

Issue 28 | Winter 2011

# SIRCCULAR

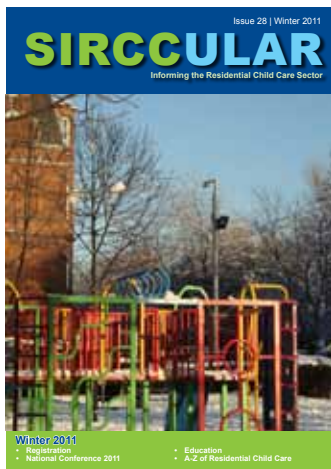
Informing the Residential Child Care Sector



## Winter 2011

- Registration
- National Conference 2011
- Education
- A-Z of Residential Child Care

## In the Winter Issue...



The theme for the next issue is **LAC SIG**. Please see page 5 for further information.

Have you got an idea, story or photo for SIRCCULAR? Great! Please contact the SIRCC National Office

Tel: 0141 950 3683  
or email us at:  
[sirccevents@strath.ac.uk](mailto:sirccevents@strath.ac.uk)

### What is SIRCC?

The Scottish Institute for Residential Child Care (SIRCC) is funded by the Scottish Government and is a partnership of the University of Strathclyde, The Robert Gordon University, Who Cares? Scotland and Langside College. SIRCC was established in 2000 with the aim of ensuring that residential child care staff have access to the skills and knowledge they require to meet the needs of the children and young people in their care.

Happy New Year! Update from Director	3
The A-Z of Residential Child Care	4
Looked After Children Strategic Implementation Group (LAC SIG)	5
Registration of Residential Child Care Workers	6 - 7
Common Skills	8
Education	9
Library	10
Information and Events	11
Events	12



### Welcome

Welcome to the latest issue of SIRCCULAR, an issue which includes some of the highlights from our recent conference – 'Making the Margins Mainstream'. This event not only focused on education but saw Anna Fowlie challenge us all to look at what we can do in our current roles to support improved outcomes for all our looked after children and care leavers.

In this issue, we are delighted to tell you about the 'A-Z of Residential Child Care', a new publication born out of SIRCC's 10<sup>th</sup> anniversary as well as to give you news about the growing residential child care workers association in Scotland.

As we look ahead into 2011, one thing is certain – we will all be facing a year of challenges and potential change. Jennifer writes about this on the next page. On the back page, you will see that this is part of the theme for our 2011 National Conference in Glasgow, when will be thinking about culture change. Have you put the dates in your diary?

All the best for 2011.



**Graham McCann**  
Assistant Director, SIRCC

SIRCC National Office,  
Jordanhill Campus, University of Strathclyde, Glasgow, G13 1PP  
Tel: 0141 950 3683  
[www.sircc.org.uk](http://www.sircc.org.uk)  
General e-mail enquiries: [sircc@strath.ac.uk](mailto:sircc@strath.ac.uk)

Items published do not necessarily reflect a specific SIRCC point of view and should not be seen as an endorsement of particular organisations.

# Happy New Year!



Happy new year to all our SIRCCULAR readers!

If you're anything like me, at the beginning of a new year I always like to take a moment to look back over the last one. First off, I'd like to congratulate you most enthusiastically for the commitment, patience and personal energy you invest, day in and day out,

in your relationships with young people and with your teammates. Those healthy relationships are at the heart of the many, many successes you support young people to achieve – big and small – and I know that some days, maintaining that commitment can take every ounce of energy you have in you. It's important to remind ourselves of the good work that goes on every day throughout Scotland in residential child care; it's something to be proud of.

For us at SIRCC, 2010 was a busy one as we recognised our 10<sup>th</sup> year anniversary (can you believe it's been 10 years?!) of working in partnership with residential child care staff and managers to help improve the experiences and outcomes of children and young people. For some of you, 2010 saw substantial changes and challenges for the young people you work with and for your team, as financial pressures created uncertainties and in

some cases restructuring. For others, your professional accomplishments and improvements in the home meant standards were raised even higher and ambitions grew both for your achievements and for those of the young people you're working with. I hope the year has ended on a good note for all of you.

