

**SPACE**  
**matters**

supporting people with  
Adverse Childhood Experiences

# **ACE Ambassador Leadership programme Platform guide**

June 2020

# Introduction

# What is the ACE Ambassador leadership programme?

The ACE Ambassador leadership programme supports people to learn together, share knowledge and ideas and test out possible solutions to reduce the impact of Adverse Childhood Experiences (ACE).

This approach recognises that reducing the impact of Adverse Childhood Experiences is a complex issue that requires leadership across multiple organisations in order to support a system wide shift in thinking and practice.

It was tested and evaluated in two Kent areas taking place in 2019 and 2020 as part of the SPACE matters campaign.

# What is a platform guide?

This guide aims to help roll out the ACE Ambassador programme by supporting it to be owned and contextualised by a community of facilitators.

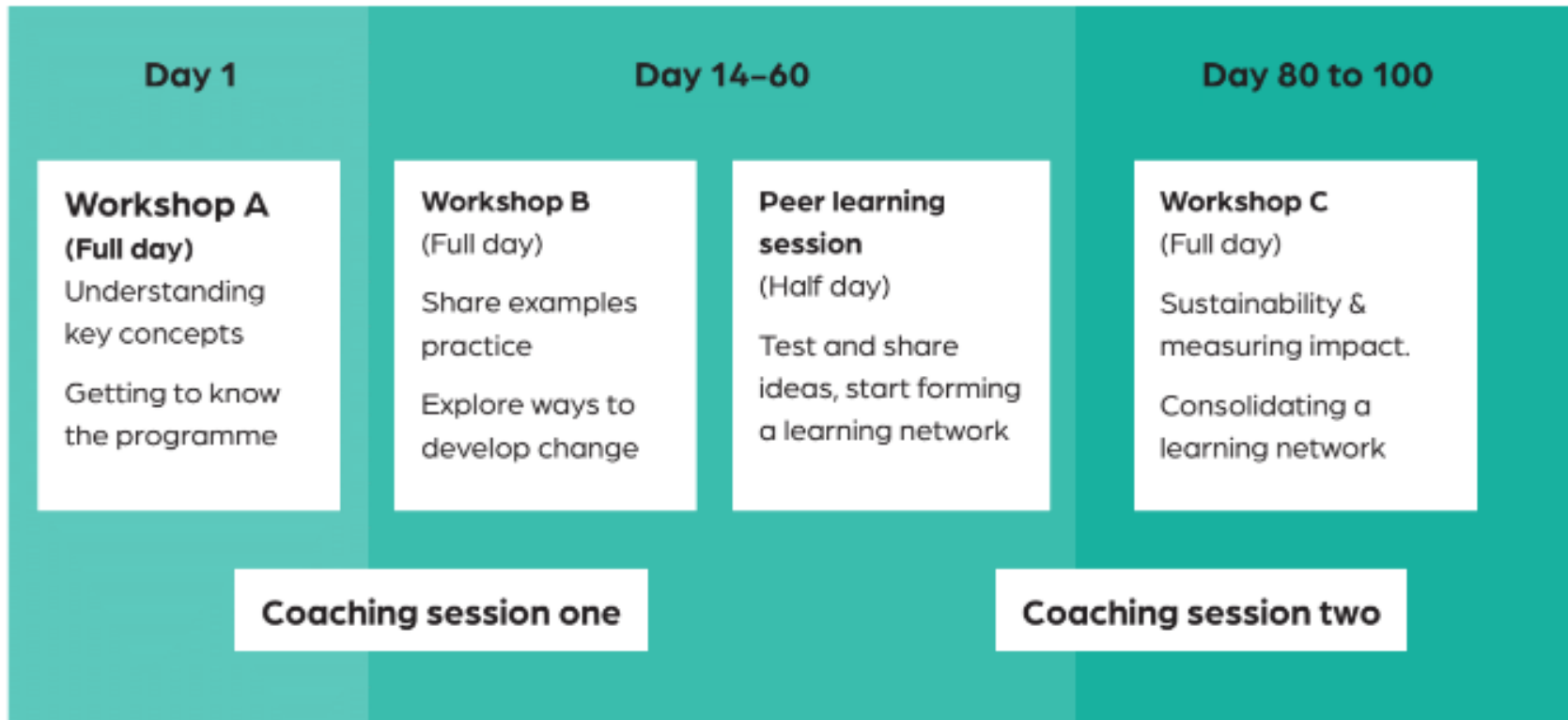
It helps this roll out by:

- Providing a recommended programme approach in terms of what are considered as the critical success factors for the programme
- Supporting also a flexible approach in terms of how the programme can be adapted to local circumstance

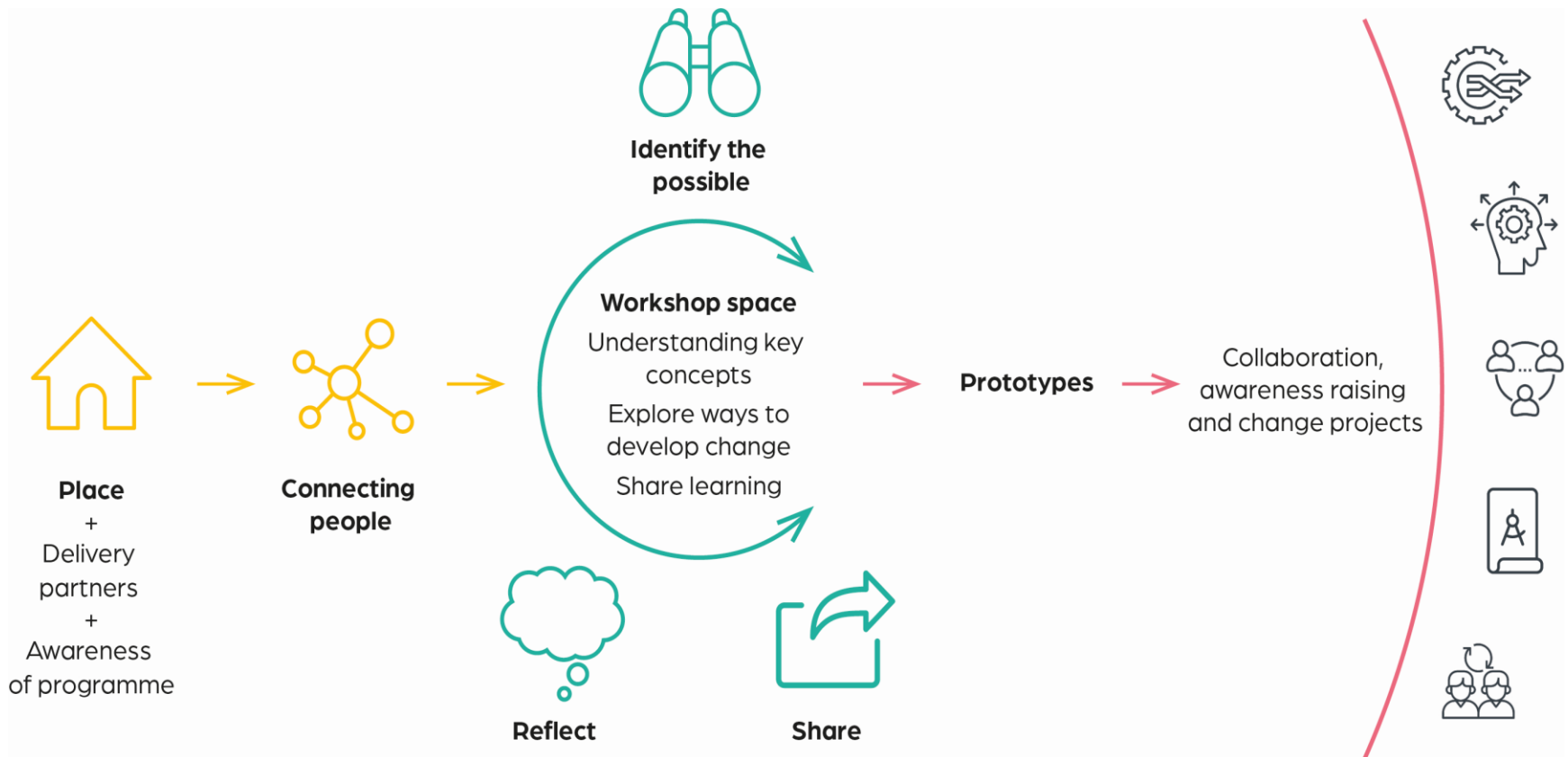
Additional supporting tools can be found at the [Space Matters website](#) including a workbook and information resource list.



