context too, leaders in the study in particular, talked about managing increasing demand for services in the context of reduced resources, but also short-term funding, and particularly those short-term funding cycles, where it was unclear if innovations would continue to be supported. We've talked about this quite a lot in our reporting of the study elsewhere, but particularly in Scotland, we heard a lot from practitioners and leaders about the legislative and policy landscape that is cluttered and can also be confusing. And some practitioners talked about in relation to UNCRC, GIRFEC and The Promise, which comes first, which do I need to prioritise? And I think the other element of that is with new policies and guidance being perceived as being layered on, the risks around implementation into practice of these policies and risks becoming less effective. And senior leaders also talked about challenges in recruiting

and retaining the right leaders, particularly since the COVID pandemic, when a lot of highly skilled and experienced leaders left and, the right people have been reluctant to step into senior leadership positions, and that can be particularly challenging.



What can get in the way?

- Perceived risks of children's social work and social care services being marginalised by adult social care and health.
- Huge demands alongside a fast pace of change.
- Some senior leaders feeling isolated and unsupported in their roles.
- Lack of parity of esteem for some senior leaders, especially in the third sector.

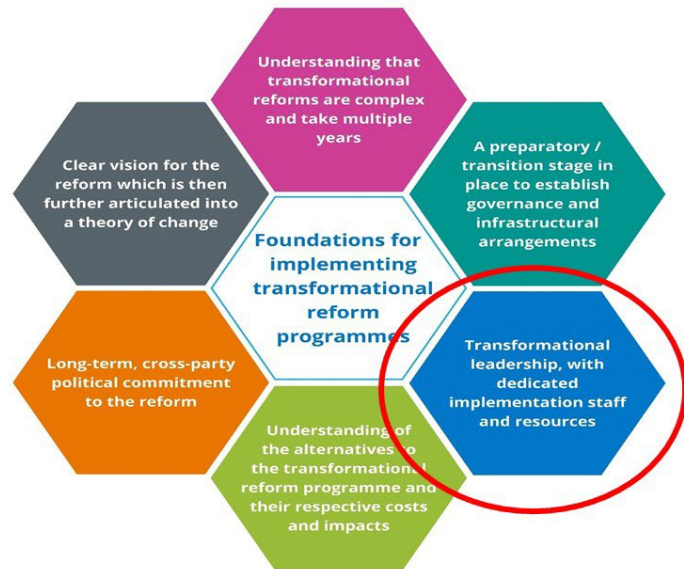
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Some other things that can get in the way - I think the perceived risks we heard a lot about, and particularly in the context of (and obviously, things have shifted around the National Care Service in recent times) that perception of children's social work and social care services being marginalised by adult social care and health. Huge demands alongside a fast pace of change, but also some senior leaders reported feeling quite isolated and unsupported in their roles. They really highlighted the importance of professional support, but that it can be quite hard to find sometimes, and some leaders talked about a lack of parity of esteem with other senior leaders, both in other settings, but also the third sector senior leaders talked about that a little as well.

So, thinking about transformational change can be quite a challenge, but it is nevertheless really important to do. And I suppose I'm particularly bearing in mind The Promise being met by 2030 and our case studies for transformational change that we pulled together, what are a range of foundations and common foundations in the case study countries that need to be understood and in place for change to be successfully implemented?

Foundations for implementing transformational change

The role of leadership in complex transformational change needs to be understood in the context of the foundations which are required for the change to be successfully implemented.



You'll see I circled the transformational leadership tile, and we'll come on to that. But I think helpful for us to pause here for a moment and just think about some of those other foundations. And I've used The Promise as an example, because it's not an adaptation to an existing system. It's about transforming it. And there are some things here that have been important in terms of thinking about that. We know that there has been long-term cross-party political commitment to the reform. We know that there's an understanding that transformational reforms are complex and can take multiple years, but there are other things in there too, that are extremely helpful to think about. I think one of the things that came out clearly from our work on the case study countries was about the importance of having a clear vision for the reform, which is then further transformed into what we're calling a theory of change, but is really about the who, what, why, where, when, and how.

But as I said at the start, the transformational leadership element is one of the key foundations and the ability to be able to lead really is about overcoming the push factors that lead to transformational change, and embedding the pull factors. And in our case studies we identified across the across the five countries, despite their different contexts, there are a remarkably similar range of push factors that led to the need for change, and there was a sense of commonality of common pull factors too. And I think what this says to us is that Scotland isn't alone in the challenges that we're working with and the issues that we're trying to overcome.

Push Factors for change

- Children's health and social care services were fragmented across national, regional and local structures and;
- Marginalised within a larger health and social care system for all ages.
- Practice was described as risk-oriented, deficit-based and centred on crisis management.
- Limited participation of children, young people and families in decisions and planning that affect their lives.
- An imbalance in service funding and provision towards specialist and reactive services rather than early help and preventative services.

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So the push factors for change in the different case study countries will be familiar, I think if we think about Scotland's context. They were about children's health and social care services being fragmented and marginalised, about practice being described as risk orientated, deficit based and centred on crisis management. There was limited participation of children and young people and families in decisions and planning about their lives, and an imbalance of service funding, which was focused more on specialist and reactive services rather than early help and preventative services.

Pull Factors for change

- Closer integration of national, regional and local organisations to enable more joined up planning, funding and delivery of children's health and social care services.
- Re-balancing service funding and provision towards early help and preventative services which, in turn, aim to improve children's outcomes.
- Improved access to services for children and families, including enhanced or seamless transitions between different services.

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And the pull factors that I'm going to talk about really are in many ways,

a mirror image of those push factors. They relate to structural changes, practice changes, and addressing issues such as workforce recruitment and retention. They're about closer integration, about a rebalancing of service funding towards early help and preventative services, which in turn aim to improve children's outcomes. It's about improving access to services for children and families. One of the particular issues in the countries was about that lack of seamless transitions between different services, particularly between children's and adult services too. Also, all the case study countries had a commitment to embedding UNCRC, so that embedding of children's rights and building that new relationship between services and children and families, one characterised by relationship-based practice. So, practicing in a positive, strengths based and empowering manner. But also enhanced working between practitioners from different services. And there is lots in the case studies about the challenges of doing that and what the opportunities were, but the importance of having the time and space and recognition to do that. Also, each of the countries was really struggling with recruitment and retention of staff and the different countries have developed a range of things to try and address that. It is probably fair to say there has been some improvement over time, but it was still an issue. But they were looking at improving workforce supports, including around career development and progression opportunities, but also for some countries, and New Zealand in particular, was really also focusing on well-being and how to support practitioner well-being.



