

THE TAYSIDE REGIONAL IMPROVEMENT COLLABORATIVE PLAN 2018

“Our children and young people will have
the best start in life and Tayside will be
the best place in Scotland to grow up”



#Taycollab

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The content of this draft Tayside Regional Improvement Collaborative Plan has been noted by the Strategic Group and the political leaders in each area but is still subject to political approval in each of the constituent local authorities.

Please note:

This plan has been created at pace for this first phase in order to be completed by end of January 2018.

To fully meet the guiding principles, as outlined in the steering group paper, further work will be required.

There requires to be a respecting of existing governance and service delivery across all areas.

The TRIC plan is an iterative plan that currently takes account of existing legislation and guidance and will evolve according to further analysis of data, plans, staff views and the views of partners and any further agreed guidance or legislation.

EXECUTIVE SUMMARY

Overview

- The Tayside Children's Services Collaborative is led by the Councils of Angus, Dundee City, and Perth & Kinross, with NHS Tayside. We work closely with our Community Planning Partnerships, engaging with the third sector, Police Scotland and other key partners.
- Whilst across Tayside we have been making progress in our respective areas, evidence suggests there is more we can do. This desire to drive that improvement has led to the development of our Tayside Collaborative.
- The clear focus of our Collaborative is to secure improved outcomes for all of Tayside's children and young people. It also reflects a commitment to the national approach, 'Getting it Right for Every Child', (GIRFEC), addressing the 'whole system' to improve outcomes and tackle inequality.
- A more formal 'Strategic Framework for Collaboration' has been established to create a clear process for this work and to ensure it retains a focus on tackling areas that will have the most impact on outcomes. As part of this, the Collaborative will:
 - Build the collective capacity and resilience of services.
 - Strengthen the approach to sharing expertise and providing challenge.
 - Reduce duplication of effort and ensure the best use of available resources.
- The work of the Collaborative is very much driven by evidence (national and local), and by the needs of communities across Tayside.
- At the heart of the work of the Collaborative is the shared Integrated Children's Services Plan (ICSP), the first of its kind which reaches across local authority boundaries and which was developed with our Health Board partners in NHS Tayside. The ICSP, itself developed in collaboration, illustrates the shared commitment and agreed priorities for strengthening families and improving the long-term life chances of all Tayside's children and young people (see Appendix 1 – The Tayside Plan).
- We recognise that the accountability for improvement remains with the local authorities as part of the regional collaborative and our duties to secure better outcomes for our poorest and most vulnerable children remain our focus. To add value best to what we do, we will use our collected and extended evidence to challenge ourselves and each other while maintaining local flexibility on planning and quality assurance.

Achievements to date

- The Collaborative has agreed a shared vision for securing better outcomes for children, as follows:

‘Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up.’

- This vision is supported by the development of a more formal ‘Strategic Framework for Collaboration’ in order to focus efforts and support prioritisation. This is an ambitious agenda so it was important to be clear at the outset what the Collaborative wanted to achieve and to reach a shared agreement as to how they wanted to work together.
- As part of this framework, a number of guiding principles have been agreed. These define the approach and illustrate what is important to the Collaborative and how we work together. The establishment of principles also provided a clear mechanism to embed improved outcomes for children as the key driver for collaboration at the outset. These guiding principles match with those agreed nationally in the report of the Joint Steering Group.
- As mentioned earlier, at the heart of this framework is the first ever Tayside-wide Integrated Children’s Services Plan (ICSP). It is the priorities identified within this Plan that are driving collaborative efforts.
- These shared priorities focus on areas where, collectively, the Collaborative can have the most impact on the lives and longer-term life chances of Tayside’s children. The five sets of priorities can be summarised under the following broad headings:
 - 1. Pre-birth and Early Years**
 - 2. Learning and Attainment**
 - 3. Health and Well-Being**
 - 4. Looked After Children, Care Leavers and Young Carers**
 - 5. Safeguarding and Child Protection**
- The second set of priorities around ‘learning and attainment’ include a key priority to secure improvement in the education system. We are clear about the need to secure improvement in education outcomes, recognising the need to address attainment and inequality.
- The framework also includes a set of delivery mechanisms which have been designed to deliver on the priorities of the Collaborative. Five priority groups have been established, each with its own action plan.
- New governance arrangements have also been developed to support the framework, including a new Strategic Group to oversee the delivery of the Collaborative.

- All the work of the Collaborative is driven by achieving improvement on the five priorities of the ICSP.
- The Collaborative recognise the scale of ambition and that this is complex and challenging work, but we are clear that it is essential if we are to secure change.
- Flexibility and innovation are crucial to the Collaborative and there is recognition of the need to change ways of working in order to deliver on these commitments. This will mean that each core organisation of the Collaborative will need to support their people to work differently and to create not only the capacity within teams, but to foster a 'culture of collaboration'.
- Inevitably, this work will highlight the need for difficult decisions to be made at different stages throughout the process. It will be important to consider how decisions are made and our approach to dispute resolution. The governance structure provides the framework within any such disputes would be resolved, seeking always to find a solution at the earliest opportunity.

CHAPTER ONE - introduction

Public Service Reform

The Christie Review of Public Services set out the following 'Four Pillars of Public Service Reform', (published in 2011).

- A decisive shift towards prevention.
- Greater integration of public services at a local level driven by better partnership, collaboration and effective local delivery.
- Greater investment in the people who deliver services through enhanced workforce development and effective leadership.
- A sharp focus on improving performance, through greater transparency, innovation and use of digital technology.

This suggests the need for large scale strategic change, the management of complex systems, and highlights the importance of drawing on the range of improvement methods that exist.

In 2013, the Scottish Government developed a '3-Step Improvement Framework'. This was intended to help unlock and channel collective knowledge and energy towards a common goal of real and lasting improvement across public services.

The three broad steps identified for transformational change are:

- Macro system – vision, aim and context.
- Meso system – culture, capacity and challenge.
- Micro system – implementation, measurement and improvement.

This approach to improvement has been the focus of the 'Children and Young People Improvement Collaborative' (CYPIC) which brings together the 'Early Years Collaborative' (EYC) and the 'Raising Attainment for All' programme to deliver quality improvement throughout the child's journey.

This is very much a shared agenda and colleagues in Tayside have been actively involved in this. As a Collaborative, we are now taking the opportunity to use this and own experience to drive improvement in outcomes for the children and young people of Tayside.

Effective Collaboration

As highlighted by the Christie Review, collaboration is an essential part of the improvement journey. In practice, there are many forms of collaboration which can range from:

- Informal networks and alliances where colleagues decide to work together to share practice and ideas on specific issues;
- Working in partnership to deliver specific projects or initiatives; and

- More developed models which can result in the full integration of services.

Collaboration essentially requires the ability to work across boundaries, whether internal or external, geographic, or across sectors, organisations and communities. Furthermore, the conditions necessary for collaboration are much discussed, but a number of consistent themes emerge in the literature. They are as follows:

- Clear focus on outcomes.
- Clearly articulated shared purpose.
- Transparency, trust and honesty.
- Commitment to and capacity for peer review.
- Commitment to continuously improving practice and systems over the long term.
- A plan to move from collaboration to co-responsibility or a position of shared professional accountability.
- Engagement in the wider context and 'communities of interest'.
- Driven by scrutiny and support from others, on a local, regional and national level.

Effective partnership working across Local Authorities has also been highlighted as being critical to improvement by the OECD and by the Scottish Government.

The National Context

The Scottish Government has made clear its commitment to collaboration and welcomed the steps taken by those authorities that have embraced this approach. It has also taken the opportunity of the recent Education Governance Review to seek to formally embed collaboration within the development of the education system.

For example, it was announced on 15th June that 'Regional Improvement Collaboratives', tailored to the local area, will be established to support schools across Scotland. This demonstrates the Government's commitment to regional collaboration, ensuring that it forms a core component of all improvement initiatives in education. Each collaborative will provide educational improvement support through dedicated teams of professionals who will draw on Education Scotland, local authority teams and others. This will enable us to pool and strengthen resources to support learning and teaching.