# ACE Ambassador Programme: Components and timeline



# Visualising the ACE Ambassador journey



# How to use the guide

This platform support includes links to published evidence, other developed tools and a range of interactive activities to help people share knowledge and experiment with new ideas.

If some ideas are new, enjoy learning and also feel free to adapt to what works best for the group you are working with. It is inspired by system change theory – see **Myron's Maxims**.

## Myron's Maxims

- Real change happens in real work
- Those who do the work do the change
- People own what they create
- Start anywhere, follow it everywhere
- Connect the system to more of itself

Atkinson et al (2015) *The Art of Change Making*

# Platform guide: Content areas

## ACE Ambassadors

Delivery style

Core programme components

Noting achievements and measuring impact

Sustaining learning and development

Becoming part of a delivery team



# ACE Ambassadors

## **ACE Ambassadors:**

- Represent a number of organisations, roles and community settings
- Share a strong interest in learning about and taking action to reduce the impact of ACEs
- Have a connection with a specific geographic place, supporting local relationships and consideration of local population need

ACE Ambassadors can be recruited by making links with local clinical network leaders, the district council, voluntary and community sector partners, public health teams and community and regional events (such as related conferences and events). From programme delivery to date the ideal group size is between 14 to 18 people representing different organisations.

# Recruitment

Example application form:

## Advice when promoting the programme:

- Be clear this is not a taught programme/course
- It is a learning journey with expectations for active engagement
- Need a commitment to attend all learning events (as listed in the application)

**Optional:** Consider asking for senior sponsor support, including a signed statement that they will support the applicant take forward change ideas to reduce ACEs.

a. Personal details:

Name	
Job Title	
Organisation	
Email Address	
Telephone Number	

b. Please provide a short statement on your current knowledge and interest in Adverse Childhood Experiences/ trauma informed work and what you hope to gain from the ACE Ambassador role, including any change ideas that you would like to take forward (approximately 500 words in total, feel free to complete this on a supporting sheet of paper/document):

# Delivery style

# Approach of learning delivery team

The ACE Ambassador programme is about creating learning spaces to help explore change from a range of perspectives as compared to a more didactic style that shares information with others to implement. This requires a delivery style that opens up opportunities to learn from each other, and empowers participants to consider how they can bring about the change they want to see. Its approach also embodies principles of trauma informed working.

The table on the next slide suggests the behaviours of a delivery team to help generate this learning environment.

Approach	Description	What this might look like
<b>Role as facilitator</b>	We are not the experts, but instead are the facilitators of learning and development. Subject matter 'experts' can be brought into the programme of work as required.	<p>Be guided by empowering the people you work with and sharing knowledge so that this can be built on in their work, for example including in any slides/ handouts learning sources, where ideas are from etc.</p> <p>Share ideas for techniques and tools that could help deliver the change project as part of the learning structure</p> <p>Listen to and be guided by participants needs and bring in experts as required.</p>
<b>Language of inquiry and be reflective</b>	Helping people to identify what solution works best for their situation/ context through productive questioning and reflection.	<p>Use of open questions such as:</p> <p>“What might this look like? Can you think of any examples when...?”</p> <p>Listen openly to other people’s perspectives.</p> <p>Encourage contributions from all group attendees.</p>
<b>Thinking as a system</b>	Supporting attendees think as system leaders by encouraging them to think across organisations/ collaborate	<p>Encouraging sharing of other peoples’ learning experiences, useful tools and techniques</p> <p>Encourage understanding different perspectives and richness of multi-perspectives</p>

# Core programme components

# Managing programme expectations

Describe the 'why' of the learning design from the outset, for example that this is about impactful adult learning where everyone is an expert

