

## SE DCS peer challenge

30 November 2018

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### Aims and Objectives

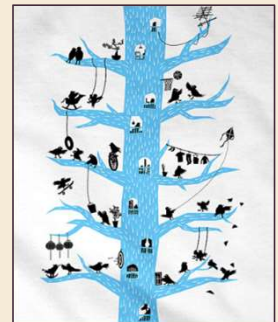
- To understand the purpose of the new SE peer challenge, and the new process being used for the peer challenge days
- To be aware of the factors that make peer challenge more rigorous and effective and those that diminish its impact
- To try out the process and tools provided so that all teams are familiar with it and can use them to help each authority get insights and perspectives into its strengths and risks in a way that enables improvement
- To consider what action needs to be taken before, during and after the days to get the most out of the process

### Sector led improvement regional alliances

- Serve as the primary means by which the sector will address the early identification of concerns before they reach crisis point;
- Build and share best practice;
- Contribute to an evidenced based model for improvement;
- Create the conditions for a learning system which unites all stakeholders from regulation to delivery in a robust and collective approach to improvement.

### Building system resilience

- To enable members of a community to connect and use community resources to thrive in a changing and precarious environment
- a resilient community is “one that takes intentional action to enhance the personal and collective capacity of its institutions and citizens to respond to and influence the course of social and economic change.”



Canadian Centre for Community Renewal. (2000) The community resilience manual. A resource for rural recovery and renewal. Port Alberni, Canada: Centre for Community Enterprise at <http://www.ccrenewal.ca>

### SE peer challenge the process



### The new peer challenge process

- Each authority will produce a self-assessment, signed off by the DCS by 17 Dec 2018 unless you have agreed a different timetable with us in advance.
- Option for the triad to ask SESLIP to resource a review of the self-assessment
- Hold peer challenge days in January and February 2019. The days will be 3 x 2-hour challenge sessions with breaks and a wrap-up session.
- The days will be attended by the 3 x DCS and up to 3 members of their team they wish to bring
- SESLIP is providing a facilitator who will also collect and write up examples of best practice/common systemic issues that need to be addressed.
- The aims of the sessions are to produce offers, insights and asks
- A summit meeting on 22 March for DCSs and Lead Members will share and celebrate best practice, highlight the common issues that may require collective action discuss any next steps and approve the SESLIP improvement plan and support for 2019-20

### Optional review of self assessment by SESLIP team will explore:

- To what extent has the SA highlighted strengths, with evidence of impact as well as activity
- Is there any discrepancy between data and conclusions?
- Does the SA tell a holistic story, or does it describe silo'd information?
- Does it address key issues picked up in previous Ofsted reports?

### Desired output from peer challenge days

- **Key strengths** of each LA which can be offers to others in the SE and be written up as case studies for wider circulation
- **Insights** on any systemic issues or signatures of risk as a result of feedback from colleagues
- **Key asks** that might be made of others in the region to support each local authority's improvement journey

## Understanding the data



### Peer challenge data tool

#### Aims:

- A single sheet where as much data as possible is pulled in to one place and shows relative performance
- A tool that allows LAs to compare their performance with the SE, England and a selected LA.
- Based on the most up to date quarterly and annual data

(We'll be using this when reviewing the self evaluations)

### Other data tools available

- The Local Authority Interactive Tool (LAIT)
- The ChAT
- The Social Care benchmarking tool
- The DfE Data Matrix
- LGInform
- Your own performance reporting

