



**Dundee Early Years Collaborative
Progress Report 2014**

“The lives of our young children and families across Dundee are being transformed through the work of the Early Years Collaborative teams. Their energy, enthusiasm and commitment to improve and enhance the life chances of our most vulnerable youngsters cannot be overstated.”

Michael Wood

Director of Education & EYC Champion

Contents

Introduction	3
Scotland Early Years Collaborative	4
Dundee Early Years Collaborative	5
<i>Solution-focused review</i>	
Action Plan 2014 - Key Achievements	7
Tests of Change	9
<i>What's working for children & families</i>	10
Next Steps	13
An ode to the EYC	14
Appendix	
1. The Model for Improvement	15
2. Dundee EYC Action Plan 2014	16
3. EYC PRIORITIES	17
4. Stakeholders	18
5. Common Core	19
6. Early Years Community Profile	20
Links	21

Introduction

“The real voyage of discovery lies not in seeking new lands but in seeing with new eyes” *Marcel Proust*

Dundee Early Years Collaborative is part of a national ‘movement’ launched by the Scottish Government to reduce inequalities for Scotland’s children by shifting the balance of public services and ‘*seeing with new eyes*’ the possibilities arising from collaborative early intervention and meaningful engagement with children and families.

Whilst acknowledging the challenges presented by the current economic climate, Dundee EYC is working to identify and spread *what works* for children and families, through improved multi-agency collaboration and the adoption of the IHI Model for Improvement.

Since its inception, the EYC has been working to improve the lives of Dundee’s 15,129* young children by embracing the Model’s key questions:

- *What are we trying to achieve?*
- *How will we know that change will lead to improvement?*
- *What changes can we make that will result in improvement?*

This report describes Dundee EYC’s voyage since its inception in 2012, including feedback from practitioners and participants, providing examples of what *is* working

“to make sure Dundee’s children get the best start in life and are ready to succeed” (1)

Dundee EYC key achievements include:

- ✓ EYC solution-focused review, Action Plan and priority Tests of Change for 2014
- ✓ Multi-agency workforce development engaging over **1,000** participants
- ✓ **14** collaborative Tests of Change, spanning all EYC workstreams and key change areas
- ✓ Improved local and national collaboration
- ✓ Dundee early years practice highlighted locally and nationally

Hazel Bell
Dundee EYC Programme Manager

*children 0 to 9 years of age – mid-year estimates 2013

Scotland – Early Years Collaborative

The **Early Years Collaborative** is a national Government led initiative. It was launched in October 2012, as the world's first national multi-agency quality improvement programme. The aim of the EYC is:

“make Scotland the best place in the world to grow up in by improving outcomes, and reducing inequalities, for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed” (1.)

The EYC was established to support Community Planning Partners in closing the gap between what we know works and what we actually do by:

- creating a collaborative structure in which partners can easily learn from each other and from recognised experts in areas where they want to make improvements: and
- supporting the application of improvement methodology to bridge the gap between what we know works and what we do by applying and spreading the **IHI Model for Improvement** (Appendix 1)

EYC Stretch Aims

As “We know that spending £1 in the early years will save £9 in the future” (2), the EYC has specific age & stage related aims, focused on early years, early intervention and prevention

1. To ensure women experience positive pregnancies which result in the birth of more healthy babies, evidenced by a reduction of 15% in the rates of stillbirth and infant mortality, by 2015
2. To ensure that 85% of all children have reached all of the expected developmental milestones at the time of the child’s 27-30 month review, by 2016
3. To ensure that 90% of all children have reached all of the expected developmental milestones at the time the child starts school, by 2017
4. To ensure that 90% of all children have reached all of the expected developmental milestones and learning outcomes by the end of Primary 4, by 2020

Scotland - EYC Progress

The Scottish Government has supported the development of local EYCs, including

- Six national Learning Sessions, attended by over 700 multi-agency practitioners from across Scotland and beyond
- Practice Development Team Leads providing direct support for local EYCs
- Training in the Model for Improvement through Bootcamp & Wave 33

Key Changes

Nationally, the EYC has identified ‘Big ticket’ items that really make a difference to the EYC improvement work. These are being identified as potential ‘Key Changes’, including:

1. Early support for pregnancy and beyond
2. Attachment and child development
3. Continuity of care in transitions
4. 27-30 month review
5. Developing parents’ skills
6. Family engagement to support learning
7. Addressing child poverty

Dundee - Early Years Collaborative

An EYC 'support team' was appointed in September 2013, including a Programme Manager, Data Manager and Information Assistant. A **solution-focused review** of Dundee EYC was undertaken with 15 members with key leadership roles, by addressing 3 key questions:

- **What's working?** Measuring the progress of Dundee EYC
- **What could be better?** Identifying areas for improvement
- **What do we need to do next?** Agreeing an EYC Action Plan for 2014

What's Working? A number of recurring themes emerged from the review:

Commitment & enthusiasm

- ✓ "There is a very positive vibe about Dundee....changes seem to be spreading positivity"
- ✓ "We have really motivated practitioners who absolutely want to do well for children and families"
- ✓ "There is a real commitment to achieve the EYC stretch aims from all levels and we have a foundation to build on through existing integrated working"