Characteristics of transformational leadership

- An understanding of complex, multi-disciplinary systems and how to bring about changes in such systems.
- Recognition of the need to have a theory of change that sets out the structural, process and/or practice change(s) involved and the expected outcomes and impacts of these.
- Effective and inclusive communication of the reforms to internal and external stakeholders and audiences.
- Empowers practitioners, giving them autonomy in how they work with children, young people and families.
- Builds the capacity needed for meaningful participatory practice with children, families and communities.
- Actively promotes the joint development of shared understanding and culture across different services and disciplines.

What also came through from the study was about a number of characteristics of transformational leadership that are really important to be in place, and the case studies in particular highlighted that central importance of having skilled and experienced transformational leaders, either in place locally - or in some situations they have been brought in. These were some of the elements that the study highlighted that needs to be in place in relation to transformational leadership - understanding of complex, multidisciplinary systems and how to bring about change in those systems, having a theory of change that sets out really the structural process or practice changes involved, and the expected outcomes and impacts of these. What we found in the case studies was that often structural change was the focus, but there was a realisation in those countries that more was needed, particularly around practice and culture change and workforce supports, and all of that can be embedded in a theory of change. How the change is communicated, in terms of the aims and vision and what's going to happen and why, was seen to both the internal and external stakeholders to be important. And on the other side there's what you could see as more generic leadership qualities but is also essential in the context of transformational reform. It's about empowering practitioners and having more of a shared leadership approach giving practitioners a bit more autonomy in how they work, but also building capacity for meaningful, participatory practice. And we certainly found in our survey, that a lot of practitioners were saying in Scotland, things are moving positively in terms of participatory practice, but more is needed, also work to actively promote that joint development of shared understanding and culture across different services and disciplines. And this is really hidden work, and it's work that is essential if we're going to have effective multi-agency working, we need to understand one another and understand our culture and develop a shared culture, but it's often not recognised and not given the time or resources.

What is needed to support transformational leadership in Scotland?

- Investment in the workforce to address significant recruitment and retention issues, which will also allow opportunities for capacity to implement transformational change.
- National and local support is required to enable effective multi-agency working.
- Scotland's cluttered legislative and policy landscape needs clarity and alignment.

And so finally, just to finish, some thoughts from the study about what's needed to support transformational leadership in Scotland, particularly in the context of some major policy transformation programmes that are underway at the moment around UNCRC, GIRFEC, and The Promise. It won't be a surprise that we're saying this, but investment in the workforce is really needed to address those significant recruitment and retention issues, which will also allow opportunities for capacity to implement transformational change. National and local support is required to enable that effective multi-agency working and Scotland's cluttered legislative and policy landscape would benefit from more clarity and alignment, so that the focus of transformational reform is clearer and supported and the different policy areas are more overtly related to one another at a national level.

And finally, another aspect of hidden work is about that coordination between national and local leadership to build collaboration and consensus, so that the long-term vision and agreed policy direction is consistent, both within systems and services and across them, but also across those service boundaries and across Scotland - and again, often hidden work that takes a long time. And so, what we said in the study is that that culture of collaborative leadership needs to become integral to any complex or transformational change effort, and that this needs to be strengthened across Scotland, and we've got a clear message about that, both from practitioners and from senior leaders in Scotland within the study. And just to go back to what I said at the start - having time, clarity

and resources are really essential, so that we're able to plan, implement and deliver transformational change for children and their families.

Claire Burns

Thanks very much, Heather, that was great, and I'm just reflecting that when we're working in such complexity and sometimes in chaos, the evidence base continues to be one of our anchors that we all need to collectively come back to, to direct us. And I think you've done that really well. But at CELCIS, we're also absolutely committed to bridging that evidence into practice feedback loop. So that's why it's so important that we've then got Mike and Lorraine coming on to reflect on how the evidence has helped inform them and some of their leadership practice. So I'm going to hand over to Mike now. Thanks, Mike.

Mike Burns

Thank you very much. So, just to take people through the context, and you'll see quite a quite a significant similarity in the points that's been raised here by Heather, and the themes working its way through in relation to not only leadership, but the point that's been made there about time, clarity, resource and capacity. I've been working really closely with CELCIS over the last 10 years, and this is very much part of a joint partnership about also drawing in on other parts of the system, and the third sector, police, education, but also, critically, the Scottish Government, and making them, in a sense, part of your system, so that they begin to understand what it takes to achieve that transformational change in the way that we want to see it.

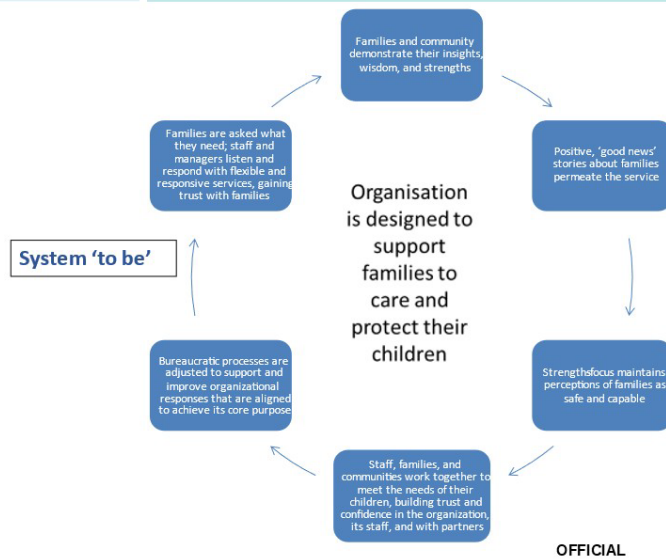
Overarching messages and implications



- Realisation of rights
- Addressing poverty and deprivation
- Decluttering policy and legislative landscape
- Improving data and information sharing;
- Relationship between integration and outcomes
- Supporting the workforce
- Sustainability of services; timely access to non-stigmatising services and seamless transitions
- Relationship-based practice
- Effective multi-agency working
- Effective leaders; culture

We've similarly looked at the overarching messages about the realisation of rights. But again, one of the things that in Glasgow that we started to look at was about addressing poverty and addressing deprivation and the scale of inequality that we've seen was immense. Likewise, what Heather's saying - a cry about the decluttering of policy and legislation, improved data - but also that issue about integration. We've been integrated in Glasgow for quite a number of years, but I'm not always convinced - we use the word integration where we've got alignment, or when we even got joint working, but we don't have, in a sense, a level of integration that children and families need to feel in terms of that seamless transition of support.