And what about 2011? There are likely many changes afoot for SIRCC in the year ahead, some of which are still unclear as we negotiate our future funding with Scottish Government. Given this financial climate, I've no doubt we will be required to deliver our services on a reduced level of funding from government and this will have tricky implications for what we can offer to the sector free of charge. It's also likely that we'll be asked to expand the services we offer to other professionals who are also working with looked after children. We would plan to preserve residential-child-care-only services, and this expansion would offer a great opportunity to ensure that residential child care workers also have all the opportunities to learn alongside other professionals, as equals around the learning table. I'll keep you updated on how the future unfolds, here in SIRCCULAR.

At SIRCC, we hope that 2011 brings you all the support and knowledge you need to grow ever more fruitful relationships with children and young people and with your staff team. We also hope this year brings you all that's necessary to be strong advocates for the best possible care for young people. Raise your head high; you perform life-changing work.

All best wishes,

## SIRCC Residential Child Care Awards 2011

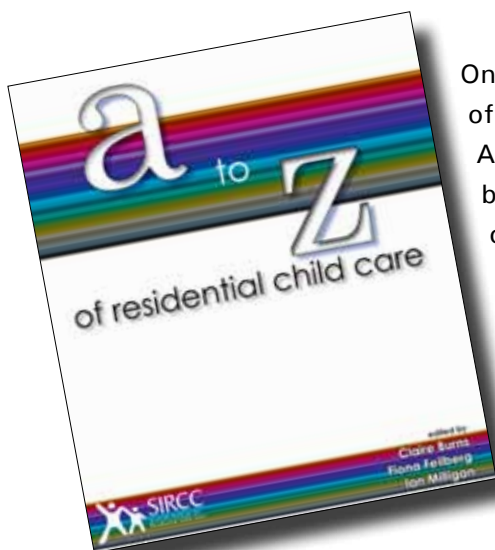
SIRCC will be presenting its annual Residential Child Care Awards during the National Conference.

Further information, applications forms and details of last years winners are available on the SIRCC website:

[www.sircc.org.uk](http://www.sircc.org.uk)



# The A - Z of Residential Child Care



One of the culminations of SIRCC's 10<sup>th</sup> Anniversary has been the production of a brand new, colourful, easy to read, introduction to residential care for children.

The A-Z contains 26 topics by 26

different authors that are highly

relevant to everyone involved in residential child care. The book is a collaborative effort with authors - some new, some experienced - drawn from across the SIRCC partnership. The book is also illustrated with quotes and photographs from young people. If you read between the lines, the passion for residential child care becomes obvious throughout.

I like this publication because every chapter is short enough to read really quickly but well referenced enough for anyone interested to know where to find out more. If you do not have a hard copy, it will be available on our website at the end of January for you to read online.

The contents list is almost certain to surprise and delight with titles ranging from 'A is for adolescent development' and 'L is for love' to 'Z is for Zip and Vigour: Healthy Care!' Z was always going to be tricky! It will not only enable people to dip their toes into chapters of fresh thinking but also inspire staff and student alike to dig a bit deeper to find for themselves the gems of information that take a little more effort to draw out.

Happy reading! And if the information is not there, or your favourite topic seems to have been missed, try looking for other resources in the SIRCC library:

[www.sircc.org.uk/library](http://www.sircc.org.uk/library)

