

Webinar recording



Sharing the learning from whole family support work: The role of collaboration in supporting change

May 2026



Sharing the learning from whole family support work: The role of collaboration in supporting change

Chair:

- **Dr Heather Ottaway**, Head of Evidence and Innovation, [CELISC](#)

Speakers:

- **Lorraine Sillars**, Whole Family Wellbeing Lead, CELISC
- **Stephanie Beringer**, Improvement Adviser, Children and Young People Improvement Collaborative and Leading Improvement Team, Scottish Government
- **Lauren Nicolson**, Project Manager for [Families Together, East Lothian Council](#)
- **Debbie Byrne**, Children's Services Implementation Consultant, CELISC
- **Karen Dyball**, Assistant Chief Officer, Children & Families & North East Operations, [Glasgow City Health and Social Care Partnership](#)
- **Chris Malcolm**, Team Leader, Glasgow Intensive Family Support Service (GIFSS), Glasgow City Health and Social Care Partnership
- **Richard Gillespie**, Team Leader, Glasgow Intensive Family Support Service (GIFSS), Glasgow City Health and Social Care Partnership

HO

Heather Ottaway

A very warm welcome to everyone. Our webinar this morning is focusing on the role of collaboration in supporting change. I'm Dr Heather Ottaway, I'm Head of Evidence and Innovation at CELCIS and I'm chairing today's session. Today's webinar is part of the Whole Family Wellbeing Funding Programmes Learning into Action, which is a longstanding series of events that supports shared learning and practical action across Scotland. And just to note that for those who regularly attend the Learning into Action session, this builds on previous learning, including the work on collaborative partnerships. And in today's session, we'll be hearing from East Lothian about how partner agencies have been working together to build and develop their collaboration. And from Glasgow, we'll hear about how Glasgow's Health and Social Care partnership has been using a leadership for change approach. I'm just going to start with a little bit of background about the Whole Family Wellbeing Fund, particularly if there's people here who are less familiar with it. We've got a wide range of people who have signed up today. So, it's rooted in the Scottish Government's commitment to delivering the promise. And the overall aim of the programme is for families to remain safely at home, with every family getting the right support at the right time for as long as needed. It's guided by a national vision, a blueprint and principles which set out a whole system approach that integrates health, social care and third sector services to better support families and prevent breakdown. And the Scottish Government's route map and national principles of holistic family support, which were developed with and for children and families in Scotland, sets out four key drivers for change, which are essential when we're thinking about collaboration. So, they're about:

- ensuring children and families are at the centre of decision making and change,
- availability and access to services across communities,
- using a whole system approach and joined up support,
- and supporting workforce development and culture.

And the national principles of holistic whole family support also emphasise the importance of early intervention and prevention, relationship-based, consistent and tailored support, evidence-led and data-informed practice, and integrated delivery to avoid fragmented funding and siloed services. And in recognition of the transformational change required to deliver improved outcomes for children and families, the Collaborative Partnerships Programme was established as one work stream of the

[Whole Family Wellbeing Programme](#). And it was set up to involve a collaboration between a small number of [Children's Services Planning Partnerships](#) (CSPPs) and a national support team, which involves a resource from the CYPIC National Hub (Children and Young People Improvement Collaborative) at Scottish Government and CELCIS. The programme design is focused on delivering transformational change in complex systems. And CELCIS and CYPIC have been supporting the two local areas that are here today, East Lothian and Glasgow, over the last 3 1/2 years. So, without further ado, I'm going to hand over to Debbie Byrne from CELCIS to do a little bit of context setting as an introduction to today's sessions, over to you, Debbie.



Deborah Byrne

Thank you, Heather, and good morning, everyone. I'm just going to provide a really high-level overview of our collective learning today in CELCIS about what it takes to collaborate well and service to system change. Both East Lothian and Glasgow will then be speaking to what this means for them in practice. So, you'll hear some of this come to life a little bit later on in the webinar. Some of our learning has been informed by the [Children Services Reform Research](#) (CSRR). CELCIS was asked by the Scottish Government to carry out a research study to improve the understanding of children services structures and delivery models in Scotland and how services can best support the needs of children, young people and their families and there was a concluding report about this in 2023. In [strand four of the report](#), which is particularly relevant for this webinar, this focused specifically on the views and experiences of the workforce and some of the findings show that to achieve sustainable change depends on a number of things that we'll hear about later this morning which include trusting relationships, a skilled and stable workforce, long-term funded services and non-siloed working and reduced power imbalances as well. The findings also highlighted that some of the key attributes of leaders that are really effective in change are leaders who can foster learning and innovation, show commitment and enthusiasm to the work and to staff, and really display a high level of commitment to improving the lives of children and families. Additionally, the findings highlighted the importance of long-term shared vision, which will survive short term funding cycles. And something we'll hear about from Glasgow later is about the importance of building trust and transparency with third sector partners. So some of our collective learning in working with place-based change in Scotland can be summarised in a

number of ways and I'll just highlight some key things here. Place-based change in Scotland requires local partners to work as a whole system to respond to national priorities such as strengthening whole family support. The task of strengthening whole family support requires people and leaders really to look beyond individual services and to take a whole system lens, given that we know that families experience a range of complex needs that cut across organisational and professional boundaries. And we know that these issues can't be resolved by one person or organisation alone. So, progress really depends on coordinated action and shared purpose and a clear understanding of how the system functions in practice. And for local areas who you'll all be familiar with, who are tackling child poverty and strengthening whole family support, we definitely know that traditional management approaches, like top-down direction, and up with report and don't serve well in a system which is highly complex. And our learning also highlights a number of paradoxes that local areas face in almost every aspect of complex work. For example, things like the expectation to deliver long term transformational change, whilst being judged primarily on short term measurable gains, and also the fact that they have to collaborate across services and organisational boundaries, whilst also remaining accountable for their own service performance. So, the Children Services research findings show that systems often assume leaders have the capacity to work in these ways. However, in reality, this assumption is unrealistic due to overwhelming operational pressures. We therefore know support to local areas needs to be intentional with time and support for new practices. So just a couple of examples, very briefly, of how we've supported our local areas. We've helped our teams create spaces away from business as usual to enable people to develop their ways of working, shared principles and visions for the work. We've helped people come together in agreement to identify a contained area in a locality to test out new ways of working. And we've helped people come together to agree on new roles, pathways and processes and what's required to support plans for change. And another model that we've used is a collective impact model, which particularly helped us in Glasgow when we were supporting leaders to help them to think about some core pillars of practise required when leading on change programmes over the years. So for example, in the early years of a support in the health and social care partnership, we support them to develop a shared practise model for supporting children and families, which we'll hear a little bit later about from Glasgow. We'll hear from East Lothian as well about how they've really found the

collaboration spectrum a helpful model, which is something that helps groups to decide where they are on the spectrum of collaboration. Finally from me, just to summarise with some key messages about what we need to commit for collaboration to be effective. Collaborative work is really essential for complex change and shared leadership, which is characterised by delegated authority and trust. And really this work being in service to families and communities, holding families at the core, modelling empathy, and kindness. And you'll hear all of these key messages come through in the next two sessions from our local areas. OK, so I'm going to hand over to Lorraine and her colleagues in East Lothian.