The Background to Collaboration in Tayside

The Tayside Collaborative is led by the Councils of Angus, Dundee City, and Perth & Kinross, with NHS Tayside. We are also working closely with our Community Planning Partnerships, engaging with the third sector, Police Scotland and other key partners.

We are building on a history of working together in partnership. Whilst we were all making progress in our respective areas, evidence suggested there was more we could do. There was therefore a shared ambition from all partners to do more. There was also a clear desire that this collaboration should be different from the

previous regional structure that had operated in Tayside and also that it should go beyond ad hoc partnership work.

Our strong desire to drive improvement and to accelerate progress led to the development of the Children's Services Collaborative, with a shared ambition to transform services to secure better outcomes for children, young people and their families.

CHAPTER TWO - The Principles of Collaboration

The Steps to Collaboration

Building on our experience and indeed our shared ambition to improve outcomes through collaboration, we set out on a journey to create a more formal and ambitious model of collaboration, placing us in a much stronger position to achieve the desired progress and outcomes. It was agreed that this would be supported by the development of five strategic action plans linked to each of the identified priorities of the ICSP.

- There was a clear agreement to focus on GIRFEC and a desire for the Collaborative to directly reflect that approach and the principles that support it.
- The focus of the Collaborative is therefore the 'whole child' which includes specific commitments on excellence and equity in education, ensuring that every child has equal opportunity to succeed and to improve the health and well-being of all Tayside's children.
- In turn, this enabled our Collaborative to adopt a 'systems' approach to transforming services and support, using the evidence of what works and putting improved outcomes at the very heart of collective efforts.
- The need for a more formal model was identified, which developed into a Strategic Framework for Collaboration, with a strong steer for more ambition and radical thinking – this reflects the nature of the leadership and the desire to focus effort, drive change and inject pace into securing better outcomes.
- This highlighted the importance of ensuring there was shared agreement as to what that ambition meant to each partner, and a shared understanding of what this would mean in practice. It was therefore crucial that the leadership of the Collaborative invested time in sharing, testing and agreeing the focus of the work. This was supported by a number of actions:
 - The development of a 'Starter Paper' which set out the 'what, why and how' for agreement. This included a shared vision, the 'Tayside' principles and the approach/ model to be adopted.
 - A proposal for a 'Strategic Framework' that encompassed the key stages for the Collaborative, the delivery and enabling mechanisms and proposed governance arrangements.
 - A core script.
- The Collaborative also took the opportunity of the legislative requirement to produce an Integrated Children's Services Plan to deliver one plan for Tayside rather than three, working with the three Community Planning Partnerships. This provided the Collaborative with a significant opportunity to agree shared priorities and to set out its aspirations for collaboration. As a result, it was agreed that given the focus of the Collaborative was to secure better outcomes for children,

the shared vision and priorities set out in the ICSP should form the core of the Collaborative and shape prioritisation of effort.

- The Collaborative has a strong commitment to the use of the evidence base and the ICSP has also provided an opportunity to bring that evidence together to establish a 'Tayside picture'.

The Principles of Collaboration

As part of the process described above, it was agreed that it would be useful to set out a number of key principles which characterise the Tayside context and approach and to ensure everyone is working to the same objectives. They are as follows:

- A 'unified approach' based on the 'whole child'. This requires effective and holistic pathways for children, young people and their families, including, and going beyond, schools and the education sector, to encompass the range of services providing care and support.
- A 'Tayside driven approach' which reflects the needs and priorities identified by Tayside, whilst enabling flexibility within areas to respond to specific needs, as well as supporting innovation.
- A 'place-based approach' which can work across authority boundaries and maximise engagement with children and their families, at the point of need, as and when required.
- A 'thematic approach' that ensures function comes before structure, and draws on the contributions of the three Councils with NHS Tayside, in close collaboration with the third sector, the private sector and other partners.
- A 'scalable and non-exclusive approach' which supports further development over time and enables a variety of collaborations to occur concurrently, e.g. with other councils out with Tayside, (work has been undertaken with Fife Council), as well as with other partners and national agencies.
- An 'embedded approach' where collaboration operates within every level of each organisation, e.g. strategic, operational management, frontline.
- A 'robust approach' with clear accountability and governance arrangements, which support appropriate oversight, without creating unnecessary burden or bureaucracy.

These principles, as a core part of the Strategic Framework, can be used to test the rationale and feasibility of individual programmes and service collaborations as they continue to develop now and evolve in time.

Possible Models of Collaboration

Building on these principles, there are a number of ways in which collaboration has already begun to develop and operate across Tayside. These are being developed as specific workstreams and tend to reflect elements of three broad approaches to collaboration. These three broad approaches range from 'lighter-touch' examples, moving towards consideration of fully integrated and unified services. They are not mutually exclusive and each may support different phases of implementation. The different approaches may also lend themselves to different aspects of service delivery. For example:

1. Working in Partnership – this relates to groups of people from across organisations working together to discuss priorities, provide challenge and share learning. This typically involves widening access to training events, designing collaborative events or creating cross-authority working groups to address particular themes or areas for development/ alignment.

For example, authorities in Tayside have been working with Fife Council and Education Scotland on the educational attainment/ improvement agenda. This work has been evaluated by Education Scotland and the Robert Owen Centre. The evidence from this evaluation has been used to help plan the next steps of the Learning and Attainment Group (TLAG).

2. Design of a Common and Unified Approach - this takes the 'working in partnership' approach to the next stage where there is collective identification of both the needs and planning of services. Although, the approach is unified and can secure some streamlining of effort, the operational delivery of those services is still likely to be undertaken by all partners and tailored to the local context – the difference is that it operates within that shared strategic context.

An example of this would be the development of the first Tayside Integrated Children's Services Plan – the strategic priorities and objectives are shared, with some variation in models of local delivery.

3. Creation of Unified 'Services' – this moves the approach to a further level of integration, where a series of 'unified services' are formed that operate across all areas. There would be a single point of leadership for each service, but with shared accountability to all authorities. This could be through one authority taking the lead on delivering a service, on behalf of the others; or each authority contributing to a consortium, with one authority 'hosting' them; or shared strategic commissioning of services via another body. This model is more likely to be supported by the pooling of resources and by the streamlining and sharing of relevant processes and systems, such as performance management, third party commissioning and an estates strategy.

The Tayside Model... bringing the pieces together

So far, this report has outlined the key decisions and stages of developing this Collaborative, from defining the vision, the principles and the range of ways in which collaboration can be developed. The key is how to deliver on that and maintain focus and accountability.

The work of the Care Inspectorate is of direct relevance here. Through its inspections of services for children and young people, it has identified ten steps to successful Children's Services Planning. These steps are directly relevant to the process that is being developed to formalise the work and focus of the Collaborative and should continue to be a useful tool for assessing progress and impact. These ten steps are as follows:

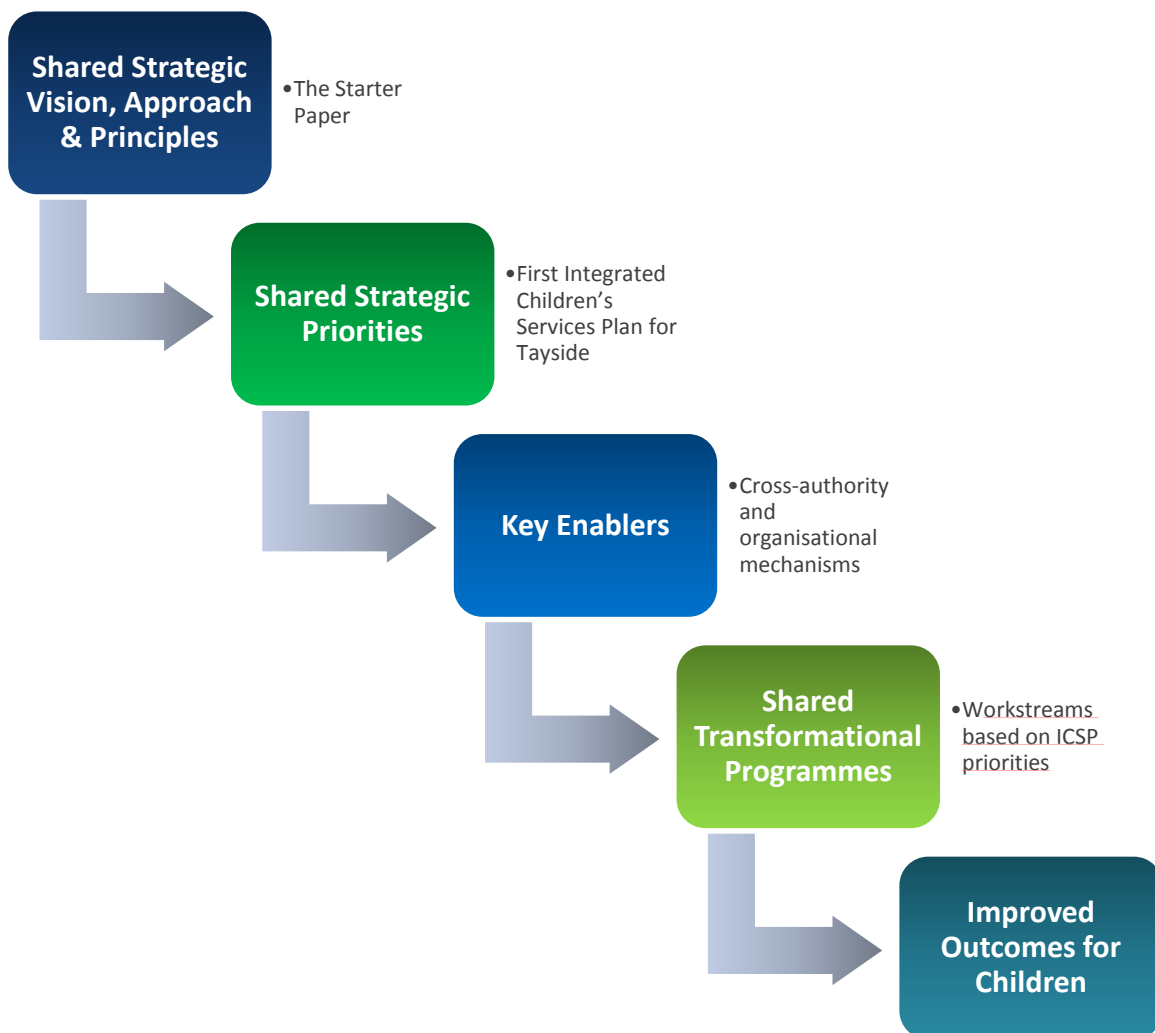
1. A collective vision.
2. A joint strategic needs assessment.
3. Strategic mapping of services.
4. Identifying the totality of the resource.
5. Matching needs and services.
6. Developing sets of local outcome indicators.
7. Informed consultation.
8. Developing a SMART delivery plan.
9. Governance & Accountability.
10. Annual performance reporting.

The following chapter describes how we are building on these steps, based on the vision, principles and approaches set out in this chapter.

CHAPTER THREE – The Strategic Framework

A Step by Step Delivery of the Model

The overarching Strategic Framework for the Collaborative is shown in the following diagram.



Our Five Priorities

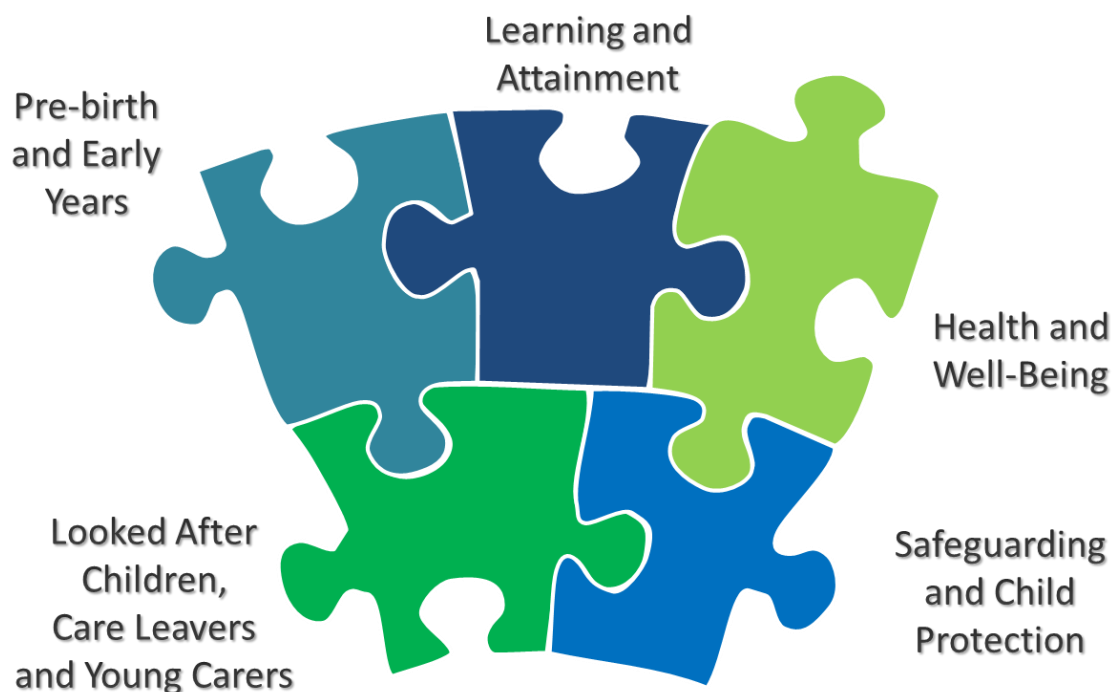
By considering all of the evidence available to us about the various matters affecting our children, young people and families, each of which can have a marked impact on their lives and their longer-term life chances, we agree five priorities.

These priorities are underpinned by key policies, such as GIRFEC and the consistent implementation of the Named Person and providing the right help at the right time; Curriculum for Excellence and Developing the Young Workforce.

We believe that addressing these priorities will help realise our shared vision for children, young people and families and make Tayside the best place in Scotland to grow up.

Our five priorities have informed a range of actions, some of which involve a continued focus on using existing services to achieve better outcomes in the short to medium term.

Other actions are more long-term, in that they initially involve the development of clear and consistent multi-agency strategies within which better decisions about the type and range of services to be delivered can be made.



All the work of the Collaborative is driven by achieving improvement on these five broad priorities of the ICSP and the success of the Collaborative will be evaluated against the impact on those priority outcomes. The challenge will therefore be to ensure that all initiatives within the Collaborative directly deliver for or influence those priorities leading to improved outcomes.

Key Enablers

In terms of taking the work on these priorities forward, there are a number of ‘key enablers’ that support teams to make progress. For example:

Political leadership

Collaborative leadership & organisational challenge

Cross-authority working:

- Strategic/ Joint Commissioning
- Shared Service Standards
- Capital Investment (including estate and asset review eg in the context of ELCC initially)
- Evaluation & Continuous Improvement
- Learning & Workforce Development (e.g. shared recruitment and virtual training hub, shared performance standards)
- Shared Engagement & Participation
- Data Analysis, Shared Systems and Common Approaches (e.g. assessment processes)
- IT/ Digital Development
- Shared position/ voice on national issues and a ‘test bed’ for ideas

Political leadership for this type of work is essential. Having considered practice, many involved in developing collaboration have cited an inability to secure and maintain support of leaders as being a significant factor in the demise of some collaborative working between authorities. Tayside has seen strong support from its political Leaders and Children Services’ Convenors.

