

Raranga taputapu ngātahi **Weaving one tapestry together**

Integrated service delivery for children with additional support needs,
neuro- and experiential diversity

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Executive summary

Tena koutou /Ceud mìle fàilte- A thousand times welcome

This report contains reflections and conclusions based on key learning experiences and new connections that I made through a Winston Churchill Memorial Trust Fellowship to Scotland during March 2020.

The purpose of my fellowship was to investigate the **Getting it Right For Every Child** approach and framework in Scotland, with the potential opportunity to make recommendations for regarding the policies and practices that impact on children and young people with neuro- and experiential diversity (such as trauma, poverty, violence etc.) within the New Zealand education system. My own goal in participating in this investigation was to increase my knowledge and skills to be able to provide good leadership in the area of cross agency, integrated/joined-up work as well as the development of a single plan/ One Plan initiative within Ministry of Education: Learning Support. My intention is to pass my learnings on to the Ministry of Education: Learning Support and others, ultimately influencing the policies and practices they employ when working with children, ākongā and whānau within Ministry of Education: Learning Support and other agencies.

My itinerary involved visits to the Scottish Government, The City of Edinburgh Council, numerous statutory and Third Sector agencies, the Scotland Children's Commissioner and the New Zealand Honorary Consul. Through my interactions with GIRFEC, the Children and Families Directorate in Scotland and the generous people who gave me their time, I gained valuable knowledge and learning experiences about the potential of cross sector integrated service delivery in New Zealand and the resultant outcomes.

Getting It Right for Every Child (GIRFEC) in Scotland is a holistic, child-centered framework focused on ensuring children's well-being across all sectors that are involved in the lives of children. Grounded in the principles of the United Nations Convention Rights of Children, it has also been influenced by developmental "ecological" practice models and recognizes the importance of addressing the needs of the whole child. It is an international best practice example of integrated service

delivery. Principles embedded in this framework promote opportunities and value diversity, highlighting the importance of inner diversity and children's voice in all circumstances and promoting the same values across all working relationships, with emphasis on respect, patience, honesty, reliability, resilience, and integrity among all children, young people, their families, and colleagues.

GIRFEC is integrated in all existing policy, practice, strategy, and legislation affecting children and their families. There is a strong emphasis on joint responsibility and working across all government agencies, including health centres and hospitals, nurseries, schools and leisure centres, family centres, social work services and housing offices, and civil society organizations (Scottish Government, 2012). Evaluations of GIRFEC has shown significant positive impacts on child wellbeing and has contributed significantly to a culture of shared responsibility and improved communications and service delivery among education, health and social service agencies.

The work we do preparing our children in New Zealand for the future, will ultimately shape our world in the years to come. With that in mind, we need to make sure that New Zealand is the best place in the world to grow up in. ***The challenges are great. The opportunities are boundless.*** I am reminded of a quote from the late Dame Whina Cooper: *"Take care of our children. Take care of what they hear, take care of what they see and take care of what they feel. For how the children grow, so will the shape of Aotearoa."*

Ngā mihi nui ki a koe"- huge gratitude to Winston Churchill Memorial Trust –New Zealand for this amazing opportunity. I have been honoured to represent New Zealand as a global learner. Due to Safe travel alerts and Covid 19 constraints, I returned to New Zealand much earlier than I expected, but my heart is incredibly full and my mind vibrantly enthused and inspired.

He pai te tirohanga ki ngā mahara mō ngā rā pahemo engari ka puta te māramatanga i runga i te titiro whakamua.

It's fine to have recollections of the past, but wisdom comes from being able to prepare opportunities for the future.

Introduction/ Timatanga korero

Current situation and why this project is timely

In recent years there has been increased international interest in the use of early intervention to improve child well-being. This has influenced government policy in many countries including Scotland, where addressing children's well-being is a fundamental policy commitment and is linked with aspirations to reduce inequalities and improve lifelong outcomes for all children and young people to ensure they can develop, reach their full potential, and become successful, confident, and responsible citizens. Working as a psychologist with the Ministry of Education and specializing in the field of Special Education or Learning Support, I have been challenged, inspired and struck by the **Getting it Right for Every Child** approach in Scotland. I wanted to find ways to meaningfully contribute and expand on the thinking used in this framework and apply it to a New Zealand context.

The New Zealand Child and Youth Wellbeing Strategy launched last year has set an ambition for our country: The vision 'Making New Zealand the best place in the world for children and young people' sets a long-term aspiration that every child and young person has a good life. We want New Zealand to be a place where all children and young people are loved, confident, happy and healthy, and are empowered to reach their full potential. The Strategy sets out a shared understanding of what's important for child and youth wellbeing, what government is doing, and how others can help.

The Ministry of Education: Learning Support is also phasing in a new way of providing support for children and young people who need extra help to learn and achieve. ¹“Changing the way Learning Support is provided is about putting learners who need support at the heart of everything we do, so they receive the most suitable support, best matched to their needs as early as possible in their lives”. This approach builds on the government's commitment to social investment principles **by putting learners not services** at the centre of planning, programmes and resourcing. The New Zealand Government has a clear expectation that the education system will meet the educational achievement challenge for every child and young person. Each year an

¹ Ministry of Education: New Zealand (2020) Learning Support Delivery Model. Wellington

estimated one in five children and young people receive some form of learning support due to neuro- and experiential diversity such as disadvantage, trauma or other adverse childhood experiences, cultural diversity, additional learning needs and gender diversity.

If we are to meet the complex issues that some children and their whānau face, we have to work together and across boundaries in both policy and practice, like we have not seen in the public service in New Zealand before. We do know for certain is that the old silo approach in working with the complex issues that face children/ young people and their whānau has not worked well. Complex issues require a multi-agency/ministry collaborative approach, arguably it is cultural and behavioural factors that will be the most influential in embedding an enduring focus on wellbeing.