Lorraine Sillars

Thanks, Debbie. So a big welcome to Lauren Nicholson, Programme Manager for Whole Family Wellbeing, and FTEL (Families Together, East Lothian) who's over in East Lothian at the moment, and who's representing a whole host of different people from East Lothian today. So, and a huge thanks to them who's allowed that their learning and folks' experience to be shared today. And welcome Stephanie. Thing one to my thing two, I think is the way we are described at the moment, who's part of the national support team and the collaborative partnership that Heather outlined earlier on. We're not going to talk a lot about how whole family wellbeing and particularly FTEL have been developed in East Lothian over the last three and a bit years. There is lots of information available in other places and we'll send some links out around that. There's a long read on the CELCIS website, there's a case study on the CYPIC website. And similarly, we will refer to some tools that we've used over the course of the work together. And we may put some links in the chat, but we'll also send a link round as part of the after event, a link to the tools for change slides that were included in a previous Learning in the Action Network session. So it's just to let you know what we are going to do is take a focused look at some of the early collaborative work that was done in order to establish the programme of work in East Lothian and think about why that was so important, those early stages of the work and how quality improvement helped us think that through and then Lauren will step in and give us some detail of two particular aspects of work that really good collaboration was required across agencies and within teams in order to be able to establish and get that work off the ground. And finally, we'll just point you in the direction of watching a really lovely video when you've got a coffee this afternoon of a set of

young people who made a [video, an artwork I would call it, around what the UNCRC](#) should look like in their local area. And we won't talk to that, but you can certainly go look at it if you've got time this afternoon. So, I'm going to kick off and ask Steph just to give us a wee thoughts about using the quality improvement journey, which is one of the things that we really use to support the work and the importance of that beginning stage in the journey, the quality improvement journey, Steph.

SB **Stephanie Beringer**

Thank you. I can't resist popping something in chat. So there's just, for those of you that aren't familiar with quality improvement, there's a theory and a framework that exists that there's stacks of resources around it, but just to sort of bring that sort of small visual to life while we talk about it. So again, collaboration happened probably for us in multiple different levels, myself and Lorraine from CELCIS and I was from the [Children and Young Persons Improvement Collaborative](#) (CYPIC), didn't know each other at the start of this work, so we had to collaborate in different ways and different spaces. And then we were fortunate enough to start to join and work with East Lothian as part of their collaboration. So, in terms of the improvement journey, again, this isn't linear, but it's a framework that helps servers in thinking about what do we need. I'd say we need all the different aspects concurrently at different points in time, but in particular for the focus at the start of the work, it was around that building will and creating the conditions and the psychology of change. And again, the frameworks that helped us with that and thinking about, when we've spoken about at previous webinar, is the habits of an improver and it links a little bit to what Debbie shared at the beginning of what are the types of things and habits that you want. So, you want to be able to understand systems, you want to be able to bring that empathy, disruption, influencing. So how can we practise and build on those? Another thing that really enabled that creating the conditions was East Lothian themselves had really dug into what mattered to them as a collective. So, things were emerging around data, how do we do that better? How do we collaborate and engage better with different, I think third sector partners, was one in particular, but other groups that necessarily didn't regularly engage. And that was off the back of COVID where there was a lot of reflection that as groups you weren't coming together in natural spaces and places. So, there was a bit of rebuilding what used to exist as well. In terms of the improvement journey data and that understanding the system, so what types of things do we already

know that we can bring into the dialogue? We started in terms of with the groups of people, and you will talk about that, Lauren, more in terms of coming together for different aspects of work, not only about what mattered to the organisation, but what mattered to people. So again, we really wanted to get underneath what were people's values, why were they engaged in this work? What actually mattered to them? And there's a framework of questions and ways that we did that and we can share in the toolkit. Because what we wanted to surface at this early stage was different perspectives. It wasn't consensus. And I would say as the works ebbed and flowed, we've never started at a place where everybody's pitched up in a room and gone, this is great, we're all in agreement and this is what we want to do. And I think the tools offered some of the way to step into that space and bring personal thoughts and experiences but look at what's emerging. And then the other big anchor for us was the route map, the national route map, having something that we could actually all discuss and come together around and explore what does that actually mean to us.



Lorraine Sillars

And even hearing you describe that as the layers. It's like Shrek's onion description, isn't it? There's layers of stuff going on all at the one time. Lauren, I'll come to you. Going back that three and a bit years ago, can you remember what it was like and what was what was going on going on in East Lothian around how people were coming together around whole family wellbeing and Early Help?



Lauren Nicolson

It was very, very different at the start. It was much more siloed, and I feel like people got together to help each other with individual bits of work rather than a shared purpose. And I think having the shared vision in the Belonging to East Lothian and the whole family wellbeing approach has really helped us to clarify the why we do things and bring people back together. At the start, it was almost, I'm doing this, could you help? Whereas now it's common factors that we're seeing, it's populations and needs, it's themes that we're seeing, it's an entirely different way of working. So I think reflecting right back, there was a lot of relationships to be rebuilt, like Steph reflected on, kind of post-COVID and not having the natural spaces that we would have been in lots of the anecdotal conversations and office spaces that you would have picked up on or I've noticed, have you seen, we've seen this, that was all missing and actually

you realise how big a part of the work that is once it's not there. So, getting back to that was quite difficult at the start because we'd all been working quite separately before then.



Lorraine Sillars

There was a lot of goodwill wasn't there to come together, but COVID and other things had really led to that separation of that working well.



Lauren Nicolson

And strangely, it's the kind of overspend within Children Services that brought us together. And if you ask anybody we've ever worked with, they'll all say they're not money people, they're people people. But it's the kind of overspend that brought us together for that shared purpose. And I think it's brought the right people in for the right reasons and to remind us that we are actually here to help families and it's given us that kind of the pulling together that I think we needed post-COVID.



Lorraine Sillars

So that initial conversation around how some of the money was being spent, what do you think was sitting underneath the way that the vision was developed? Because you were able to develop quite a strong vision around, and I'll just read it out, we will enable families to have choice and live well in their communities through kind and compassionate relationships available at the right time, right place and in the right way and with a mission to listen, act, build. What do you think motivated or brought people to come round and think about this work in that kind of way as opposed to only that spend?



Lauren Nicolson

I think it's the flexibility that it brings. So we had the flexibility of the funding, we had freedom to do things differently, we were encouraged to try things that were innovative and a bit different, but we had the rigour and the structure of the quality improvement tools and I feel like it really has been the perfect balance and certainly not within my career there's anything that I could think on that's had both elements kind of running in tandem. And that's been hugely important because a lot of people are happy to embrace the change and be in the messiness, but kind of need the structure and other people need the structure and really don't like the messiness. And I feel like the way the work's been approached and designed has allowed both sets of people to come into the work and bring

a whole lot of different kind of opinions and experiences. I feel like there's something for everyone within the vision and the way it's been set up.