Wendy Cox  
SIRCC

## Chapters and Authors

<b>A</b>	<b>Adolescent Development</b>	<i>Catherine Nalci</i>
<b>B</b>	<b>Bereavement and Loss</b>	<i>Janine Bolger</i>
<b>C</b>	<b>Care Planning</b>	<i>Brian Marshall</i>
<b>D</b>	<b>Introduction to Disability</b>	<i>Rosemary McCrae</i>
<b>E</b>	<b>Education</b>	<i>Graham McPheat</i>
<b>F</b>	<b>Functions of Residential Child Care</b>	<i>Ian Milligan</i>
<b>G</b>	<b>Gender</b>	<i>Irene Stevens</i>
<b>H</b>	<b>Holding</b>	<i>Laura Steckley</i>
<b>I</b>	<b>Inter-Professional Working</b>	<i>Patrick Walker</i>
<b>J</b>	<b>Non- Judgemental</b>	<i>Mike Sutherland</i>
<b>K</b>	<b>Keyworking</b>	<i>Neil Munro</i>
<b>L</b>	<b>Love</b>	<i>Zachari Duncalf</i>
<b>M</b>	<b>Managing Staff: Leadership</b>	<i>Steven Paterson</i>
<b>N</b>	<b>No to 'no language'!</b>	<i>Moyra Hawthorn</i>
<b>O</b>	<b>Learning Organisations</b>	<i>Luke Butler</i>
<b>P</b>	<b>Parents</b>	<i>Kevin Pilkington</i>
<b>Q</b>	<b>Inequality</b>	<i>Claire Burns</i>
<b>R</b>	<b>Rights to Participation</b>	<i>John Paul Fitzpatrick</i>
<b>S</b>	<b>Staff Supervision</b>	<i>Anne Hotchkiss</i>
<b>T</b>	<b>Trauma</b>	<i>Judy Furnivall</i>
<b>U</b>	<b>Use of Self</b>	<i>Fiona Feilberg</i>
<b>V</b>	<b>Vatsalya</b>	<i>Angela Aberdein</i>
<b>W</b>	<b>Working Against Disrimination</b>	<i>Nazim Bhuiyan</i>
<b>X</b>	<b>SeXual Abuse</b>	<i>Lorraine McGuinness</i>
<b>Y</b>	<b>Involving Young People</b>	<i>Janie Fraser</i>
<b>Z</b>	<b>Zip &amp; Vigour: Healthy Care</b>	<i>Amanda Lawler</i>

## Looked After Children Strategic Implementation Group (LACSIG)

The findings and recommendations of the National Residential Child Care Initiative (NRCCI) identified many of the challenges that face residential child care. Consultation with key stakeholders within the sector told us that improvements were required in relation to culture, leadership, planning and joined-up working.

A joint response from Scottish Ministers and the Convention of Scottish Local Authorities (COSLA) highlighted that this could also apply across the whole care system; whatever the care setting, a child's needs must be identified early and high quality and responsive care provided so that outcomes are improved.

The Looked After Children Strategic Implementation Group (LACSIG) will lead and drive forward an implementation programme to improve the outcomes for looked after children and young people in Scotland. The term Looked After includes children looked after at home, subject to a supervision order from a Children's Hearing but living at home with their birth parent(s) or with other family members, as well as children looked after away from home with foster or kinship carers, in residential care homes, residential schools or secure units.

Sarah Smith, Director for Children, Young People and Social Care at the Scottish Government has drawn together a group of key partners committed to driving reform through policy implementation. The work of LACSIG is highly participative and each priority theme is being taken forward as an 'Activity Hub' with relevant stakeholder involvement (*see diagram top right*).



Each Activity Hub has a designated 'Champion' who will prepare work plans and report regularly on progress. The 'Activity Hubs' are now established and in the next edition of SIRCCULAR we will update you on the work activities of each of the 'hubs'. It is important that you know about LACSIG developments as it will influence how you work within your own settings and with other partner agencies.

SIRCC has been asked to support the work of the group and you can find out more through the LACSIG portal on the SIRCC website at [www.sircc.org.uk](http://www.sircc.org.uk). If you have any further queries, contact us on 0141 950 3105 or via [lacsig@strath.ac.uk](mailto:lacsig@strath.ac.uk).

Claire Burns  
SIRCC

**Last chance to sign up for intakes for the free 18-month SIRCC HNC!**



The final free 18-month HNCs offered by SIRCC will begin in March 2011. Places are already filling up so if you still need to complete the HNC for registration, please apply very soon.

We are in the process of negotiating a small number of one-year courses and will publicise more information about them as soon as possible.

Contact Ilyas Ahmed on:  
[iahmed@langside.ac.uk](mailto:iahmed@langside.ac.uk) or 0141 272 3762

# Registration of Residential

## The Challenge for Employers

Young people in residential care face greater challenges in their lives than most of us will ever come up against. To help them to address those challenges, they need workers who are equipped with the right skills and confidence to give them all the support that they need.

Children and young people who are looked after have historically had poorer outcomes than their peers, and over the last few years considerable effort has been put into changing that. One of the most important ways to improve the quality of the experience they have, and therefore their outcomes, is to increase the professionalism of the workforce who look after them, to promote the value of education and thus enable those young people to access high quality services.

