



Centre for excellence
for looked after children in Scotland

CELCCIS Education Forum

14 June 2016

Welcome and Introductions

Education & Forum News

- **Evaluation from previous meeting**
- **E-bulletin analysis & feedback**
- **Parliament's new Education & Skills Committee**
- **Education (Scotland) Act 2016**
- **Included, Engaged and Involved P.2**
- **Scottish Learning Festival**
- **Survey of Designated Managers**

Incorporating the child's voice into education planning

Why is this important?

- **Children's Rights** Part 1 of 2014 Act
- **Getting it right for every child; Child's Plan** Part 5 of 2014 Act
- **Corporate Parenting** Part 9 of 2014 Act
- **School improvement** SSS Act 2000
- **'Closing the attainment gap' plans** Educ. Act 2016
- **Children's Services plans** Part 3 of 2014 Act

Including Young People's Voices in Consultation and Planning

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14th June 2016

United Nations Convention on the Rights of the Child (1989)

Article 12

States Parties shall assure to the child who is capable of forming his or her own views the **right to express those views freely in all matters affecting the child**, the views of the child being given due weight in accordance with the age and maturity of the child.

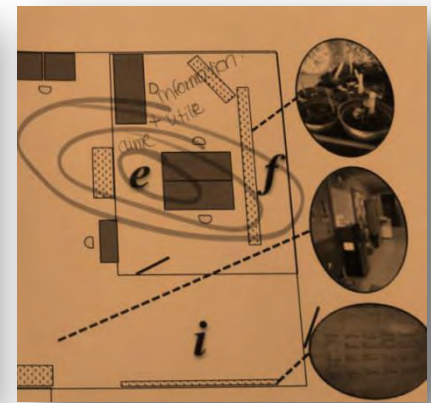
For this purpose, the child shall in particular be provided the opportunity to be **heard in any judicial and administrative proceedings affecting the child**, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

The child shall have the right to **freedom of expression**; this right shall include freedom to **seek, receive and impart** information and ideas of all kinds, regardless of frontiers, either orally, in **writing or in print, in the form of art, or through any other media of the child's choice**.

From a Researcher's Point of View

- According to Fleming (2010, p. 4) there are four primary reasons for involving young people and children in research:
 1. Causes researchers to **always question the purpose** of their study;
 2. Highlights the question of **power** between researchers and participants: 'asking in whose interests it is being done';
 3. Encourages researchers to think about how their **work can change the lives** of children and young people;
 4. Allows researchers to potentially have a more rigorous understanding of the context of their study by involving **young people as 'experts by experience'**.



Methods

Artefacts as Tools for Listening

- Artifactual Literacies (Pahl and Rowsell, 2010)
 - ‘Objects carry emotional resonance, and these infuse stories.’ (p. 10)
 - ‘Sharing artifact stories can equalize the relationship between educators and families.’ (p. 54)

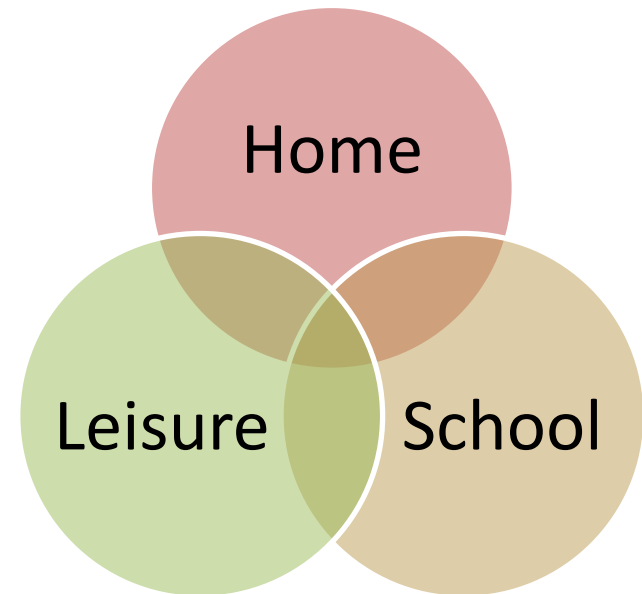
An Example



Darya's
 personal diary
 (Le Bercaill,
 May 2012)

Mind Mapping

- Literacies for Learning in Further Education (LfLFE) project (Ivanič et al., 2009)
- ‘Icon Mapping Exercise’
 - pick 10 icons out of 40
 - classify them in a three circle Venn diagram



An example



- Julien, Darya, and Laurence (Le Bercail, April 2013)

Photographs

According to Hodge and Jones (2000: 317), photographs:

- ‘make ownership of data visible and they personalise rather than objectify and isolate’.

Young people take photographs using disposable cameras, iPads or their own mobile phones.