Lorraine Sillars

That is interesting reminding us that there was a lot of opportunity and a lot of authority given to that group of people that came together. Wasn't that about trying new things? You don't have to get it right. Stay within this vision and this mission, but not necessarily. But within that, how you come together and how you can work together was quite important. What I suppose I was curious about; you didn't always know what exactly it was you wanted to do. You didn't have a blueprint of we're definitely going to design this service, and this will be. You've said a wee bit about the combination of the tools. Was there anything else that you think helped dealing with that? What is it we're doing here? I mean, I remember a fair bit of that just between Steph and I. We tried to pretend we were swans, but it was a new programme, a new way of working. Was there anything particularly you think that helped just folk come together and work within that uncertainty almost?



Lauren Nicolson

I think the route map in itself is going to be broad enough to be flexible, but clear enough in what we're trying to do. So, you can see everyone's role within that and what you're trying to achieve. The 'why' is always clear, you know, we're always clear why we're trying to do things. It's the 'what' that's messy. And I think if you can find people that can embrace change a little bit and keep working towards that, that keeps the work on track. But I think the underlying framework is just balanced so well and that it's got the freedom to be flexible, but it keeps you consistent and it keeps pulling you back to a shared framework. Because it can be hard to keep sight of things when you're in and amongst it and trying new things all the time, it can be really difficult. And just to have almost gentle parameters around the work has been really helpful and I think kept the momentum going.




Lorraine Sillars

What do you think if you were starting it now and you and your colleagues, I'm thinking about some of the colleagues of yours that I know about that particular time, and that starting and that spending time, I remember a time of real exploration and discovery. There was lots of asking. There's lots of curiosity gathering information, gathering views,

gathering data. You know, is there anything about that particularly you'd like to see or reflect on about that time?

NL **Lauren Nicolson**

For me, the thing that came over clearly was the candour and people just being really transparent and honest and saying, you know, we're getting some things right, we're getting some things wrong. And I think for us, we were very clear in that we had great services, great offers for children and families, but it's the joining up that we weren't getting right. And I think being able to just have the kind of honesty within the room to say that and people not be defensive and actually put egos aside and just remember kind of why you're doing these things and to have a wee bit of boldness, I would say, to approach something different, because if we were doing it right, there'd be nothing to solve and families would be getting all the help they need all the time. So, I think if you're going to keep doing things the way they've always been done, we're never going to change. So, to just kind of get comfortable within the disruption stage, I think, because it can feel messy and you feel like you're in spaces that you maybe shouldn't be at times, but actually that's what keeps the work progressing and that's what keeps bringing new people into the work as well. And it's so important to keep clear in your mind what you're asking people when you're trying to bring them into the work.

 **Lorraine Sillars**

So what I'm really hearing you talking about is spending time developing trust for each other and versions of safety and bravery and spaces and how you do that using tools, using frameworks, but also how you yourself... I know that you were often the one that said you didn't know what you were doing necessarily in a good way. It was an invitation for others to come alongside you and say, can we do something about this together? And that was that was replicated across the groups that I certainly was around. Any advice?

NL **Lauren Nicolson**

I think spending the time to build the relationships, you know, to get that honesty is important and not for a purpose of completing a piece of work, but just to have the good, solid working relationships. I think that you can be tempted to rush into action and I'm probably the worst offender, but to take the time and sit back and plan it a little bit more. It feels frustrating at the time, but it does pay back in dividends in the end. And I

think just to know that if that's been in the work, that that is what will happen.



Lorraine Sillars

And I remember even Steph and I doing a bit of that with you, but saying, can we just come back? Can we come back and can we have a wee think about it? And that desire to do the right thing was often what motivated people. But what I'm hearing you say is that spending time on those relationships, understanding the problems, really working out how people could come together was really key to that early stage. Is that a nugget of something, if you were starting now or a colleague on the call was starting now, what would you say? Do this at the very beginning. What would you say to them? What advice would you give them?



Lauren Nicolson

I think go in and don't expect it to be perfect. Even now, we get as much wrong as we get right, but I think it's identifying the people who can have capacity for change is so important. And it might not necessarily be the people you think you need at the start, but to have people that will be able to work in the messiness and uncertainty. And if you can find that core group, they'll bring people in with them. And when the work starts to build and it gets momentum, it'll be easier to bring people in. But you have to have people that are just a little bit more comfortable with trying new things and finding that key group I think was so important at the start.



Lorraine Sillars

Steph calls them your guiding coalition way back at the start, doesn't she? I always thought it was wee gangs. I don't know whether that's the Glaswegian in me. Thank you, Steph, if you can get any reflections on that first part?



Stephanie Beringer

Yeah, I think for me, it's that intentionality of planning when you do come together in places and spaces, because I think we shortcut a lot of the time and it would be called meetings. We're at meetings for this and that, like everybody's meetinged out. It's actually what space are we coming to and for what purpose? And that's why I think in the background, the collaboration spectrum is really helpful. Is it to just share information? Is it to decision make? But then also in being intentional, it's using the

resources and tools, like we use liberating structures quite a lot. Again, that will be in the toolkit, but that offered different ways to think of how can we create safe spaces where people can feel able to share different opinions and come together. And then I suppose just a couple of other things that were helpful at the very start was thinking about how to be creative with that. So rich picture thinking was helpful in terms of thinking of other ways to bring people out of their service lens and actually collectively explore what matters to families. And then also something called Three Horizons Framework, which again supported that initial visioning. And so all resources and tools are really helpful, but in service to collaborating well. And it's as much about the process as it is the outputs. In fact, the processes were what helped move the things forward.



Lorraine Sillars

I remember some of the things that you tried to do together for 'what you are getting us to do that we might get us to do this picture for?' And yet we know that those things now have stood all of you in good stead and been able to repeat some of the tools that you used early doors.

I'm going to move on to the part 2. So, back to you, Lauren, and we're thinking about that foundational work's really been done in terms of how people come together, what they do when they come together. I love that idea that you present, you said there as well, that folk get the right folk and actually they recruit others to come into the change and build skill and will actually in terms of that initial bit. But it was in service to children and families and communities. And I know that you've thought about a couple of examples of where only by working in this kind of collaborative opening and quite brave way were you able to develop particular responses. Do you want to jump in and start talking about one of those responses that you designed with others?



Lauren Nicolson

Yeah, there was a massive increase in young people attending the Tranent Library over one of the summers and we're talking upwards of 60 young people kind of hanging about the libraries after school times, weekends. And frustratingly for librarians, they'd spent all this time encouraging people to come in and use the service but were then overwhelmed entirely and it was getting a bit boisterous, so younger families or older people were a bit reluctant to then use the library because it felt a bit intimidating and it was getting a bit noisy and hard to

manage. So rather than seeing that as a siloed issue for the library service to fix, we decided to pull the QI tools together, look at the problem, identify the kind of root cause, cause and effects, go through all the different strengths and the purposes that we could bring as individual teams. And what we've done from that was better understood the group. So we went and done some consultation work with the teenagers, find out why are they using the space, what are they getting from it, what would they like to see in it, are there better offers for them that we could be making to support their right to use the service as much as everyone else? We pulled that information together and we then worked with the library service to create two specific roles for youth workers within the library service who were specifically tasked with supporting that group within the library setting. Because it's a bit different to a typical librarian task, we've managed them through the Families Together East Lothian support service. So, their line management sat with our social workers because a lot of it turned into case management work where you would have young people come in and disclosing things. So slightly different to a kind of typical interaction with customers in a library setting. But that worked really well and it meant that everybody who wanted to use the space was able to use it safely. And it was also a kind of mini feedback loop for teenagers to tell us what was working for them and what could be better. And it meant that your book bugs could go ahead and, you know, toddlers could still access the service. So, it was a really short piece of work. It was done within 12 weeks. So, within the 12 weeks, we identified the problem, got the group together, put the funding in place and had the workers in post. So just a quick example of how you can pull the right people in if they're willing to do something a bit different to address an issue.