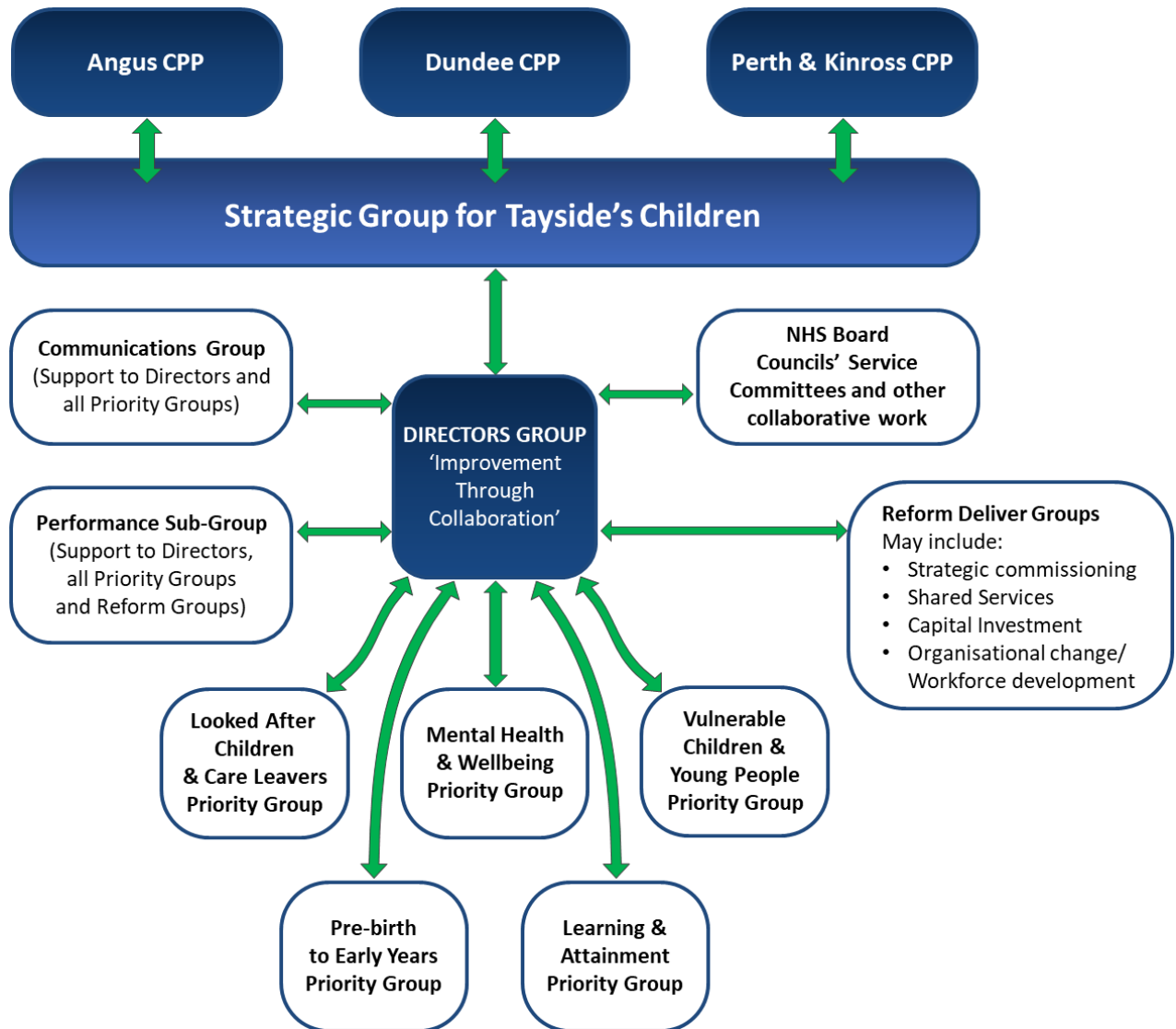
Collaborative leadership and organisational change have also been highlighted as a priority by Tayside. This was clearly set out in our ‘Starter Paper’ where it referred to a commitment to a ‘collaborative culture and behaviour’, based on trust, fairness, openness, no-blame, honesty and transparency. It also stressed the need to be willing to change and adapt to new ways of working in order to achieve the collective position. Work is underway to consider how to support teams to create a ‘culture of collaboration’ and ensuring that this permeates through all levels within each organisation.

Cross-authority working will provide a strong platform for the transformational programmes that need to operate at service level. This work will remove any barriers and agree approaches and criteria so that the teams working on the ICSP priorities are able to make good progress.

Further detail on the actual delivery mechanisms for both the ICSP priorities and the ‘Key Enablers’ is given in the following chapter.

CHAPTER FOUR – Governance Arrangements & Delivery Mechanisms

This chapter sets out those mechanisms within the context of the new governance arrangements that have been developed for the Collaborative, as shown in the following diagram.



Further detail on the purpose and role of each group within those new governance arrangements follows.

Strategic Group

Purpose

- To hold the vision of the Collaborative.
- To lead the ambition to succeed at scale.
- To facilitate the context for committed collaborative operations.
- To ensure the success of the priorities in the Tayside Integrated Children's Service Plan (ICSP).

Reporting

The Strategic Group will receive reports on the Collaborative from the Directors' Group. This will cover progress across the five ICSP Priority Groups and the Reform Delivery Groups, (supported by the Performance Sub-Group).

All the Community Planning Partnerships will continue to be accountable for the delivery of the ICSP at a local level and so each authority will need to continue to ensure effective dialogue with that wider network at a local level.

Membership

Core Members: Chief Executives of Angus, Dundee, Perth & Kinross, NHS Tayside, Police Scotland, the Scottish Fire & Rescue Service and the Third Sector. The Integrated Joint Boards and the Chief Social Work Officers are also represented in this group.

Directors' Group

Purpose

- To provide clarity and direction to the teams delivering on the Collaborative, ensuring a shared focus on improved outcomes for Tayside's children; this group will work both as a collective leadership team, as well as assigned individual 'Senior Sponsor' roles for each ICSP priority.
- To review and agree proposals from the ICSP Priority Groups and the Reform Delivery Groups regarding prioritisation and delivery, ensuring that the agreement of all partners has been secured.
- To share key developments in their own areas of responsibility and consider opportunities for collaborative working where this will drive improvement on outcomes.
- To support and challenge each other on all key decisions that impact on delivery and outcomes for children in Tayside.
- To ensure effective engagement with wider collaborative work within and across the Councils, the NHS and other key partners.
- To evaluate the overall performance and effectiveness of the Collaborative in driving improvement.

Reporting

This group will report to the Strategic Group. It will receive reports from the ICSP Priority Groups and from the Reform Delivery Groups, supported by the Performance Sub-Group. It will also be supported by the Communications Groups (as required).

Membership

This group will comprise the relevant Director with responsibility for Children's Services from each Local Authority and from NHS Tayside. The Regional ALO from Education Scotland and Regional link from the Care Inspectorate are members of this group. The group may also include a representative for the Chief Social Work Officers.

Communications Group

This group has been established (with a representative from each Council and from NHS Tayside), and an initial plan is being developed. Its remit will include both internal and external communications and will make the link to wider 'change programmes' and organisational development work.

It will work closely with the ICSP Priority Groups and be available to support the Directors' Group and the Strategic Group as required. Each representative will be linked to the Senior Sponsor within their respective organisation.

Performance and Data Analysis Sub-Group

This group will report to the Directors' Group and provide co-ordination and programming support to the ICSP Priority Groups and the Delivery Reform Groups. Membership currently includes representatives from each organisation and work will be driven by the specific needs of the groups, in addition to national developments relevant to the regional level.

ICSP Priority Groups

ICSP Priority Groups: (to operate for the 'life' of Plan)

- Group 1: Pre-Birth and Early Years
- Group 2: Learning and Attainment
- Group 3: Health and Well-Being
- Group 4: Looked After Children, Care Leavers and Young Carers
- Group 5: Safeguarding and Child Protection

Purpose

- To identify and develop priorities for collaboration.
- To be driven by the strategic vision, ICSP priorities and required outcomes.
- To do so in a way that enables progress to be collectively tracked.

Reporting

- Each group has an assigned a 'Senior Sponsor' to confirm the vision and provide ongoing challenge and support to the group.
- Each group will have an identified 'lead official' who is responsible for the work of that group, on behalf of all four organisations of the Collaborative. (This could be rotated over time).
- The work of each group is reported to the Directors' Group via the Senior Sponsor and the lead official. They will also be supported by the Performance Sub-Group who will take on a co-ordination support role.
- Each group will draw on the work of the Delivery Reform Groups as required (see later section).