Cite the programme influencers, such as the Nesta 100 day challenge

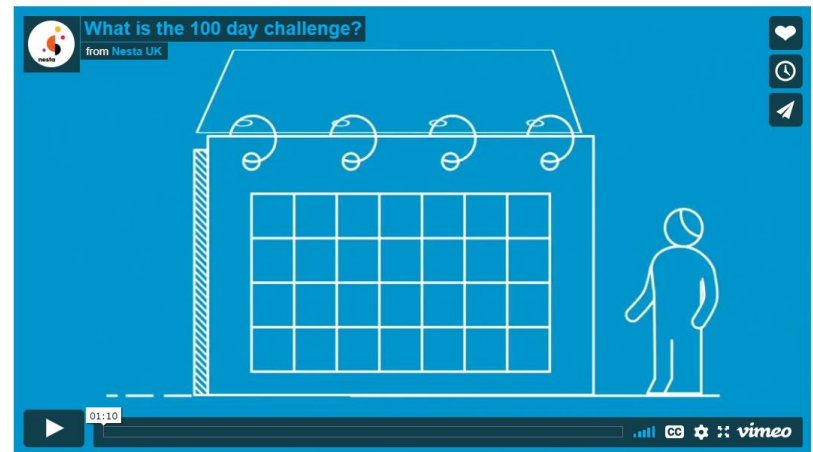
Discuss how we can best work together in this space, for example:

- Sharing experiences and perspectives
- Confidentiality
- Respecting different realities

Note that everyone is responsible for their learning

Reiterate similar messages at each learning space

## Programme inspiration: Nesta's 100 day challenge





# Workshop A: Suggested learning aims | 17

Get to know each other as a network

**Understand core concepts:** ACE awareness, trauma informed approach, resilience

Consideration of what these could look like in a local system setting and at organisational level

Consider how best to gain greater insight into change idea

Component	Example supporting tools	Example published resource
<b>ACE Awareness</b>	<a href="#">E learning websites</a> <a href="#">Kent and Medway conference slide packs</a>	<a href="#">Early Intervention Foundation report</a> <a href="#">What supports people affected by Adverse Childhood Experiences</a>
<b>Trauma Informed Approach</b>	<a href="#">RELATE framework</a> <a href="#">PowerThreat Meaning Framework</a>	<a href="#">A paradigm shift: Relationships in a trauma informed environment</a> <a href="#">Trauma informed care and Psychologically Informed Environment</a>
<b>Resilience</b>	<a href="#">Headtstart Kent Resilience toolkit</a> <a href="#">Action on ACEs Gloucestershire</a>	<a href="#">Sources of Resilience and their moderating relationship with adverse childhood experiences</a> <a href="#">Resilience, an antidote to toxic stress</a>

# Workshop A: Design activities (1)

Purpose	Design	Method	Link
Gain insight into your change idea	<b>Groups of three</b> - one narrator, one listener, one observer	<b>Each ask in turn:</b> What change do you want to see? What does this look like? What does it feel like? Who do you need to talk to?	<a href="#">Troika consulting</a>
Sharing your journey to this area of work	<b>Story telling</b> – informal presentation to each other or in two smaller groups depending on numbers	Up to 5 minutes on why this is important to you and why you feel passionate about bringing an aspect of change forward.	N/A

# Workshop A: Design activities (2)

Purpose	Design	Method	Link
Identify behaviours and practice across the group that support trauma informed practice and consider what different factors might support these practices	<p><b>Discovery &amp; Action Dialogue (DAD)</b></p> <p>Small groups of people from different organisational settings.</p> <p>Chairs in circle formation with a facilitator agreed for each group.</p>	<p>As a group talk through a series of questions such as:</p> <p>How do you know when there may be a history of ACEs?</p> <p>How do you help prevent/ reduce the impact of ACEs?</p> <p>What can get in the way of this?</p> <p>What behaviours or practices may make this more possible?</p> <p>Ideas from other types of work/ practice?</p>	<p>Adapted from liberating structures link <a href="#">Discovery Action Dialogue</a></p>

# Workshop B: Suggested learning aims 20

Revisit first day learning in light of organisational context and change plan

Explore two concepts to support change ideas: Theory of Change and role of prototyping

Explore place-based learning and best ways to support each other as individuals and as a network (including self-care and resilience)