The vision is to develop and implement collaborative integrated planning and assessment processes including the voice of children and whānau that ultimately culminates in a joined up One/single plan approach, by providing collaborative interagency/joined-up support, instead of several plans for separate services. The Single/One plan will set out the goals and supports generated with a child, professionals and whānau, and will cover all the different places where a student learns. This will put the rights and wellbeing of children and young people at the heart of services that support them and provides a framework within which services can offer the right help, at the right time, from the right people. Ultimately the way we treat children and young people, the way we look after their wellbeing and ensure their lives are full of opportunity, says so much about what kind of country we are.

“We all (policy makers and practitioners alike) need to ask ourselves what changes we need to make, and who do we need to collaborate with, so that a collaborative wellbeing approach becomes real, and not just the latest buzz word”. ²(Minister Grant Robinson IPANZ address 23 Feb 2019)

² Minister Grant Robertson (2018) IPANZ Conference address. Wellington

The aim of this fellowship has been to travel to Scotland to meet with, share practice learn and observe from the innovative Getting it Right for Every Child(GIRFEC) team in the Scottish Government who have already developed a comprehensive, collaborative, integrated approach to working with vulnerable children and families (GIRFEC) and has shown proven intended outcomes. I was interested in experiencing the *Getting it Right for Every Child* National Practice model from policy to practice, visiting local authorities and meeting with practitioners implementing the GIRFEC framework. I intended to focus on, learn from and integrate findings from a range of contexts, policies and service initiatives that impact and shape support to children/whānau using an integrated /partnered approach. I also wanted to establish evidence around the use of a “Single/One plan within the *Getting it Right for Every Child approach and framework*. I sought to learn some of the key values and principles of the GIRFEC approach as well as identify the success of both government and non-government organisations in the meaningful and sustainable implementation thereof.

I have envisaged and hoped that this experience will help me build an understanding of a frontline co- design/co-production processes for integrated service delivery across agencies and directorates, ranging from engagement with children and their whānau, to assessment and intervention with a deliberate focus on the wellbeing of the child/ whānau and culminates in a single plan. I felt that these observations, perspectives and insights would both help me in facilitating new ideas as well as learn from their lessons learnt. In the words of Dalai Lama: “When you talk you are only repeating what you already know. But if you listen you might learn something new.”

A cross agency integrated service framework will improve how support is planned, delivered and coordinated for children who require a range of extra support by creating, developing and implementing a single cross agency One plan.

Key Questions of the Fellowship

1. What does a national integrated service delivery approach entail? What principles underpin a holistic wellbeing approach for children’s services?
2. What are the components of the National Practice Framework?

3. What does an integrated approach/ framework look like in practice?

I participated in two weeks jam-packed with meetings, discussions, visits, readings about the GIRFEC approach in Scotland. The first week was spent in “kanohi ki te kanohi” with Scottish Government officials within the Children and Families Directorate, exploring and experiencing the policies that drive this amazing wellbeing framework/approach for children and families. I met with advocates from the Children’s hearing system, corporate parenting, youth justice and social services, United Nations Conventions for The Rights of Children team and ultimately the GIRFEC team. An invitation to attend the: Improving outcomes for Children and Young people National Leadership forum was incredibly informative and inspirational. I am very grateful to Bill Alexander for his invitation to visit Scotland and experience GIRFEC at the coalface – Bill is an Associate of Children in Scotland and it certainly was a privilege to meet him in person. Spending time with both him as well as members of **Getting it Right for Every Child** (GIRFEC) team has been invaluable. The second week was spent observing experiencing and discussing GIRFEC in practice within statutory and third sector organisations.

I travelled the length and breadth of this beautiful historic city, speaking to designers, policy makers, influencers and partners of the GIRFEC approach. I never fully comprehended the depth of application across the three directorates of Education, Social services and Health, in partnership with the many non-government organisations that exist in the Edinburgh landscape. What has however stood proudly amongst all these organisations is a resolute determination to make Scotland the best place for children to grow up.

Key learnings

This fellowship aimed to learn from, reflect on and integrate findings from a range of contexts who actively practice the GIRFEC approach in Scotland. This fellowship sought to learn some of the key ingredients and values of GIRFEC approach as well as identify the success of both government and non-government organisations in the meaningful and sustainable implementation thereof. Moving to a wellbeing approach in policy and services has brought about increased understanding of the needs of children and families as well as a clear directive and path to support this.

Crucial to this thinking is:

- **Collaboration of organisations and service delivery** is not negotiable in the complex, messy world that children and families often have to negotiate- rather it is brave and necessary and exemplary. From policy to practice we think and work better together. GIRFEC is central to all government policies which support children, young people and their families and is delivered through services and people who work with families. *Getting it right for every child is reflected in policy, strategy, practice and legislation affecting children, young people and their families.*

Key principles to successful integrated service delivery for children and young people

- Promoting the wellbeing of individual children and young people
 - Putting children at the centre and listening to their views
 - Taking a whole child approach
 - Building on strengths and resilience
 - Supporting informed choice
 - Providing help that is appropriate, proportionate and timely
 - Working in partnership with whānau and all other agencies
 - Respecting confidentiality and sharing information
 - Co-ordinating help and support
- **There are no wrong doors. This is everybody's job**
Getting It Right for Every Child (GIRFEC) in Scotland is a holistic, child-centered approach, focused on ensuring children's well-being across all sectors that are involved in the lives of children. (This includes both statutory and third sector services.) It underpins a holistic vision of children and young people as pupils, as learners in the broader sense and also as individual young citizens, part of their wider community. **GIRFEC is integrated in all existing policy, practice, strategy, and legislation affecting children and their families.** There is a strong emphasis on joint responsibility and working across all government agencies, including health centres and hospitals, nurseries, schools and leisure centres, family centres, social work services and housing offices, and civil society organizations (Scottish Government, 2012). *It has*

been emphasised consistently that integration is not just about integration of structures, or about only health and social care, it is about integrated practice across a range of disciplines and agencies.