Changing our approach with families



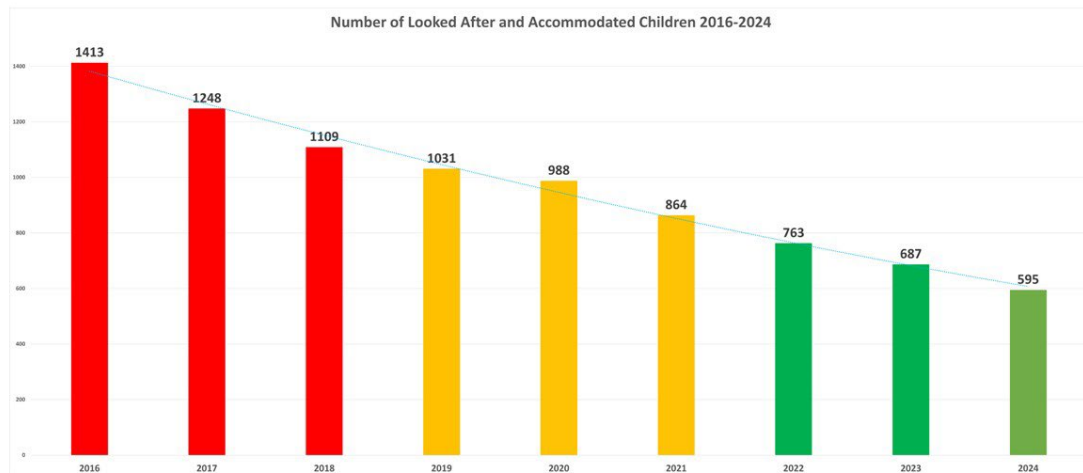
“The Transformation programme for children’s social care in Glasgow has resulted in almost fewer than 500 children in foster and residential care, a third of the total in 2016, and a 60% reduction in the numbers of children entering care. A spin off has been a remarkable 70% reduction in placement moves for children in care. These changes have been accompanied by and have facilitated a doubling of expenditure on family support. **This has been based on a recognition that services were too focused on moving from risk to removal, rather than on reducing risk while maintaining existing relationships.**”

(Bywaters et al., 2020, p.51)



So, one of the things that we've started to look at is about relationship-based practice and about that effective culture in relation to what it takes from leaders. I've probably been invited on, because over that 10-year period, we worked really closely with Paul Bywaters (Professor of Social Work at Coventry University), and we utilised a lot of his evidence to begin to look at rates of admission into care. We were at like 135 kids into care per 10,000 and we slowly started to work about not where the system was, but where the system needed to go. Dominique Harvey talks about this, an epidemiologist, that said we need to move the question from what is it that I need to do with what I have, to what is it that needs to be done to help children? And Paul came back and kind of acknowledged to us the fact that we'd reduced children in care by 500. That wasn't what we anticipated at the time, but what had been a remarkable spin off is a 70% (it's probably even higher than that), in placement moves for children, and he recognised, in a sense, that that push and pull that Heather's talked about, about the fact that services were too focused on moving from risk to removal rather than maintaining existing relationships. That journey has continued, and we've ended up in a position where we've reduced kids in care.

Transformation – Supporting Families in their Communities

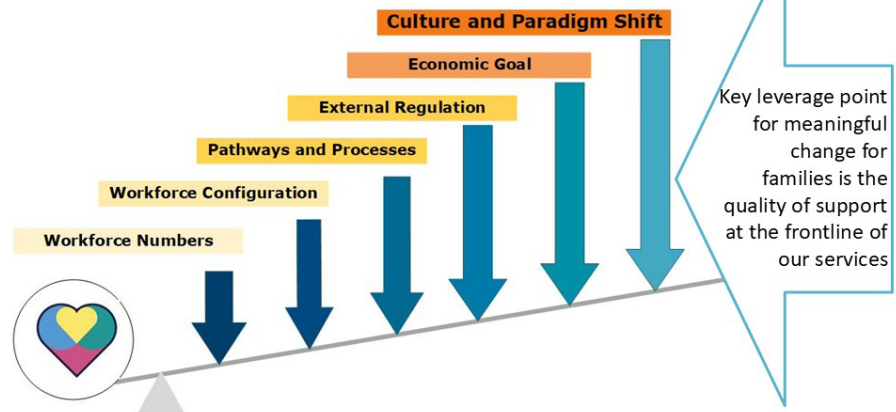


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This slide is slightly out of date, but from 1469 kids in 2015 to currently down at 565 we've reduced the number of kids by 900 and of the 565 kids that we've currently got in care, only 92 of them are under five. And it's interesting, a lot of the points that Heather's made about that need for a 10 year journey. I read once that organisations completely overestimate what they can do in a year, but can completely underestimate that they can do in five. And in terms of my new role, in terms of public sector reform and linking in with the government and linking in with the council, what I'm saying to them for Children's Services is that year on year, financial arrangements create a straight jacket from which we stop making good decisions and, under siege, we start making salami decisions, where we're just cutting things that, even at times we know isn't right.

Working collaboratively to gain consensus on outcomes through identifying leverage points for change

Transformations require us to see the world differently – a paradigm shift – rather than assuming the future will be an extension of the past.



Finding the Leverage Point (Donella Meadows)
Places to intervene in the system

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I've, in a sense, worked through this with Dominique Harvey. Sometimes, I begin to learn things in the rear-view mirror, when I look back. But Dominique tried a number of times to explain this slide to me, and I could never quite get it. But in actual fact, Heather's touched on it there, which actually says that if you're trying to implement The Promise, what we immediately think is, if you look further down that leverage point, oh, we need more workers. If not, we go to the next one, which is to say, oh, we need to reconfigure the workforce. Or we go up towards either processes, procedures, legislation, policy, everything that Heather's touched on, or we think, no, we'll get change by external regulation.

In actual fact, I was speaking to a director of Children's Services in terms of the work that we'd done in Glasgow, and she was saying to me, just as Heather's pointed out, she says, but it sounds, Mike, like what you've really done is that you and the team, and every member of the health visitor staff, you've really concentrated on culture, the paradigm shift. It's that that then allowed you to see the scale of changes that you needed to take. Within the work that we've reflected on a great deal comes about talking about collective leadership, and that was one of the things that's actually recognised in Scotland. People go on about this thing about distributed leadership, collective leadership, but as Heather's actually highlighted there, you have to give away power. And you give away power by listening.

And if you look at the practices that support self, I write all the time. I know Ben Farrugia is on this call, he does the same - we scribble. It's a

way of listening. But what we're also doing is we're reflecting, we're pausing, we're thinking. We're embracing the understanding of complexity, which I'll come on you talk about. But we're also getting into curiosity. And at times, I'm always kind of struck by Stephen Covey, who talks about simplicity on the far side of complexity. And I often write down where people ask either really good, simple questions, or at times, they provide an insight that's just amazing. And you go, that is it, and what we need to grapple with, and I know Emma Hanley's (Child Protection Consultant at CELCIS) on the call today, who's been helping me a lot within CELCIS, is about how we work then, with practices that support self, complexity, curiosity, relationships, but at the same time, grapple with what it is that we don't know, and grapple with what's emerging.



