

Cross Sector Leadership Table

Friday 9 September 2016

9:00am coffee for 9:30am. Meeting concludes at 11.30am.

Griffith University Logan Campus: Meadowbrook Conference Room 4.07, Building L07

Secretariat: Kellie Hinchy (e) k.hinchy@griffith.edu.au (ph) 3382 1163

Agenda

Item	Time	Papers / notes
1. Coffee and informal meet and greet	9:00am-9:30am	
2. Acknowledgment of Country and welcome and introductions	9:30am-9:35am	
3. Minutes and actions from previous meeting	9:35am-9:40am	Attachment
4. Report back from Michael McAfee Masterclass (Dr McAfee is the Director of the Promise Neighbourhoods Institute in the USA)	9:40am-9:45am	Leadership Table members who attended
5. Yarrabilba update	9:45am-10:05am	Dean Patterson Lendlease
6. Maternity Continuity of Care project: project proposal	10:05am-10:20am	Attachment (to be circulated once complete)
7. Community mobilisation campaign: update and feedback on proposed way forward	10:20am-10:40am	Lauren Fisher
BREAK	10:40am-10:50am	
8. Project of the month: <i>Decrease smoking, drinking and drug consumption</i>	10:50am-11:15am	Project team members
9. Pro-bono evaluation proposal for Logan Together	11:15am-11:25am	Lori Rubenstein Attachment
10. General business and meeting close	11:25am-11:30am	Margaret Allison

Membership

Alan Bunce	Logan Village State School	abunc3@eq.edu.au
Allison McClean	Waterford West State School	amccl10@eq.edu.au
Amanda Currie	Department of Communities, Child Safety, & Disability Services	Amanda.CURRIE@communities.qld.gov.au
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Angela TuiSamoa	Community representative	angelange72@gmail.com
Brett Bricknell	Metro South Health	Brett.Bricknell@health.qld.gov.au
Cath Bartolo	YFS	cathb@yfs.org.au
Prof David Crompton	Addiction and Mental Health Services	David.Crompton@health.qld.gov.au
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Geoff Woolcock	Logan Child Friendly Community Consortium Trust	g.woolcock@wmb.org.au
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Prof Lesley Chenoweth	Griffith University	l.chenoweth@griffith.edu.au
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Margaret Allison	Chair	margaret.allison4@gmail.com
Matthew Cox	Logan Together	matthew.cox@griffith.edu.au
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Michael Tizard	The Creche & Kindergarten Association Limited	m.tizard@candk.asn.au
Niki Gooch	Access Community Services	nikig@acsl.org.au
Pamela Fisher	Ganyjuu	Pamela.fisher@ganyjuu.org.au
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Roger Marshall	Logan East Community Neighbourhood Assn., Inc.	rogermarshall@bigpond.com
Pastor Ross Smith	The Vine Community Church	thevine@ozemail.com.au
Sharyn Donald	Department of Education and Training	Sharyn.DONALD@dete.qld.gov.au
Soraya Shah	Anglicare Southern Queensland	sshah@anglicaresq.org.au



Cross Sector Leadership Table

Friday 12 August 2016

9:30-11:30am

Attendance: Note membership list attached to these minutes

Apologies: Brett Bricknell, Amanda Currie, Sharyn Donald, Sanesie Dukuly, Pamela Fisher, Gracie Perry, Lyndall Robertshaw, Michael Tizard, Aunty Robin Williams

Proxies: Tim Dighton for Sharyn Donald, Judith Hunter for Cath Bartolo, Robyn Masters for Lyndall Robertshaw, Aunty Faith Green for Debbie Miscamble.

Visitors: Daniel Fletcher (Logan City Council), Prof Jenny Gamble (Griffith University), Karen Gould, Dr Mary Lincoln (Department of Education & Training), Dr Jocelyn Toohill (Griffith University)

MINUTES

2. Welcome and Introductions

Ms Margaret Allison, Chair, welcomed everyone to the August meeting of the Cross Sector Leadership Table and noted the apologies.

3. Minutes and Action from the previous meeting

The minutes from the July meeting were confirmed. With regards to the Action Register, Mr Matthew Cox reported that one expression of interest had been received in relation to additional members for the Management Committee.

4. Engaging Faith communities in Logan

The Chair invited Pastor Ross Smith to provide some insight into how Logan Together can engage members of the Faith communities.