Reform Delivery Groups

Purpose

These groups will be time-limited as they are focused on developing the mechanisms which will support collaboration, rather than directly delivering collaboration.

Reporting

As with the ICSP Priority Groups, they will report directly to the Directors' Group, with support by the Performance Sub-Group who will take on a monitoring and co-ordination support role.

Key Activities

The nature of each group will vary considerably in the nature of the task and their timing. Two phases of activity have been identified.

Phase One

One early priority was identified:

- Strategic/ Joint Commissioning Group (building on existing group activity).

Others have also been established: workforce planning and development; performance and data; and communications.

These groups will undertake the following tasks:

- Develop an agreed methodology and set of principles or criteria that can then be used by any of the ICSP Priority Groups.
- Provide a clear mechanism with guidance for the ICSP Priority Groups so they can make swift progress, ensuring there is an agreed process and that any operational or procedural barriers to joint-working are removed. It will also reduce the risk of duplication of effort.
- Highlight any specific opportunities for collaboration that may emerge through this work, to be passed to the relevant ICSP Group for their consideration in line with priorities and impact on outcomes.

Pages 16 - 30 contain extracts from the more detailed Priority Group Plans. It should be noted that these plans will continue to evolve and develop during the “life” of the ICSP. The plan for Priority 2 will be further enhanced with more detailed information in due course. The lead officer for each of the sub-themes will develop their detailed action plan in collaboration with a wide range of practitioners, partners, parents and trade unions as necessary.

Priority 1 – Pre-Birth and Early Years Priority Group

Our children and young people will have the best start in life, they will be cared for and supported to learn in nurturing environments.

We will work alongside families (pre-birth – 5 years) to improve children’s wellbeing and encourage early social and emotional development. In partnership with parents and carers, we will support children in their early years to ensure all children and young people in Tayside are given the best start in life.

Key

Name	Title
Sharon Johnston	Head of Education: Early Years & Primary PKC, Priority Group Lead
Jeanette Cairns	Lead Nurse Early Years, NHS
Justine Craig	Chief Midwife, NHS
Jackie Gibson	Lead Nurse NHS
Anita Roweth	TSI Lead, Dundee
Morag Dorward	Allied Health Lead NHS
Lesley Gibb	Service Manager Early Years, Dundee
Victoria Smith	Service Manager Early Years, Angus Council
Fiona Mackay	Service Manager, Lead for Parenting Strategy, PKC

	Aim	Timescale
1.	<p>Deliver a new Health Visiting Pathway and expand the Family Nurse Partnership programme.</p> <p>It is recognized that there is a detailed plan in place to take these aims forward.</p> <p>The Pre-Birth and Early Years Group will share the learning from the roll out, and take opportunities to look for additional collaborative work which may arise from this.</p>	Apr 2018
2.	<p>Monitor the impact of current targeted multi-agency support to families to ensure children aged 0-5 reach their developmental milestones.</p>	2018

	Re-align resources to improve the availability and impact of early intervention services, including those with complex needs. Share Learning from Pathfinder Lochee project, CELCIS project with midwifery, and Angus pre-birth communication with a view to scaling up and spreading.	2018-19
3.	Deliver on the 5 ambitions of Ready to Act. Develop ways to support speech, language and communication capacity, including inclusive communication with children, young people and parents	2017-2020
4.	Develop and Deliver high quality, flexible early learning and childcare provision The 3 ELC Expansion Plans provide the detail as to how this action will be delivered, with common approaches agreed for a number of areas including workforce development and planning, quality assurance, partner provider contracts and cross border policies.	Feb 2018 (final plan)
5.	Develop and Implement an evidence based Tayside Parenting Strategy in partnership with Health and Social Care and other appropriate partnerships. <i>This action will be led by Priority Group 3, and the Pre-Birth and Early Years group will support and align where appropriate</i>	

Priority 2 – Learning and Attainment Priority Group

Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.

We will ensure that, through meaningful engagement in learning, high quality learning experiences and skilful staff, all of our children, regardless of their circumstances, will be successful learners, confident individuals and responsible citizens who contribute to their communities. We will have ambitious targets for raising attainment and achievement.

The work of the Tay Learning and Attainment Group (TLAG) focused on priority 2 of the plan, has a strong foundation. Since the launch of the national modern languages 1 & 2 programme, Angus, Dundee and Perth and Kinross have worked collaboratively to successfully deliver support and challenge to hundreds of teachers. Over the last three years, a group of primary Head Teachers from across the local authorities have worked in triads to provide each other with peer support.

More recent joint work across the local authorities explored collaborative approaches to school improvement and focused on collaboration at practitioner level with two evidence-based evaluations of our work so far. Cross-authority quality improvement interventions focused on Interventions for Equity, evaluated learning and engagement. This work highlighted strengths in practice and established that a continued joint focus was required on moderation, differentiation and the development of feedback. Supported by Education Scotland, a range of colleagues benefited from training in quality improvement and applied their skills in mixed authority teams. The training was highly rated by participants, with school staff also positively evaluating the school level experience. This not only provided a valuable collaborative professional learning but demonstrated that value that can be added to core school quality improvement processes by involving colleagues unfamiliar to the school/authority. In order to increase the impact our inter-authority work has on learners it was agreed that:

- The focus on the next phase needs to be on the impact on outcomes for children and young people.
- Schools or school clusters, within individual local authorities, can opt to work on areas identified in the evaluation, with a view to developing approaches, evaluating their impact on children and young people, and share outcomes widely.

- Schools or school clusters, already working on areas identified in the evaluation, can opt to work with schools or school clusters in other authorities to further develop approaches, evaluate their impact on children and young people, and share outcomes widely.
- Any follow up work from this evaluation in schools should be focused on the focus five questions to ensure consistency of approach. The evaluation of impact should also be based on the five questions.
- Local authorities will share their quality improvement calendars with a view to further inter-authority quality improvement support.

Building on this history of joint working, the TLAG is established as the driver for regional improvement collaborative for education. It ensures that connections are made across other priority areas from the Tayside Integrated Children's Services Plan. Membership of the group reflects this responsibility and workstreams have been developed from our collaboration which involves other colleagues including Headteachers and teachers. The TLAG will draw on Education Scotland and Care Inspectorate advice and has benefited from engagement with a wider leadership forum of Head Teachers, Depute Head Teachers, professional associations and officers to establish clear priorities and agreement on the first areas of focus.

As the driver for Tayside's educational reform, the TLAG will focus on:

1. The learning and attainment priority set out in the Integrated Children's Services Plan
2. Activity related to meeting the requirements of the National Improvement Framework
3. Joint efforts to develop a self-improving system of school improvement

Core Principles of the TLAG:

Outcome-focused – the primary purpose of the TLAG is to support the delivery of educational improvement, by developing and maintaining a coherent focus on raising attainment and closing the attainment gap, whilst ensuring that activity is aligned to the National Improvement Framework (NIF). The work of the TLAG is aligned to collective and individual authority improvement plans. Future consideration will be given to the creation of a collaborative annual education plan.

Child-centred – our planned improvement reflects the principles of GIRFEC and takes a holistic approach to the needs of the child. The TLAG is focused on the ‘whole system’ and ensures that all partners are working across authority boundaries and that they are engaging with those working closest to children, and with children themselves, at the point of need, as and when required.

A thematic approach – in order to ensure function comes before structure, the TLAG has established a clarity of purpose and common goals, drawing on the NIF and contributions of all partners. The focus is on building collective expertise, knowledge and capacity to drive continuous improvement.

Robust, locally-driven and evidence-based – reform initiatives are driven by the needs and priorities identified across Tayside, whilst reflecting national priorities and evidence. The TLAG will draw on the activity and experience of previous regional work. Evaluation will be built in from the outset.

Agile and flexible – The TLAG will build the capacity of the ‘system’ in order to respond to specific needs, and to react to change and unexpected events. The TLAG actively encourages innovation and seeks opportunities for partnership working. The TLAG is committed to sharing best practice within and beyond Tayside. The deployment of resources are done so with the principle of no detriment to any one partner, ensuring a mutually beneficial relationship.