One of the things that we've then tried to do is - and this is a Stephen Covey quote - is to say, leadership is not a position. We're trying to unlock the leadership from everybody. We're trying to unlock the culture from everybody. And there, again, Heather's touched on it - some of the things that we talk about is strength based, trauma informed, enhanced and anti-poverty. And again, within that it hasn't been just about leadership, but it's been about individuals on the front line. We could think of Richard Gillespie and Chris Malcolm, who've done massive work in terms of engaging families differently.

Leadership is not a Position....

- Leadership Cultures and Behaviours
- Strength based...trauma informed/enhanced & anti-poverty
- Nurturing Glasgow with Kindness.....
- What will it take and how can I help?
- 'Holding the hand of those who hold the hand' # **Keep the Promise**
- Attending to everyone's Wellbeing...Reflecting together
- Implementing the 'New world Order'....Working in the 'Office'
- Flexibility balance with our values, ethics and commitment

OFFICIAL



And one of the things that I talk about is the fact that we started to promote kindness, kindness amongst ourselves, kindness and our interactions, in the hope that then we're kind when we're holding the hand of those that hold the hand. So, attending to everybody's well-being, changing the conversation with families. Instead of saying to them, 'you have to', 'you need to', we're just leaning in all the time and saying, 'How can we help?' Richard was saying to me the other day that within the intensive family support team, they've stopped using the word engagement with families, or that families are not engaging. What they've actually started to explain to families is that there's simply a distance between us, and there's a distance that we just need to end in the journey and move towards understanding each other much more effectively, and recognising the need to flexibly balance our values, our ethics and our commitments.

Leadership is not a Position....

- A Post-Covid & Recovery response....
- Reset...Re-align & Recovery...
- Attending to the Challenges: Public Sector Finances & Acuity
- Reflecting on the Operational, Financial & Reform Challenges
- Preparation for Inspection...focused on Continuous Improvement
- Appreciative Inquiry around attendance and wellbeing...
- Still implementing ***the Promise....getting it right for every child...***
- Delivering Radical Change to 2023....

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So critically, the bit that I go on about - I've been going on about it this week - but people have forgotten is that it's five years since we went into lockdown, and if you look at the impact of COVID-19, on family life and on childhood development, the circumstances that we are in have just got massively tougher. So, we need to reset, realign and recover and really understand that 10-year journey that Heather's talking about, reflecting on the operational, financial and reform challenges differently, thinking about inspection differently, but really promoting amongst everybody that appreciative inquiry and delivering radical change, not to 2023 but that's to 2030.



Hierarchical (it's compelling)

- Action and Quick Wins
- Technical Solutions & Approach
- Directing and quick 'fire' decisions
- Decisive/ delegated decisions
- Performance Management
- 'Carrot & Stick' Mental Model
- Activity, meetings (MST) and emails
- Action plans...no capacity
- Talking... noise!

Collective (it's exhausting)

- Analysis and exploration
- Reflection and deep thinking
- Curious about the data
- Being thoughtful and precise
- Patience and courage
- Listening to dissent and our bias
- Need to build the oppose
- Leading by listening and learning
- Always together

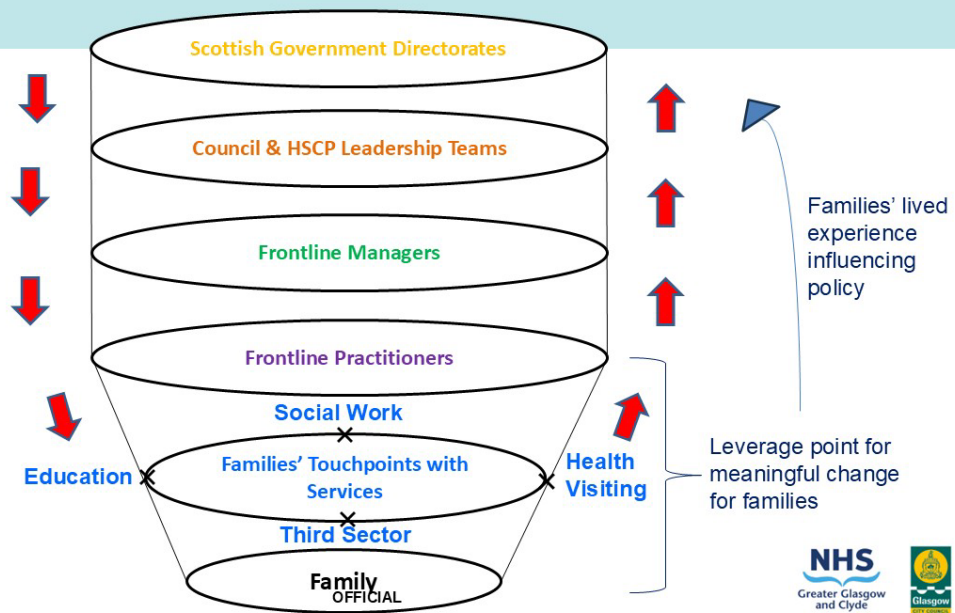
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One of the things that I've shown people is that within my work with Emma, we talked a lot about Mary Parker Follett, a great female thinker in the 1930s that talked about, it's not just about empowering, but it's also about giving power away. And power has to be given away, and it has to be picked up. Within Glasgow, we have seven Heads of Service, and 35 Service Managers and about 120-30 Team Leaders. And one of the things that we started to do as a team is address this: that hierarchical is compelling. And I've no doubt Lorraine will tell you this too. You could get a career in Glasgow, coming in and answering emails, going to meetings and doing audit, and there's a lot of talk, there's too many meetings where there's too much noise, and I know I'm guilty of that myself, but where we try to move to is to say that we're going to get deliberate and specific about taking a collective approach. And let me say to any leader out there, it's exhausting because it's about slowing down. It's about analysis, exploration. It's about reflecting and deep thinking. It's about Heather's point about, you know, a lot of kind of Heifetz (Ronald A Heifetz) talks about getting to the balcony, developing a shared vision. And our shared vision wasn't then just about a vision. I've seen it too often on a sheet of paper that's on a wall. It's then making that vision reflected in every conversation, every bit of patience, courage we talk about listening to dissent. Again, a great service manager said at one point 'if we're all in the room and we're all agreeing, something's gone badly wrong'. Because who would believe that changing a complex, difficult system would have an easy silver bullet to it? So, you need to kind of build the oppose. So, it's one of the things that Claire's spoken to