Pastor Smith stated that Faith groups are a great place for sourcing volunteers and advised the need for a two-step process for engaging Faith groups in Logan:

- 1) Need to discover what activities Faith groups are already undertaking in Logan.
- 2) Need to determine where volunteers are needed – what skills can be accessed? What contribution can different generations make?

Pastor Smith recommended that Logan Together make contact with the leaders of the Faith groups to share the goal of Logan Together and seek insight into what they are currently doing to support families and children. It is important that Logan Together acknowledges that valuable contribution to the community.

Cath Bartolo requested that the issue of domestic violence also be an item for discussion with Faith group leaders.

Action: Pastor Ross Smith to organise a meeting of leaders of Logan Faith groups to commence this connection.

5. Age-appropriate pedagogy

The Chair welcomed Dr Mary Lincoln from the Queensland Department of Education and Training, and invited her to provide a briefing on the Government's age-appropriate pedagogy policy.

Dr Lincoln advised that the Department of Education and Training in partnership with Griffith University had undertaken a review of best practice worldwide of how to engage with prep aged children and the best way for children to learn. As a result of this research an action plan and policy was developed.

The action plan aims to support all prep children to be actively engaged, creative and successful learners. Schools have been asked refocus on how the curriculum is taught in prep while still maintaining the learning expectations. In doing so, teachers have been encouraged to diversify their range of pedagogical approaches and their repertoire of teaching practices.

The action plan was initially launched in three regions (46 schools) across Queensland. In 2016 it was extended to all regions in Queensland. The policy has seen an increased motivation and engagement by students and reinvigorated teachers with a focus on curriculum. Local rollout to Logan schools will be agreed with the Regional Office of the Department of Education and Training.

6. Maternity continuity of care project proposal

The Leadership Table was briefed on the Maternity Continuity of Care model and warmly supports in principle the community maternity centre concept as outlined. The Leadership Table recognizes there are some items of detail that need to be resolved with stakeholders and formal endorsement will come after a final draft detailed proposal is agreed with all stakeholders. The aim is for this to be progressed in time for the September meeting.

Decision: The Leadership Table endorsed the Maternity Continuity of Care project proposal in principal, subject to the detailed proposal being finalised with stakeholders.

Action: Margaret Allison and Matthew Cox to meet stakeholders with a view to finalising a proposal for endorsement at the September meeting.

7. General business

- Roger Marshall reported that he convened a meeting of the community representatives on the Committee.
- Sherena Oxley provided an update on the asset mapping project and called for volunteers to carry out surveys at touch points.

Meeting close

The Chair thanked all for attending. Meeting closed at 11.30am. The next meeting of the Cross Sector Leadership Table is scheduled for Friday 9 September 2016.

Membership List

Margaret Allison	Chair	margaret.allison4@gmail.com
Alan Bunce	Logan Village State School	abunc3@eq.edu.au
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Action Register

Action Number	Date	Action	Who	Due by
16	15/07/16	The Logan Community Response to Domestic and Family Violence action plan to be included on the agenda of the October 2016 meeting.	Secretariat	October meeting
19	12/08/16	A meeting of leaders of Logan Faith groups to be organised.	Pastor Ross Smith	October
20	12/08/16	Meetings with stakeholders to finalise Maternity Continuity of Care proposal.	Margaret Allison & Matthew Cox	September meeting

Decision Register

Decision Number	Date made	Decision
1	11/03/16	Accept the Terms of Reference as a working document.
2	11/03/16	To allow for additional proxy members as long as they are fully briefed prior to attending the meeting.
3	13/05/16	A long-term Roadmap to be delivered at the end of 2016
4	10/06/16	The Leadership Table endorsed the statement of project priorities as reflecting the Table's views.
5	12/08/16	The Leadership Table endorsed the Maternity Continuity of Care proposal in principal, subject to the detailed written proposal being finalised with stakeholders.

Developmental Evaluation (DE) for LT: a proposal

Developmental Evaluation: A strategy for organisational learning

1 INTRODUCTION

This is a proposal for a developmental evaluation of Logan Together to capture, document and support progress and evolution over the next twelve months.

Two key purposes will drive the evaluation:

- to have continuous support to use real time data, surface issues, ask key questions, make sense of what is happening, identify obstacles and plan to overcome them, acknowledge successes and constantly adapt to changing circumstances; and
- to have an accurate record – a detailed story -- of LT’s developmental trajectory, including decisions made, paths followed and roads not taken, responses to emerging opportunities, tensions, contradictions encountered and incremental adjustments. In the words of Jamie Gamble, a key figure in developmental evaluation, this “tracking reveals what it takes to create something new.”