Component	Supporting tools	Published resource
Theory of Change and role of prototyping	<a href="#">Designing for Public Services: A practical guide</a>  <a href="#">Nesta Theory of Change Prototyping</a>	<a href="#"><i>Best Practices to Breakthrough Impacts: A science-based approach to building a more promising future for young children and families Center on the Developing Child</i></a>
System thinking to support how best we take forward change	The Iceberg model – See the ACE Ambassador leadership programme workbook	<a href="#"><u>System Thinking: What, Why, When, Where and How</u></a>

# Workshop B: Learning components

Component	Supporting tools	Published resources/ further information
Practical examples of trauma informed working	<a href="#">RELATE framework</a>  <a href="#">Open Dialogue</a> including short films on principles, team supervision  <a href="#">Opening doors and sowing seeds animations</a>  <a href="#">Creating safe spaces podcast</a>	<a href="#">Adversity and trauma informed practice</a>  <a href="#">Beacon House</a>
Place based examples	<a href="#">Action on ACES</a>  <a href="#">SAMSHA</a>	
Self care and workplace well-being	<a href="#">Circle of control and influence</a>	<a href="#">i-resilience questionnaire</a>  <a href="#">Trauma informed supervision</a>

# Workshop B: Design activities

Purpose	Design	Method	Link
<p>a) Revisit material from workshop A</p> <p>b) Consider the strengths and challenges of the local area</p> <p>c) Consider ways to explore change</p>	<p>Three to four tables with a 'host' on each. People rotate and discuss a topic in a friendly café style environment, and encouraged to write down ideas.</p>	<p><b>Possible tables:</b></p> <p><b>Table one:</b> Why do we need to focus on ACEs and trauma informed care?</p> <p><b>Table two:</b> What does this mean for us (where we work and who we work with)?</p> <p><b>Table three:</b> How do we explore our change idea?</p>	<p><a href="#">World Conversation Café</a></p>
<p>Practice active listening and what it feels like to be listened to</p>	<p>Divide your group into pairs, with one partner assigned to the talker role and the other assigned to the listener role.</p>	<p>The talker speaks on a subject without interruption for three minutes. The listener listens attentively through their behaviour.</p>	<p><a href="#">Mindtools</a></p> <p><a href="#">Positive Psychology</a></p>

# Peer learning: Suggested aims

To discuss what we can learn from each other which will help each of us in our roles

Discuss continuity and agree methods for drawing closer as a network

Consider a structure to support group sharing and learning that can be taken forward in future learning sessions and beyond.

This could be a half-day session with 'expert' attendees invited into the space to share their experience in an area felt important to the learning needs of the ACE Ambassadors, for example how to ask sensitively about past experiences of adversity or how to practice self-care. It is also a powerful space to learn and be inspired by the change ideas the Ambassadors are taking forward.

Recommended design structure (though others could be tried) is the [user experience fishbowl](#) that supports collective learning through an inner conversation circle and an outer reflective circle. It is possible to run two user experience fishbowl sessions in half a day, allowing as many people as possible to experience being in the two circles.

# Social learning – a framework

The first four minutes of the film may be useful to explain why the ACE Ambassador programme focuses on a different type of learning style to what people may have previously experienced. It may be useful to show this earlier in the programme.

## What is learning? A Model for Challenging Times

Etienne and Beverley  
Wenger-Trayner





# Workshop C: Suggested learning aims

- Exploring tools and techniques to support implementation of change ideas
- Agreeing an approach to support ongoing learning
- Celebrating and recognising the ACE Ambassadors

Component	Supporting tools	Published resource
Defining a learning network	<a href="#">Communities of Practice theory and framework</a>	
Measuring impact and success	<a href="#">Chime framework</a> Sharing change ideas developed so far in a shared document	<a href="#">Measurement for learning - Nesta</a>

# Workshop C: Design activities

Purpose	Design	Method	Link
Hear each others change ideas	An inner conversation circle and an outer reflective circle.	Three to four people talk about their change idea to each other. The reflective circle then formulate questions to ask the conversation circle.	<a href="#">User experience fishbowl</a>
Hear each others change ideas and consider how to measure and sustain change	Three tables that attendees rotate and add to the previous discussions	Table questions: How will the change be measured? How will it be sustained? What is the key learning to share with the rest of the group?	<a href="#">World Conversation Café</a>
Decide how a future learning network will operate	A creative way to tackle a problem in small groups	Ask the wider group to come up with elements which need to be agreed as a learning network, then split into groups around each topic and agree next steps.	<a href="#">Open Space</a>

# Noting achievements and measuring impact

# Logos and certificates

Celebrate success at the last workshop, giving everyone a round of applause for their participation.