Engagement

- ✓ "Practitioners are aiming for an earlier intervention approach, listening to what families say works for them"
- ✓ "There is a recognition throughout Dundee and elsewhere of the need to do things differently and if we can achieve genuine engagement with people and communities, things will change!"
- ✓ "There is a real commitment to the bottom-up approach - the engagement ethos is very strong in Dundee"

Collaboration & relationships

- ✓ "It is allowing me to go deeper, to a wider professional grouping, bringing new services and experiences closer to the families we work with"
- ✓ "Being able to work with health specialists has been really beneficial for ourselves and families"
- ✓ "**It's a no brainer** – sitting with police, housing and others...building relationships, working holistically...it works so well.....wonder why we haven't done it before!"

The Model for Improvement

- ✓ "There are some pockets of good things working and I feel that things have improved for some children in their early years"
- ✓ "Practitioners have been prepared to try to use the Improvement Model (with mixed success)"
- ✓ "These practitioners are committed to testing to help confirm what works well for children and families"

What could be Better?

The review acknowledged the progress of Dundee since the national EYC launch in October 2012 and identified areas for improvement, with the following themes emerging:

Direction

- “Improved direction for all involved – the EYC would be more focused”
- “Agreement on the key priorities for Dundee, based on the needs of children and families”
- “Fewer but better Tests of Change, more effectively connected with the national stretch aims”

Leadership

- “Leaders would be driving the business, with more senior personnel on board and buying in to what the EYC can achieve for children and families”
- “Better engagement from management and more collaboration across sectors”
- “Everyone in the EYC would be taking active ownership in their role as EYC Champions & Leaders”

EYC ‘spread’

- “Enthusiasm will have spread as we are engaging more staff in the EYC ‘movement’”
- “More collaboration, with more people learning from each other”
- “Better use of technology, including the IHI Extranet, with more people seeing this as a useful resource”

Engagement

- “A more shared understanding of how we can engage families and communities”
- “Co-production beyond engagement, working with people to find solutions for themselves”
- “More consistent and appropriate shaping of services based on what works for children and families”

The Improvement Model

- “A more solid understanding of the EYC methodology the Improvement Model”
- “A core group of Improvement ‘experts’ for Dundee EYC”
- “Experts will be spreading the model outwards to the wider workforce”
- “We will also be starting to spread, based on the findings from good tests of change & feedback from children & families”

Review findings were translated into a draft Action Plan to take forward improvements in 2014

Action Plan 2014 - Key Achievements

Dundee EYC Action Plan 2014 was agreed by EYC members at an EYC learning Session in November 2013 and is detailed in Appendix 2

Direction

- ✓ A draft Action Plan was presented to 45 EYC members, with amendments integrated into Dundee EYC Action Plan for 2014 (Appendix 2)
- ✓ Dundee SOA and national EYC priorities were used to consider Test of Change priorities (Appendix 3)
- ✓ 2014 Tests of Change agreed (Appendix 3):
 1. Attachment & child development
 2. Parenting skills & knowledge
 3. Early Learning & Play
 4. Access to Services

Leadership

- ✓ Dundee EYC is integrated within the Integrated Children's Services planning structure, reporting to the pre-birth & early years Strategic Planning Group
- ✓ The leadership function of the EYC is integrated within the ICS Joint Management Group
- ✓ EYC Leaders have actively initiated significant developments to improve outcomes for children and families:
 - Family Learning 'spread'
 - Upskilling Programme
 - AHP Early Years Training Team
 - TCOE Programme
 - Programme Manager network

Engagement

- ✓ The Community Engagement Programme was delivered by SCDC- *Scottish Community Development Council* to 20 multi-agency members of Dundee EYC and Lochee Pathfinder, to:
 - Develop a collective understanding of community engagement
 - Adopt a framework for best practice in community engagement
- ✓ The Community Engagement Programme resulted in an Engagement Action Plan
- ✓ Group members are testing ways of engaging with families to inform a framework for good practice in community engagement. This includes the **Key Messages Collaborative Group**:
 - A group of 14 EYC members involved in delivering services to parents have come together to ensure the consistent delivery of key messages for healthy child development
 - Moving beyond engagement to co-production, the group is considering how parents, carers and services might work better together, by
 - Engaging parents in ***What Matters to You?*** conversations about the rewards and challenges of being a parent in Dundee
 - Co-production will ensure that services respond to the current needs and aspirations of Dundee families through the *Being a Parent in Dundee Strategy*

EYC 'spread'

- ✓ Dundee EYC members have delivered good practice sessions at national EYC Learning Sessions:

- Learn with Fred @ LS3
- TATC @ LS5 & LS6

- ✓ Scottish Government and Education Scotland have noted examples of good practice in Dundee

- Learn with Fred
- Family Splash
- Early Years Task Force Champion Bill Maxwell highlighted his visit to Dundee to learn about the *Team Around the Child* Test of Change