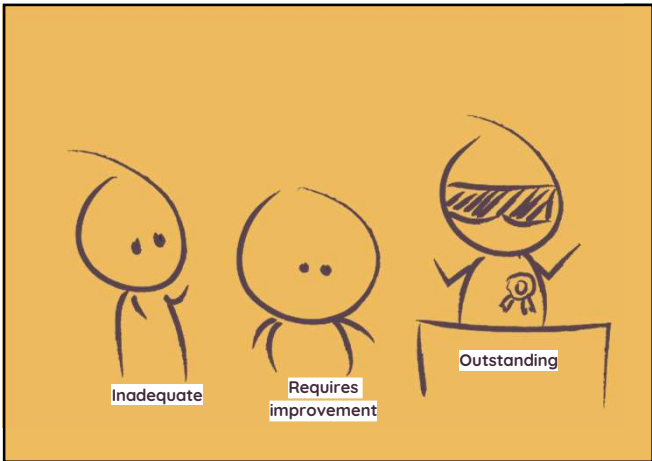
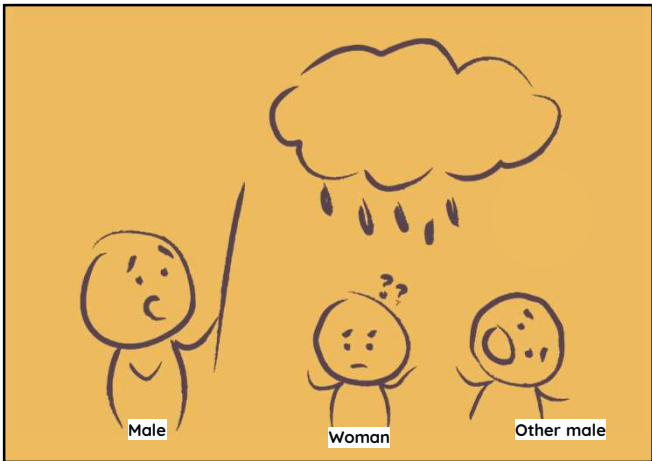
## Making the process work well