- **All policy and practice decisions are based on what children want and need.** The development of GIRFEC has been influenced by the Kilbrandon report of 1960's that advocated looking at a child's needs not at their behaviours. All children are supported to flourish in their early years and to achieve the best outcomes in education. Once they leave formal education and training, the aim is to help young people find good-quality jobs and to move into a warm and affordable first home. The vision is that all children will have the best possible start in life; enjoy being young; and are supported to develop as confident, capable and resilient, to fully maximise their potential. Scotland wants its children to be safe, healthy, achieving, nurtured, active, respected & responsible and included.

People Know How is a Scottish charity founded on the principle that people know how to identify their needs and the solutions that will help them fulfil their potential. They work with all parts of communities and stakeholders to drive social change. The work with school transitions has been invaluable in their local community, following a survey of parental concerns.

- **Children and Young People Participation Children and young people must be listened to and involved in all decision making relating to additional support for learning.** *Co-creation and collaboration* with children, young people and their whānau will support more coherent, inclusive and all-encompassing policy making, which improves implementation, impact and experience. *The Scottish Children's and Youth Parliament* established in 1996, is Scotland's centre of excellence for children's participation and engagement. Through their rights-based, creative practice, they provide younger children from diverse backgrounds across Scotland with opportunities to share their experiences, thoughts and feelings so that they can influence positive change in their lives at home, in school and in the community. The work supports the Scottish Government, local authorities and other public bodies to fulfil their legal obligations to promote and protect the human rights

of everyone and fulfil their duty of care toward children. This organisation also supports the private sector by demonstrating good practice in relation to working with and engaging children, and they also support other charities that advocate on behalf of children by giving them access to the views of children on specific issues.

In Scotland, all children have the right to have their views considered when decisions are being made about the support they get with their learning. Children with additional support needs aged 12-15 have rights to be more involved in the decision that affect them through Scotland's: *My Rights, My Say*. It is independent, confidential and easy to use to make sure that their voices are heard.

- **The language used to describe children and young people with additional support needs, and the services that support them, needs to be changed.** It should move away from describing children and young people as their condition and should not be solely focused on deficits and financial burden. It should be child/whānau friendly and accessible. The recently published Scottish Care Review culminated in the publication of 7 outputs on the 5th February 2020, the main volume of which was *The Promise. The review of the care system is positioned as a promise*. It is a call to act collectively and collaboratively. All information is written in everyday language the children and families can follow easily and the concepts of **STOP and GO** and the “**pinky promise**” will resonate well with everyone. The Scottish government has also committed to moving away from a welfare and behavioural approach to a wellbeing approach (considering the child and their family as a whole) - clearly setting an example in the use of language of discourse in their policy and practice.

Members of Children in Scotland's youth advisory group; *Changing our World*, have recommended that future publications and information for children and young people must also be in alternative formats and have passed this recommendation on to colleagues in government.

- **Rights of children** should be paramount's in any service provision or policy and *they should be co –designers and co-producers of their present and*

future. Incorporating the rights of children and young people, as enshrined in the United Nations Convention Rights of Children, is fundamental to making children's rights real. The value to children, young people and families in Scotland is that children's rights will be built into law, policy and practice; so all children and young people can benefit from and exercise these rights in their daily lives, which will improve their outcomes and experiences.

- **Taking a holistic approach to the wellbeing of children and families**
GIRFEC is special and world leading, in being a long lasting multi-disciplinary strategy for enhancing the wellbeing of a nation's children. The shift to framing policy in terms of "*child well-being*" and its associated outcomes represents a new holistic, child-centered ecological approach, which acknowledges the systems around the child and family. The holistic element inherent in GIRFEC can be traced back to the whole-child approach of the *Kilbrandon Report and Christie Commission*, which recommended bringing agencies together to assess the needs of the child and his or her personal and family circumstances. The principles of the reform programme set out in the Christie Commission report underpinned two subsequent pieces of legislation that were to have a significant impact on children's services – **the Children and Young People (Scotland) Act 2014 and the Public Bodies (Joint Working) (Scotland) Act 2014**. It is apparent that the intention of the legislation was not only to achieve improvement but to enhance **local provision by involving communities and focusing on outcomes**.

I had the pleasure of meeting with Liz Murdoch of the Centre for Youth and Criminal Justice. Scotland takes an integrated, holistic approach to youth justice, with the child's best interest as the paramount consideration. The statistics on young people entering the Secure Care and Youth Justice systems affirm that "51% of young people in secure care accommodation had at least one disability, (defined as "a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities"). The Youth Justice approach is based on *GIRFEC* and the wellbeing tool *SHANARRI*. (Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible and Included) There is a whole system approach to

offending, where practitioners are looking at a wellbeing of youth approach rather than offending.

The Third sector partner **CIRCLE** takes a local integrated approach to working at the heart of deprived communities across central Scotland. Their aim is to support the most disadvantaged children and families to improve their lives, promote their healthy development and reach their potential. Circle works alongside the whole family, building on their strengths. “We work closely with professionals in partner agencies across a range of services and sectors in order to achieve this. We use the Getting it right for every child (GIRFEC) approach which supports children and young people to grow up feeling loved, safe and respected and to realise their full potential. ***THE SHANARRI indicators are what we use to measure the progress made by the families we support. Single plans are used in collaboration with school, families and other agencies***”

- **Need to bring together a network of people working with and for children**, alongside children and young people themselves. Their range of knowledge and expertise means they can provide trusted support on issues as diverse as the people they work with and the varied lives of children and families in Scotland. Children in Scotland was commissioned during 2019 by the Scottish Government to produce a resource for teachers and practitioners to support children and young people’s understanding of their wellbeing. The resource is intended to support teachers and practitioners to explore wellbeing and complements existing ***Getting it Right for Every Child*** information. It is also relevant with regards to Curriculum for Excellence’s focus on health and wellbeing. It was a pleasure and very informative meeting with representatives from COSLA and EVOG who represent the voice of Local Authorities and the Third Sector in this network.