- ✓ Programme Manager network

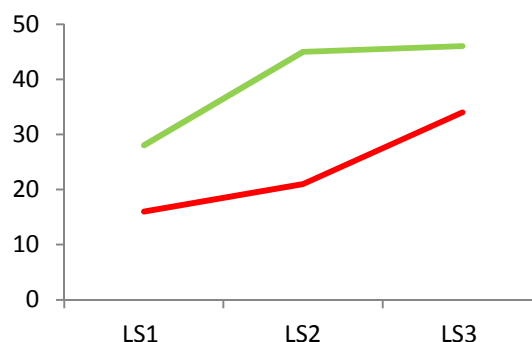
- Collaboration with Perth & Kinross, Angus, Highland & Fife EYC Programme Managers
- Joint development of guidance for early years practitioners across Tayside to gather data in relation to the numbers of children reaching their expected developmental milestones by the time they start primary school

- ✓ Over 1,000 multi-agency staff engaged in workforce development:

- Sabre Tooth Tigers & Teddy Bears *Attachment awareness raising*
- Upskilling Sessions *Community Engagement*
- Dundee EYC Learning Sessions *Sharing & learning together*

- ✓ Dundee EYC Learning Sessions
November 2013, June 2014, September 2014

- The number of EYC members attending has increased over time from 28 to 47 (Appendix 4)
- The number of stakeholder sectors represented has also increased over time from 12 to 34 (Appendix 4)



Presentations included:

- Welfare Rights
- Scottish Government
- Family Learning
- One Parent Families
- Library Services
- Lochee Pathfinder
- Family Nurse Partnership, including a parent & child
- Getting it Right for a young family - Midwifery Test of Change

Emerging collaborations

Learning sessions have improved collaborations across sectors, reflected in the Tests of Change currently under development

The Model for Improvement – Dundee EYC Tests of Change

- Priority Tests of Change agreed for 2014, spanning all 4 workstreams & key change areas
- Five EYC members have completed Bootcamp & Wave 33 training programmes
- TCOE (The Centre for Organisational Effectiveness - NHS) is providing expert training and mentoring support to 24 EYC members taking forward 14 collaborative **Tests of Change**

Resilience cards

Midwifery, Educational Psychology

Improve access to services for expectant parents on the vulnerable pathway using visual cards to promote person-centred care & support

Somewhere over the Rainbow*

AHP Early Years Training Team, Lochee Pathfinder

Improve skills & knowledge of the workforce through the delivery of 'key messages' training package

Income maximisation

Welfare Rights, midwifery, Lochee Pathfinder

Improve access to Welfare Rights support for pregnant women applying for Scottish Welfare Fund

Toddler Talk*

Adult learning - family learning, Speech & Language

Improve parents' & carers' awareness of the importance of communication and play to support their children's learning and development

Peeps – physical activity

Leisure & Sport, Education

Improve physical activity and attachment through active parent & child interaction

Healthy Eating – Healthy Families

Dundee Healthy Living Initiative, Leisure & Sport

Improve healthy eating & budgeting through interactive family cooking sessions

Peeps – singing

Leisure & Sport, Education

Improve singing @ home to promote attachment and healthy child development

Woodlea

Woodlea Nursery, Lochee Pathfinder

Improve parental engagement and children's early literacy through ABC and Beyond in Woodlea Nursery

Family Splash*

Leisure & Sport, Lochee Pathfinder

Improve health, wellbeing and attachment through interactive family swimming sessions

Childsmile

NHS, St Mary's Primary School, Lochee Pathfinder

Improve children's oral health by increasing parental consent to access Childsmile in St Mary's

Nappy Time's Fun Time

Speech & Language, One Parent Families

Improve attachment and child development through interactive communication during nappy change

Team around the Child

ICS – Girfec Manager, EYC Data Manager, Education

Improve outcomes for children and families by increasing positive parental engagement in TATC meetings and follow-up support

Learn with Fred*

Adult Learning – family learning,

Improve access to family learning for through a targeted outreach approach within SIMD datazones (Appendix 6)

EYC Awareness

ICS, TCOE group

Improve access to technology based information and resources about Dundee EYC

What's working for children & families?

Toddler Talk – a Parent's Story

Mum and her 2 year old son attended the first Toddler Talk course. She was embarrassed by the fact that her child didn't listen to her, wouldn't sit down for any significant length of time, wouldn't share or take his turn and wasn't talking.

Mum was encouraged to return for a further 8 weeks to build on the initial positive experiences of Toddler Talk

Her son was referred for Speech and language therapy by the health visitor. She discussed the referral with Toddler Talk staff to allay concerns and was made aware of what would happen at the initial Speech & Language assessment session

Mum made Speech & Language staff aware that she and her son were attending Toddler Talk once a week.

The assessment was followed by one session with a therapist and then he was discharged

Mum continues to attend adult learning programmes at the local centre and her son comes along to the crèche. His communication skills continue to develop and he can often be heard chatting with staff and other children. He is using sentences and lots of new words and sounds

He goes off to nursery in August – a happy, chatty and confident wee boy

Mum is sure that Toddler Talk has helped him on his way

Family Splash

"Family Splash was developed in response to the voices of families involved in a consultation in the Lochee ward. Families wanted to access more affordable leisure and play activities with their children.