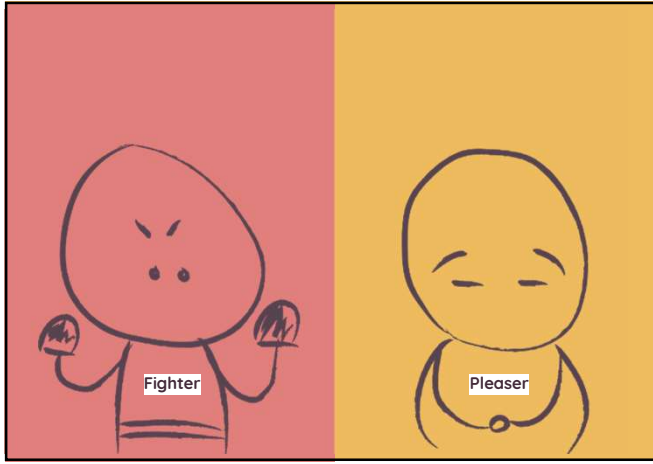
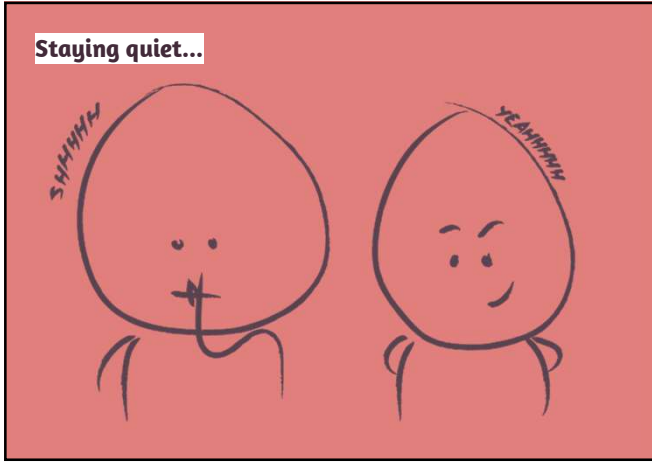
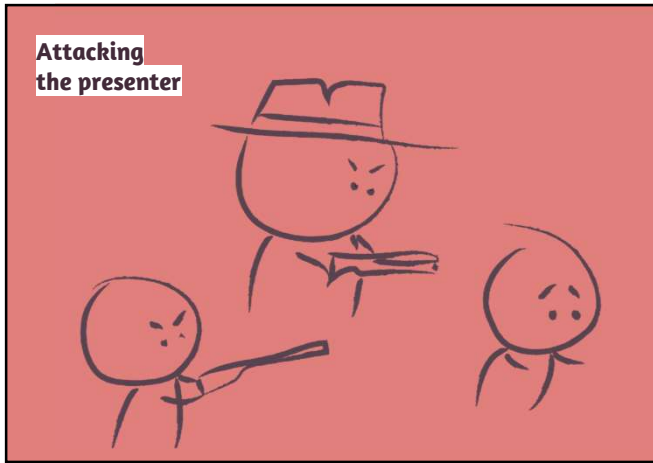
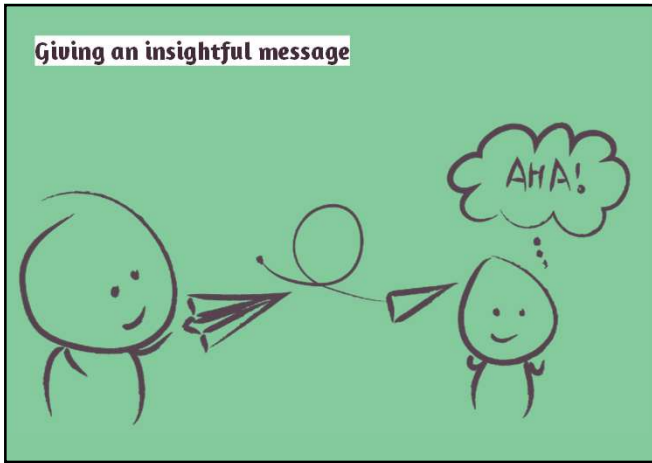
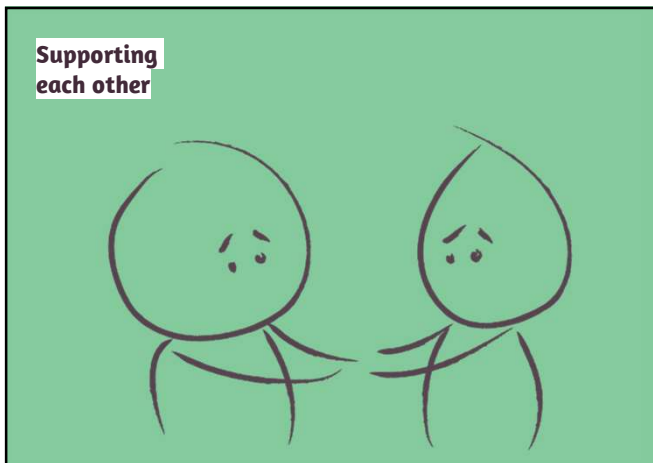
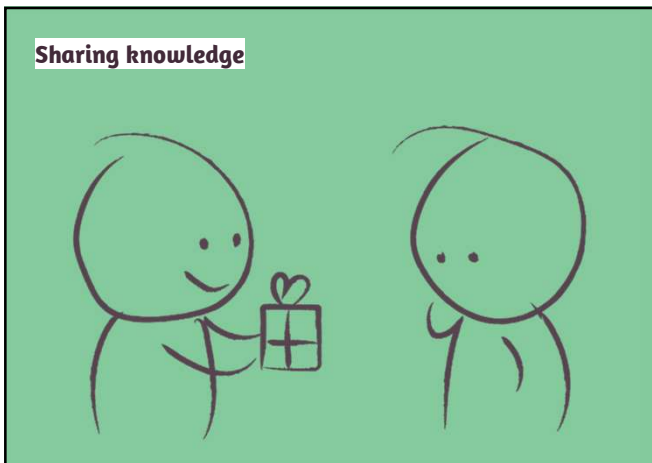


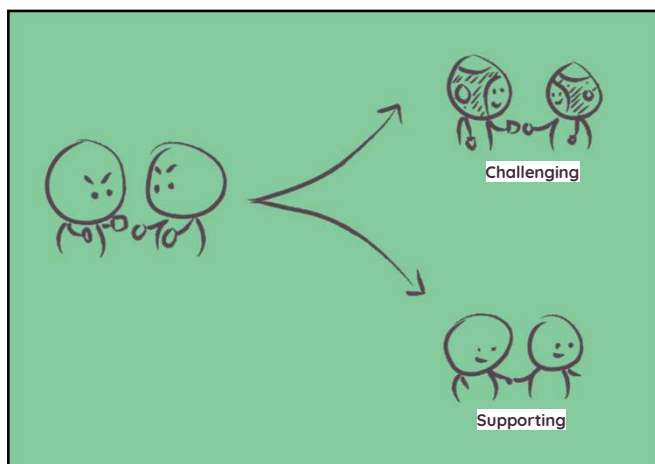
**What are the enablers to making this process work well, and what are the barriers?**