Lorraine Sillars

And there's something in you describing that, that really analysing what the difficulty was and who it was for, but paying attention to children's rights was really at play there. I know all the folk that rallied around that, assembled around that piece of work. So yeah, can you say a wee bit about who was who was around that work?



Lauren Nicolson

Yeah, so there was the library staff themselves, there was the kind of senior decision makers within the council, there was people from finance to support the budget, there was a participation officer from the FTEL

team who delivered the consultation, and then there was the kind of recruitment support from HR and onboarding, so quite a mix of people to pull together within that time frame.



Lorraine Sillars

And a real strength in being able to both do that and folk staying steady with a positive outcome in that way. So, I think it's a really lovely example of things don't have to be huge, big attempts at something. Sometimes actually what's going on, how are we understanding and what's the right intervention for that? It wasn't building a new youth wing at the back of the library. It was about how can everyone's needs to be met and how can we attend to that? I think it's such a lovely example. And I know you've got another example, so do you want to talk to your second example?



Lauren Nicolson

Yeah, so one that we're developing just now with health visitors and speech and language therapists is an ongoing problem that we've seen within the data. So there's consistently a lower score in demographic in the ages and stages questionnaires that the health visitors deliver to families. So consistently within one area in East Lothian, the 13-15 month old surveys highlight that speech and communication is typically lower in that one area than we see in other areas of East Lothian. So, the health visiting team themselves have done some work around understanding why. So, they looked into the staffing, do they need retrained? Are they doing it in a different way to other areas? Just to try and unpack it a little bit and it didn't help as much as they thought and the data continued to just be the same as it has been. So as part of the children's services planning work, we used the whole family wellbeing subgroup to deliver a kind of shared piece of work and that's included early years practitioners, third sector, the health visiting team, midwifery, early learning, loads and loads of different partners who work with young families to try and pull together different kind of lenses on the problem to see if we could address anything and then design a little intervention to test. So, we started with quite a big group, it started as the full subgroup. And then we started whittling down a more core group to take the work forward because it needs quick iterations and changes and decisions and things to keep the work moving. And so, what we've done is we've had a lot of facilitation support from CELCIS and from the CYPIC team to try and keep the work QI focused, to keep it kind of methodical and to make sure

there's the rigour and the testable measures and all the changes can be implemented at pace, but to be done properly. So, we've looked at a cause and effect, to really understand what the root problem is and different ways that we could try and attack that. We've done lots of consultation works with the midwives and the health visitors who work within that specific area. And that turned our initial plan entirely on its head because the amount of tacit knowledge they brought was just phenomenal. So, we brought them into the mix. We've done some PDSA cycles, so we've had one iteration where we've kind of offered it. And then the second cycle will begin in August this year. And that's just trying to understand what families need or maybe what's missing or how we join the services up together, so that if families are flagged through the data on the ages and stages questionnaires, we can identify what supports might be helpful. So, where we are just now is where we've trained the Families Together team and the nursery nurses to deliver gentle speech and language techniques to try and improve the kind of communications in an age appropriate way for the 13-15 month old children, but also with a focus on building parental confidence and how they respond to that. So not being preachy or coming in to feel patronised, but to give them easy ways and tasks and exercises they can do at home to just better respond to their children's needs or try new things that can push their communication on a little bit.



Lorraine Sillars

Sorry, I'm getting prompted about time, but I just wanted to kind of catch it in terms of what I love the fact that you started, and you said we even questioned the data at the start. Is the data right? Are we confident this really is a problem? No, it is a problem. We're using our understanding from these assessments and families and then that moving into. So, what's the right intervention for that? And even the description of the amount of staff that are around that - and I think the relationship that you've got with the two health visiting managers is a real - that collaboration around holding steady, attending in the need, and then asking the question, who's the right person to deliver some of this direct work? Has even in itself been an interesting piece of work. So, here's hoping for August, fingers crossed. So if anyone wants to ask any more questions about that in any more detail, Lauren, thank you so much. I know it's a lot of lot of talking. Steph, I'm just going to catch you if you've got one last reflection before we pass over to the wider group and ask them to take some time for themselves.

 **Stephanie Beringer**

I think Lauren eloquently shared that in that a lot of the learning and the collaborative practises have been about connecting the system to itself and the system is people too. And I think what I've seen in a lot of this is how national resources, so the early years one, for example - there's an early years theory of change, early child development, you've used that to bring it into what does it mean in a local context. So that enabled and created your own theory of change around what we want to see. So all of these different ways to enable dialogue and conversation in different ways also enable different outputs and outcomes.

 **Lorraine Sillars**

Lauren, thanks for preparing all of that and just being able to jump into the context this morning, and this thinking through the lens of collaboration, it's been really helpful. I think we're just going to ask people to take one or two minutes and think about the questions in the chat and then Heather will pick us back up again.

 **Heather Ottaway**

Okay, we've had a couple of minutes. Please do continue thinking and do think about any reflections and questions that you want to ask. And I think we'll hand over to Glasgow. Debbie, I'm going to hand over to you first to introduce.

 **Deborah Byrne**

OK, thanks Heather. So, I'd like to welcome Karen Dyball, Assistant Chief Officer, and Richard Gillespie and Chris Malcolm, team leaders from Glasgow Intense Family Support Service (GIFSS) to the webinar this morning. So, we're going to talk about the development and work that led up to the creation of the Glasgow Intense Family Support Service some years ago. I wasn't around at the time, but what I know, is this was the result of a number of years of you guys coming together and working with CELCIS and working together collectively to really intentionally think about how support to children and families in Glasgow could look different. So, we're really excited to hear about that this morning from all three of you. So, Karen, if I could possibly come to you first, it would be great to hear about just really what the seeds of the work were, what the drivers were, what some of your vision was, and just really kind of what helps bring people together at that point.