- **It is critical to develop a guide to the development and implementation of integrated service delivery**

In 2008, the Scottish Government published A Guide to *Getting it Right for Every Child*, which explained the approach, especially the Values and Principles, Core Components and the National Practice Model. This implementation guide showed what needed to be done by people at every level across all agencies and sectors to bring about the changes that are necessary to implement *Getting it Right for Every Child*. It identified essential culture, systems and practice changes and set out what different people in organisations needed to do to progress this agenda successfully. It provided strategic managers, operational managers and practitioners with examples of what works in practice gleaned from the experience of pathfinders and learning partners.

- **It is important to develop a practice framework** as it is a consistent way for people to work with all children and young people. When assessment, planning and action are needed, practitioners can draw on this **Getting it right for every child National Practice Model**, which can be used in a single or multi-agency context, and: provides a framework for practitioners and agencies to structure and analyse information consistently so as to understand a child or young person's needs, the strengths and pressures on them, and consider what support they might need, defines needs and risks as two sides of the same coin. It promotes the participation of children, young people and their families in gathering information and making decisions as central to assessing, planning and taking action provides a shared understanding of a child or young person's needs by identifying concerns that may need to be addressed. The National Practice Model is a dynamic and evolving process of assessment, analysis, action and review, and a way to identify outcomes and solutions for individual children or young people. It allows practitioners to meet the Getting it right for every child core values and principles by being appropriate, proportionate and timely. (See appendix 3: GIRFEC Practice Model)

The use of a single plan is a wonderful vehicle to achieve a shared understanding of wellbeing of children and their families – develop a pathway to collaborative solution focussed problem-solving and improve outcomes for the child or young person through the development and implementation of a Child’s Plan. I was privileged to discuss and obtain copies of both the Edinburgh and Highland single plan examples.

- **Meaningful engagement, leadership, co-production, collaboration and partnership** not only with people who use but also all those who provide services is paramount when developing policies . The GIRFEC approach was developed by people who work with children and young people and reflects feedback from families -evolving during a period of national policy change, with a range of crosscutting childhood initiatives emerging across various policy domains, including health, education, and social care. I was very privileged to have attended the National Leaders Forum on the 4th March where the Leadership programme was tabled. The objective is to work with agencies, professional associations and leaders across Scotland, to develop a GIRFEC Leadership Blueprint, which can be used to support local implementation in partnerships across the country.

Going forward

This Fellowship has been one of my professional highlights to date, and in my opinion met and exceeded the objectives of my research and travel to Scotland. This could be an exciting way forward in effecting creative and flexible solutions in a New Zealand Education: Learning Support context. The research of GIRFEC has answered all my key questions and I very much look forward to progressing my learning and sharing my experience of this world leading approach here in New Zealand.

The New Zealand Child and Youth Wellbeing Strategy launched last year is signalling the way forward by setting a long-term aspiration that our country will be the best place in the world for children and young people' to have a good life. The Ministry of Education: Learning Support is ³“putting learners who need support at the

³ Ministry of Education: New Zealand (2020) Learning Support Delivery Model. Wellington

heart of everything we do, so they receive the most suitable support, best matched to their needs as early as possible in their lives”. This builds on the government’s commitment to social investment principles *by putting learners, not services* at the centre of planning, programmes and resourcing. *However we can’t and won’t achieve our aspirations in isolation.*

The journey towards integrated service delivery is challenging and will take a significant level of commitment from government, services and communities. A strategy or a policy without explicit expectation of implementation does not change the world. Collaboration is not a new thing, but maybe embracing it is. However the rewards of our collective efforts can create incredible opportunities for tamariki, their whānau and entire communities. There is great potential in this shared level of emotional investment in children and young people who have additional support needs. It suggests we can strengthen communication and relationships, which are the fuel for making progress in complex areas of public service delivery. Education is a life-long journey with the power to change lives. This Government’s vision is for a high quality public education system, which puts the wellbeing of learners at the centre and provides all New Zealanders with the opportunity to discover and achieve their full potential, engage fully in society, and lead rewarding and fulfilling lives.

⁴(Minister Chris Hipkins).

This signals the nature and scale of changes needed in policy, funding, and service delivery for children and their families. It is timely for us to become the inventor and the producer, not just the consumer of the innovations that will shape the lives of our nation’s taonga – our tamariki me te mokopuna .The challenge is in translating that intention into reality.

The benefits of such an approach are very clear:

- ❖ All agencies working with tamariki, including schools will take greater responsibility for positive, collaborative life span outcomes.
- ❖ There will be fewer if any service delivery gaps in the provision of assessment and intervention services for children and youth with emotional and

⁴ Minister Chris Hipkins (2018) Development of Ten year Strategic plan for Early Learning. Wellington

behavioural challenges through a collaborative integrated and joined -up approach, with youth, family and community involvement.

- ❖ There will be enhanced system service delivery capacity to respond in a timely, effective and integrated manner to the strengths, risks and needs profiles of children, youth and their families
- ❖ See change in the way agencies and stakeholders work together to effect positive change through collaborative practice and problem solving and sharing of information and data
- ❖ Moved from ‘doing it to whānau’ to ‘whānau doing it for themselves’.
A shift in mindset for all committed to improving the wellbeing of whānau. It empowers families as a whole, rather than focusing separately on individuals and their problems. Families will report greater satisfaction with engagement and outcomes.
- ❖ Tamariki will report greater empowerment in processes and decisions that impact their life
- ❖ The use of a Single/One plan approach will support greater outcomes in the wellbeing of children/ young people and whanau in our services

During 2019 I completed a yearlong research project: ***Raranga Taputapu Ngātahi: Weaving one tapestry together***, as part of a Ministry of Education: Learning Support Skills Progression Pathway: National Level 3. It reviewed the legislative, policy and practice landscape in New Zealand with regards to working with children and whānau who experience complex learning and behavioural challenges in the education sector.

I also researched and developed the concept of a Single/ One Plan practice within the Learning Support Delivery model context. This became the foundation of my Fellowship work and can be read alongside my Winston Churchill report.