Much work has been done recently to improve understanding of corporate parenting. The responsibility of being a corporate parent includes ensuring that the workers interacting with looked after children and young people and care leavers are of the very highest quality – they must have up to date knowledge, skills and confidence in themselves as professionals. That is what the young people they are looking after need and deserve. The evidence shows that young people do best when the workers looking after them, and particularly their managers, are qualified to a high standard.

Legislation sets out the SSSC's responsibilities to register key groups of workers and regulate their education. Registration for residential child care workers became mandatory in 2009. The general principles governing the qualifications required for registration include the integration of practice and learning. The Register is based on nationally recognised qualifications, with pathways to develop skills, knowledge and understanding. The SSSC Codes of Practice for Social Service Workers and Employers are at the heart of the qualifications for registration.

### Where are we now?

The good news is that now everyone we know about in the residential child care sector is registered, however, around half are registered with a condition – i.e. they have not met the qualification requirements. If a worker does not achieve the qualification to meet the condition, their application for renewal of registration will not normally be granted and it will be illegal for the worker to continue to work as a residential child care worker, and illegal for an employer to employ them in that work. We will only renew registrations with conditions where people have had maternity leave, serious illness or some other major life event which has prevented them from

taking up the training options.

The SSSC and SIRCC are working with employers and education providers to support people to meet their conditions. The SSSC has developed a number of tools to assist people to develop their skills:

- The Workforce Solutions Portal (on our website) provides information and tools which can be used by managers and workers to explore progression of skills and career pathways;
- CODY provides materials which explore the Codes of Practice and what they mean for children and young people;
- The Continuous Learning Framework is an excellent tool to help individuals and organisations to identify their strengths and things that need to be developed; and
- Our work with the Social Service Learning Networks on Leadership. This will have a focus on improving outcomes for children and young people through well-led services, the role of practitioner-leaders, and encouraging leadership in people who use the service.



**Anna Fowlie**  
Chief Executive, Scottish  
Social Services Council



**Some of the presenters**  
Making the Margins Mainstream  
Conference

At the recent SIRCC conference *Making the Margins Mainstream*, we heard from a manager about the positive impact that staff studying for their own qualifications have had on the young people in the unit. If young people live in an environment where

education is valued, they learn to value it themselves. I know that many people who work in this sector have chosen to do so because they relate to the young people – they share a desire to challenge orthodoxies. That does not mean you should resist formal learning – you can still be a maverick and have a qualification! But education is at the heart of success and you can only impart that value to young people if you believe it yourself – if you live it.

It is every worker's responsibility to commit to their own learning and development, but it is not just an

# Residential Child Care Workers

individual's responsibility. Employers must support staff to gain and maintain the necessary skills and knowledge to do their job well. It is fundamentally wrong that the people working with looked after children and young people on a daily basis should be regarded as a Cinderella service. For too long residential child care services and the people who work in them have been marginalised. All young people need to believe in themselves, to have the education, well-being and confidence to be all they can be in later life – they need aspirations, hopes and dreams. A sound, stable and aspirational education provides the foundations for that and workers need to be able to support young people to engage with school.

If we look at the qualifications and career aspirations of people working with looked after children and young people compared with other parts of the workforce, there is a gap there too. We need to close that gap and make this an attractive career. We must encourage workers to be all they can be. If you think about the jobs that people rate highly as something to aspire to (leaving aside the X Factor factor!), you think about doctors, teachers, lawyers – all professions where education is valued and underpins progress throughout your career.

Regulation is a key symbol of professionalism – doctors, teachers, nurses, psychologists, dentists, engineers and social workers are all registered and regulated. That is partly about conduct – making sure that unsuitable people do not work in the sector. It is also about skills, knowledge and competence to practice. It gives workers a quality mark. It demonstrates, particularly to the public and to other professionals, that they are credible people who have met certain standards – academic, practise and conduct. No corporate parent should deny that to the young people in their care.

## Where next?

The recommendations of the National Residential Child Care Initiative, which was published last year, include the aspiration that residential child care workers should have degree-level qualifications. In response to this initiative the Scottish Government established the Looked After Children Strategic Implementation Group to take the recommendations forward. I have been asked to champion the workforce activity hub as one of the key work strands.