Providing affordable family swimming sessions and access to other opportunities such as healthy eating & family learning, Splash is having a positive impact on the families who take part. An evaluation by the University of Dundee includes positive feedback from adults and children alike. *A number of families now regularly take their child swimming and have gained the confidence to attend other local activities.*

Family Splash has developed through collaborative working and is used as a tool to engage with families and help them develop their confidence and parenting skills. Through specialist involvement of various partners and services, Family Splash can contribute towards the national stretch aims, helping children reach their expected developmental milestones"

Extract from "What difference does a swim make", University of Dundee Evaluation, 2014

Splash is Spreading

There is now sufficient evidence to confirm that Family Splash is an excellent programme for children and families and is being spread further to the Strathmartine ward, underpinned by the EYC Model for Improvement.

University of Dundee Evaluation

Team around the Child

Bill Maxwell, Chief Executive of Education Scotland and Early Years Taskforce Workstream 4 Champion talks about his recent visit to see early years transformation in practice in Dundee

“We had a very enjoyable and insightful morning with the team...I was really struck by how the team had embraced the discipline of the Plan, Do, Study, Act approach and Improvement Methodology and applied this to improve a process which they had been developing for some time, but which they believed had scope to operate much more effectively.”

“The team were actively trying out some ‘tests of change’ in key areas which they thought would make a difference to.. *the Team around the Child approach. I could really see how these tests of small changes could build up into a locally developed ‘bundle’ which could be spread across the city to improve outcomes for children and families*”

“There were challenges too – developing ways of more clearly tracking and measuring the impact of their immediate objectives through to the longer-term ‘stretch aims’ of the EYC workstreams as a whole was one of these.”

“The team was also beginning to think about the challenge of meeting wider workforce development needs that were emerging, in order to embed the improvements they were seeking to test out and hopefully spread.”

“One thing is certain though, the team were not short of commitment and expertise and they were clearly enthused by engagement in the Early Years Collaborative and determined that the skills they were gaining through participation will be applied to the benefit of some of the most disadvantaged children, young people and families in Dundee.”

Extract from Scottish Government highlight, 2014

Getting it Right for a young family

When a young couple came into contact with midwifery services, the 17 year old mum to be was 16 weeks pregnant with her first child and her 19 year old partner was challenged by epilepsy, ADHD and dyslexia. They did not have their own home and were living with extended family. They endured violence, poverty and loss of dignity to stay together.

Their midwife used resilience cards to help them focus on what mattered most to them. The couple asked for help with housing, finance and parenting support. Housing and benefits services worked together to help the couple who were also eligible for the Family Nurse Partnership, to support them in their parenting role.

Mum had a traumatic delivery and was in hospital for 4 days following a c-section. However, the baby was born healthy and the family moved together to a temporary flat.

Recalling what had worked for them, mum stated that being pregnant & homeless was scary and “you (their midwife) helped us feel safe...you talked to me and you listened...you made me feel good about myself.” They continued to engage well with their Family Nurse, with dad “ learning lots and feeling more confident holding & bathing the baby”

Tragically however, dad died suddenly on 17 June 2014, after suffering a suspected epileptic fit. The Family Nurse Partnership continue to provide essential support for mum and baby.



Somewhere over the Rainbow

The Early Years Training Team was formed by the Allied Health Professions to develop and deliver a 'training for trainers' key messages package to multi-agency staff in partnership with the Lochee Pathfinder.

To date the package has been delivered to over 60 multi-agency staff, with the team on target to deliver further sessions, bringing the total to over 100 by December 2014.

The aim is to improve the knowledge, skills and confidence of the workforce in sharing the key messages with families, emphasising the importance of talking, playing & exploring to promote healthy child development.

Participants have given the package an average rating of 8 (with 10 being the best) for the quality of the package and have stated that their knowledge of the key messages has improved by an average of 20%, as a result of attending Somewhere over the Rainbow.

Feedback includes:

"Good overview of child development"

"Highlighted key stages and gave good ideas of how to approach things....Lolly exercise would be good to use with families"

"Good opportunity to talk to other professionals about their experiences or ways to deal with situations"

Next steps include:

- Supporting participants to integrate the new knowledge within their practice with children & families
- recruitment of multi-agency trainers to further spread the package
- delivery of the package to parents living with the Lochee Pathfinder ward

Learn with Fred

"Learn with Fred was a pilot project developed with Hotspot Funding from Education Scotland. The family literacies project used Fred the bear as a key learning aid throughout the six month course. Tutors used Fred in the delivery of learning activities with each child receiving their own bear to name and use in their own learning on the course and at home.

"The Learn with Fred pilot demonstrates some of the innovative ways adult learning workers are developing learning opportunities for families to learn together to help children develop literacies skills."