- The values underpinning this process**
- Mutual respect, openness and honesty
  - Non-judgemental feedback
  - The need to diagnose and understand why things are like they are
  - A practical focus on how outcomes for young people could be improved

**Power dynamics**

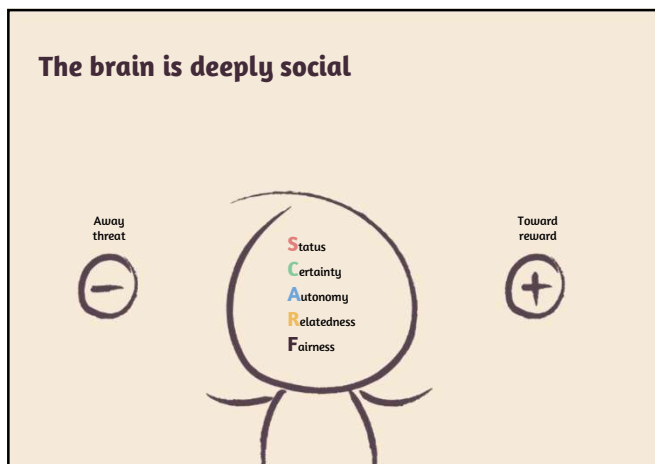




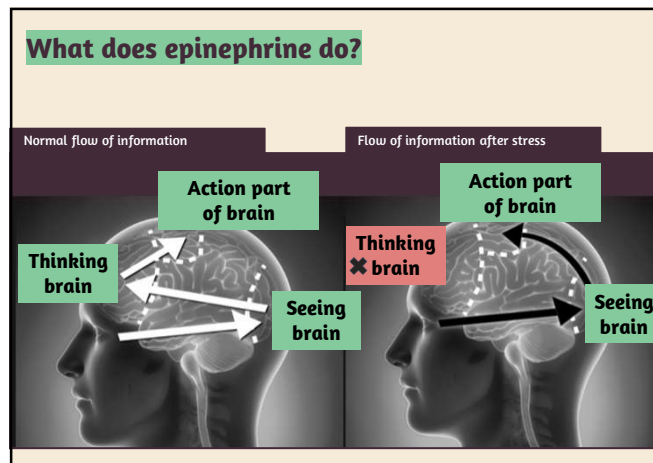
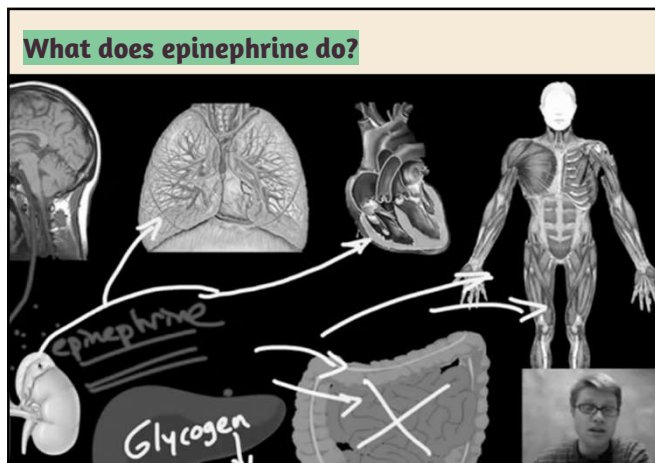