Over the past twelve months I have shared the above mentioned research and practice amongst colleagues and other agencies with specific regards to integrated service delivery and the design and implementation of a “single/One Plan as both a practice tool and outcome of integrated service delivery. The knowledge I have gained through the Winston Churchill Fellowship travel will contribute significantly to both my own

thinking and practice and will also serve as a nudge to advocate for more action on policy and practice related to this.

I further intend to share my knowledge and reflections from my Winston Churchill Fellowship travel experience through presentations, talks as well as potentially meeting face to face with: The Deputy Secretary of Education, National Director Learning Support at Ministry of Education, Director and Deputy Directors: Learning Support in Auckland, Managers Learning Support, Service managers within Learning Support, Resource Teachers Learning and Behaviour, Lead Advisors within the Ministry of Education, Group Manager System Innovation and Strategic Design: Learning and movers and shakers within the Child and Adolescent Mental Health sector.

I intend to forward a copy of my report to the New Zealand Commissioner for Children and Young People (as recommended by the Scotland Children's Commissioner), the New Zealand State Services Commissioner as well as other non-governmental agencies. I look forward to meeting with people who can influence policy as well as the practice implementation of policy at the coalface.

Since my return I have:

- Concluded a presentation to the Deputy Secretary of Education, Director and Deputy Directors of Learning Support in Auckland as well as Managers Learning Support.
- I also completed two blogs on my travels and learning, located on the Winston Churchill Memorial Trust New Zealand Facebook page. These blogs have already caught the interest of several people both interested in my work as well as sparking their own interest in applying for a Winston Churchill Fellowship.
- I have influenced local practice across all sectors involved with services to children, specifically in working together using a Single/One plan concept

We have the opportunity to do something extraordinary where, in years to come, future New Zealand generations will look back on this time and view it as a turning point in the way services are delivered for children and families. As a country and as service providers we need to be constantly *challenging our thinking and practice* and

we may now *require national transformative change* within the context of the services that support our tamariki's wellbeing, by being *brave and bold in policy and practice*. To make more progress, government agencies and their partners need to put the wellbeing of children and young people at the very centre of policy, service design and delivery, and provide seamless support. Aligning effort and investment will make the greatest impact. (New Zealand Child and Youth Wellbeing strategy 2019).

Iona Holsted, New Zealand Secretary for Education has said:⁵ "the most important thing for us to achieve is the development of policy that works on the ground and is informed by the lived experience of those whom we serve, ākongā, their whānau and their communities." (Blog 10 July 2020: Te Tahuhu).

⁵ Holsted, Iona (2020)Te Tahuhu: Ministry of Education :Internal blog. Wellington

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ĀpitiHanga/ Appendix 1



Introduction to Children & Families Directorate – Scottish Government Internal Meetings

Date	Time	Location	Meeting With	Key learnings
Monday 2 nd March	09:30-09:45	<i>Victoria Quay Reception</i>	Jack Guthrie (Administration Officer) – GIRFEC Unit Tel: 0131 244 7266	Please meet with Jack at reception who will show you the facilities around Victoria Quay that are available for you to use during your visits.
Monday 2 nd March	10:00-10:45	<i>Victoria Quay – Room 2E-02</i>	Pam Semple (National Advocacy Team Leader) & Louise Piaskowski (Policy and Delivery Manager - Advocacy in Children Hearings)	<p><u>Children’s Advocacy in the Children’s Hearings System.</u></p> <ul style="list-style-type: none"> • Why change in the Children’s hearing system was needed? • Kilbrandon report / Christie report signal changes in public services • Child centred service based on URCRC • Independent advocacy service • Staff trained in adverse childhood experiences • Expert reference group in Government • Natural for policies to include voices of children In policy decisions
Monday 2 nd March	13:00-14:30	<i>Victoria Quay – Room 2D-46</i>	Carolyn Younie (Corporate Parenting and Formal Care Team Leader) & Louisa Brown (Care Review - Policy and Engagement Manager)	<p><u>Looked After Children Unit & Care Review</u></p> <ul style="list-style-type: none"> • The recently published Scottish Care Review culminated in the publication of 7 outputs on the 5th February 2020, the main volume of which was <i>The Promise. The review of the care system is positioned as a promise.</i> • It is a call to act collectively and collaboratively. • All information is written in everyday language the children and families can follow easily and the

				<p>concepts of STOP and GO and the “pinky promise” will resonate well with everyone</p> <ul style="list-style-type: none"> • A very impressive review and outcomes based document
Monday 2 nd March	15:30-16:15	<i>Victoria Quay Room 2E-02</i>	Liz Murdoch (Youth Justice Team Leader)	<p>Youth Justice Youth Justice including our current strategy, policy focus and planning for the next iteration, along with information around secure care.</p> <ul style="list-style-type: none"> • Support and require multi- agency working • About prevention • Currently fewer youths going to court • Wellbeing rather than welfare approach • Work will tie in with the recommendations of the recently released Care Review • Developing a wellbeing tool based on SHANARRI
Wednesday 4 th March	09:00-09:45	<i>Victoria Quay Room 2-C22</i>	Lucy Smith (Age of Criminal Responsibility Act Implementation Team Leader)	<p><u>Age of Criminal Responsibility Implementation Team - Implementing the Age of Criminal Responsibility (Scotland) Act 2019.</u></p> <p>An overview of the process of implementing the Act in the Scottish Parliament, what the Act intends to do, and how it aligns with other areas of work more across the Scottish Government (i.e. justice, care review, etc.)</p> <ul style="list-style-type: none"> • Kilbrandon report – look at child’s needs not behaviour • Children now referred on welfare grounds not offense • Ages 13-16 only prosecuted if public interest • Age of criminality raised from 8yrs to 12yrs