The project is a great example of joined up working across Education Scotland in partnership with Dundee City Council to deliver accessible community learning and development opportunities for the whole family that will benefit the lifelong learning of the child and the parent/carer." *Education Scotland highlight, 2014*



**What
parents
say...**

"I'd never have walked through the town singing songs before but now I don't care what anyone thinks as I know how important it is."

"I'm seeing a huge difference in her confidence. It's working! It's definitely working!! She's listening much more and really starting to do a lot more things."

Fred is Spreading

Adult Learning is committed to increasing the capacity of all adult learning staff in Dundee to develop and deliver family learning opportunities.

Next Steps

Tests of Change

- Consolidate current Tests of Change
- Increase the range of Tests of Change in line with EYC key change areas, Dundee SOA priorities & Dartington findings

Community Engagement

- Consolidate and spread the learning from the Community Engagement Programme, towards a shared understanding and framework for good practice in engagement with children and families
- Develop “**What Matters to You**” conversations with parents as a Test of Change 2015 to improve engagement with families in line with the Being a Parent in Dundee Partnership (*early years*)

Early Years Workforce development

- Undertake follow-up study and learning needs analysis within the early years workforce to:
 - Assess the impact of Sabre Tooth Tigers & Teddy Bears Attachment multi-agency sessions
 - Assess workforce learning needs to support the Team around the Child, in line with the Girfec Common Core (Appendix 5)

Dundee EYC Structure

- Review structure of EYC Workstream & Leadership functions, aligned with ICS Strategic Planning Groups:
 - Pre-birth & Early Years
 - Primary

Early Years Community Profiles

- An integrated community profile will be tested at ward level, in partnership with the Lochee Pathfinder, drawing together ‘early years’ data linked to the national EYC stretch aims (Appendix 6)
- The aim is to bring together the local *workforce*, local *families* and the local *profile*, to identify:

What’s Working for children & families?

- ✓ ...the strengths and assets in the area?

What could be Better?

- ?using the profiles....what could be different...what could be better?

Next Steps - Actions!

-working together with local families to take forward specific improvements

Fred - Dundee EYC mascot?

Fred is making a real difference to children and families. Should Fred be our Dundee EYC mascot?



The Early Years Collaborative

We all went off to Glasgow
To join the EYC
They gave us yummy sandwiches
And the Plaza for our tea

Harry, Ros & Jason
They told us why we'd come
To work towards the stretch aims
Well call us bloomin' dumb!

What's this all about we thought?
Stretching's for the gym
Driver Diagrams, Tests of Change?
Well call us bloomin' dim!

All this techi' jargon
Was messing with our heads
But the team had covered everything
And gave us comfy beds

By LS3 we were getting it
We all signed up for more
To see oor Dave & Ninon
And Storyboards galore

By LS6 we were learning
And sharing some of our stuff
Run-charts were getting better
Dave wasn't in the huff!

It's part of our routine now
Away Team bonding trips
To catch up with our buddies
And feature in video clips

The EYC's infectious
You can catch it...just like bugs
It's spreading further and wider
Along with Harry's hugs

It's in our blood now, here to stay
This nationwide trend-setter
The Early Years Collaborative
Is making Scotland better!

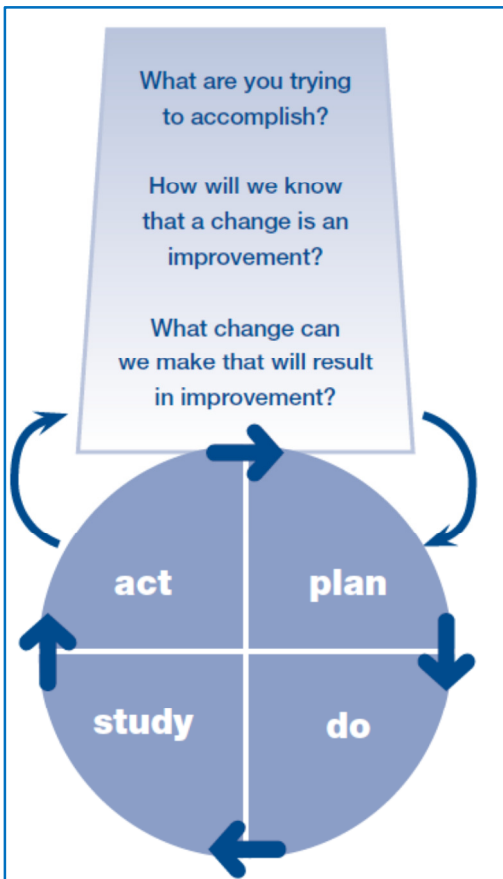
Using the Model for Improvement

The Model for Improvement* is a simple yet powerful tool for accelerating improvement, which has two parts:

- Three fundamental questions, which can be addressed in any order.
- The PDSA (Plan-Do-Study-Act) cycle to test and implement changes.



The PDSA cycle guides the test of a change to determine if the change is an improvement.



Setting Aims

Improvement requires setting aims. The aim should be time-specific and measurable; it should also define the specific population that will be affected.

Establishing Measures

Teams use quantitative measures to determine if a specific change actually leads to an improvement.