Over the course of the next couple of years, we will get to the point where everyone working in residential child care will be qualified. We will be developing a new degree to raise that bar still further. In five years time, I want this sector to be one which is proud of its status, which is unquestionably at the same table as the medical and education professions it sits alongside and which can truly say it is doing the very best possible for the young people in its care.

**Anna Fowlie**  
SSSC



**Exhibition Area**  
Making the Margins  
Mainstream Conference

**Educating through Care  
Scotland  
The EtCS Stand**  
Making the Margins  
Mainstream Conference



**Jennifer Davidson,  
SIRCC &  
Robbie Gilligan  
(Keynote Speaker)**  
Making the Margins  
Mainstream Conference

## Registration: Why it Matters

SIRCC promotes and supports registration as a means to professionalising and raising the status of the RCC sector:

- Registration will enhance your practice. The required learning continued registration will keep you up-to-date with current thinking and improve your practice.
- Past SIRCC students testify to the fact that their learning has helped them to have a deeper understanding of their task and equipped them to be more effective in their work.
- Young people have confirmed this too! They have told us that they want staff to have a better understanding of their needs.
- When you are registered with a professional body, you earn the status of other professionals such as our colleagues in education and health.

If you still need a qualification or part of a qualification to meet your registration conditions, we can help at SIRCC. Just contact Ilyas Ahmed on 0141 272 3702 or [iahmed@langside.ac.uk](mailto:iahmed@langside.ac.uk).

## Residential Child Care: an integral part of the wider children's sector



**David Purdie**  
Policy Manager (Children's  
Workforce)  
Scottish Government

Working in residential child care should be one of the most rewarding and satisfying jobs in the children's sector. Workers should be valued and seen as an integral part of a greater 'children's workforce', well-respected by other workers, as well as the public, for their crucial role in improving outcomes for children and young people.

That respect will have been earned by the pivotal role that residential care has, at the heart of children's services – working with other professionals in areas as diverse as housing, vocational training, mainstream education, health or justice services. Residential child care workers will sit at the crossroads where all of these services meet, negotiating and influencing in the best interests of the young people in their care. Workers themselves will have a number of career possibilities and chances to experience other roles around working with children and young people, (in many cases) without having to re-qualify completely.

Does this sound like a reality you recognise today? Perhaps you recognise only part of this scenario today, but this is where I think residential care should be in the years ahead.

But how will we get there? Firstly, every residential child care worker who is qualified or studying is already helping to bring this scenario about by gaining the skills and knowledge

they need. Professionals in other sectors know that qualifications help maintain standards and this generates respect between different groups.

However, we need to do more to improve communications across different parts of the children's sector, and increase trust and understanding of each other's role.

We have set up the Common Skills Working Group, led by Anne Houston, the Chief Executive of Children 1st. The membership of this group comprises organisations covering the areas of health, social services, education, justice, youth work, parenting, arts, culture, sport and leisure. Their task is to identify the core skills that every worker should have, if they are to help improve the lives of children and families.

There will be an extended period of consultation so we can get the views of every sector, including those in residential child care. After that the skill-set will be finalised and an implementation plan drawn up.

Identifying the skills that should be common to all offers a number of potential developments that could help residential child care achieve the scenario described at the start of this article. Common skills can lead to many more instances of joint training and learning across different groups, and many of you will know that the multi-agency connections you make in

these sessions are crucial. Learning together is a great way to improve joint understanding and trust.

Common skills can also influence qualifications, perhaps allowing us to rationalise part of their content. What impact will this have on employers? If they see that a broad range of different workers have the same core skill-set, they may begin to accept different qualifications for their vacancies – potentially opening up possibilities of secondments or career changes into and out of residential child care.

Perhaps we could create a module in 'working with children' that teaches the core skills. How many young people in your care want to help others? Common skills could lead to a generic access course in 'working with children', giving young people the core skills they need to start work, whilst keeping their options open and allowing them to work with different age groups or in different settings, depending on their preferences.

Of course, until the Common Skills Working Group finishes its work none of this will become a reality. You will have the opportunity to influence this agenda in the Spring of 2011. Look out for the consultation, your views are important!