This evaluation approach makes the developmental process transparent, which supports both accountability while allowing for flexibility. Importantly, it also generates valuable data for dissemination, learning and replication.

2 DEVELOPMENTAL EVALUATION DEFINED

Developmental evaluation is a relatively new methodology to address the challenges of innovation in complex environments.¹ By its very nature, innovation is risky, unpredictable and often long-term. Rather than following well-tested pathways, innovation relies on a process of trial and error and continuous learning. In such circumstances, it is not possible to articulate specific and immutable outcomes or a written-in-stone program logic that can be evaluated using traditional formative and summative assessments. In fact, the very techniques that enable evaluation excellence in more static situations – standardisation of inputs, consistency of outputs and specificity of outcomes – are unhelpful, even harmful, to situations where there is a lot of uncertainty, innovation and contingency.

Enter developmental evaluation, which was devised specifically to support social innovation as it is happening. DE it is characterised by flexibility and adaptability, at all times, holding in balance critical thinking and creative thinking. In contrast to the arms-length stance of traditional evaluators, developmental evaluators are embedded with the projects, initiatives and/or programs they are

¹ Innovation in complex environments is nonlinear, emergent, self-organising, dynamic, uncertain and unpredictable.

evaluating. The table below provides a quick overview of the distinctions between traditional and developmental evaluation.

Traditional evaluation	Developmental evaluation
Works in stable situations where program logic and outcomes are agreed	Works in complex, dynamic environments relying on innovation and experimentation
Renders definitive judgments of success/failure	Provides feedback, generates learnings, supports changes in direction
Measures success against predetermined goals	Develops new measures and monitoring mechanisms as goals emerge and evolve
Positions the evaluator outside to ensure independence and objectivity	Positions the evaluator part of team, integrated into action and ongoing interpretive processes
Designs the evaluation based on linear cause & effect logic models	Designs the evaluation to capture system dynamics, interdependencies, models and emergent interconnections
Produces end-of-project report	Provides rapid, real-time feedback

Importantly, developmental evaluation can also include formative-type assessments to support incremental improvements and summative-type assessments to inform key decisions about future investments of time and other resources. It also adds value by combining context-specific understandings with generalizable findings.

3 LT EVALUATION METHODOLOGY

3.1 KEY QUESTIONS

The following sets of questions will inform the evaluation throughout. They are designed to support the ongoing development of LT.

What: What do we see? What does the data tell us? What cues can we use to identify changing patterns? What patterns are emerging? What are indicators of change or stability?

So what: What sense can we make of the emerging changes? What generated the patterns we see? What effects will current patterns and changes have on progress of the initiative?

Now what: What are our options? What are our resources? When and how can we act to optimise opportunities?

Additional questions will focus on what is achieved for Logan children – what population outcomes LT is able to generate and document. Given the long-term nature of the LT project, population outcomes may not begin to surface for some time; however, there are short- and medium-term outcomes that DE can use to track progress toward the desired population changes. Some examples follow.

Learning culture: to what extent and in what ways are learning processes and structures embedded in the ongoing work/activities of the CI initiative? To what extent is the LT initiative using research findings and other evidence to underpin its work?

Engagement: in what ways are community members engaging with LT? What specific strategies is LT employing to attract and maintain involvement? How are the project groups doing their work? What and how are people and organisations aligning their resources and efforts towards the common agenda? How is government engaging with LT?

Leadership: is the Leadership Table working to provide stability and direction? If so, in what ways? If not, why not? How well is the backbone organisation working? How is it structured to support the CI initiative?

Systems change: what is emerging in terms of policy change and/or resource allocation to align with the LT initiative? Is co-design emerging as a viable way of working? How is the risk and protective factors framework being used by community members and service providers? Is there a shared measurement system to track progress and outcomes? How well is it working?

3.2 EVALUATION THEMES

While informed by an internationally accepted collective impact model, it would not really make sense to base developmental evaluation activity on testing fidelity to that model; rather, it is very important to identify the key themes underpinning LTs vision, values, principles and actions. There are seven that stand out:

Use of data to inform planning, investing and outcome measurement

- detailed small area population profiles identifying current status of children and the key risk and protective factors of their health and wellbeing
- investment patterns in government funding of the full range of education, health and social services in Logan
- trial use of integrated whole-of-government data to inform planning and action

Underlying theory of change

- collective impact organising strategy
- clear, research-based risk and protective factors framework to underpin LT work
- integration of new evidence about improving the health and wellbeing of children into LT projects