Wednesday 4 th March	10:00-12:00	<i>Conference Room 4 and 5, Victoria Quay</i>	Improving Outcomes for Children & Young People - National Leadership Forum	<p><u>GIRFEC Leadership</u></p> <ul style="list-style-type: none"> • Care Review released – amazing document • Additional support for learning review to be released in April 2020 • Refresh of GIRFEC National Practice Framework – incorporate Care Review and Additional Support for learning review as well as UNCRC incorporation • Looking at what collective leadership in GIRFEC framework will look like
Wednesday 4 th March	12:00-12:30	<i>Victoria Quay – Room 2C-72</i>	Eddie Follan , COSLA	<p><u>COSLA</u></p> <ul style="list-style-type: none"> • Help councils build better and more equal local communities. To do that we want to empower local decision making and enable councils to do what works locally”. • COSLA is a councillor-led, cross-party organisation who champions councils’ vital work to secure the resources and powers they need
Wednesday 4 th March	13:00-13:30	<i>Victoria Quay – Room 2C-72</i>	Luiza Leite (Deputy Bill Team Leader) & Lawrence Mearns (Graduate Development Programme)	<p><u>United Nations Convention Rights Children Unit</u></p> <ul style="list-style-type: none"> • UK incorporated UNCRC 1991 – vague aspirational language • 2019 First Minister Scotland committed to UNCRC full incorporation into law by 2021 • Trying to create a proactive rights based culture • Currently in process of instructing the Bill • Children’s and Young People Commissioner disseminating language around UNCRC
Wednesday 4 th March	14:00-15:00	<i>Victoria Quay – Room 1D-44</i>	Mandy Gordon (Head of Getting It Right or Every Child Unit)	<p><u>GIRFEC Unit: Overview of GIRFEC Policy</u></p> <ul style="list-style-type: none"> • GIRFEC has huge support across frontline and leadership • Culture change to collective responsibility for wellbeing of children

				<ul style="list-style-type: none"> • Child and family centred • New narrative for changing society • Information sharing Bill • Still a gap between policy and practice • Data collection is available • If GIRFEC is working it shouldn't be visible • Holistic single plan is an important component of positive outcomes • Has to be timely, proportionate and appropriate
Wednesday 4 th March	15:00-16:00	<i>Victoria Quay – Room 2D-46</i>	Bill Alexander – Children in Scotland/GIRFEC Leadership Programme Lead	<p><u>GIRFEC Unit</u></p> <ul style="list-style-type: none"> • Overview of GIRFEC – why established • Christie and Kilbrandon reports :Need to empower people at local level through universal services , early on in the life of problem through collective thinking • Pilot in Highlands 2008-2010 • Working on collective leadership – not about tools but application • GIRFEC reduces prof workloads but gives much better outcomes • National Practice Framework and wellbeing indicators (SHANARRI) • Single plan – copies of Highlands Local Authority
Thursday 5 th March	10:00-12:00	Elephant House, 21 George IV Bridge, Edinburgh EH1 1EN	Nicholas Morgan , Developing Global Citizens	<p><u>Role of Education Scotland in GIRFEC</u></p> <ul style="list-style-type: none"> • Additional Support for Learning Review due soon • Training of teachers in neuro diversity • Teachers understand GIRFEC • Social services part of local authority • GIRFEC is the right philosophy • National Parent forum Scotland – nutshells on website • GIRFEC runs through Teacher Prof Standards • Always deal with best interest of child

Friday 6 th March	10:00-12:00	SCRA 1 Fountainhall Road Edinburgh EH9 2NL	Iain Fitheridge (Head of Children’s Hearings Team) Meeting with key partners including the SCRA Edinburgh Panel Lead, the South East Area Support Improvement Partner, and main policy and practice manager.	<u>Scottish Children’s Reporter Administration SCRA</u> <ul style="list-style-type: none"> • Focused on children and young people most at risk, SCRA’s role and purpose is to: Make effective decisions about a need to refer a child/young person to a Children’s Hearing • The Children’s Hearings System is the care and justice system for Scotland’s children and young people • SG’s ‘Better Hearings’ is being delivered through local delivery plans across the country • Enable children, young people and families to participate in Hearings • Work collaboratively with partners to support and facilitate the Getting it Right For Every Child (GIRFEC) agenda
Friday 6 th March	13:00-14:00	<i>Victoria Quay – Room 2C- 72</i>	Chris Russell (Baby Box Senior Policy Adviser)	<u>Parenting, Play, and Baby Boxes</u> <ul style="list-style-type: none"> • Maternal Health part of Children and Family Directorate alongside GIRFEC • Baby box delivered to every new-born • Fund NGO’s to support parents e.g. single fathers • Book Bug Scheme • Play /talk and Read • Parent club • If in parent club will receive email re significant milestones for baby
Monday 9 th March	9.30 – 12.30	<i>Edinburgh Local Authority</i>	Martin Gemmell	<u>Role of psychologists in GIRFEC</u> <ul style="list-style-type: none"> • Children referred by school • Based on statement of needs • Psychologists advocates of GIRFEC • Psychologist training

<p>Tuesday 10th March</p>	<p>9.00-11.00</p>	<p><i>St. Andrews House</i></p>	<p>Katherine Anderson and Vicky Wan</p>	<ul style="list-style-type: none"> • GIRFEC and single plan – solution focussed <p><u>Role of EVOC</u></p> <ul style="list-style-type: none"> • EVOC blend of voluntary services across 4 councils • Third Sector services closest to community • Third sector funded through contracts /grants – local council • EVOC is charity that has evolved into respected partner • Work with National and local third sector in the GIRFEC team • Third sector has huge diversity <p><u>Role of Children in Scotland</u></p> <ul style="list-style-type: none"> • Funded through government • National agency for voluntary, statutory and professional organisations and individuals working with children and their families • Bring together a network of people to create solutions, provide support and develop positive change
	<p>1.00-3.30</p>	<p><i>Circle Circle Head Office 18 West Pilton Park Edinburgh</i></p>	<p>Alex Collop and Lyndsay Fraser</p>	<p>CIRCLE</p> <ul style="list-style-type: none"> • About Strengthening Families • Do outreach/family work – Sole care fathers • More about soft outcomes than the definitive GIRFEC outcomes • Haven project works with children school aged in the annex of a school • Mentoring project with a high decile school • Model home learning • Use all GIRFEC practice tools as well as integrated and collaborative teaming