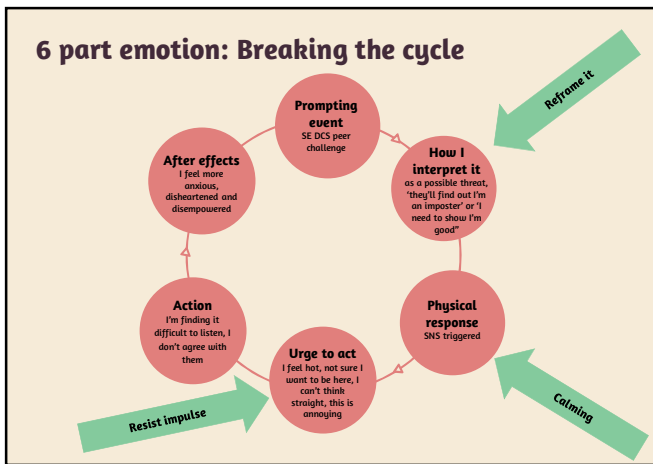
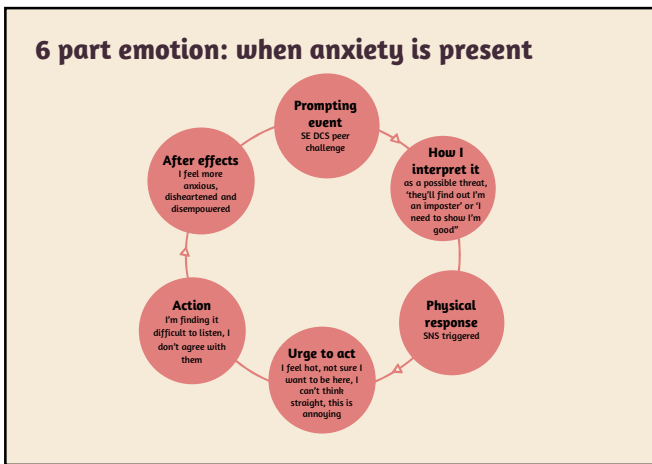
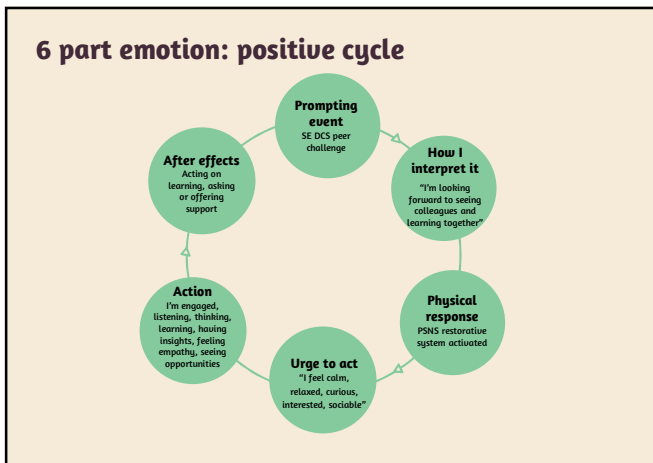
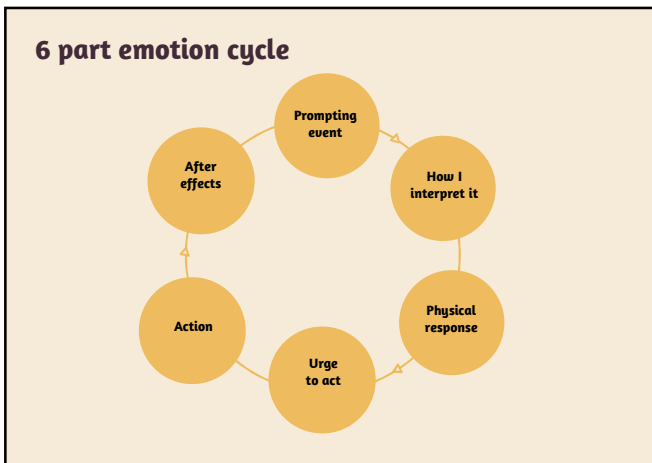
# A little bit of neuroscience

A simple line drawing of a figure holding a flower, positioned at the bottom left of the slide.