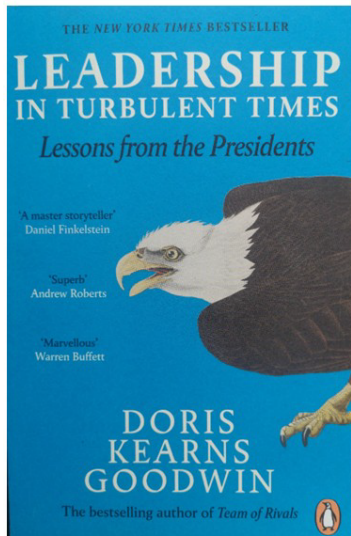
me about. You need to allow people to give you feedback, and sometimes that's painful, and sometimes there's not a lot of joy in it. But one of the things working with Melissa Van Dyke (National Expert Advisor on Implementation, CELCIS), one of the things we started to talk about were always leading by listening, by writing and by learning, and we're always doing it together. I really struck before I kind of finish up on a couple of things. Was I was really struck this week listening to Will Hutton's doing a dialog on the 'we society'. And he brought along a Nigerian doctor, Dr Okonjo-Iweala, who's the leader of the World Trade Organisation. She gets to deal with the President the United States at the moment, so she's got her work cut out, to say the least, but an absolutely brilliant insight into her leadership, where she talked about always keeping calm, always developing thinking and always developing dialog and always creating a win-win. And I thought a lot about that. When she's dealing with problems, she puts her ego into her handbag and she says, I don't have to be right when I'm dealing with complex problems, I need to do the right thing. It made me think a wee bit about the women that I've worked with. You know, I'm surrounded by women, but I was thinking of what's the best traits that I see from women? And I was thinking about even like Lynn, my wife, who I've been with for 40 years, but I just think about her leadership as an early years educator, about the way she's nurtured kids. Looking at my daughter, Sarah, I've been struck by her use of Covey (Stephen Covey) as being a young doctor about the battle within the need to actually keep yourself under control.

Systems perspective on influencing outcomes for families



We also work really closely with Claire, I've got to know Claire well. It's about her ability to reframe, but also Emma's ability to create that inquiry, to create that curiosity, to challenge you in a way that's supportive, but also Dominique in terms of her wisdom, insight and determination. And I am struck by Karen (Dyball), who's currently in my post. Karen's probably got one of the most remarkable leadership journeys in which she wasn't just willing to think about doing things differently, but she kind of reconstructed herself. She was always saying, 'I did sometimes feel the need to be right, and I did sometimes feel the need to debate that I was right. If we're going to ask families to change and we're going to ask families to do dramatic change, then we need to change'. And it's one of the things here. I'm sure this would chime really helpfully with Heather, because one of the things that we are saying to government, if we go back to that, is to say you're too far away from where the problem lies. We need to really focus in on family touch points in Wishaw and Falkirk and Castlemilk. It's that where the chaos is, and what I'm saying to the Scottish Government is, you keep providing policy and legislation that completely and utterly chokes the reality on the ground. What we need is a feedback loop. And if you think even the Labour government, at the moment trying to change the PIP (Personal Independence Payment), what I'm saying to them is they're believing in Downing Street, that there's something that they can do that will have an impact on Barnsley. And what you're saying to them is, you are not even within striking distance of the challenge and the problem that you're going to have to sort out.

Leadership in Turbulent Times



- Acknowledge when failed policies demand a change
- Appreciative inquiry and curious about the data
- Find time and space to think... promote creativity
- Anticipate contrasting viewpoints
- Understand the emotional needs of each member of the team
- Refuse to let past resentments fester; transcend vendettas...
- Set a standard of mutual respect & dignity; always control anger/frustration...
- Shield your colleagues from blame
- Keep your word....and Keep your head...(!)
- Put ambition for the collective interest above self-interest
- Above all kindness....in all relationships

OFFICIAL



So finally, this is my favourite book. I read Obama's favourite book, *The Team of Rivals*, which is about the way that Lincoln brought the oppose into the room at the time of the Civil War. And this is a book that's been written by the same author, Doris Kearns Goodwin, in which she lifts the thinking of the likes of highflyers and modern leaders, and she takes them back to Lincoln and back to Lyndon Johnson, and she says, were they doing things that were, in a sense, attributable to effective leadership? And what she came up with was the need for the leader always to acknowledge when failed policies demand a change. That appreciative inquiry, finding space and time to think, anticipate there will always be contrasting viewpoints, understand the emotional needs of each member in your team, refuse to let past resentments fester, transcend vendettas - I'm no very good at that as a social work manager after 39 years, but to set a standard for mutual respect and dignity. Always control your frustration and your anger, shield your colleagues away from blame. Always take the blame, keep your word, always be judged on when things go badly wrong, when that child dies or some catastrophic happens, put ambition for the collective interest above self-interest and above all kindness in all relationships. Thanks.

Claire Burns

Thanks very much, Mike. So, I'm going to hand over Lorraine now. So over to you. Really looking forward to hearing what you've got to say, Lorraine, thanks.

Lorraine Sanda

Afternoon, folks. I'm delighted to be here. I'm Lorraine Sanda, I'm a strategic director in Clackmannanshire, the smallest mainland local authority in Scotland. And interestingly, Mike might not remember this, but when I took up my post, when I started to look at an integrated Children's Service, one of the first people I was pointed in the direction of was Mike Burns, and we had a conversation about what he'd done. And interestingly, I've been on that journey ever since. So, I'm going to give you a wee bit of a flavour of the journey that I've been on. I'll talk about Clackmannanshire's journey but I'm very, very conscious that you can't take what either Mike or I have been doing in those different local authorities and plug it in elsewhere. But there are a lot of similarities you will hear from what we've got to say and from what Heather said previously. So very briefly, where we've been in Clackmannanshire is going deeper and deeper into what it takes to develop a system where children and families get what they need at the right time in the right place. And it's as simple as that, we've just been on a journey for that length of time. I manage Education, Children's Services, a lot of the Community Services and Justice Services. I don't manage Adult Services, and they sit within our Health and Social Care Partnership in which is a Combined Authority partnership in Stirling and Clackmannanshire. It's unique. It's the only one in Scotland. But we do have Children's Services and Justice sitting within the council. That's not the same in every local authority in Scotland, as many of you will know. But I think what we've got to remember is the change journey that both Mike and I have been talking about. If I just even look at five years, how the world has changed in that time, and it doesn't matter whether you think about COVID, or you go into more detail into what's been happening in Scotland in terms of the National Care Service, potentially Health and Social Care Partnerships and the way that they've evolved, the cost of living crisis, The Promise, there's been a huge backdrop of change. So, when we talk about transformational leadership, we've absolutely been living it in that world where things change constantly, and that's where we've been in Clackmannanshire. Where we started, I think is interesting. Heather talks about the importance of a theory of change. Well, we didn't have one. I'll be quite honest, when we started, we started to fly the plane without the wings, and we did have a bit of a journey, thinking, where is it going to take us this plane? And how do we get the wings on when we're doing it? We now do have a theory of change, and we do have a strategy and all of

