The residential child care community in Scotland is comprised of a workforce which is inspired, inspiring, and determined to develop and improve for the benefit of children and young people.

A change in the delivery mechanism of the SIRCC conference, and the subsequent evaluations highlighted an important issue of being certain we are addressing the needs of the workforce through more direct engagement with them.

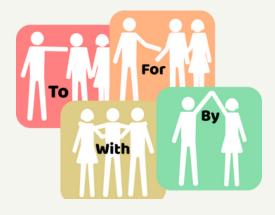
In relation to residential child care, there are a variety of forums across Scotland with distinct functions including SWS residential childcare subcommittee, SPRAG, Learning and Development Community of Practice. However, these groups either have specific membership, or are thematically focused.

The approach through which we have engaged the residential workforce applies a different methodology, and CELCIS is best placed to curate and facilitate this process given our knowledge, skill set, and proximity to the sector.

Scottish Government have also acknowledged the need for a renewed focus on residential child care.



The Four Modes of Change framework is a helpful way of understanding the way change can be initiated, and to consider where the greatest strengths might lie on working to achieve change. In this framework change can happen to, for, with or by a community. In the first two approaches (to and for) there is a sense of the work being 'top down', and done without the involvement of the community.



Initiating change with the community is a more inclusive starting point but is still geared towards the mechanisms of supporting the organisations retaining decision making power.

Change being initiated by the community is the most authentic, and often most impactful, way of working. This is based on the deep appreciation of the challenge within the work and the potential solutions. This can also be the most complex approach and requires a willingness to share insights, experience, and power across the community to affect change. In carrying out this work to engage with the residential child care community, we hope to create space which allows for the 'by' approach to emerge and drive meaningful change.

As an organisation CELCIS is uniquely placed to support change through this type of engagement.

Our understanding of working in complex situations with multiple stakeholders and our ongoing work in active implementation will make an important contribution here.



Community driven change, supported by CELCIS



We believe our analysis of the conversations held in the residential child care engagement sessions are further endorsed when aligned with both The Promise, and the content of the recently published Children's Services

Reform Research.

'There was an active commitment to transform the structural, systemic, cultural issues that mitigate progress.'

'We encouraged our workforce to be creative!'

'It is clear that Scotland must not aim to fix a broken system but set a higher collective ambition that enables loving, supportive and nurturing relationships as a basis on which to thrive.' 'Given what is currently achieved within the context of demand, we can only imagine what this dedicated workforce could achieve in an optimal environment.'

'Limited time for practitioners to participate in training, build relationships with other services or engage in internal or multiagency change and improvement work.'

How can the residential child care community continue to organise around creating spaces which nurture and elevate innovative thinking and practice, to sustain an environment where young people experience love, hope, shared experiences, playfulness and creativity, humour, compassion, and encouragement. These were foundational elements identified in the first phase of this work.

'Scotland must support a model of a workforce learning together, both in a multidisciplinary context and with families. The foundations of learning must be loving relationships, having fun, an understanding of self, and key aspects of child development and children's rights.

SWS SWS

Asset based development in residential child

## Learn

care



'An organisational culture that supports and encourages learning and development and listens to the workforce on what training they need and would value.'

'In relation to multi-agency working, the research establishes the importance of 'Establishing a learning culture' and to need to 'Provide time for practitioners to engage in multi-agency training and forums where they can build understanding of each others roles, services and ways of working.'

'Limited opportunity for practitioners to pause, think, discuss, reflect and plan on how best to support children, young people and families.'

'We could learn from each other about the things that we have been able to achieve, make progress with or even begin exploring in our organisations.'

'RCC community continue to grow and share together.'

'Support for opportunities to share with and learn from peers. For example, through masterclass workshops and peer forums.'

'Scotland must support and encourage the workforce to bring their whole selves to work, and to act in a way that feels natural and not impeded by a professional construct.'

What would it look like to create a space where the work force could build on our conversation so far which identified stickability, determination perseverance, persistence, commitment as high value characteristics of good quality practice?

'If we had the time and space to really embed the learning that supports us with the skills, knowledge and tools required to respond to our children's trauma in the everyday.'

'There was shared models of learning for what is required for residential carers.'

What would an effective offer look like which supported the further emergence of good quality practice in the areas identified through our initial engagement sessions, including critical use of self, positive role modelling, developmental awareness, psychological safety, self-awareness and reflection?