**David Purdie**  
Scottish Government



## Coming to University from Care

Leaving home and going to University can be a daunting prospect for anyone but even more so when they don't know anyone else who has been that can tell them what will be expected of them or what life is like at University. Gone are the days when universities are elite towers, secluded away from the masses. Universities now have a wide range of traditional and introductory courses that appeal to wide audiences old and new.

The University of Strathclyde holds the Frank Buttle Trust Quality Mark which means that we go that extra mile to support care leavers. Zachari Duncalf (SIRCC), Sarah McKee (community engagement officer with the Students' Association) and Graham Connelly (Social Work) have been working with University colleagues to develop new ways to engage and support young people in care and care leavers thinking about applying to attend higher education. There are plans for workshops with young people in care that explore their aspirations about the future and expel some of the common myths about University. Within the University we have developed a care leavers' support and networking group, a training session for University staff on how best to support care leavers at University, offered tours of the university for young people and staff and created attractive leaflets aimed at young people and service providers. If you know of any young people who would be interested in finding out more about the University of Strathclyde, the courses we offer, what University life is like, or a tour around the campus then get in touch with Zachari Duncalf – [zachari.duncalf@strath.ac.uk](mailto:zachari.duncalf@strath.ac.uk)

[strath.ac.uk](http://strath.ac.uk).

Strathclyde is one of many universities to have gained the Quality Mark. Details can be found on the Trust's website at [www.buttletrust.org](http://www.buttletrust.org).

As part of their commitment to care leavers who may have been disadvantaged in school, many universities will consider applicants who do not quite meet advertised entrance requirements but who are successful in a summer school or top-up programme. Details of summer school opportunities in Scotland will shortly be available on the Who Cares? Scotland website at [www.whocaresScotland.org](http://www.whocaresScotland.org).



**Zachari Duncalf & Sarah McKee**

**Zachari Duncalf**  
SIRCC



**Sunnyside Children's House**

Sunnyside Children's House was opened in 2007 in Auchinleck, East Ayrshire. The house provides accommodation for up to six young people who require to be looked after away from home within the East Ayrshire area. Since opening, the house has demonstrated improvement in terms of the Care Commission grading system and has now reached a maximum of six in the four inspected areas.

These inspection reports highlight innovative practice and the support given to young people as being key to their positive experience of residential child care. In addition, the house has recently been awarded a Bronze Award from COSLA for 'Service Improvement and Innovation'. Within the house we aim to promote a relaxed culture that places emphasis on achievement and reward that aims to allow young people to achieve their potential.

Education is one such area where the staff team aims

## A Report from Sunnyside

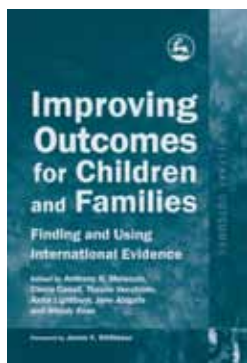
to direct and support young people. Over the past year, one young person, Carol-Anne Nesbit, has achieved not just her qualification passes but was also awarded 'Lecturers' Student of the Year' and 'Students' Student of the Year'. Carol-Anne will continue this year in studying Social Care where she hopes to find employment once she becomes qualified. The certificates Carol-Anne received are proudly shown off in the attached photograph. This was an outstanding achievement as, on a personal note, Carol-Anne had a difficult year.

In addition to this, over the past year Connor attended

Stow College in Glasgow undertaking an NQ in Theatre Management. Connor showed outstanding commitment travelling from Auchinleck to Glasgow four days per week to attend this course. Some evenings Connor attended live shows where he would work until 10pm. Connor has again been successful on this course and has now moved to the Halls of Residence at Stow College and will begin his HND Theatre Management in September of this year. Connor will receive ongoing support from the house staff and also his Through Care Worker.