Community engagement

- involvement of key stakeholders who play a role in improving the lives of children
- expanding and deepening engagement and developing community leadership
- sustaining engagement over the long haul

Government relationships

- continued support from all three levels of government
- identifying the shared goals that are necessary to underpin lasting government/community partnerships
- creating new ways of working in partnership with governments to devise to improve the future for Logan’s children – co-design

LT’s internal governance

- a unique set of roles and responsibilities of the backbone staff
- initiative leadership and decision-making structures

Monitoring progress of the CI initiative

- indicators of progress that can be used
- data sources and collection strategies

Population outcomes

- trial programs to improve outcomes
- measuring interim progress and making improvements
- assessing long-term population changes

While not intended to restrict developmental evaluation activities in any way, these themes will provide a framework for developing appropriate initial questions and areas of inquiry.

3.3 DE PRACTICES: WHAT EVALUATORS DO

Critical thinking. The table below describes the major DE activities, all of which are documented and shared on a regular basis.

Focusing	<ul style="list-style-type: none"> • maintain an “actionable” focus • identify structures within which project is positioned • develop meaningful guiding principles • identify unwritten norms, rules and practices • establish “progress markers” – changes in behaviour, actions and relationships
Observing	<ul style="list-style-type: none"> • use an “appreciative” lens • listen deeply and actively • identify key developmental moments • monitor group dynamics & name points of tension • ensure structures support learning, facilitate engagement and assist decision-making • identify emergent opportunities and anticipate potential problems/threats

Analysing	<ul style="list-style-type: none"> • identify key evidence • draw data together in meaningful ways • highlight emerging themes, patterns & implications • make implicit decisions transparent • identify assumptions made • use carefully crafted questions
Taking action	<ul style="list-style-type: none"> • re-orienting • sourcing information (new research and resources) • mapping and modeling

Data collection activities

- Observations (eg, project teams, leadership meetings)
- Surveys (eg, community members experiences)
- Interviews (eg, key stakeholders about LT's progress, alignment with shared goals)
- Focus groups (eg, participants in community activities)
- Case studies (eg, maternal and child health project group)
- Questioning, reflecting and sense-making
- Visioning exercises, when and if appropriate
- Formative-type assessments (eg, to identify what's working/not working to drive improvement)
- Summative-type assessments (eg, to generate input for interim decision-making)

4 DEVELOPMENTAL EVALUATION REQUIREMENTS

There are two requirements for DE to work effectively. The first is a **mindset** of the backbone organisation and the leadership group that acknowledges and embraces ambiguity and uncertainty; values sense making, reflection and interpretation of data; is open to what emerges; and respects and values diversity of thought.

The second is a **developmental evaluator**, an individual who is embedded with the team. The evaluator's primary functions are to bring evaluative thinking and reality testing into the process of development and intentional change and to record the LT story. The evaluator assists the group to maintain optimal momentum: stopping to reflect and deliberate when stuck and reframing, sense making and fine tuning to move forward. A series of key questions are at the heart of the developmental evaluator's approach to adaptive action:

5 THE PROPOSAL

I propose to engage with LT as the embedded developmental evaluator on a pro bono basis for the next twelve months. This would involve 2-3 days per week on a flexible basis to accommodate the schedules of team members, the leadership group, key stakeholders (especially state and federal government), project teams and important meetings, activities and decision-making discussions as they arise.

Ideally, developmental evaluation would have begun with the commencement of the LT initiative; however, the review, prepared by 99 Consulting (March 2016), provides a picture of precursor activity

and early implementation. My evaluation would pick up from July 2015, using retrospective analysis for the last twelve months and then moving forward for the duration.

Developmental evaluation activities will focus primarily on answering the three key adaptive action questions: what, so what and what next? The appendix attached to this proposal includes a somewhat more detailed set of questions to guide the initial work. They may, of course, evolve during the evaluation process.

The activities will include those outlined in Section 1 and any others agreed to between LT leadership and myself (eg, attendance at out-of-area meetings and presentations to interested groups).

The costs associated with this evaluation, which should be minimal, include:

- Evaluator reimbursement for transportation costs (local mileage and parking, inter-state flights and accommodation)
- Secretarial support to arrange meetings and circulate materials
- Formatting and printing of documents, as appropriate
- Costs of surveys, if appropriate

A photograph of three young children of Asian descent at a playground. The child in the foreground is a girl with dark hair in pigtails, wearing a purple top, smiling broadly at the camera. Behind her are two other children, a girl in a pink top and a girl in a colorful patterned top, also smiling. The background shows a sandy playground with colorful structures and a grassy area under a clear blue sky.