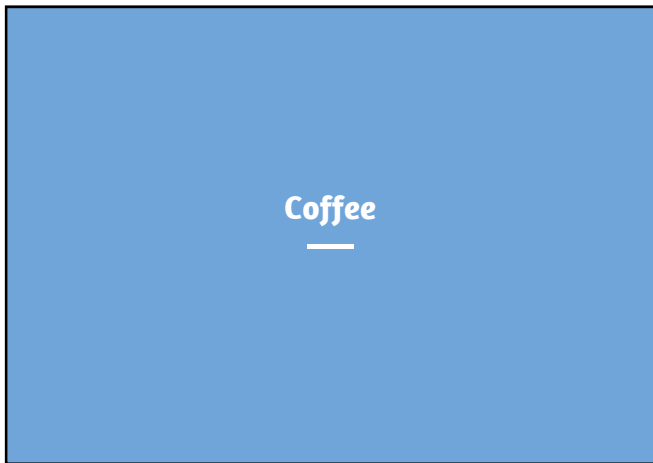


### Fight/flight video





- ### The process needs to enable
- the local authority presenting to get insights from the other two teams in a context that is safe and not confrontational and judgemental,
  - a full exploration of signatures of risk, and the chance of developing insights which may help the authority with its improvement journey.
  - the two other authority teams to be on the balcony during this process, asking powerful questions and sharing insights and possibilities as a result of being there, uncovering systemic rather than personal issues.





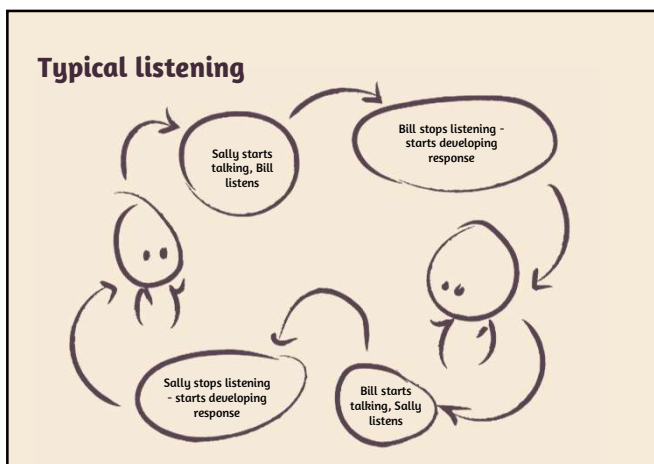
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<p><b>2</b></p> <p>The group take it in turns to ask open questions to identify strengths and get a deeper perspective on the issues and consider other signatures of risk 1 hour 10 mins</p>	<p><b>5</b></p> <p>The presenter reflects on what they have heard and says what they will do, including first thoughts on asks and offers 10 mins</p>
<p><b>3</b></p> <p>Each group member affirms the strengths they have observed 5 mins</p>	<p><b>6</b></p> <p>At the end of the day the facilitator draws out key learning points from the group</p>

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- ### Signatures of risk
- The broader political climate
  - Corporate support
  - Senior leadership turnover
  - Service reorganisation
  - Budget
  - Performance
  - Leading with others
  - Workforce
  - Learning culture
  - Practice leadership
  - External and internal challenge and feedback

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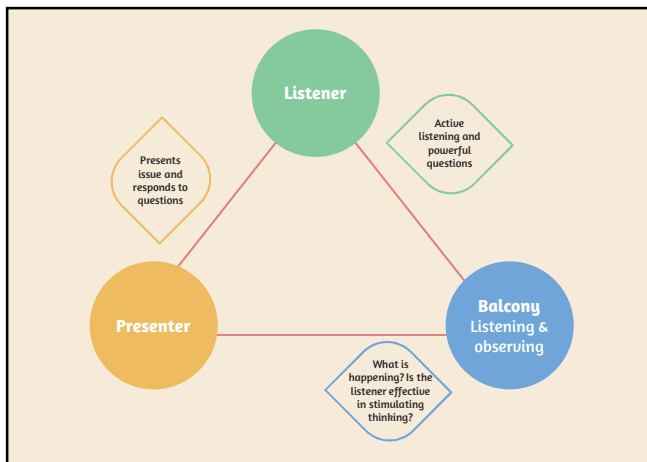
- ### Examples of political climate questions
- If I was in your lead member's shoes, what would I be saying about the pace of improvement in the service. What would I say about Cabinet support for children? What would I say the DCS needed to do differently?
  - What would I be most concerned about?
  - What do you think the Leader of the Council's perspective on children is? How do you feel about this? What has been done to address it? How do you know if this action has had any impact?
  - What is the current narrative about children's services in the political realm? Is it the same or different from the corporate narrative? What is happening to address this? Will it work?
  - What evidence is there of the impact of children's and parent/carer's voice on political decisions