Wednesday 11 th March	9.00 -12.00	<i>Associate Director Health and Social Care Alliance</i>	Ronnie Hill	<p><u>Role of Health and Social Care Alliance in GIRFEC</u> Due to Covid 19 restrictions Ronnie and I did not meet in person but connected via email</p> <ul style="list-style-type: none"> • National third sector intermediary for a range of health and social care organisations • Ensure people are at the centre, that their voices, expertise and rights drive policy and sit at the heart of design, delivery and improvement of support and services. • Support transformational change, towards approaches that work with individual and community assets, helping people to stay well, supporting human rights, self-management, co-production and independent living. • Champion and support the third sector as a vital strategic and delivery partner and foster better cross-sector understanding and partnership. • Policy into Practice – which supports the implementation of a range of national policies(such as GIRFEC) to ensure these make a difference to people’s lives
Thursday 12 th March	12.30 – 2.30	<i>Royal Yacht Club</i>	Sir Neil McIntosh NZ Honorary Consul	<p><u>Welcome to Scotland and Role of public services</u></p> <ul style="list-style-type: none"> • Amazing welcome to Scotland and discussion of my fellowship
Friday 13 th March	9.30-12.30		Bruce Adamson	<p><u>Role of Children’s Commissioner</u></p> <ul style="list-style-type: none"> • Promotes awareness and understanding of children’s rights • Reviews laws, policy and practice

	1.00-3.00		Glen Liddell People Know How	<u>Role of Social Innovation Charity and GIRFEC</u> <ul style="list-style-type: none"> Amazing charity that does work in its local community for children in need of friendships, mentoring and good transitions
Tuesday 17 th March	1.00-3.00 3.00 – 4.00	Interim Head of Children’s Services Woodhill House, Westburn Road Aberdeen Head Teacher Mackie Academy Slug Road	Leigh Jolly Louise Moir	<u>Due to Covid 19 restrictions these meetings could not take place</u> <u>Views of Secondary School principal/head teacher on GIRFEC</u>

Point of Contact/Facilities on Site

Jack Guthrie (the GIRFEC Unit Administration Officer) will be available all week to ensure that you have everything you need and will give you a quick tour of the building and its facilities upon arrival.

Appendix/ĀpitiHanga 2

Photographs



Fig.2 Above is the Scottish Government Building located at Victoria Quay, Leith, Edinburgh. I spent the first week of my journey here, meeting with the GIRGEC team as well as other statutory services within the Children and Families Directorate.



Fig. 3 Above is beautiful, ornate and historic St. Andrews House in Edinburgh. St Andrews House is the office of First Minister Nicola Sturgeon. I was very fortunate to meet with representatives of EVOC and Children in Scotland on these premises.



Fig.4 Above are the premises of The City of Edinburgh Council. All statutory services for children in Edinburgh are located here. I met with Martin Gemmell, Principal psychologist at this location.



Fig.5 The very famous and beautiful Elephant House in Edinburgh. This café is where the author JK Rowling wrote some of her Harry Potter books. I am so grateful that Nick Morgan from Education Scotland suggested we meet here.



Fig.6 The view from the Elephant House café towards the Edinburgh castle in the distance.

Fig.7 Below are the awesome spaces at the office of The Children's Commissioner Scotland. These are incredibly child friendly and creative spaces. Thank you to Bruce Adamson for meeting with me and showing me around.



Fig.8 Below are the humble premises of the CIRCLE organisation. These are located within the West Pilton community that this third sector organisation serves.



Fig.9 Below is the beautiful Royal Scots club in Edinburgh where I met with Sir Neil McIntosh – New Zealand Honorary Council.



Fig.10 Above an image of the offices of the Scottish Children's Reporter Administration. (SCRA) in Edinburgh

Appendix/ Āpitianga 3 GIRFEC Practice model

Practice tools used in the GIRFEC National Practice model

The National Practice Model is a dynamic and evolving process of assessment, analysis, action and review, and a way to identify outcomes and solutions for individual children or young people. It allows practitioners to meet the Getting it right for every child core values and principles in an appropriate, proportionate and timely way.

It contains the key elements of a single planning process that should in turn lead to a single child's plan - if one is needed.

It is a way for all agencies and workers who support children, young people and their families to begin to develop a common language within a single framework, enabling more effective inter- and intra-agency working.

Using the National Practice Model in this consistent way allows practitioners in any agency or organisation to construct a plan and take appropriate action. It also allows for regular and consistent reviewing of the plan. This model should be used in conjunction with the [Wellbeing indicators](#)

The main components in the Practice Model are below and should be used proportionately to identify and meet the child or young person's needs by:

- **The integrated service delivery structure**

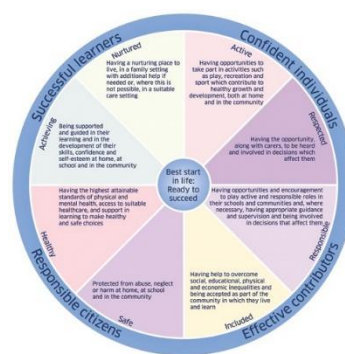
Key to successful implementation is GIRFEC's integrated approach, hence the concept of a single assessment framework and a single child's plan, effective across multiple agencies. This reflects a shift from the traditional, often entrenched “silo” mentality—single-service models where agencies, operating independently of one another, are concerned only with the sole aspect of the child's life that is their responsibility—to viewing needs and concerns within the broader context of the whole of a child's life and taking a collaborative, multiagency approach to meet those needs at an early stage. What that looks like in each local authority may be slightly different but the principles and application of the model remain consistent.