DK

Karen Dyball

Okay, thanks and good morning, everybody. As Debbie says, I'm the Assistant Chief Officer for Children Services in Glasgow. I've been in Glasgow for a long time and been through lots of the different posts to get here. I'm talking fast because we've got so much to say and we like to talk. So, I suppose the starting point for me goes back to 2009. It really resonated with colleagues in the previous presentation, where in 2009 we had a vast number of children in high cost, out of city placements and we were able to begin to track the data that told us to no good end. And I had the job of going round areas to support staff for those children to come back into our provided care. And children came out one door and then other children went in the other. And we realised very quickly that that was not the right approach and not the way to do anything. And I just highlighted that example because we've done lots of moving forward one step and taking two back because there's been lots of learning. So, we tried to do that ourselves. We were really well intended. We were thinking about best outcomes for children. Then much later, Liz Simpson and I, both service managers at the time, really began with Mike Burns' permission who was assistant chief officer at the time, to really try and work out what could we do. We had 1500 to 1350 children in our care and we knew we wanted to get them back in the community. So, what we did was we visited a number of neighbouring local authorities to look at their models. Then we came back and spoke to HR and realised it wasn't going to give us what we wanted or needed to get children safely home, we needed the flexible service. We needed the service that was going to give us coverage 365 days a year and in the evenings. And what we could do ourselves wasn't going to do that for us. Alongside that journey, I was fortunate enough to get alongside CELCIS, and I attended some of the implementation science sessions run by Melissa Van Dyke. And what they did was give us words for some of our previous failure. We weren't ready, we didn't choose the right people, we weren't thinking about implementation. There was quite a high degree of naivety in our previous planning. We thought if we got beside people, if we did it, it would work. We thought if we trained people that would help us and some of the work on implementation really told us we were going down the wrong road for that. So, we landed on working alongside CELCIS and we realised we needed support to affect meaningful long-term change; that we weren't managing on their own. So, we got together with CELCIS. We had a number of sessions, and this is over a long period of time, none of

this happened quickly. We went to Strathclyde University. I was in the same group as Chris and Richard. Chris and Richard were invited as we felt that they were people who were early adopters, if you like. They were ready for change, and we felt that they could support the change. And we were in partnership with CELCIS as the HSCP and we had permissions from our senior leaders to work together collaboratively to think about how can we affect change. By that time we had the Paul Bywater study that told us we were taking more poor children into our care than anyone else in the UK. That really resonated with us. We wanted to do something different. So, we came up with the idea. We started with three groups, we got down to one and we thought, how can we deliver this GIFSS model? And I'll leave it to Chris and Richard to tell you what GIFSS is, because they do much better than me.



Deborah Byrne

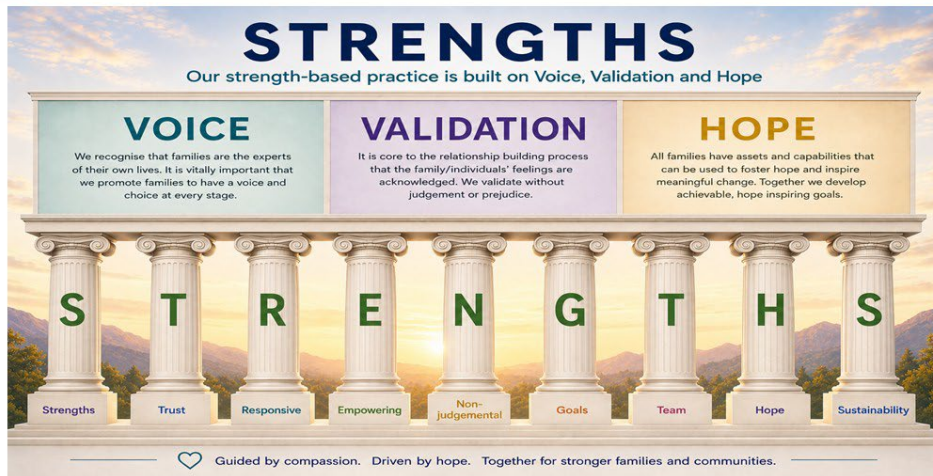
Yeah, thank you, Karen. And I think just before I come to Chris and Richard, I think what's really struck me about that phase of work for all of you is like you say, Karen, it was over a number of years that it took for you to get to that stage, wasn't it? You came together with possibly different perspectives and ideas, but you all worked really hard to develop a shared vision. And I know East Lothian mentioned tools like the Three Horizons. So, there were tools like that that helped with some of that. But really the credit goes to all of you in terms of the commitment you made to trying to do something different for Glasgow's children. If I could come to all of you, particularly Chris and Richard, just building on what Karen's been talking about, she's mentioned about permissions from senior leadership. What sort of things did you start to do differently? For example, I'm aware that the commissioning model was slightly different. Workforce development is another example. If you could both talk me through what sort of things start to happen differently as a result of this.



Chris Malcolm

Yes, it's a really interesting question. And again, a lot of this is through hindsight. Interestingly, a lot of the language I think you hear from us today probably reflects language that was used in the East Lothian presentation like compassion, etc. I would describe our journey as a privilege. I think that I was involved in those CELCIS events as well as Richard. And that was with Karen, Liz and other leaders in the council, a kind of very senior leadership group. Interestingly though, I wouldn't

have perceived them as a leadership group, because actually what happened there was a real bravery from that group of leaders in terms of disaggregating the power. I think, as Karen is saying, there was a kind of real reflection on, look, this is what we've done and actually a real honesty and transparency and actually we've made mistakes and we need to do things better. Slowing down was one of the huge things, because again it was a huge time commitment on a weekly basis. We were going back to Strathclyde University with people in very senior leadership roles within Glasgow, but we were all equal in that room. And Richard and I were entrusted and empowered. And hang on to that because it's quite interesting how that then shifts across the system, those two values. Richard and I were trusted and empowered to go and work alongside some third sector partners who'd been chosen through a commissioning process, with one question and one question only, and that is how do we keep this young person safely at home tonight? Because again, that's what Karen was saying, we were wanting to stop that revolving door. So how do we keep that young person safely at home tonight? And I think we need to be really reflective on that question because actually, as Richard and I will reflect, there are some people we can't keep safely at home and actually it's not safe for them to be there. So, the question really was about what can we do to keep that young person safely at home tonight? So we went into a room with third sector partners. Again, that trust and empowerment that was shared to us, we shared with them and that took several weeks for them to believe that we were genuinely curious about what do we need to do to safely keep this young person at home tonight? Again, this process felt slow for some people. And again, we'd heard that from East Lothian about people wanting to move into action, but we didn't have the answers. We only had questions at that point and bringing that back on a weekly basis with absolutely no time pressure to that group meeting at Strathclyde University with CELCIS and reflecting on what we were learning, what we were thinking. And again, absolute trust, in terms of what we were doing, thinking and kind of bringing back and reflecting in that group. And I think what we then started to develop was a coalition around about our values. And I think, Richard, you've got a slide that you're particularly pleased with.