those things. Because increasingly, as we've gone further and further into that journey of trying to scale the transformation, we have been looking for things on paper that describe what we're doing, and people are asking about some of those, and I'm happy to share some of those resources if anybody's interested. But we did start from the perspective of culture and values and relationships, just as you've heard Mike refer to that, and I fundamentally agree that that has been the backdrop that's been really essential for us to be able to move forward. If we don't have the right relationships within our teams, with our families, with our partners, we can't do transformation, and we've really had to work hard at that. We've worked with an organisation called Columba 1400 and we're continuing to work with them. I'm going up to Columba with them next week and we've just gone through cohorts and cohorts of staff, families, young people, education staff, partners, elected members, and that's been to build up this collaborative group of people who are with us on the journey. And that's been really, really important for us, because we've got those shared sense of values, and I think without that, we wouldn't have been able to tackle some of the real challenges that we've had along the way. That's given us the permission to act differently, and it means that the elected members, the politicians and the Scottish Government who are part of that partnership, have been able to understand a bit more deeply what our practitioners are experiencing, what our families are experiencing, what our young people are experiencing and then be with us on the change journey. So that's been a key part of it. Over time, what we've also started to think about is some of that structural and design change where it's helpful. And I don't believe that the structural change is the first thing that you should think about, but the journey that we've been on has led us to think that some of the current or the previous structures that we had weren't fit for purpose. And when I say that that's the ones in particular that force people into silos, and that silo working that gets in the way of thinking, what does an individual family or individual child or individual person in our community need? So, we created something called the Family Well Being Partnership in Clackmannanshire. All it is is an approach, and it's a bit a brand, to be perfectly honest. But within that, we have a collaborative approach, which includes housing, employability, children's services, education, you name it. Everybody is in that partnership, and we come together in a very much a collaborative space to think about, how do we take off our hats from the individual professions or areas that we work in, and how do we really think about the solutions for families and children? And that's created a different way

of working, and it's uncomfortable for some. Some people like to hold on to their profession or their job description or their line manager, whatever. So, changing that has been difficult, but it's part of that radical change and journey that we've been on. So that that bit's been really important. We've got an approach in management called STRIVE, which is Safeguarding Through Rapid Intervention. And that's that kind of sense we come together every day, and it's health, police - police are a key partner in that and have been a key driver in maintaining that that all the way through COVID - we still met on a daily basis, housing, employability, everybody around the table, because you need to be thinking, what does that family or that individual person need? And it's often not within one service area. So, we've been pushing the boundaries on that for quite a while, and significant savings emerge if you start to articulate those in terms of the public purse, if you get into that prevention mode, rather than actually the reactive mode. If you just think about police officers alone being up in Accident and Emergency, whereas they're able to bring some people in through the STRIVE door, and actually the solutions within that team are very much more meaningful for that individual than taking them to an Accident and Emergency and then they reappear the next day with the same issues and nothing's been resolved. So absolutely that kind of approach and that early intervention and prevention.

The wider policy landscape is another area that we've been working really hard to help people, both at national government level and within local authority level and within our CPP, which is our Community Planning Partnership, to understand the drivers and the enablers of the policy. Sometimes we can let the policies, and the silos get in the way, and actually we just need to use the board effectively and think it through, but in terms of structures, what we trialled 18 months ago was what happens when you take the existing policies and put them all in one space. So, if you think about equally safe around violence against women and girls, community justice, community learning, development, all the policies that sit within all of those different strands and work streams. How can you make them work better together? If you put them all in one room, the leaders of those policies, the operational people, and start to get them to work more across their individual silos? That led us to think, well, actually, we need one plan which brings all of those things together and one report, instead of, at the moment, 10 different plans, which actually all say very similar things around some of those being the same families. So, we've trialled that, it has gone through our political leaders,

and they much prefer that approach. And we're pushing the boundaries on that as we go forward in the coming years. The other area that this type of work has led us to start thinking about, is what happens when you pull the funding? So, you've got the one plan, one report, so it immediately makes you think so you've looked at the structures, you've created, the culture, looked at the structures. You start looking at the planning and reporting. Then you start looking at, well, actually the funding is in the wrong place. And it tells you actually, that if you work with that funding together, you can potentially address some of the challenges that we have in the financial constraints that we're working within, but also you can make that money work better for you. So, at the moment, we've just got approval to take that forward into what we're calling a transformation space, where we'll pull the money into one space, and we'll make that money respond to what communities and individuals, that voice in our communities, is saying could be the solutions or how they want that money to be spent. Crucial to that space is voice and agency and being led by the voice of communities. That's another part of the change process that we've been going through, how do you build that up? And we've been working really hard, I think, to test that out over the last three or four years, handing money over to communities to say, right, what would you do with this, as opposed to us just using that money to deliver services? That's quite a different way for local authorities to work. And it's uncomfortable for some, it's uncomfortable for the auditors, it's uncomfortable for the legal people, but actually, the risks that they all worry about haven't actually materialised, and we have seen quite remarkable solutions coming forward from communities when you actually go out and ask them, with integrity and with intention, how to spend that money. So, we're expanding that model. We're expanding the citizens panel approach to that. We're expanding the voice that we have already. We've built up some real strong people in our communities who are able to come forward and say what their communities want, and we've been working really closely with them, and an organisation called What Matters To You, which is supported by Children in Need, and the Hunter Foundation. So, we've been on quite a bit of a journey in all of those things. We've got a real focus on how do the workforce need to change to work in this way, what's our readiness for care? Like Mike, we've had a steady decrease in the number of young people who are in either residential placement, whether that be foster or whether it's residential provision, all of those things come together, and I think that's the kind of transformational journey that we've been on. But I would just

repeat what I said at the beginning, the values and the relationships are absolutely fundamental. If we haven't got those right, we can't deliver the type of transformation that is needed to get things better for children and families and communities. I'm conscious of time. I think I did start a couple of minutes late, but hopefully that's within time. Folks handing back over to you, Claire, thank you.

Claire Burns

Thanks so much. Lorraine, that was great. And I think you just really brought to the surface and made explicit what that culture change looks like, about your collaborative leadership around participation with children and families, really hearing the voice, checking out, what were there? So, I thought you really brought a lot of that to life. So, thanks very much for that. So, just a couple of questions for you now that we've got Heather, Mike and Lorraine on and I suppose one for the three of you at the moment, is that we've all acknowledged that the legislation, the policy landscape, is cluttered and it's confusing and I think we've all established that, but it becomes very difficult with people to say, actually, what is it we need to do? So, I suppose, Heather, I'll start with you and then go to Mike and Lorraine. As you know, I don't know if we've got Scottish Government people here today, but if we did have Scottish Government people say, what would your advice be to them about addressing that cluttered landscape?