Empowering – The TLAG is an environment based on trust and open dialogue, working with partners to ensure that progress can be made at pace, and that any ambiguities or tensions can be surfaced and resolved through collective effort. A ‘culture of collaboration’ will be developed at all levels across the children’s services community, whilst ensuring collective support to the role and responsibilities of headteachers in securing change in the classroom and beyond.

The TLAG’s priority focus is priority 2 of the ICSP, Learning and Attainment:

Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential. We will ensure that, through meaningful engagement in learning, high quality learning experiences and skillful staff, all of our children, regardless of their circumstances, will be successful learners, confident individuals and responsible citizens who contribute to their communities. We will have ambitious targets for raising attainment and achievement.

What we will do to ensure children and young people succeed:

- Ensure children who are at risk of not achieving their potential are provided with the extra support they need
This aspect of the ICSP will be addressed through theme 4 of the Learning and Attainment group, **School Improvement** as we develop our 'Team Around the School' approach.
- Provide parents, carers and young people with opportunities to be active partners through supported learning and consultation on improvement plans
Individual local authority implementation of this ICSP action will be drawn together to identify features of good practice. This will inform future engagement with young people and parents.
- Implement initiatives for post-school training, apprenticeships and further and higher education to improve pathways to employment
Individual local authority implementation of developing the young workforce will be evaluated in conjunction with the work of the Regional DYW group. Cross-authority innovative work in this area such as the development of the Future Skills College will be shared with a view to identifying further opportunities for collaborative action.
- Promote collaborative working across schools and their communities to support robust self-evaluation, and improved quality of provisions
This aspect of the ICSP is being addressed through theme 4 of the Learning and Attainment group, **School improvement**. The work in this area builds on the successful implementation of Tayside collaboration such as Tayside Head Teacher triads. A future aspiration is to increase multi-agency self-evaluation using the new developing inspection frameworks. Learning and Attainment group theme 3, **Leadership** is creating the foundation for this work by building leadership capacity to work across service and authority boundaries.
- Support young people to make informed choices and exercise greater control as they transition to adulthood
Previous collaboration led to the successful development of Tayside relationship, sexual health and parenting curriculum materials. The implementation of this resource is being evaluated by priority group 3. The learning from this will then inform the development of a further collaborative resource focused on preventing substance misuse.

- Ensure close partnership working is designed to close inequality gaps, address complex needs and share good practice that already exists.

This aspect of the ICSP will be addressed through the establishment of a meaningful wider leadership forum for the regional improvement collaborative.

Our shared themes

We are committed to the development of a self-improving school system where a continuum of collaboration is embedded and are initially focusing on these four core themes:

1. Learning & Teaching

From our collaborative self-evaluation of quality improvement of Tayside schools the initial focus in this area will be on **Feedback**. The maintenance of collaborative approaches to supporting effective moderation through the strategic use of QAMSOs will continue.

The core five questions to inform our work in this area continue to be:

How appropriately challenging are learners' experiences?

How well matched is learning to the needs and interests of children / young people?

How effectively is digital technology used by children and young people to support and enhance their learning?

How do children / young people take increasing responsibility as they become more independent in their learning?

To what extent do children / young people understand the purpose of their learning?

2. Numeracy

3. Leadership Development

4. School Improvement

Our Performance Framework

We have identified a number of measures to assess how well we are achieving our priorities:

- Increase the % of local residents satisfied with schools
- % of school leavers achieving literacy and numeracy at SCQF level 4 or above
- % of school leavers achieving literacy and numeracy at SCQF level 5 or above
- Increase the % of pupils entering positive destinations after leaving school
- Increase the average total tariff SIMD Quintile 1
- Increase the average total tariff SIMD Quintile 2
- Increase the average total tariff SIMD Quintile 3
- Increase the average total tariff SIMD Quintile 4
- Increase the average total tariff SIMD Quintile 5
- Increase the % of pupils who stay on from S4 to S5
- Increase the % of pupils who stay on from S5 to S6
- Increase % of Tayside schools achieving an overall grade as Good or above when inspected by Education Scotland and/or when carrying out How Good Is Our School self-assessments
- CFE achievement of a level data at P1, P4, P7 and S3.

Theme 1		
<ul style="list-style-type: none"> Improving Learning and Teaching: Feedback, Moderation, Differentiation. 		
Lead	Key Collaborators	System Collaborators
<ul style="list-style-type: none"> Michelle Lewis, Dundee 	<ul style="list-style-type: none"> Key local authority staff: Leila Martin, Anne Leary, Gillian Doogan. 	<ul style="list-style-type: none"> Scottish Government Improvement Collaborative representative
ICSP Priority		
<ul style="list-style-type: none"> Priority 2: promote collaborative working 		
ICSP Link		
<ul style="list-style-type: none"> Early years priority group 1, aim 4 to develop & deliver high quality flexible early learning, child care provision. Children with inequalities priority 4, improving attainment of looked after children and other vulnerable groups 		
NIF Link		
<ul style="list-style-type: none"> Teacher professionalism Assessment of children's progress 		
Intended Outcome		
<ul style="list-style-type: none"> Address partnership evaluation and individual local authority school self-evaluation that this is a key area of focus. 		
Target Group		
<ul style="list-style-type: none"> Class teachers through universal offer of digital platform. Schools identified through theme 4, School Improvement to be assessed for need for targeted approach in this area. 		
Action		
<ul style="list-style-type: none"> In order to provide an initial, universal, differentiated, approach to improving pedagogy, we will create a virtual learning environment on GLOW with the help of the digital learning officer from Education Scotland. We aim to provide a pragmatic approach to collaboration with a resource that schools can use and adjust to suit their context. The GLOW site (yet to be named) will offer links to the Moderation Hub; practical ideas and resources, video clips of practitioners and learners across Tayside, case studies, examples of effective improvement science methodologies to 		

measure impact, as well as differentiated levels of research to encourage engagement at a deeper level. There will also be examples for schools of effective professional learning community approaches to improvement.

- The feedback learning journey for schools and early years establishments will be framed around the NIF key drivers for improvement
- Dundee Educational Psychology Service will support creating a confidence and competence survey before the launch of the site (proposed date August 2018). There will be 12 schools across sectors chosen from each authority to be involved in the initial survey and the follow up one, 6 months later.

Evaluation

- CFE achievement of a level data
- Individual school self-evaluation of 2.3 Learning, Teaching & Assessment

Theme 2		
<ul style="list-style-type: none"> Improving Learning and Teaching: Numeracy 		
Lead	Key Collaborators	System Collaborators
<ul style="list-style-type: none"> Carol Lyon, Angus 	<ul style="list-style-type: none"> Key local authority staff: Eddie McArthur, Karen Frain, Jenny Sorrie. 	<ul style="list-style-type: none"> Education Scotland Improvement Team
ICSP Priority		
<ul style="list-style-type: none"> Priority 2: promote collaborative working 		
ICSP Link		
<ul style="list-style-type: none"> Early years priority group 1, aim 4 to develop & deliver high quality flexible early learning, child care provision. Children with inequalities priority 4, improving attainment of looked after children and other vulnerable groups 		
NIF Link		
<ul style="list-style-type: none"> Teacher professionalism Assessment of children's progress 		
Intended Outcome		
<ul style="list-style-type: none"> Capacity building of numeracy champions in each school network. Clear professional learning offer. Targeted work with secondary maths departments and identified primary schools to support high quality learning and teaching. Connect effective practice. 		
Target Group		
<ul style="list-style-type: none"> Class teachers through universal support of digital platform NIF data identifies effective numeracy practice to support school improvement requirements in other schools. 		
Action		
<ul style="list-style-type: none"> Re-establishment of Tayside Numeracy Hub through development of digital professional leaning resource. Sharing of professional learning opportunities for teachers. The first one being the annual Angus mathematics conference on the 28th April. 		

Evaluation

- CFE achievement of a level data
- Measures of confidence and fluency in maths for children, young people, parents and all those who deliver maths education to raise attainment and achievement across learning.