Selecting Changes

All improvement requires making changes, but not all changes result in improvement. Organisations therefore must identify the changes that are most likely to result in improvement.

Testing Changes

The Plan-Do-Study-Act (PDSA) cycle is shorthand for testing a change in the real work setting — by planning it, trying it, observing the results, and acting on what is learned. This is the scientific method used for action-oriented learning.

Plan

- List the tasks needed to set up the test of change.
- Predict what will happen when the test is carried out.
- Determine who will run the test.

Do

- Run the test.
- Document what happened when you ran the test.
- Describe problems and observations.

Study

- Describe the measured results and how they compared to predictions.

Act

- Determine what your next PDSA cycle will be based on your learning.

*The Model for Improvement was developed by Associates in Process Langley GL, Nolan KM, Nolan TW, Norman CL, Provost LP.

Dundee EYC Action Plan 2014

PRIORITIES 2014	ACTION PLAN REVIEW – UPDATE – June 2014	LEAD
EYC SPREAD PLAN COLLABORATION	Increase awareness of and engagement with wider workforce - the Home Team & beyond: local: Home Team; regional: Tayside & Fife – joint actions; national: Scotland – EYC network	Hazel Bell Kay Fowlie Gill Milner
EYC BRANDING	Increase awareness through branding – using Fred?	EYC Away Team
ENGAGEMENT	Agree EYC operational definition for engaging with children & families Adopt EYC Framework for best practice in community engagement	Marie Dailly
CO-PRODUCTION	Move beyond engagement to co-production, by supporting parents & communities to develop own solutions	Christine Lowden Pathfinder team
KEY MESSAGES	Agree EYC key messages for families– linked to & tested via AHP proposal for workforce development	Morag Dorward
PRIORITIES 2014	EYC priorities agreed for 2014, in line with SOA 2012 – 2017 Agree process for selecting Tests of Change & ensure ALL Tests of Change are collaborative	Hazel Bell
AWAY TEAM	Confirm membership 2014 & reaffirm Away Team roles Improve support to Workstream Leads Produce EYC Calendar of events & sessions for 2014	Gill Milner Hazel Bell
IMPROVEMENT MODEL	Establish core group of ‘experts’ , with support from TCOE Implement improvement model more widely – build EYC capacity to support more Tests of Change	Hazel Bell Kay Fowlie – TCOE*
LEADERSHIP	Improve integration of EYC as a key priority, aligned with ICS Joint Management Group, SOA, Dundee Partnership	Michael Wood Bert Sandeman
MAPPING	Map provision, including relevant data on engagement, capacity & uptake within early years services	Bert Sandeman
EYC SKILLS AUDIT	Identify and spread expertise throughout EYC - "teach all, learn all" – identify workforce development needs	Hazel Bell
EVIDENCE – What works?	Develop process for: <ul style="list-style-type: none"> • Agreeing Tests of Change, identifying best practice, taking forward ‘spread’ 	EYC Leads & Deputes
INCLUSION	Ensure EYC reaches and engages ALL children & families, including those with additional/multiple challenges: Families affected by imprisonment, Additional support needs, Domestic abuse, Drug/alcohol issues Mental health issues, English as 2 nd language	EYC Leads & Deputes

*TCOE = The Centre for Organisational Effectiveness – NHS

Action Plan 2014 progression scale

emerging	developing	consolidating
-----------------	-------------------	----------------------

STEP 1 – INDIVIDUAL EXERCISE

1. In column 1, tick any priorities which are aligned to your service or organisational priorities/SOA
2. In column 2, consider the priorities ticked in column 1 and now tick a maximum of 6 which you consider to be MOST relevant to children and families NOW
3. In column 3, tick a maximum of 3 priorities you feel the EYC should focus on in 2014 - 1 being most important, 2 being next most important and so on.

STEP 2 – GROUP EXERCISE

1. Share your 3 choices within your group, indicating why you have chosen specific priorities
2. Appoint a scribe to tick in column 1 - ALL priorities chosen by group members
3. Where the same priority is chosen by more than 1 person, please record this in column 2
4. As a group, rank your top 3 priorities from 1 being the most important, 2 being next most important & so on

RESULTS FROM AWAY TEAM EXERCISE – PRIORITIES FOR 2014

Priorities from EYC Driver Diagrams	Column 1 ALIGNMENT to Single Outcome Agreement	Column 2 IMPORTANT TO FAMILIES	Column 3 TOP 3	Column 4 RANK			Column 5 TOTALS overall*	Column 6 RANK - overall
				1	2	3		
Poverty	18	15	5	0	1	4	43	7
Quality of Home Environment	14	6	1	0	1	0	22	16
Domestic Abuse & Violence	14	11	1	0	1	0	27	12
Workforce Issues	17	5	2	0	0	2	26	13
Transport, Community Capacity & Cultures	12	5	1	0	0	1	19	17
Access to Services	24**	22**	7	2	3	2	60	4
Employment	17	8	0	0	0	0	25	14
Attachment	23	19	19	15	2	2	80	2
Health	19	16	5	1	1	3	45	5
Parenting Skills & Knowledge	25	23	20	5	1 0	5	88	1
Additional Support (child)	21	11	1	0	1	0	34	9
Early Learning & Play	22	17	13	2	3	8	65	3
Smoking/Alcohol & Drug Misuse	17	13	4	1	2	1	38	8
Nutrition	17	16	3	3	2	3	44	6
Level of Education (parent)	17	12	1	0	1	0	31	10
Pre-Conception	17	7	0	0	0	0	24	15
Disabilities & Mental Health (parent/carer)	19	11	0	0	0	0	30	11