**Sunnyside Children's House**

## Books

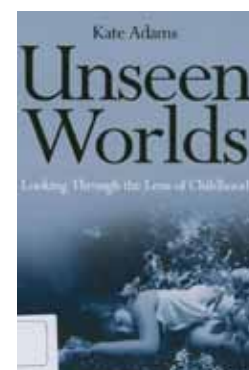


Anthony N Maluccio, Cinzia Canali, Tiziano Vecchiato, Anita Lightburn, Jane Aldgate and Wendy Rose: *Improving outcomes for children and families: finding and using international evidence*, Jessica Kingsley, 2011

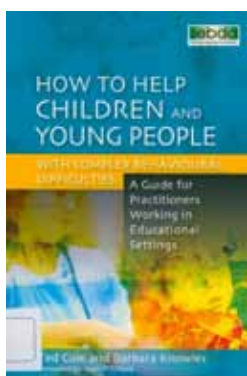
Significant amounts of money and resources are spent on child and family services, and successful evaluation of whether or not they are achieving the best outcomes is essential. This edited collection offers an international perspective on the challenges of designing and undertaking outcome-based evaluation of child and family services. With contributions from leading international experts, it introduces the key ideas and issues currently being debated in the evaluation of these services, discusses relevant approaches to designing and using evaluation methods, and provides examples of evaluation from the real world of policy and practice. Issues covered include setting appropriate indicators for service effectiveness, cross-cultural evaluation of service interventions, service user involvement in evaluation, and evaluations of family and community-based services.

Kate Adams: *Unseen Worlds: looking through the lens of childhood*, Jessica Kingsley, 2010

The child's world often revolves around dreams and fantasy. Imaginary friends, places and play can seem entirely real, and yet in dismissing these as 'just your imagination', many adults cut a tie that can be the key to understanding a child. *Unseen Worlds* explores the fantastical nature of children's imaginings, and demonstrates the negative adult tendency to trivialise them. The book breaks new ground by giving voice to children of various ages to express how they encounter these different worlds, examining the dark and frightening concept of nightmares in addition to happy and playful daydreams. Kate Adams emphasises that whilst many adults forget what it feels like to be a child, developing a little empathy and understanding can enhance relationships with children and lead to positive change, both in parenting and professional practice.



Ted Cole and Barbara Knowles: *How to help children and young people with complex behavioural difficulties: a guide for practitioners working in educational settings*, Jessica Kingsley, 2011



Young people with behavioural, emotional and social difficulties (BESD - sometimes called 'SEBD' or 'EBD') need effective and consistent support, yet providing this can be highly stressful and demanding for the practitioners involved. Complete with practical intervention strategies based on research, theory and practice, this comprehensive handbook provides practitioners with the information and tools they need to deal with BESD in a way that is of benefit to them as well as the children they work with. The book begins by expanding the reader's general understanding of BESD in children. The authors examine the underlying causes, explore what can be learned from past experience, and discuss research-based theory. They then offer a range of interventions and therapies for use in and out of school, and encourage practitioners to develop skills such as engaging with parents, identifying special educational needs and setting constructive boundaries. Finally, the needs of practitioners themselves are addressed. The authors advise on how to collaborate productively with other professions and stress the importance of supporting colleagues and developing the personal resilience needed to cope in difficult circumstances.

Margaret Irvine: *Tenterfield: my happy childhood in care*, Fledgling Press, 2010

This heart-warming book is a collection of Margaret Irvine's memories of life as a child in care, growing up in a children's home in Haddington in the 1940s and 50s. It is also a tribute to the Matron - Miss Dorothy Martin - daughter of the founder of the Aston Martin car company, Lionel Birch Martin. In Margaret's view, Miss Martin's groundbreaking beliefs on childcare led to the creation of one large, united family where children were given the love and guidance necessary for them to become happy, well-adjusted members of society. Margaret's story begins with her family background as the youngest of twelve children, and moves on to various memorable events during the time she spent in Tenterfield and beyond.



## From the Rumbblings in the Hallway...

*From rumbblings in the hallways, debates in the classroom, chats and cuppas in units, homes and schools across the country 2010 saw the dawn of **The Scottish Residential Child Care Workers Association** (SRCCWA). Listen in to an abridged conversation between Kathleen Mulvey, Child and Youth Care Worker at Kibble, and Neil Gray who is a residential child care practitioner for West Lothian Council.*

*Neil, what made you decide to attend a meeting of the SRCCWA?*

It was out of frustration at the lack of representation for residential practitioners and out of hope that things could be different. At that very first meeting I listened anxiously to Laura Steckley, Mark Smith and fellow practitioners from around Scotland and they all struck a chord with me in their initial address. It feels like the time is right for all residential practitioners to be at the forefront of any change in how we develop, train and go forward.