Developmental Evaluation for LT

Introduction

- Brief bio
- Why “developmental” evaluation
- How we will do it

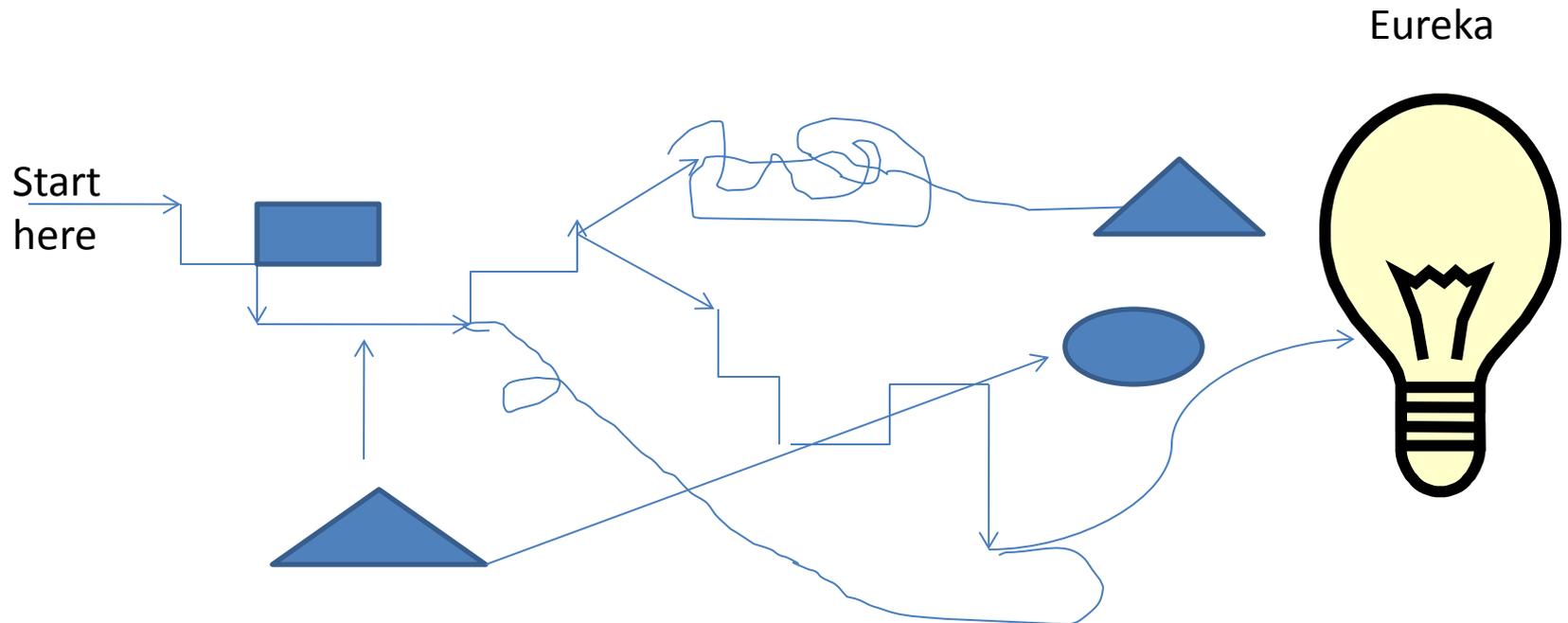


LT: innovation in a complex environment

By its very nature, innovation is risky, unpredictable & often long-term...

- the destination is a notion rather than a crisp image
- environment is unpredictable
- CI process is uncertain and ambiguous
- uses trial and error
- continuous learning from failure as well as success