OFFICIAL



Richard's very fond of this. I can't remember if it's Greek pillars or...what kind of pillars it is, but we coalesced around our values and you'll see them there in the in the pillars. And it's came up as strengths because we knew that we wanted a strength-based whole family approach. Richard and I have been experts in risk. So, we've been very good at finding and talking about risk, but actually we wanted to switch the lens to looking at families and community strengths. So, we came up with the kind of pillars of strengths, looking at the families and community strengths, trust, which had been shared to us, and that was a value that was then shared and believed and coalesced around with the third sector. Responsiveness. So again, Karen talked about wanting a service that was available seven days a week, 8 in the morning until 8 at night. Empowering, again, interestingly, that was a value that we shared with us and with the third sector and we wanted to kind of pass on. Non-judgmental, goals. And we wanted to ensure that was a family's goals and we'll talk about how we make sure we hear the family's goals and the family's voice. Team, which included everyone round about that family. Hope, which is again critical to strength-based practice. And we often have to hold hope for our families. And again, this is a term we heard from at East Lothian partners about sustainability. So, any support we offer to families, we have to ensure and think about the whole time about how can we make these change is sustainable for this family. We did that and then we thought, okay, well, that's great, we've got these values. What do we do? So, on top of those values is what was originally called our model, but we reframed that to our framework for practice. And again, this is about voice validation and

hope. So again, putting the family at the centre of our compassionate responsiveness. So simply saying things like, how can we help you? We start to ask the family, we start to empower the family, we start to try and build trust in the family and build up a team. Validating those worries about, that sounds really hard, that sounds as if things have been really hard for you. We start to validate and again hope and again you'll see in that framework compassion, we were given staff permission to be compassionate with families. But again, that seems like that was a linear process, which certainly wasn't the case, Richard, was it?

GR

Richard Gillespie

No. I mean, it's interesting that Lauren was talking about the 'why' and coming around that singular purpose. And when we talk about this not being linear, I guess we probably didn't understand this until much later. The 'why' for us, is within that framework for practice. So, our belief in building hope for families and building a compassionate response is the centre of the practice. At the time, we were probably looking much more at outcomes and actions, but we didn't realise we started at the 'why', which is the most crucial part. For people that are interested this is taken from a podcaster called Simon Sinek. He once did a TED Talk talking about the why, the how, and the what. And so, the why is important because it's about people believing what you believe. So, that part is the people believe that we should work this way with families, that they connect with us and they will all agree that that's the way forward. And if you can manage that I guess then it can create a little bit of magic, I think. So that part which is really important is once we've established the 'why', well, next question, which was actually the hardest part, so we spent a lot of time getting to the 'why' and that was really slow, but the next question was, how do you bring it to life? And this is normally where people start. So, lots of people usually come to us and talk about group supervision. We'd love to do that. And we always reflect back to them, yeah, but you need to understand why you're doing group supervision. In itself, it's not helpful. But we understood the 'why'. So, we started to develop things like group supervision, like five-day training. And the crucial part about the training, because Karen mentioned this, you train people and it might not have the impact that you would expect. But the important part for us about training was the training was about connecting to the value base, I think. It's about connecting to why we're doing something. And then the most important bit here - co-coaching, is after you do the training, you need to have a process and this is where

the model becomes really important, where you co-coach. We used to call it coaching, but we started to change it to co-coaching because we saw something interesting happen. The more trust, the more empowering that they gave to the staff and to the third sector, the more that they started to coach each other. So, whether it's in group supervision, an interesting thing starts to happen as they believe so passionately in the way of work that they begin to coach each other in group supervision. They begin to coach each other on a day-to-day basis because they've got that belief and this is the way we want to work with families. They've got the trust in each other and it's the fully integrated part. There's lots of things in there like joint governance, but it was about integration. It's about the belief in creating a common purpose and integrating, and that integration to be genuine, which then leads to all of the things in the outside which less kids suppose coming into care, being supported at home, improved outcomes, mental health, wellbeing, actually improved staffing outcomes. Is a hypothesis as well, because the framework becomes something for them as well.



Deborah Byrne

I think it's brilliant. I always love to hear about the story of the Glasgow Intense Family Support Service. But I think what would be really helpful is to hear about as well as what you've just shared is to fast forward us a little bit in up to more recent years and thinking about all the heavy-duty stuff you've done around creating this model. And I often hear you both talk about how it got rid of hierarchy, you know, and this shared coalition approach that you had with each other. I'm really curious to hear about how this has made a difference. And I guess this is a question for all three of you around how this has made a difference to how you as leaders work in the system. So, things like, what difference has it made to the workforce? What difference has it made for children and families? What are you hearing from children and families? Maybe what difference it's made to you in terms of your skills as leaders and how you might go about things differently or maybe how other leaders go about things differently.



Karen Dyball

I think for us in that kind of overarching leadership approach, our partnership with the third sector has been really important here. And I think working together and I suppose the support we got from CELCIS to develop that and thinking about coaching in the model that we would

have, I think that really contributed to the messaging in the HSCP, but outwith too. For example, we got really positive feedback in the context of inspection because the voice of ourselves and partners really resonated. We weren't contradicting each other. We weren't saying it'd all be all right if it wasn't for them over there. There was definitely a cohesion to what we were trying to achieve. I think we've achieved much more than the sum of the parts from working together. Our third sector partners really use the same language, and they do that and they work with us, but outwith. And as they're developing their services, they're taking that into account. I think for me, you want to create environments where people want to come to work. They're motivated, they're enjoying their work. And I think that really resonates with families. And that comes across when we're in houses and thinking about that approach valuing people, giving people voice, so voice to staff, that then resonates and permeates out to families. And I'll let Richard and Chris come in with some of the lovely messages we've had back from the most vulnerable of families. Now we want to be clear, this is Edge of Care, this is not baby massage at the beginning - which is really valuable - I don't want to diss that for anybody who's doing baby massage, but for us, this is children who otherwise would be in care. And I'll let Rich and Chris speak.

GR

Richard Gillespie

I think one of the surprising things for us about developing the framework for practise and the way for working was that the points that Karen was making was it became something for us as well. So it wasn't just about the way that you work with families, it was the way that we worked with each other. And so it becomes part of the environment, it becomes the language that people are talking about is the same language they talk to each other with, and which becomes really powerful. But because it's an all-encompassing, the environment is the same, whether it's families or within the workplace, that when there were families, it just feels that it feels natural that the way that they're working with the families and the benefits to that is - families with lots of voice notes and lots of feedback that we've had with beautiful stories that we would be here all day actually telling you about, but families talk about not feeling judged about people listening to them. Actually, they talk about having really positive relationships with Social Work, because I think...

It's fascinating, I think, being within the Social Work part of the partnership, because part of our value base is about team. So, if we see that there's a challenge between a relationship between whether it's

social work, education... Our part is not about the blame; it's about actually how do we help repair that relationship? How do we help get relationships closer? And so, it's what we find is actually the relationships with social work, with education seem to improve vastly. It's because we start to get repairs, we start to get connexions that are meaningful for families and genuine.



Deborah Byrne

Yeah, so that collaboration right across the system, it's not just in your part of the service. You've actually, you're not operating in a silo as a siloed service to families. There's something about how the practise is helping to influence the rest of the system and influence other people's behaviour in practice.



Chris Malcolm

I think there's been a real intrigue from across the system, just in terms of how we've developed. And we've got a lot of input from speech and language therapy. So that's been fantastically helpful. And really well integrated and also through education through the Glasgow Virtual School, who we're in contact with on a very, very regular basis. So again, that bridge across education and there's also been some kind of pieces of work started about sharing our language with education and some of our ways of working. So again, it is starting to feel less siloed, but obviously Glasgow is a big system, but there's a real ripple effect, even as we were saying earlier on with the third sector, who've shaped some of their existing service to reflect the language and values within within GIFSS.