Theme 3		
<ul style="list-style-type: none"> System Development: Leadership Development 		
Lead	Key Collaborators	System Collaborators
<ul style="list-style-type: none"> Ben Martin Scott, Perth & Kinross 	<ul style="list-style-type: none"> Key local authority staff: Tracey Stewart, Pam Nesbitt, Rodger Hill, Vicky Gardiner, Kim Walker 	<ul style="list-style-type: none"> Scottish College for Educational Leadership
ICSP Priority		
<ul style="list-style-type: none"> Priority 2: promote collaborative working 		
ICSP Link		
<ul style="list-style-type: none"> TLAG only year 1 		
NIF Link		
<ul style="list-style-type: none"> School Leadership 		
Intended Outcome		
<ul style="list-style-type: none"> Consistent approach to leadership development from pedagogical leader to systems leader. Model and grow learning leadership. 		
Target Group		
<ul style="list-style-type: none"> Pan-Tayside cohort of Middle Leaders New Head Teachers 		
Action		
<ul style="list-style-type: none"> One Tayside leadership strategy to be established One Head Teacher Induction programme to be established Group members to undertake SCEL leading systems change programme, cohort 3 and use the professional learning experience to develop the leadership framework for Tayside 		

Evaluation

- Participant engagement in developed programmes
- Development of one coherent leadership programme

Theme 4		
<ul style="list-style-type: none"> System Development: School Improvement 		
Lead	Key Collaborators	System Collaborators
<ul style="list-style-type: none"> Kim Ramsay, Perth & Kinross 	<ul style="list-style-type: none"> Key local authority staff: Danny Webster, Jim Hammond 	<ul style="list-style-type: none"> Education Scotland Regional Lead Scottish Government Improvement Lead
ICSP Priority		
<ul style="list-style-type: none"> Priority 2: promote collaborative working 		
ICSP Link		
<ul style="list-style-type: none"> TLAG only year 1 		
NIF Link		
<ul style="list-style-type: none"> School Improvement 		
Intended Outcome		
<ul style="list-style-type: none"> Develop the capacity within schools and clusters to improve learning by supporting the development of schools as learning organisations within the context of children’s services. Establish a culture of innovation and exploration. 		
Target Group		
<ul style="list-style-type: none"> Small number of schools identified through NIF data as requiring support to improve outcomes for children and young people. 		
Action		
<ul style="list-style-type: none"> Each local authority to identify small number of schools where intelligence suggests an intensive programme of support is required. Challenge to the data used to select this small group will result in the identification of a group of schools in most need. A 'Team around the school' approach will be established to provide effective intensive support to this small number of targeted schools. This will include the planned use of external support such as Education Scotland. 		

Evaluation

- Individual school evaluation of involvement
- Individual school self-evaluation – 1.1, Self-Evaluation for Self-Improvement
- Individual school self-evaluation - 1.3, Leadership of Change

Priority 3 – Health and Well-being Priority Group

Our children and young people will be physically, mentally and emotionally healthy.

We will improve the mental health, wellbeing and resilience of children and young people through early advice, support and education. Our services will equip young people to make healthy lifestyle choices and reduce their involvement in risk taking or harmful behaviours such as substance use, unsafe sex, poor diet and lack of exercise.

Key

Name	Title
Elaine Cruickshank	NHS Tayside Programme Lead – Children & Families (Chair)
Jennifer Kerr	Service Manager Perth & Kinross TSI
Tracey Stewart	Education Officer Dundee City Council
Michael Holligan	Senior Manager (SW) Dundee City Council
Fiona Mackay	Service Manager, Evidence 2 Success, Perth & Kinross Council
Audrey Osborne	Service Manager (ASN/Ed Psych) Angus Council
Laura Kerr	Lead Officer Tayside ADPs, Angus Council
Susan Bean	NHS Tayside Clinical Services Manager
Elaine Cargill	NHS Tayside Child Health O.T. Service Manager
Helen Grady	NHS Tayside Interim Service Manager Children & Families (Angus)
Tamasin Knight	NHS Tayside Public Health Dept. - Consultant in PH medicine
Ann Eriksen	NHS Tayside Public Health Dept. - Executive Lead Sexual Health & BBV
Joyce Thompson	NHS Tayside Public Health Dept. - Dietetic Consultant PH nutrition
Joy Olver	NHS Tayside Clinical Lead CAMHS
Sheena MacDonald	NHS Tayside Consultant Clinical Psychologist (CAMHS)
Vicki Stewart	NHS Tayside Service Coordinator TSHRS

	AIM	TIMESCALE
1.	Develop and implement, in partnership, an evidence based Tayside parenting strategy	Apr 2018 (for strategy development)
2.	Develop and implement a Tayside multi-agency framework to prevent and address early initiation into substance misuse	Sep 2018 (for framework development)
3.	Develop and implement a Tayside Mental Health Strategy for children and young people to ensure focus on prevention, early identification and support	Oct 2018 (for strategy development)
4.	Implement the national Pregnancy and Parenthood in Young People Strategy alongside work to reduce teenage pregnancy and support to young parents	Jun 2018
5.	Develop a Tayside strategy to improve Child Healthy Weight	Sep 2018

Priority 4 – Looked After Children, Care Leavers & Young Carers

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.

We will focus resources on groups of children and young people that are more likely to experience inequalities and poor outcomes in health, wellbeing, education and post-school destinations. We commit to closing the various “gaps”, increasing accessibility and broadening opportunities. We will share good practice that already exists across Tayside.

Key

Name	Title
Glyn Lloyd	Service Manager, Strategy and Performance, Dundee
Jennifer King	Education Manager (ASN, EPS, Inclusion) Dundee
John Cooper	Senior Manager, Residential Services, Dundee
Linda Richards	Service Manager, Perth and Kinross
Arlene Dickson	Voluntary Action, Angus
Kirsty Lee	Principal Planning Officer, Angus
Diane Caldwell	Head of Nursing, NHS Tayside
John Cunningham	SCRA
Sarah Boath	Manager, Carers Centre, Dundee

	AIM	TIMESCALE
1.	We will ensure that at every stage of the child welfare, youth and criminal justice processes all children and young people who have offended have a Named Person and were appropriate a Child’s Plan	Oct 2018
2.	We will develop a consistent approach towards Diversion from Prosecution, including building capacity in relation to the consistent availability of diversionary services	Oct 2018
3.	We will review all core and commissioned services relating specifically to young people who offend to ensure they focus on agreed priorities and are delivered on a shared basis where possible	Mar 2018
4.	We will work with Education Services and individual schools to develop consistent approaches towards youth crime prevention, with a key focus on priority crimes	Oct 2018

5.	We will work with NHS Tayside and schools to develop consistent approaches towards preventing the onset and escalation of risk factors such as substance misuse, mental health and parenting	Oct 2018
6.	We will localize the National Criminal Justice Pathway for school aged children as part of the new School Nurse Transition model	Oct 2018
7.	We will develop shared and consistent approaches towards CSE, including prevention, tackling perpetrators, supporting victims and gathering data	Mar 2018
8.	We will review services for girls at risk and make recommendations to ensure they focus on gender specific needs and are anti-discriminatory	Mar 2018
9.	We will develop and implement a single risk assessment and risk management framework for young people presenting as being at risk of serious harm, including a shared training framework	Mar 2018
10.	We will identify areas of effective inclusive practice and for children with complex needs and extend them across the area, including training in the use of inclusive approaches and evaluating the impact	Mar 2018
11.	We will identify common areas of complex need which require joint planning, specialist provision, commissioning and quality assurance arrangements	Jun 2018
12.	We will collaborate with Priority Group 2 to ensure that the needs of children and young people with complex needs are addressed as part of a mental health strategy	Mar 2018
13.	We will develop a transition charter and pathway for young people with complex needs in partnership with Health and Social Care Partnerships	Oct 2018
14.	We will develop a regional action plan to ensure Young Carers are identified and offered appropriate support and we will involve Young Carers in its development, implementation and review.	Mar 2018
15.	We will ensure there are clear Tayside pathways for mental health support at all levels of intervention for Looked After Children	Oct 2018
16.	We will review the capacity of CAMHS to respond to apparent increases in levels of demand and make recommendations to relevant partnerships	Oct 2018