To access logos and certificates contact [\[KCC admin support?\]](#)



This is to certify that

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is a SPACE MATTERS AMBASSADOR  
and has completed our 100-day  
challenge programme to support  
change across Kent and Medway.

# Delivery team: Measuring impact

Ideas include:

- End of workshop surveys (see example next slide which was used for specific workshop feedback to help adapt the programme as you go along)
- Observing participants in terms of engaging with each other, asking questions, coming up with change ideas
- Regular debriefs with your learning delivery team: What went well? What were the challenges? What can we build upon?
- Pre and post programme measurement tools (for example, in the application form and at the end of the programme)

# Workshop Participant survey - EXAMPLE

Which 3 aspects of the Workshop did you find the most useful, and why?

What aspect of the workshop did you find least useful and why?

How would you describe the value of the workshop?

Was the pace of the workshop?

*Too slow About right Too fast*

# Workshop Participant survey – EXAMPLE (continued)

Was the challenge of the workshop?

*Too slow About right Too fast*

Can you let us have some feedback on the workshop in terms of:

Course content *Excellent Good Average Poor*

Style of presentation

Facilitation skills

ACE Awareness/ Trauma Informed Practice - On a scale of 1 to 10 (where 1 is low and 10 is high), how confident were you in being able to share information about in your own setting:

Please add any other feedback that might support our learning .

# Sustaining learning and development



# Encouraging ongoing learning

## Some ideas:

ACE Ambassadors continue to meet and learn from each other, possibly using design activities from workshops to support ongoing emphasis on collective learning

ACE Ambassadors link with other ACE Ambassadors...becoming part of a larger network and helping to shift culture

ACE Ambassadors help deliver future ACE Ambassador development programmes

ACE Ambassadors support the development of other system work and build learning from people with lived experience of ACEs (for example, co designing training packages, speaking at events, supporting policy development)

# Becoming part of a delivery team

# Keen to deliver an ACE Ambassador leadership programme?

This platform guide aims to support anyone wishing to roll out a programme of this kind. The initial programme was co led with Mick Haselden from Angel Lane Community Interest Company (CIC) and Mick is keen to work with others to support more Ambassador networks. Mick can be contacted at [spacematters@angellane.org.uk](mailto:spacematters@angellane.org.uk).

There may be other ways to run the programme that suit the place where you are working or the interests of the participants – for example running the programme over a shorter time period. A summary of the identified programme success factors are summarised on the next two slides.

# Identified Programme Success Factors: | 36

## Participants

Coming from a number of organisations and/ or roles, with a shared strong interest in understanding more and taking action to reduce the impact of ACEs.

Programme delivered with a specific location in mind, supporting place based connections and consideration of local population need in terms of creating change.

Links with local leaders, such as in local government, health and social care and the community sector, to support planning and awareness raising.

Clarity that this is a learning journey with expectations for active engagement.

Awareness of being part of a wider system and being part of a movement for change.

## Delivery approach

A facilitative learning space that recognises participant expertise, supports peer learning and reflection, offers opportunities to share perspectives and collaborate.

Supportive of different learning approaches, such as a workbook, group learning, guest attendees.

Provision if possible of one to one support (coaching) for participants take forward their change idea and enhance their belief as a local leader.

# Identified programme success factors | 37

## Learning delivery team

Mix of skills and backgrounds, including community perspectives and lived experience of adversity.

Adaptive approach to learning where the delivery team is reflective and observant, makes changes where required based on observed and unobserved feedback and works together as a self-managed team sharing perspectives and utilising each other's experience and skills.

## Programme delivery

Commitment to recognising the skills and expertise of ACE Ambassadors in the system and continuing if possible to develop their capabilities as leaders.

Recognising and celebrating change ideas.

Encouraging and supporting networks to continue to meet and learn.



# SPACE matters

supporting people with  
Adverse Childhood Experiences

**Thank you – we hope you have enjoyed  
reading the guide and good luck with your  
ACE Ambassador adventures**