

Implementing ***Getting it right for every child:*** summary for operational managers

Getting it right for every child is a national programme to improve outcomes for all children and young people in Scotland. It threads through all existing policy, practice, strategy and legislation affecting children, young people and families. The approach and *National Practice Model* have been designed to address any issue affecting a child and young person. The implementation in full of the Values, Principles and Core Components of *Getting it right for every child* will lead to improved outcomes for children and young people and will ensure that resources are used more effectively and efficiently.

What works for operational managers:

- Having a comprehensive understanding of the *Getting it right for every child* Core Components, Values and Principles and the *National Practice Model* and the benefits to children and families that will accrue from implementation.
- Designing systems that put children and families at the centre.
- Having processes in place to understand and include views or feedback of key stakeholders in the planning processes, including children, families and the voluntary sector.
- Giving staff the confidence to embrace implementation by ensuring access to training, good supervision, support and peer mentoring.
- Acting quickly to address misunderstandings and practical difficulties.
- Ensuring the local implementation plan is based on a thorough review and understanding of current business processes.
- Being familiar with the current training plans (single and inter-agency) and ensuring the needs of their team are being met through any training programmes.
- Having mechanisms in place to monitor and evaluate the progress and impact of the implementation process.
- Understanding the costs and benefits of implementation and reviewing budgetary responsibilities and procedures to promote early intervention with minimal bureaucracy.
- Collaborating with managers of other agencies as change champions to embed the *Getting it right for every child* approach and develop a more integrated approach in local systems and practice.
- Robustly demonstrating ownership of change locally.

Getting it right for every child requires a positive shift in culture, systems and practice across the managers and practitioners who work in frontline services for children, young people and families. The Scottish Government has produced a guide to implementation with examples of what works in practice from the experience of pathfinders and learning partners. It should be read alongside the earlier *Guide to Getting it right for every child* and the evaluation of the Highland pathfinder¹. Practice briefings are also being developed to accompany the guide and will be available later this year.

Operational leadership of change

Operational managers have a pivotal role in reinforcing senior managers' commitment to change and in translating the *Getting it right for every child* approach into practice. They are able not only to initiate change but also to embed it in systems and practice. Just as it is essential for strategic leaders to work together, so it is essential for other levels of management to take an integrated approach and to demonstrate how their own agency fits into this way of working.

By actively engaging themselves in leading the implementation of *Getting it right for every child*, operational managers give confidence to practitioners. Managers can also be mentors, supervisors and champions themselves or can contribute to a culture that values and uses these roles to support practitioners through the challenges of change. Managers should ensure their staff gain appropriate training.

Good managers have an important role to play in picking up and addressing misunderstandings and misinformation that may be circulating within their teams and departments that may be creating barriers to change. How practitioners' worries about change are managed is critical to everyone being enabled to implement *Getting it right for every child*.

Local managers from different agencies must work together, all using the same approach to working with children and families. This gives confidence to practitioners that there is a joined up approach and will help to cascade *Getting it right for every child* to front line workers. It also helps to develop a culture of co-ordinated working.

Part of changing *Getting it right for every child* culture, systems and practice is helping everyone to trust each other's professional judgement and expertise and to understand that their core responsibilities and skills will not be diffused by the *Getting it right for every child* approach. Operational managers are critical in supporting change. They will be central in developing new systems to underpin these changes in attitudes and practice and promote collaboration, not only between agencies but also with children and families. Operational managers are central to agencies striving towards allocating resources to a child, rather than to a geographical area, based on assessment of need. If a child moves, resources should follow the child.

¹ The Scottish Government (2010) *A Guide to Implementing Getting it right for every child; Messages from pathfinders and learning partners*, Edinburgh, The Scottish Government.

The Scottish Government (2008) *A Guide to Getting it right for every child*, Edinburgh, The Scottish Government.

Stradling, B., MacNeil, M. and Berry, H. (2009) *Changing Professional Practice and Culture to Get it Right for Every Child: An Evaluation Overview of the Development and Early Implementation Phases of Getting It Right For Every Child in Highland 2006 – 2009*, Edinburgh, The Scottish Government.

See also Executive Summary, Stradling et al. (2009) and *Evaluation Themed Briefings*.

See www.scotland.gov.uk/getingitright to download documents