Richard Gillespie

And the language part is really important, isn't it? So, Chris, we have found is because that shift in language, even if it's so small, so there's one small part might be, for instance, having been a social worker and chairing lots of meetings over the years, we love to talk about engagement and the terms of non-engagement, all of those things, which usually puts the blame solely at the family's doorstep. But we've started to talk about distance. So, we start to say, so there seems to be a bit of distance between us and the family, or we would say there seems to be a bit of distance. Let's explore that a little bit. And it's just small things that seem to have an effect on perceptions just by the use of your language, which has been massive, I think. So, when we're in meetings and it's

amazing the ripple that starts to create when you start to talk about distance as opposed to non-engagement.



Deborah Byrne

Thank you, all three of you for that. That was so helpful. And I think we're building up a number of questions for the next part of the session. Just any final reflections before we move into asking people to think about any for the reflections or questions to have?



Karen Dyball

I suppose because we're here, I think the additionality in terms of the capacity and planning for the sessions was really helpful because I think all of us in day jobs would really have struggled to keep the momentum and I think that should really work for us, having that kind of catalyst of change or working with a partner who can help with some of the preparation really helped to get the foundations right as we are developing the service. So probably worth mentioning that. That's important.



Deborah Byrne

I think what we're going to do is we're going to have another two or three minutes just asking everybody to have think about any questions they have and pop them in the Q&A section. And then we're going to come into the final part of the webinar. Is that okay? Thanks, all of you.



Heather Ottaway

Okay, thanks so much for spending a bit of time reflecting. So, we're just going to come now and pick up some of the questions. I think the first one, is someone on the call is reflecting about the busyness at the moment around local and national change work and some of the blocks that can be in place, particularly about the capacity of one organisation in a collaboration to focus on change at a particular time or the time available because of the demands of the day job and simultaneously having to think about change and working in new ways. And the question is, what's some key learning about what gets you through that challenge and frees up that challenge? I'm going to ask colleagues from Glasgow and from East Lothian to think about that and to respond. Karen?



Karen Dyball

Yeah, so I think from my perspective, like the pain of getting it wrong and

how much time getting it wrong takes versus the opportunity to take some time to reflect. I think we're all working in organisations that are looking for pace of change, that are looking for a quick fix. And there's something about how you manage the language around that and how you manage systems where you might have senior managers - and I think about it almost in political office - where they think they've got four years to show what they've done. So, I suppose what's really helped us is that language of implementation and that research support coaching that's allowed us to articulate that in such a way that we did get the support to take a step back. And I suppose I think what also worked for us was looking at the data to say, look, here's the evidence for this. So, for us, the Paul Bywater study, the bit about 65% of children go home. So really corralling and I suppose the work of the Scottish Child Abuse Inquiry, that's telling us that despite our best efforts and our good intentions, what we were doing historically sometimes wasn't working. So all of those catalysts for change and pulling together the language to talk to senior leaders about how we could do something different. And that really pressed and changed for us in Glasgow. We had 1,350 children in our care and that's just at about the 600 mark now. So, you can begin to see and begin to look out there and we got support to do that for evidence that actually taking the time helps produce much better outcomes.

HO

Heather Ottaway

Thanks, thanks, Karen. Lauren, what about you in terms of thinking about that from East Lothian?

NL

Lauren Nicolson

It was pretty much exactly what I was going to say and it's actually something Lorraine's told me many times. And she will be glad I've remembered. If people are not meeting you where you expect them to meet you, it's not reluctance, it's different readiness. And I think that's really helped me keep going a lot of the time. If you're naturally someone who likes change and embraces it, you automatically expect other people to be the same and it's not. And I think just keeping that and reframing it as not reluctance, it's not readiness. And I think having that in my mind has really kept me kind of going with the work. And also, just taking time to really understand people, what their motivations are, what their needs are, and how you can present your argument as best you can for different audiences has really been useful. So, you might think you've got the best

idea in the world, but if you can't explain it in the right terms and the right framework for the right person who you need to approve it, it's not going to get very far. So, I think it reflects back to taking the time to plan and not rush into things. And that's kind of applied right across all the work that we've done really.

HO

Heather Ottaway

Thanks, Lauren. Lorraine and Debbie, anything from yourselves?



Deborah Byrne

Yeah, I guess I was just going to build on what Karen was saying earlier. I was at a Glasgow Learning event the other day with Karen's colleague Mike Burns and Richard and some of his colleagues as well. And something that really struck me was a reflection amongst the people that have been around the transformational work in Glasgow in terms of - and that's why I put that and put it in the slides - was around if you have a really strong vision and a collective agreement on something that you believe in, that almost carries you through the short term funding cycles, it carries you through all the changes to a certain extent. I'm not saying it's easy or it's challenging, but that really resonated with me, I think, around that collective we believe what we're doing, and we come together as a core team. We have some core practises here we really believe in that are going to take us through these cycles of policy changes and different demands and funding cycles.



Lorraine Sillars

It's really struck me hearing both in the same space, both the areas in the same space that I remember early doors in East Lothian when we were thinking about what's bringing people, folk were feeling that this was a chance that doesn't come around very often and there was a real desire to work with a belief and I think the work that GIFSS have used is work with hope that things can change and that's not unicorn thinking, it was the energy and the glue at different times I think I've heard that in GIFSS and certainly know that from East Lothian but without some of the evidence and the structure around it, it might have felt a bit unicorn and it isn't. But at the core of it, there was working with a belief that doing the right thing for families was the way to go. Doing the right things based on what they tell us was the right thing to do and that using that evidence and framework really helped it go, but there has to be something at the core of that. And it's really struck me, both areas talking

in that way, is how are we feeling about what we're doing, how are we getting in about those relationships with each other and with people that can keep that moving on? It's really struck me today.

DK Karen Dyball

Yeah, so I just wanted to say, in the space of time, we've had three different Chief Officers as well. And people come in and they think in a different way and they want to demonstrate what they've done. And yesterday I was at a meeting where our current chief officer said, can I come and talk to you about GIFSS? Can I come and meet the GIFSS team? So having gone and trying to say, well, you need to do this, you need to do that, anyway, enough has been said and there's enough resonating in the system where he's now come to me. And I thought that was really positive and gratifying that we've got to a point where we get somebody coming to say, can I come and spend time with the team? So really, really positive. And that's not been without challenge. And I would want to emphasise none of this is easy and you have to absolutely stick with it. And you have to think about who's pushing back, why are they pushing back and how can I repackage this message so that they can hear it?



Lorraine Sillars

Yeah, very similar to what Lauren was saying as well, but understanding that individualised rationale, I think the way we describe it.



HO Heather Ottaway

Thank you. There's been a couple of really interesting questions about external facilitation. So, in this situation from CYPIC and CELCIS. And a couple of questions. One is about what is it about having a partner not engaged in delivering local services directly that matters? But also how can that momentum but also change continue once external facilitation has stopped? So, I think who would like to start with that one?