*What do you want from the association?*

The formation of the SRCCWA will give us strength in numbers, increased visibility, professional identity and status. We need an Association we can be proud of and take ownership of – one which allows us to build trust and relationships with everyone who cares about our young people.

*In what way do you think the association can achieve this?*

It will provide a strong voice representative of a professional workforce that is in constant contact with ministers, government departments and other influential bodies. I want to be part of an Association that is committed to keeping members in touch with what affects them and contributes to residential child care.

I know we have some way to go towards full recognition, but together we will have the support and confidence for the journey to make positive changes. We value practitioners no longer in direct work – ‘you might take the person out of ressie but you can’t take the ressie out of the person!’.

**Check the SRCCWA Newsletter at:**

[www.residentialchildcarenetwork.com](http://www.residentialchildcarenetwork.com)

**and keep up to date through Facebook and Twitter. The new SIRCC website will include a link to show you how to join up.**

### WHEN TO SUSPECT CHILD MALTREATMENT



#### A Quick Reference Guide

Produced by NICE and adapted by Tri-x-Childcare:  
a useful tool for all childcare practitioners.

[www.proceduresonline.com/nice](http://www.proceduresonline.com/nice)

#### 'WORKING TOGETHER 2010'

A new web enabled version.

Also adapted by Tri-x-Childcare, a web enabled version of 'Working Together 2010' which is user friendly, easy to access and contains many additional features.

[www.workingtogetheronline.co.uk](http://www.workingtogetheronline.co.uk)

More about Tri-x-Childcare:  
[www.trixonline.co.uk](http://www.trixonline.co.uk)

### Celebrating Success in Residential Child Care

#### Residential Child Care Network Event

Tuesday 22<sup>nd</sup> March 2011  
Marriott Hotel, Glasgow

Opening address from  
**Adam Ingram MSP**  
Minister for Children and Early  
Years

For further information visit:  
[www.residentialchildcarenetwork.com](http://www.residentialchildcarenetwork.com)  
or  
contact Wendy Milne at  
[wendy.milne@scotland.gsi.gov.uk](mailto:wendy.milne@scotland.gsi.gov.uk)

## Upcoming Events



**National Conference 2011**  
8<sup>th</sup> & 9<sup>th</sup> June, Thistle Hotel, Glasgow

# Changing Cultures

*Embracing and influencing change to enhance the residential child care experience*



**Keynote Speaker**  
Professor Jim Anglin  
University of Waterloo, Canada

A conference to inspire, encourage and promote cultural change as a means of enhancing the residential child care experience. This is an opportunity to share good practice, to reflect on the joys and the challenges we face and to hear the views of young people. The conference will motivate staff, promote new ideas, help to break down barriers and encourage us to embrace transformation.

**Who is it for?**  
Everyone involved in residential child care, at any level, and those whose work impacts on the sector through associated professional interests. International interest is welcome.

**PSL**  
This conference meets the post-registration training and learning requirements set out by the SSSC.

**£90**  
Per Day  
Per Delegate

Further  
conference  
information  
available on the  
SIRCC website:

- Invited speakers
- Sub-themes
- Provisional programme
- Exhibitor and sponsor information
- Hotel information
- Accommodation options
- Full list of conference costs, special rates and discounts
- Booking form

[www.sircc.org.uk](http://www.sircc.org.uk)

### Aviomore Declaration

World Café participants at the 2010 SIRCC National Conference helped create the ambitious Aviomore Declaration, where they deliberated over the principles, outcomes and actions that should be included in the Declaration.

An opportunity to comment on the final version will come in February - please visit the SIRCC website to be a part of this important and inspiring message about the place and value of residential child care, and our commitment to each other and to children and young people.

### Fosterplus Conference 'The Impact of Trauma and Neglect on the Developing Child' Dr. Bruce D. Perry M.D. Ph.D.



Thursday 26<sup>th</sup> May 2011 | 9.30am to 4.30pm  
Our Dynamic Earth, Edinburgh

£50 + VAT for Adoptive Parents & Foster Carers | £125 + VAT for Professionals (lunch included)

For further information or to book please contact Joan Elliott on:

01506 443 434 or [jelliott@fosterplus.co.uk](mailto:jelliott@fosterplus.co.uk)