Heather Ottaway

Oh, that's a very good question. Claire, I think there is something about making the connections between the different policies much more explicit. But also, I think giving a strong steer on priority. You know, in the context of multiple legislation and policy, I think that sense of clarity, of urgency. But also, I think something that came up in the study was potential confusion and contradiction between different pieces of legislation. So, I think, I think ironing those out, and sorting that out, I think would be incredibly helpful.

Mike Burns

Yeah, I think very quickly, picking up that point, Heather has hit the nail on the head around priority. I think, from my perspective, that what happens to all of us, and I include us in local government, wherever you are in that system, your mindset is wrong. You see the problem solely from where you're standing, rather than seeing it systemically from the

bottom up, and I think there's a complexity in the middle. And I was speaking to a Scottish Government civil servant who was saying to me, 'but my job is to write policy for you'. And I'm going, I'm begging you to stop, because it's actually going into the areas that Lorraine's touched on where we're actually saying it's about focusing in on the ground in Alloa and Castlemilk, about what that then actually looks like. And that's one of the things that we've done, is we've pulled government into that mess and into that complexity to say we need to get out this together. It's not you passing the policy down to me. We need to implement together, and we need to get better outcomes together.

Claire Burns

Thanks. Mike, Lorraine, anything you want to add there?

Lorraine Sanda

Yeah, I would just add that I do think that we're making some progress with government on this. I think we've been talking about this for some time, I mean, how old is the Christie Commission now, in terms of what it suggested we needed to do? But the way that I think we are managing to get government to listen is showing them how it possibly could be done if you took away that complexity. And I think that's one of the things we've tried to do in Clackmannanshire, around this one fund, one plan, one report is almost to say, right, in a decluttered world, what could it look like? It's not perfect by any means, but at least we've gone from 140 different indicators that we had to report to Scottish Government down to a suite about 14 based on six outcomes. Now, if we can simplify that, and I think that the folks in Scottish government who are working on public sector reform are really interested in trying to help us, but they are also constrained by policies being layered over time, and one piece of policy fits on another and fits on another. So, I do think they are trying to un-strip that, but there's an awful lot of territorial protectionism going on there, within Scottish Government, but also at local authority level and within professions. And I think we have to be honest and think what's our contribution to that? And that's what we're trying to demonstrate - Okay, give us the permission.

Claire Burns

I think that's so helpful Lorraine and Mike and Heather, because one of the things you're saying is we have to be able to bring them in as a partner and be in the dialog and in the in the engagement with us. But I

think Lorraine, again, you're hitting the nail on the head of that kind of missing piece that Heather's talking about, which is, where is the dialog around who may be the losers here, and what does it mean to give up the power in that position? So that really connects well. Ben, I think you wanted to come in on that question. Ben, I shall just say is ex-CELCIS. Did you want to come in and say something you wanted a wee bit more around that question around characteristics of transformational leadership.

Ben Farrugia, Director, Social Work Scotland

Thank you, Claire, and thank you all very much, colleagues, Lorraine, Mike, Heather, it's a positive message being given today, which is really nice. You know, this could be a real defeatist session, I suppose, in some respects, about how too hard it is. But from the smallest to the largest mainland authority, backed up by the evidence, I think, showing that it could be done. So, thank you. The question I put in the chat, Claire, exactly in respect of those characteristics of transformational leadership. And I think I caught that right, Heather from your slide. I suppose I was interested in your view, about whether, and I've used the term central authority, because I'm sort of interested in what the international evidence tells us about this too. You know, does it matter that all parts of the system reflect those characteristics of transformational leadership? Or can you have a one-year focused cycle, okay with policy noise bit of the system if, for instance, a local authority like Lorraine's or Mike's is concentrating on representing those characteristics. Does it matter? And you can tell there's probably a loaded bit behind what I'm saying, but I suppose it's, it's just interested in your reflections about how much that matters. Should we care or not?

Heather Ottaway

I'm going to draw from the case studies with my reply. And I think what's really important, particularly for complex national transformational programs, that those characteristics of leadership at all levels, I think will help the transformation process. I can't immediately think of evidence that talks about when it's missing at that national governmental level, but my instinct would be that it will help the process. It may not make it any more straightforward, but I think it gives a common, it goes back to that shared sense of culture and understanding.

Claire Burns

Thanks Heather Mike and then Lorraine.

Mike Burns

Yeah. I suppose Ben, I would probably come down heavily on it matters, and again, Lorraine and I are in a conversation with the government at the moment on that flexible funding. I think both saying to them that we need alignment, and we need to be doing things in a way that's coherent. We're a small country, and there is a bit whereby we should be learning from each other, but we should also be in the position where the characteristics of what works is captured and replicated. We do together, so we learn together, I think becomes really key. And I think it is difficult when you get elements that are not aligned. It makes a great daily difference when people are giving you the space, as Heather's talked about to do it.

Lorraine Sanda

I think I would just add, I mentioned that values based leadership approach that we've taken in Clackmannanshire, and that's been our journey, but one of the reasons that we've expanded that - we weren't, again, quite sure where it was going to take us, but we've continued with it, and the role of political leaders locally and how they demonstrate leadership has been crucial for us if we didn't have their support. That filters all the way down the system. But equally, also we want that leadership at practitioner level, at community level, so I think it's crucial. That doesn't mean to say everybody is in the same place and everybody's exercising the same set of values, but it does mean that you're setting the conditions for the transformational change to potentially prosper, flourish, or whatever, if you make that a part of your strategy. So, it's very much been a part of our strategy. I had some colleagues in this morning, and I just asked them, in preparation for today, what do they think are the key features of transformational leadership for them? And they're all at different levels, different stages. So, they talked about that importance of relationships, and people who were able to build relationships, they talked about compassion, they talked about the braveness to be able to say, right hands up, we've got that wrong. We need to actually apologise for it, or we never need to shift. You know, all of those things are about the way that people work together, and that, to me, is crucial in this world that we're in. I mentioned this morning, just before we started, about the change from the VUCA (Volatile, Uncertain,

Complex and Ambiguous) world to the BANI world. And some of you will be new to be the BANI world, but Brittle, Anxious, Non-linear and Incomprehensible are the four the parts of that acronym, and that's the world we live in. It's getting harder and harder to operate, to meet needs out in communities, so we do need to be able to draw back on that leadership set of values. I think.

Claire Burns

Thanks very much. Lorraine, I know for some of my colleagues that will just be music to their ears, because one of the bits that I think we find difficult at times to convince government and funders of is the need for that kind of work to be the foundation of transformational change. So, the work around strength-based, building consensus, colleagues that are working in Glasgow have done foundational skills for leadership. And I think you're really hammering that point home. I just want to come back to you first, Lorraine on a point, and hopefully I'll articulate this question well enough, that we know that these transformational change efforts are really difficult under the best of circumstances, and that is not what we've got just now, in terms of increased levels of need - reduced budgets, workforce issues, and I suppose I'm just interested for you and Mike, particularly, about how do you continue to build buy-in for early help and prevention in such a difficult climate, particularly when you're having to cut at the same time as your cutting services?