Innovation is messy



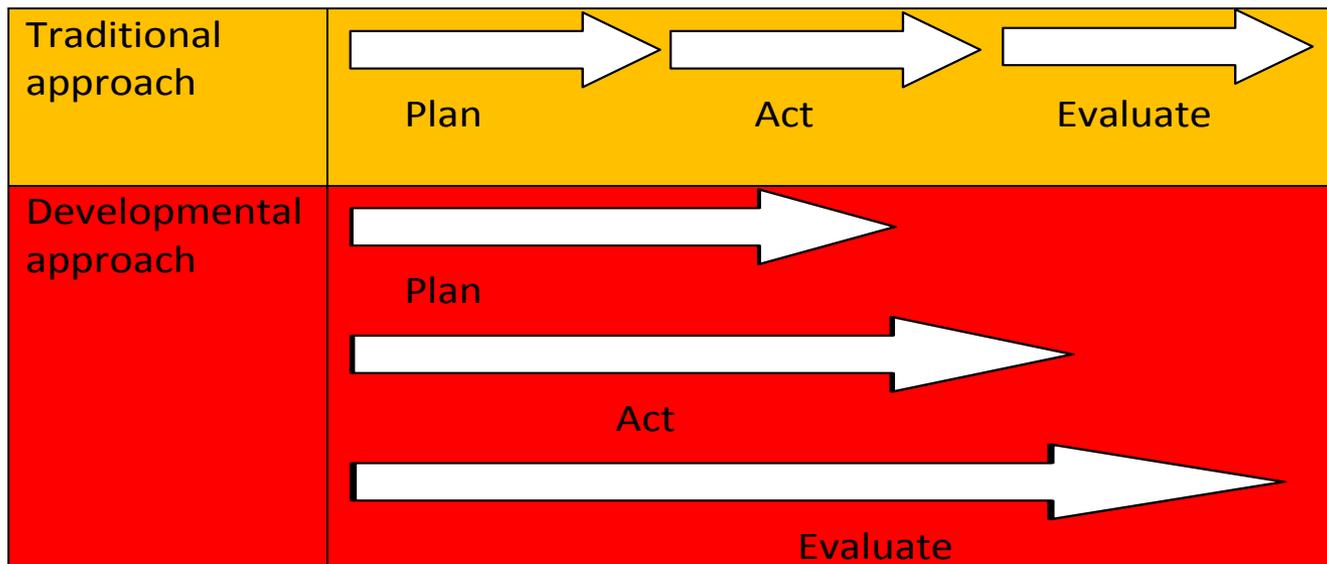
Traditional Evaluation Doesn't Work

The very techniques that enable evaluation excellence in more static situations –

standardisation of inputs,
consistency of outputs and
specificity of outcomes –

are unhelpful, even harmful, to situations where there is a lot of uncertainty.

Traditional vs. Developmental Evaluation



Traditional vs. Developmental Evaluation

Traditional Evaluation	Developmental Evaluation
Occurs at the end	Occurs throughout
Focuses on judging	Focuses on learning
Evaluator outside	Evaluator inside

Developmental Evaluation: definition

A partnership between evaluators and innovators to engage in continuous learning, using real time data, research and experience to adapt and improve.

Purposes of Developmental Evaluation

1. **To support strategic/adaptive learning** – systematic data collection, with collective interpretation and use of information to improve strategies
2. **To bring critical thinking to bear** on creative, innovative initiatives
2. **To tell the LT story**, revealing what it takes to create something new

Guiding Questions

What: What do we see? What does the data tell us?
What patterns are emerging?

So what: What sense can we make of the emerging changes? What effects will they have on progress of the initiative?

Now what: What are our options? When and how can we act to optimise opportunities?

Collective Dialogue

Theory of Change	Strategic Learning Debriefs
<p>Research-informed descriptions of activities and their relationship to outcomes</p>	<p>Explore different kinds of learning (data collection and analysis and intuitive and experiential learning)</p>
<p>TOC explains the step-by-step process of how interim outcomes produce long-term results.</p>	<p>Reflect on the learning and build shared understanding of the implications</p>
<p>Acts as a guiding structure that remains flexible and adaptable based on new information and insights</p>	<p>Apply the learning directly to strategies and determine what actions to take.</p>

Key Issues for LT Evaluation

- The efficacy of a cross-sector model to reduce levels of social disadvantage and the accompanying demand on social services
- The value of profiling and mapping health and wellbeing outcomes and their associated risk and protective factors to inform policy and investment decisions
- The effectiveness of targeted, evidence-based, integrated, co-designed early intervention strategies across the early life cycle
- Opportunities for a new government architecture to support the design of government policy, programs and commissioning of services.

Other Important Issues for LT Evaluation

- Use of data
- Theory of change
- Community engagement
- Government relationships
- Internal governance
- Monitoring progress
- Population outcomes

DE Requirements

Mindset: embraces ambiguity and uncertainty; values sense making, reflection and interpretation of data; is open to what emerges; and respects and values diversity of thought.

Evaluator: assists the group to maintain optimal momentum: stopping to reflect and deliberate when stuck and reframing, sense making and fine tuning to move forward.

The Proposal

An embedded developmental evaluator for next twelve months to:

- Document the LT journey
- Support strategic learning