### The power of listening

**"The ability to be present in such a way that the mind in front of us does its own thinking" - Nancy Klein**

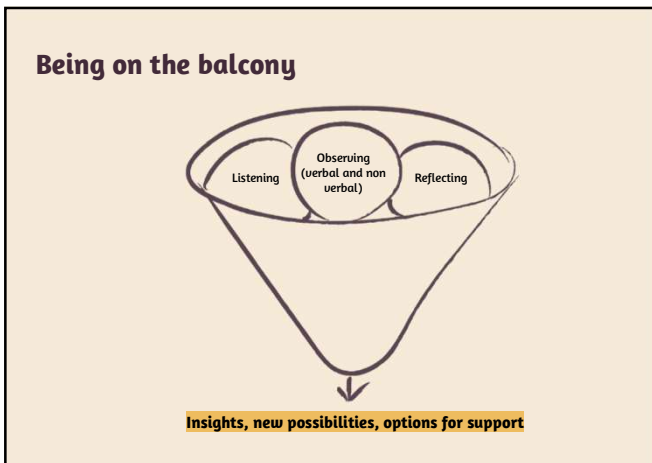
- ### Enhanced listening
- We suppress extraneous thoughts
  - We focus attention on the person speaking
  - We listen from a place of kind intention
  - We speak slowly and do not rush our questions
  - We are full of curiosity about their world
  - We breathe deeply as we listen so we make sure our restorative system is activated



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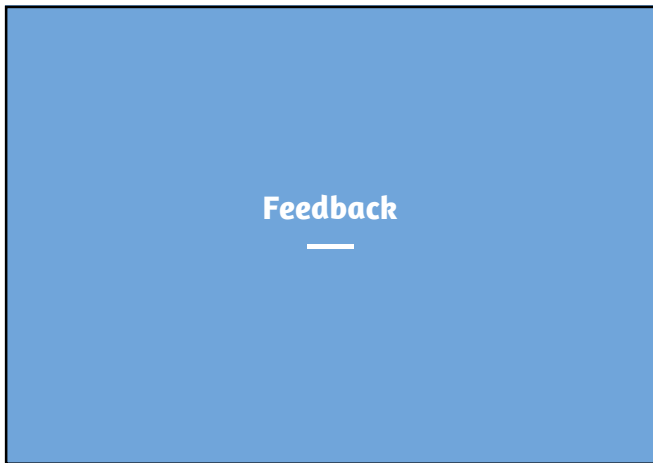
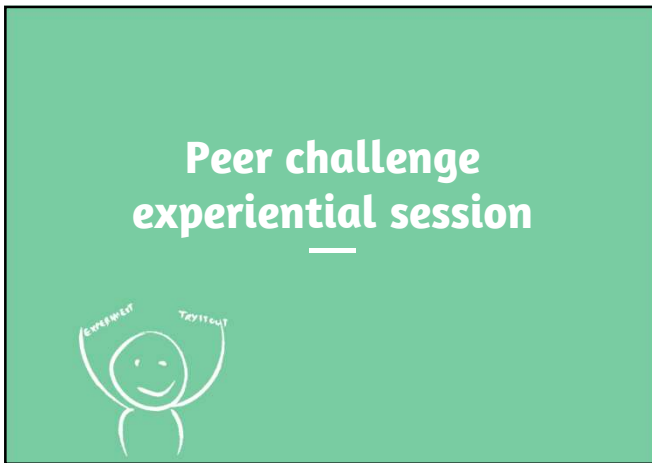




- ### Questions to ask from the balcony
- What are the basic assumptions behind the story being told here?
  - How do the senior leaders define their own role in the situation and that of others?
  - What images or metaphors do the interviewees use? (Pay attention to the choice of words)
  - What do the team judge as 'good' and 'bad'?
  - Are the descriptions based on facts or interpretations?
  - What assumptions are being made, do you think they are justified?
  - Are both positive and negative aspects being highlighted?
  - Are situations seen as static or dynamic?

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What does each authority need to do before, during and after the peer challenge day to get the most learning out of this process?

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Feedback and plenary

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**SE DCS peer challenge**  
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