*T = total number of references to this priority across all columns

Priority Tests of Change 2014:

- Attachment
- Parenting Skills & Knowledge
- Early Learning & Play
- Access to Services

Appendix 4

Dundee EYC Learning Sessions - Stakeholders		Additional Stakeholder Connections	
1	Home-start	35	School Nursing
2	CLD adult learning – family learning	36	The Centre for Organisational Effectiveness - TCOE
3	CLD communities	37	Girfec Implementation Group
4	NHS - Health Visiting	38	St Andrew's Project
5	AFASICS	39	Addaction
6	Leisure & Sport	40	Pre-birth & Early Years ICS SPG
7	One Parent Families Scotland	41	Primary ICS SPG
8	Eat Well Play Well	42	Dundee Maternity Unit
10	Lochee Pathfinder	43	New Beginnings
11	Dundee Early Intervention Team	44	Woodlea Nursery
12	NHS - Nutrition	45	University of Dundee
13	Allied Health Professions	46	Victoria & Albert
14	Dundee Voluntary Action	47	Strathmartine Local Learning Partnership
15	Education - nursery	48	Police Scotland
16	Libraries	49	Perth Prison
17	NHS - midwifery	50	Suzanne Zeedyk
18	Scottish Government	51	Angus EYC
19	Wee Dundee Early Intervention Team	52	Perth & Kinross EYC
20	Families Outside	53	Highland EYC
21	Family Nurse Partnership	54	Fife EYC
22	Social Work	55	Scottish Government Practice Development Team
23	Parenting Services	56	Getting it Right for Every Child Voluntary Sector group
24	School Community Support Service		
25	Stirling University – Phd student		
26	Housing Support Team		
27	NHS – public health information		
28	Educational Psychology Service		
29	Parent & child		
30	Play on Wheels		
31	Integrated Children's Services ICS Manager Girfec Implementation Senior Manager EYC Team		
32	ICS Strategic Management		
33	NHS Strategic Management		
34	EYC Champion		

Common Core of skills, knowledge and understanding and values - Essential Characteristics of those who work with children, young people and families in Scotland, Scottish Government, Getting it Right for Every Child

	UNCRC guiding principles			
	Non-discrimination	Best interests of the child	Right to life, survival & development	Respect the views of the child
	<i>As an employee or a volunteer you will:</i>			
<p>Context A:</p> <p>Relationships with children, young people and families</p>	<p>A1. Recognise that the needs and strengths of children, young people and families are unique and will be influenced by their environment, backgrounds and circumstances</p> <p>A2. Understand your impact on children, young people and families and how they might perceive you. Adapt your tone, language and behaviour to suit the circumstances</p>	<p>A3. Help identify and work with the needs and strengths in parents, carers and their networks in the interests of children and young people for whom they care</p> <p>A4. Ensure children, young people and families understand what information will be kept in confidence; and why some information from or about them may be shared</p>	<p>A5. Be aware of how children and young people develop, seek to understand vulnerability and promote resilience</p> <p>A6. Understand appropriate child protection procedures and act accordingly</p> <p>A7. Consider the needs and potential risks for each child & young person in the context of where they live, their relationships and their wider world</p>	<p>A8. Include children, young people and families as active participants, listening to them, offering choices</p> <p>A9. Explain decisions and ensure children, young people and families fully understand them and their implications, especially if the final decision isn't what they hoped for</p> <p>A10. Keep children, young people & families informed of progress</p>
<p>Context B:</p> <p>Relationships between workers</p>	<p>B1. Be aware of who can help when provision for the needs or promotion of the strengths of children, young people or families is affected by their environment, backgrounds and circumstances</p> <p>B2. Be aware of who can help when you cannot communicate effectively with children, young people or families for any reason</p>	<p>B3. Understand the extent of your own role and be aware of the roles of other workers</p> <p>B4. Respect and value the contribution of other workers</p> <p>B5. Know what information to share, when to share it and with whom</p> <p>B6. Be aware of who can help parents or carers identify their own needs or strengths</p>	<p>B7. Know who to contact if you have a concern or wish to make a positive recommendation about a child, young person or family</p> <p>B8. Contribute to assessing, planning for and managing risks in partnership with others</p>	<p>B9. Seek to support children, young people and families in partnership with them, their networks and other workers</p> <p>B10. Recognise that timely, appropriate and proportionate action is appreciated by children, young people and families as well as other workers</p>

Creating an Integrated Early Years Community Profile – Lochee Pathfinder

Why develop community profiles at Local Community Planning ward level?