17.	We will localize the National Mental Health and Wellbeing Pathway for schools aged children as part of the new School Nurse Transition model	Oct 2018
18.	We will explore the potential to develop a single shared contract with Who Cares? In respect of advocacy for Looked After Children	Apr 2018
19.	We will explore the potential to adopt the same engagement and participation methods for Looked After Children	Apr 2018
20.	We will explore the potential to adopt single/shared review arrangements for LAC and children and young people on the Child Protection Register	Oct 2018
21.	We will explore a consistent approach towards the recruitment, training and payment of foster carers across the 3 areas	Jun 2018
22.	We will develop a consistent approach towards the training and development of residential care staff across the 3 areas	Jun 2018
23.	We will work with the Third Sector to develop approaches towards children and young people identified as being on the Edges of Care	Oct 2018
24.	We will explore opportunities to end reciprocal additionality costs for pupils attending cross-border Tayside schools	Mar 2018
25.	We will explore the potential to increase and improve the capacity of the care of 17-21 year olds in Continuing Care	Mar 2018
26.	We will develop and implement a single Tayside transition policy for Looked After Children	Oct 2018
27.	We will develop a shared strategy, tools and scheduled towards self-evaluation of work with Looked After Children	Oct 2018

Priority 5 – Safeguarding and Child Protection

Our children and young people will be safe and protected from harm at home, school and in the community.

Our approaches to protecting vulnerable children and young people will be integrated and focussed on early identification and immediate and effective intervention to remove and reduce the risk of significant harm.

Key

Name	Title
Jacque Pepper	Chair, Perth and Kinross CPC and Priority Group Lead
Christine Knight	Independent Chair, Angus CPC
Norma Ritchie	Independent Chair, Dundee CPC
Jayne Smith	Lead Nurse Child Protection, NHS Tayside
Peter Nield	Barnardo's Scotland (Dundee and P&K CPC)
Arlene Dickson	Third Sector, Representative
Graham Binnie	Detective Chief Inspector, Police Scotland
Ray Birnie	Detective Inspector, Police Scotland
Andrew Beckett	Lead Officer, Dundee CPC
Niki McNamee	Lead Officer, Public Protection, Angus CPC
Ross Drummond	Lead Officer, Perth and Kinross CPC

	AIM	TIMESCALE
1.	Develop, implement and quality assure a standardised approach to key child protection processes across Tayside, in particular Inter-Agency Referral Discussions (IRDs) and Medical Examinations to improve practice consistency and to provide better outcomes for children and young people	By 31 May 2018
2.	Raise practitioner awareness and understanding on tackling neglect and enhancing wellbeing by holding a Practitioner Shared Learning / Showcase Event in Tayside	By 31 Oct 2018
3.	Develop creative approaches to helping children and young people to stay safe online	By 31 Mar 2018

4.	Develop and implement best practice for the involvement and participation of children, young people and families in key child protection processes and in the work of the CPCs	By 30 Jun 2018
5.	Develop and pilot qualitative measures in relation to the impact of child protection interventions on the safety and wellbeing of children and young people	By 30 Sep 2018
6.	Review and implement a consistent approach to chronologies (single agency and multi-agency) to improve practice consistency and to provide better outcomes for children and young people	By 31 May 2018

CHAPTER FIVE - Securing Change & Improved Outcomes

The Leadership Challenge

‘Securing transformational reform rather than administrative fixes, whilst ensuring we can sustain and target our efforts and measure our collective impact.’

As set out earlier, the approach to the Collaborative has been designed and structured in such a way that provides real scope to do things differently, but to do so with a clear focus on the shared priorities which are mostly likely to improve outcomes.

Our level of ambition has been high since the outset, and so in order to secure the level of change and reform articulated, we are clear that this means reshaping aspects of the way we work, both internally and with others.

This chapter looks at the wider measures that have been put in place to support this development. They are shown in the following diagram as the ‘strategic building blocks’ of the Collaborative.

The Strategic Building Blocks



The collaborative agenda is being taken forward in a range of contexts across the Tayside area. This Children’s Services Collaborative, the Tay Cities Deal and our extensive Corporate Collaborative (which includes Roads, Waste and Digital Services) all have strong leadership of and support from local elected members and officers alike.

The culture for collaboration is one where all involved feel they are able to help shape and direct the work which is all focused on ensuring we achieve the best possible outcomes for children, young people and their families. We will continue to

all work together, directing and targeting existing resource to the collaborative agenda. Our default position is one of collaboration. Where we see the merit and benefit of having a single plan or approach in any area, we will e.g. a single Corporate Parenting, a single Mental Health Strategy. Through the work of groups such as the commissioning and workforce development reform groups we will seek to identify any areas where we could move to having a single system approach to service delivery.

Each of the five Priority Group Leads work together to ensure that their plans are complimentary and that there are no areas of duplication of effort in the different work streams. They also work with colleagues in each of the IJBs for the same reasons. An important ask of the Priority Groups is that they work not just on what needs to be improved but on how service delivery can be transformed to best achieve the desired outcomes.

Our focus is on how we can most easily establish ways of working that can become sustainable, hence there being no specific ask, at this stage, for additional resource to support our work. We have committed significant resources from our existing, respective, workforces to deliver on the ICSP priorities.

Each Priority Group Plan includes clear timescales against which progress will be measured, and the means by which to do this, drawing where possible on existing common measures and frameworks. *(NB further detail will be added to each of the plans after the next meetings of the group leads on 7 and 14 February)*

Resourcing Plan

The Collaborative is being primarily being delivered within existing resources, drawing on representatives from each organisation, particularly in terms of strategic and operational leadership. It is anticipated that any specific funding implications that arise from a change in service delivery or support will be considered on a case-by-case basis. This may require moving resources from other areas and reflects the commitment to change ways of working in order to work within existing means. It may also result in a “direct ask” of the Scottish Government such as is the case with our ambitious plans around improving outcomes for our looked after children and young people. Our partnership with Education Scotland and the Care Inspectorate will contribute resources to support our work as well as adding value to improvement system that is our collaborative. *(The detail of this requires to be discussed and agreed with ES and CI colleagues)*

Governance

The new governance arrangements have been set out in Chapter Four (see page 11).

Evaluation

Evaluation of both outcomes and processes will be undertaken by each priority group, supported by the Performance and Data sub-group, with challenge coming from the Directors group.

CHAPTER SIX – The Learning

By way of summary, there are a number of important elements that have been illustrated in this work that are worth capturing:

1. Collaboration rarely starts with a 'blank page'; the experience of working together may well be variable, but it is the desire to work together that is essential; without that genuine commitment, creating real change is likely to be limited.
2. People tend to find it easier to coalesce around issues rather than structures. In this instance, GIRFEC and a focus on outcomes provided an initial focus that enabled a shared understanding to develop.
3. Relationships are not only important but fundamental to collaboration. It requires people to work differently and to 'give things up', so trust needs to be developed at a very early stage before you move into implementation.
4. Investing sufficient time as senior leaders in sharing, testing and agreeing the focus and expectations of collaboration, before moving into delivery mode, is absolutely essential. It is important to be clear on the level of ambition – are you looking for transformational change or administrative fixes?
5. Following on from that, the quality of leadership, both at the head of an organisation as well as within, is a critical factor in creating the environment for change to happen and in sustaining that effort.
6. It is crucial to create a plan for engagement with teams throughout the process, to ensure buy-in, a shared understanding of the scope and to create a 'culture of collaboration' that can unlock innovation and support change.
7. Evidence that is matched to needs and outcomes must underpin improvement work; it can help provide focus and direction and can allow you to monitor the progress of your collective efforts, adjusting when you need to. It also ensures you continue to reflect the needs of the communities you are looking to support.
8. Collaboration doesn't necessarily make things easier, particularly in the short-term; it requires focus, persistence and sustained effort from all involved but then is likely to create opportunities that otherwise would not exist. It therefore helps to set out the strategic journey, with the main stages and milestones set out, so that everyone can then work through it together, with a shared understanding of where they are on that journey and what they are working to achieve.



#Taycollab