They can be involved at various levels (Hodge & Jones, 2000: 315-316):

1. Planning and discussion;
2. Selecting images;
3. Ownership of data;
4. Discussion and analysis.

An Example

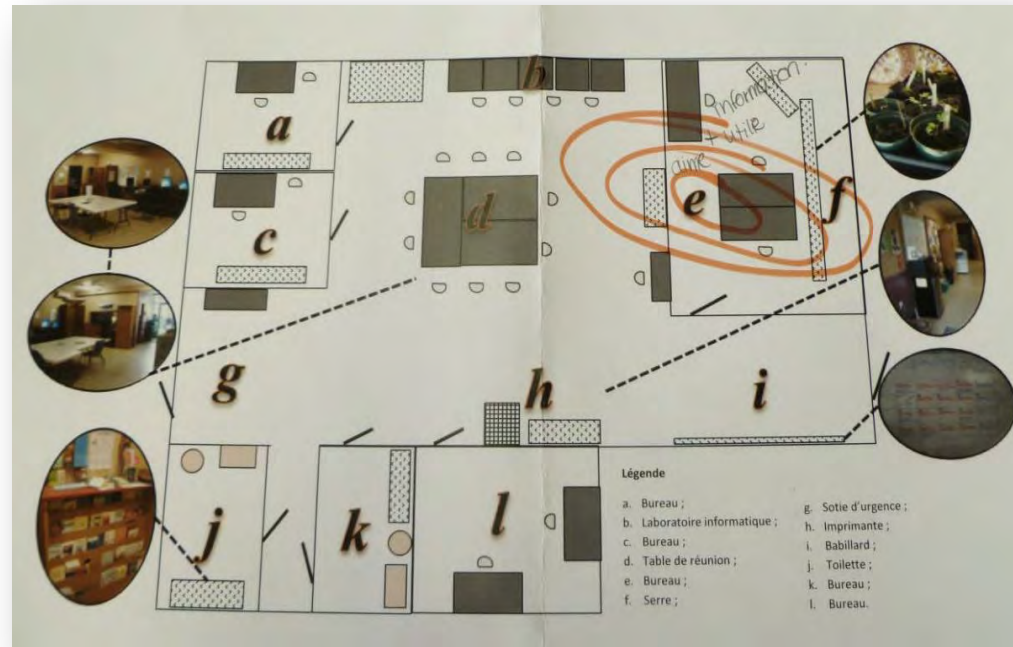


'Liberty is my only desire' (Hugo, L'Envol, April 2013)

‘Guided tours’

- Space is socially constructed and a place has multiple identities (Massey, 1994):
 - it is a **‘meeting place’** of different individual trajectories, personal histories, memories, perception, imagination, etc.
- Young people could offer guided tours of their school:
 - Direct insight into their experiences and perceptions

An Example



- Cassandra, and Pierre-Luc (Le Bercaill, April 2013)

Brainstorming Activity

2 minutes

- Write as many ideas as possible on post-its.
- Share your ideas with your colleagues and put them on the large posters.

What?

Questions, issues
or problems...
What would you
like to know?

How?

Methods
that could
be used

References

- Christensen, P. M. & M. O'Brien (2003). *Children in the city: home, neighbourhood and community*. London and New York, Routledge.
- Fleming, J. (2010). Young people's involvement in research: Still a long way to go?. *Qualitative Social Work*. doi: 10.1177/1473325010364276
- Hodge, R. and K. Jones (2000) Photography in Collaborative Research on Multilingual Literacy Practices: Images and Understandings of Researcher and Researched. In M. Martin-Jones and K. Jones (Eds.), *Multilingual Literacies* (pp. 299-319). Amsterdam: John Benjamins.
- Ivanič, R., Edwards, R., Barton, D., Martin-Jones, M., Fowler, Z., Hughes, B., Mannion, G., Miller, K., Satchwell, C. and Smith, J. (2009). *Improving learning in college: rethinking literacies across the curriculum*. London: Routledge.
- Pahl, K. & Rowsell, J. (2010). *Artifactual Literacies. Every object tells a story*. New York: Teachers College Press.
- Unicef. (1989). *Convention on the Rights of the Child*.

Comfort break

Questions

- 1) How can children's 'voice' inform and influence strategic decisions and plans (involving the distribution of resources) in education?
- 2) What support do Community Planning Partnerships need to facilitate meaningful involvement of looked after children?

Children placed outside of their home local authority area

Out of Authority placements

- **Problems but also positives**
- **Net-receivers & net-exporters: one child, different issues**
- **Variation in service provision across LA; interruption in support for child**
- **Monitoring of progress; ‘ownership’, corporate parenting**
- **Returning to community - aftercare - post-school education**

Celcis

Karen Dyball
Service Manager
Intensive Services

Its Not About the Money...

- Reflecting on our “Wicked Issues”
- When are we Getting it Right for
Outcomes?
- Still about tackling Poverty.... Inequality....
Positive Destinations
- Whole System in concert
- A solidarity and a coalition

Forget about the Price

Tag?

- Its our, your, their resource
- Or Open the Box
- How would you deploy the £80m?
- “Glasgow belongs to themand so People make Glasgow ?”
- Solid foundations – what got us here wont get us there
- The system and the toolbox

Lets go Deep into Analysis

- Customers young people involved in the redesign
- We cannot solve, because we cannot see
- The 3 fingers of blame
- Earning the right, but being reflective
- Mirroring the chaos and I have tried everything
- And let's remember ... its complex, difficult and traumatic

- GIRFEC – Assessment/Care Planning
- Integration of assessment commensurate with complexity
- Innovation of care plans, solutions and outcomes
- Addressing saturation and de-escalating cases and easing the burden
- Engaging community supports – capacity building vision or action?
- Re-designing/transforming Residential Care – understanding the flow
- Staying put and continuing care for Glasgow – Adults
- Co-ordinating and concentrating intelligence across the system
- Whole system change – “The urgency

Out of Authority Placements

General discussion

Questions for Forum members

- 1) If you could make one change to the current system/process, what would it be?
- 2) What can (a) CELCIS, (b) your organisation, (c) national agencies, do to improve the current system / situation?

Any other business?

Any other business

- **Supporting children who have ceased to be looked after (i.e. through adoption, kinship care orders)**
- **SCRA permanency research**
- **Education Forum Conference (October 2016)**



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