Dundee has 8 wards, 6 of which are community regeneration areas. This presents a huge challenge in improving outcomes with and for children & families. Integrated Early Years Community Profiles can provide local & reliable data drawn from various sources, including NHS & Dundee City Council Education, Social Work and Community Planning.

An integrated profile drawing data from these sources will provide a comprehensive baseline of the (perceived) needs within the Pathfinder area, linked to the national stretch aims of the Early Years Collaborative. The profile will help local families and practitioners to improve their understanding as a stepping stone towards working together to acknowledge the strengths and areas for improvement.

Phase 1:

- Agree Data set to support Community Profile
- Integrate Data Set within existing Community Profiles
- Create 1st integrated community profile - **perceived need** of children 0-8 & their families

Phase 2:

- Identify practitioners working with children & families in the Pathfinder area
- Expand outwards to include those not currently engaged with Early Years Network
- Consider how families could be involved with support from local practitioners

Phase 3:

- Host local events to bring together practitioners identified at Phase 2 (and families with appropriate support and/or reasons for participating (make it fun – useful??) – times & locations must be considered to engage staff from different sectors & families work patterns/childcare
- Set the context lightly through Early Years Collaborative & Pathfinder aims
- Lead participants in identifying the strengths within the area – **What's working** for children & families in Lochee, Menzieshill ..etc?..include the mapping of services & opportunities?
- Share the profile sections to check (& improve) participants' understanding of the perceived need in the area, as suggested by profile data
- Lead participants in identifying **What could be Better?** for children & families
- Invite participants to consider **Next steps** - what are we going to do *now and together* to bring about improvements – to make things better?

Phase 3 – linked to wider ICS mapping exercise currently underway

- Map services & opportunities available within the Pathfinder (ICS mapping exercise)
- Evaluate capacity, uptake and impact of identified services

Phase 4: Improvement – uptake, design & delivery of services & potential Test of Change

EXAMPLES

Hot Spot Initiative 2014 (ACTUAL)

The Hot Spot initiative targeted families who had been identified, through work with Dundee City Council's Analytical Services, as having key characteristics which could indicate literacy needs.

Until 2012 the targeting of literacies learning provision had always been at a whole Community Regeneration Area level, however a key message of the Christie Commission was the need to change the design, targeting and delivery of services to tackle deep rooted problems.

Working with the Information and Research Team of Dundee City Council adult literacies profiles were developed at a localised level, using the following indicators as these are linked to the key characteristics most likely to be identified with low-level literacies. (ALIS 2020).

- Population age 16-24 claiming key benefits
- Education domain Rank (2009)
- Working age population with no qualifications

The 179 data zones in Dundee ranked within the 15% most deprived areas were analysed using the key indicators. This work identified 15 data zones having the key characteristics linked to literacy needs. These data zones were then considered in further detail to identify the age profile using the population figures from 2011 to identify the areas with the highest concentration of families. This analysis provided the information which was used to identify the data zones with the highest concentration of families, which have been targeted in this project.

POTENTIAL

The Community profile identified that 89 families within the Pathfinder were not claiming the Healthy Start vouchers to which they were entitled (source Healthy Start records – Lochee,2014) The profile also identified that 73 first-time mums aged 19 years or under were living within the area. (source sns.gov.uk) The Growing up in Scotland Study (GUS) suggests that younger mums are more vulnerable:

“Mothers aged under 20 tended to report poorer health *behaviours* during their pregnancy. Compared with older mothers, they were less likely to use supplements such as folic acid and vitamin D, more likely to smoke and, amongst those who smoked when they became pregnant, less likely to stop. “

The Pathfinder Early Years Network included a rep from community midwifery, who was able to identify expectant mums in the area who were under the age of 19. A working group including reps from community midwifery, Family Nurse Partnership, One Parent Families Scotland, Home-Start and the Pathfinder Change Team came together with the identified young mums-to-be to share the information from the profile and the GUS and to work with them (and their partners & families) in designing an ante-natal programme which responded to their needs and aspirations, whilst also raising their awareness of the entitlement to and benefits of Healthy Start vouchers & vitamins.

Links

Early Years Collaborative

<http://www.earlyyearscolaborative.co.uk/>

<http://www.scotland.gov.uk/Topics/People/Young-People/early-years/early-years-collaborative>

Bill Maxwell's Early Years Taskforce Workstream Champion visit to Dundee

<http://www.scotland.gov.uk/Resource/0045/00457954.pdf>

Education Scotland

Learn with Fred

http://www.educationscotland.gov.uk/newsandevents/educationnews/2014/pressreleases/august/news_tcm4836603.asp

Family Splash

http://www.educationscotland.gov.uk/earlyyearsmatters/f/genericcontent_tcm4829142.asp

Growing up in Scotland

<http://growingupinScotland.org.uk/>

Dundee Partnership Single Outcome Agreement

<http://www.dundeepartnership.co.uk/content/single-outcome-agreement>

Dundee Integrated Childrens Services

<https://www.dundee.gov.uk/chserv/index.php?pid=1>