Lorraine Sanda

So, to me, it's what has worked for us is the examples of success, whether they're small or big. Because once you actually have the individual stories of where you've had a mum who's never come out the house before, her kids are not attending school, there's real risk of, you know, all sorts of statutory service involvement. You know, we could all sit here and describe that kind of scenario that's very familiar - to then having somebody who's coming out the house and attending an early help group, who's actually then developing skills, who's actually then managing to get into volunteering, getting into employability. That's the approach that we are taking in terms of prevention and early intervention, you then monetise that. So, you individually look at what that costs. That type of approach costs about £3,500, is what we've anticipated. These are real examples here, versus the statutory services costing about £60,000. Just for that one change. So, they are stories, I think that we need to keep telling and we need to keep gathering. We've got a learning partner

in Clackmannanshire, who's working alongside us on the journey. So, they're gathering those stories, those impact stories for us. There's another question about data, which we can talk about separately, Claire, I won't confuse the answer, but I do think that has helped us get the buy-in to the approach and get the focus on early intervention and prevention. We've got enough success there that people believe that's what they want to see more of. We're not quite pulling down to the level that we would like in terms of crisis and reaction, but we're certainly getting there. And we've got enough examples, you know, our referrals are reducing through the front door, but we've got the early intervention, so all of those things are beginning to fall into place. So, you need the direct examples and the evidence to give back to people.

Claire Burns

Thanks so much, Lorraine, that's so helpful, just even in terms of about how you tell the stories of progress, but also the additional capacity that you might need to actually do that as well to be able to tell that story. So Michael, come to you next.

Mike Burns

Yeah, very similar. Myself and Lorraine keep coming back to some of the same themes that's in Heather's work, which is also about, I think there is a bit whereby as Lorraine is saying we need to fly the machine, the plane, as we're going and that means we've got a kind of, in a sense, structure funding back into what works and what works in terms of early. And again, we go back to the bit where CELCIS talked a lot about the kids in The Promise were saying they wanted to see the support to their family much earlier than where it had occurred. And I do think that the bit about, we've done some work, we have an economist in Glasgow who works out that child poverty alone in the city is costing us between £800 million and £1.09 billion a year. And when you go out to the local areas, when you go out to South Side, Central, and you go out to Govan, you go, that's an underestimation. There's more money in that, and Lorraine will probably be pitching the same as ours. I don't think lack of cash is our problem. It is if we all work in silos, but if we come together, we can actually see that not only is the preventative spend chaotic and it needs that alignment and that leverage, which is in what Heather's talked about, then I think we're in a position to actually reconstruct that plane as we're flying it, in terms of creating greater early help, earlier intervention and prevention for kids.

Claire Burns

Thanks very much. Our final question is from the floor, and it's gone back to that recruitment and retention piece. So Heather, I might be coming to you first and then go to Mike and Lorraine. So, on recruitment and retention of leaders. We appreciate the lots of experience that there's been and the challenge that is, but does it not open up a potential for new ways of doing things, bringing new leaders through and possibly also greater generational connection to today's families? So, I suppose comments that you want to make around that, but also where are you supporting leadership, or where are you trying to develop your leadership at all levels in the system. So Heather, I'll come to you first, then Mike and Lorraine, and then we'll, we'll wrap.

Heather Ottaway

I think I absolutely agree that there is an opportunity for new leaders to come in and look at different ways of working. I think that's absolutely right and really important. I think what the study highlighted was that there are real issues in persuading some people to step into senior leadership positions who are highly skilled. There's obviously been the senior leaders who have left during the pandemic, but there was also, I think, a recognition of the importance of senior leaders not coming into post too quickly, so having the right relevant experience that actually can allow them potentially, to build on these new ways of working, but to do it from a foundation where they're coming at it from a position of strength and capacity in a range of ways.

Mike Burns

Yeah, it's a really interesting question, and I remember, listening to - Heather might be aware - the leader from Wigan and the Wigan deal, we talked about the fact that she just went round the organisation looking for anybody that was angry and talented and intelligent. I just only had one of those things. But I think that part of the issue is that that bit that's been said is, is a question also alluding to capacity. One of things that we've had to do in Glasgow was to take some really eloquent, talented leaders away from one thing, to free them up to change the system. So, I think the point is right about saying it opens up potential new ways of doing things. And I think I keep saying, to answer the question, organisations, local authorities, they value activity, but they don't value thinking. And somewhere along the lines, you've got to value the fact that we need to really carefully think through how we move ourselves out of

this problem. And I think the question also alludes to the fact, particularly somebody like myself, after 39 years, who's a grandparent, might be saying, we just need to get close to families in terms of young people and what matters to them now, and they see the world through a different lens, and we need to support that and understand and again, listen to that lens in terms of how we go about helping them.

Lorraine Sanda

So just to add Claire, there's an emerging finding from the work in Clackmannanshire that our kind of current structures and roles are not fit for purpose. Now, we haven't done a huge amount of that formally, but what we have done is we've created new jobs which are quite different from that. So, you know, you go back to what are the jobs for the future? How can we do that workforce development piece. Is it a different skill set? Or do we actually need to change people? You know, what their skills are. Is it something completely different. And I think it's a bit of both. But there's also the way that we've been working over the last few years. What we're seeing is when people do work in that multi-agency way, empowering families and communities. Some people describe that as just good CLD working, Community, Learning and Development. Others will say, Oh, that's community social work. Or schools do that all the time. It's not one of those things. It's all of those things. So those people still do that, but within their own silo. So, what happens when you actually get community connectors, or you get a neighbourhood who have got that range of housing officers? What is their role? So, there is something, I think, a piece of work that we haven't got around to yet, but is mapping across, you know, what are the existing roles? What are the leaders and the type of roles that we need for the future? So, we're doing it organically, just like we've done with everything that I think in Clackmannanshire. But I do think there is something there. But I would just finish - we had a study visit of some people in Clackmannanshire not that long ago, from national and third sector organisations, and one of the things they said was that they were struck by the joy that the people who were working in this new way were expressing, because that was what they entered the public sector to do, was to think differently and try and help families. So, I think there is something really positive to think about here as well as, rather than to formally think that it's a set of leadership skills.

Claire Burns

Thanks, Lorraine. I think that's a great point to finish on. So that's us out of time, I'm afraid. Just for me to thank particularly Heather and Lorraine and Mike. That's been a hugely stimulating and interesting discussion, and everybody else who has given up their time today to be involved. Thanks very much, everybody.

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