DK Karen Dyball

So, again, I think it made us feel valued having the external facilitation. We went up to Strathclyde University, so the opportunity to take time physically out, to have the time in the diary in advance and the opportunity to be sitting with people you wouldn't necessarily ordinarily be sitting with. And I think for me, being encouraged, I suppose we've talked about collaborative leadership, how much we've got from the voice

of team members. And in this example from Chris and Richard, there was lots of other people around that table. And really, I suppose, just enhancing the value and the planning in between. We couldn't have done that. I just didn't have the capacity. I could turn up and let myself go in the space, but I wouldn't have had the capacity to do it and the opportunity to really bring the learning and pulling together kind of almost like an irresistible messaging. Because I think what we would all say is the messaging to the wider team has been crucial, creating a vision, and I know East Lothian colleagues were talking about that as well, creating a vision that really resonated with people, and we got the facilitation to do that. I'll bring Chris and Richard in because I think they're obviously maintaining the energy in an ongoing way and still developing.

GR

Richard Gillespie

We found it, because I think that part was a challenge for every organisation that came together. So we were all trying to change, we were all trying to adapt. But having someone there, whose role was, who understood the part about the change and could sit behind you almost, because we were getting the, I suppose, the emotion, we were getting the day-to-day stuff that was taken for someone to be able to say, actually, the research tells you that you need to slow down. And if you have lost someone, you need to go back to get them. So, we had that lots. You need to go back to where you think you lost them and then move forward from that point. And that was, in its fundamentals was about readiness to change. So, but it was having someone there to amplify that and to support that because it was invaluable, it was priceless.

MC

Chris Malcolm

I was going to come on to the kind of part of the question about how do you keep that momentum and I think that's having the right people still with us. And I think our third sector partners or third sector colleagues have done an incredible job in terms of recruiting the right people to post. And they've just created this most amazing energy and commitment and determination to keep things going. So even Richard gave the example of changing the narrative around about engaging with families. The terminology actually didn't come from us; it came from our staff group about calling that distance - to shift that. I think the other thing is - again we talked about collaboration, our staff group don't see themselves as

third sector in silos. We have GIFSS, so they all identify as GIFSS. And that was an ask from our staff group. And I think that energy, enthusiasm and commitment is what has actually kept us driving on. And also, I think a real curiosity from our colleagues in the third sector about just making sure we get this right. So, driving forward even with external evaluation to make sure that we're not just living in a bubble and that actually objectively we can see that we're doing things right. And what could we do even better still?

HO Heather Ottaway

Thanks. How about anything else from colleagues around East Lothian?

NL Lauren Nicolson

Yeah, I would say having an external partner, which is typically Steph or Lorraine for us, gives me the chance or our team to have the chance to just be in the session and actually represent 800 and odd families, 10 family outreach workers, two social workers who can then be part of that conversation. And I think without having that external uplift, it then leads to you almost facilitating the meeting and that becoming your function and you're missing out a whole range of opinions and voices within that conversation. So having somebody else to take that off has really allowed us to keep the progress moving and make sure that the families have got the opportunity to be represented even if they're not in the room. That's something that I've definitely found has been super important in the work and allowing us to move forward. And I feel like the sustainability has come from a lot of the coaching that Stephanie and Elaine have offered, whether that's informal or formal. And I often refer to them as Miaggies because they come away doing something and I say, you've Miaggied me, it's been in the back of my head, you've taught me without me realising. So I think a lot of the sustainment will come through that. And they're just very generous and very giving with their time and their expertise. And there'll always be follow up. Steph is the world's best Rolodex information. If you ever catch something you like the sound of or you want to find out more, Steph will have a link and a theory and an article. They're just very, very generous with their expertise. And I think they're good at piquing people's interest to go and pick things up afterwards. I think a lot of the enthusiasm and encouragement and the expertise they bring allows the work to carry forward.

SB**Stephanie Beringer**

Thank you, Lauren, we'll take some of that. That's very kind of you. I think what's, and again, we've learned it over the years in improvement and I've previously an occupational therapist and working in children's services. It's something about building the sustainability, one is starting with the end in mind as well for the capacity building. So how can we even in early doors start to think about who are the people who are interested enough that they might want to develop themselves? So, Lauren's gone on SKILL, the national programme for quality improvement, which will again offer that opportunity for you to develop, for you to be able to start to offer the light touch training and the foundation level knowledge of improvement. So you're testing that out within your team as well of how can we, not necessarily ourselves now, but how can you start to wrap around all the different people that exist across East Lothian and the services that are like-minded. So, we talk a lot about finding your tribe for that improvement space to be able to think about when you don't have that external facilitation, what does it look like and where can we get help and how can we do it? So, there is something about, I think, when you're thinking of this work, what do we need? What do we need in 10 years' time or in five years' time? How can we start building that in now? And again, the different conversations - you want it about the thing and the outcomes you're improving, but also for the workforce, how are we developing the approaches to train strategically? And those dialogues are still ongoing.

HO**Heather Ottaway**

Well, we're almost at the end, but we've got another minute or so. And I thought, what would be really interesting from all of your experiences today is, I guess, what one sentence would you want people to take away with you or one thing that you would want people to take away with them who are maybe at different stages of this collaborative working journey?

GR**Richard Gillespie**

I suppose start at the 'Why'. Start at the 'Why'.

DK**Karen Dyball**

I think from my seat, and you'll see this is a contradiction in terms, stop talking and listen.

NL **Lauren Nicolson**

I'll tell you why I am a headache for my manager. I would say better an 'Oops' than a 'what if' and just to be bold and try it. Nobody will die if you just try it, you know, as long as you're being safe. Actually, the whole purpose is to try something different. And if we're just going to do more of the same, then we're not really taking the best opportunity. So, I think just try something different.

HO **Heather Ottaway**

Thanks, Lauren. Chris, you were going to come in.

MC **Chris Malcolm**

Yeah, I would. I'm going to be a bit cliched. I would just say, just be compassionate. Be compassionate and take your time.

HO **Heather Ottaway**


And... Steph, Lorraine, Debbie, what would you say?

SB **Stephanie Beringer**

I think for me, it's stay curious but bring as much of yourself as you can. I think that's really important in this sort of collaborative space.

 **Deborah Byrne**

I think I would echo Chris, actually, in terms of the kindness and compassion. That is what has come through for me when I have spoken to folk around the change work in Glasgow all these years. I absolutely love that thing I have heard before about if you have lost someone, go back and find them. I think that is fantastic.

 **Lorraine Sillars**

I think from an external helper point of view, and I've been in a few sites in Scotland over the last couple of years, there are always people that want to join and I would find them, as Steph has said already. Folk want to do things better for children and their families. So connecting up and joining with others is the best way to go, I think.

HO **Heather Ottaway**

Brilliant. Thank you all so much. And I think what really has shone through today is the importance of relationships, time, space, the

centrality of relationships in all of that, both with each other, but also with children, young people and families. So that is the end of our webinar this morning. A huge thank you to all our contributors from East Lothian, Glasgow, Scottish Government and CELCIS and for all your time in preparing and talking in the webinar today.

© CELCIS 2026