- **The 3 assessment tools**

(The SHANARRI well-being indicators, Resilience Matrix, and My World Triangle) present a new way to frame children's needs. They are intended to be used by practitioners to gather information about a child's well-being to identify concerns and determine what support and action may be needed, with the My World Triangle informing the assessment from the child's perspective by examining the 3 dimensions of a child's world (the child himself or herself, the child's family, and the child's wider environment). The child and family are placed at the center of the assessment and planning process. To help make sure everyone – children, young people, parents, and the services that support them – has a common understanding of what wellbeing means, we describe it in terms of eight indicators.

The Well-being Indicators often referred to as SHANARRI are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected and Responsible
- Included



The well-being indicators are an essential feature of the practice model and are used at three points during the assessment and planning process.

1. To provide a context for identifying and recording concerns.
2. As a framework for analysis of further information gathered around the My World Triangle by setting goals and identifying the actions to be taken to bring about the desired outcomes
4. To provide clear objectives against which the plan can be reviewed

What I think tool is used by children and young people to think about the people who support them with their wellbeing and any difficulties they might be experiencing. Usually an adult who knows the child well will support the child through the discussion and will record the answers with the child. There are three documents available, one for pre-school children, one for primary and secondary aged children and one for young people 16+.

- [What I Think Tool – Early Years \(PDF\)](#)
- [What I Think Tool – Children \(PDF\)](#)
- [What I Think Tool – Young People over 16 \(PDF\)](#)

Girfec App

North Lanarkshire Council was the first authority in Scotland to develop an interactive GIRFEC App for children and young people. The App is free to download from the [App Store](#) (iOS) & [Google Play Store](#) (Android)

This can be used on iPads in school where children can map out and record their view of their wellbeing by completing the web on the App. Children can capture their completed web by taking a screen shot, they can then print it off or save to their file.

Sid and Shanarri

Sid and Shanarri is a storybook and game resource designed for use with pre-school children. It is available for use in all our nursery provisions to help young children understand what is meant by wellbeing SidandShanarri.co.uk

The Five Questions practitioners ask themselves

- What is getting in the way of this child's wellbeing?
- Do I have all the information I need to help this child?
- What can I do now to help this child?
- What can my agency do to help this child?
- What additional help, if any, may be needed from other agencies?

The My World Triangle

The My World Triangle is used to organise information and, when necessary, to gather more information about the strengths and pressures in the child's world. My World Triangle provides a map that helps practitioners, children and families think about what is happening in a child's whole world and the likely impact on their wellbeing and development

The Resilience Matrix

The Resilience Matrix, brings together the two dimensions of vulnerability and resilience as well as adversity and protective environment, providing a tool to analyse the strengths and pressures in the child's world. The two dimensions interact. Strengthening or undermining factors boost or compromise the child's resilience and protection.

The Child's Plan

It's a way for those who support children to work differently, making sure that they are all on the same page. Where needed, it inks day-to-day work in education, health, policing, social work and the voluntary sector – in fact any organisation whose staff come into direct contact with children. Single plans summarise a child's needs in relation to their well-being

- Agreeing goals and the steps required to reach these goals
- Constructing a plan and taking appropriate action
- Reviewing the plan

Each local authority has their own template of a single plan.

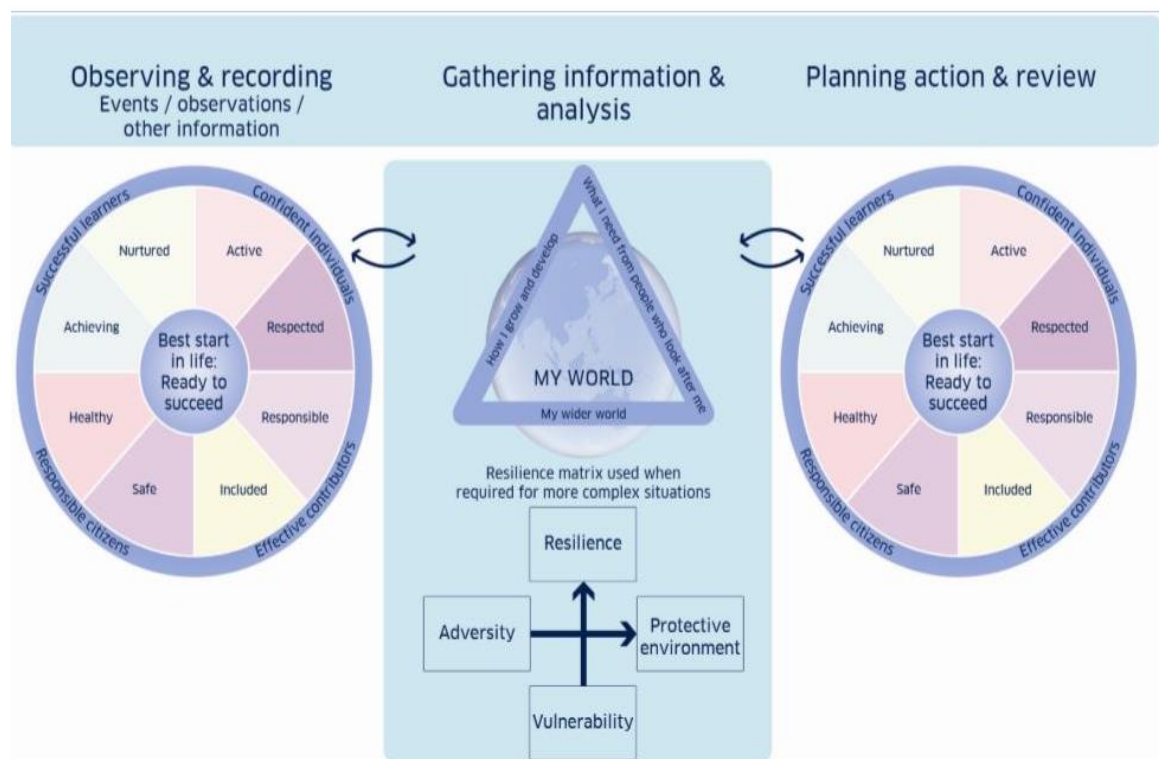


Fig.11 Figure of GIRFEC Practice model