SOME WAYS TO USE THE PARTH IN PRACTICE REFLECTION SHEETS

These reflection sheets have been designed to support thinking about how we use relationship-based practice (RBP), how kaimahi can use the PARTH framework, and how organisations can support this way of working.

Reflection questions in these documents help you to map the PARTH elements to your organisation's values, policies and approaches. You can also use them to reflect on issues that arise in practice.

You can complete all of the reflection sheets, or choose to work on some of them that speak particularly strongly to your mahi.

Each reflection sheet is organised in this way:

- Each sheet begins with a description of the element (PARTH word) followed by some ideas about what this element could look like in organisations.
- The next page contains links to examples from practice which illustrate each element:
  - Rangatahi voices - quotations from rangatahi who participated in the research that led to PARTH. These remind us about the importance of understanding rangatahi perspectives.
  - Examples shared by kaimahi and organisations across Aotearoa which show different ways each element can be used in practice.
- Following this are a set of questions which all kaimahi can use to reflect on how different facets of organisational culture and mahi can support use of this element. These pages help identify areas where kaimahi and organisations are strong in use of relationship-based practice and also areas where more thinking and decision-making can happen to further strengthen its use.
- Finally there is a list of written resources that provide more detail, theory or research findings that support the use of each element.

These reflection sheets were drafted by Professors Jackie Sanders & Robyn Munford, they were refined through collaboration with kaimahi from Kapiti Youth Support (KYS), Te Aroha Noa Community Services and the Dingwall Trust Launch Programme. We thank these kaimahi for their wisdom and their organisations for supporting this mahi.

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PARTH

R RESPECT

RELATIONAL RESOURCES FOR CHANGE

DEFINING RESPECT

Respect is fundamental to building a strong helping alliance. Drawing on the elements of humility, perspective and perseverance helps kaimahi establish a respectful stance (see PARTH in practice reflection sheets- **Humility**; **Perspective; Perseverance**). Practice based on genuine respect for rangatahi, their whānau and culture, results in better outcomes, regardless of the issues or challenges they face.

When we have taken the time to learn about cultures and values that are different to our own, we can then support each other to work more effectively. When we do not know these things, we can ask for guidance. We do not have to know everything; we need to be clear about what we do and do not know in order to show respect. We demonstrate respect for cultural identity and find ways to strengthen rangatahi cultural connections and a sense of belonging (see **Māori centred approaches**; **RBP in Pasifika contexts**).

Being respectfully curious is a good approach. This helps avoid giving the impression that we blame or judge rangatahi and shows that we want to understand. It creates spaces for them to tell us about their realities and for conversations to occur. These conversations help us understand the challenges rangatahi have direct control over and also those that limit their ability to make changes, such as systems that get in the way (see **Curiosity and uncertainty; Critical theory**; **Agency and voice**). Seeing rangatahi as the expert shows we have heard and respect them. We also show respect by being clear about our own skills and the knowledge we can contribute. For example, we might know about other organisations that have resources that can help.

Organisations that show respect:

- Reflect the diversity of rangatahi and the community in their staff.
- Recognise that they are responsible for creating a respectful space and provide a welcoming environment for rangatahi, their whanau and others who are important to them.
- Provide PD opportunities for kaimahi to learn about different world views and reflect on their own, especially where kaimahi values may differ from rangatahi.
- Ensure managers are visible and get involved in activities with staff and rangatahi as much as possible.
- Create a respectful culture within the organisation between management and staff.
- Support staff to learn different greetings/languages and use these in their mahi.
- Consider the language used on resources, posters, forms and organisation material and how rangatahi would feel about this.
- Talk about rangatahi and their whānau respectfully to other kaimahi and services and role model respectful interactions.

REFLECT AND LEARN MORE

Follow these links to explore the respect element in more depth. You can reflect on how you show respect for rangatahi.

You can also use the worksheets below to explore how your organisation supports the use of respectful mahi.

Follow this link to learn what rangatahi tell us about how it makes a difference when they are treated with respect **(see Rangatahi voices)**.

This link provides examples of kaimahi working with respect for rangatahi **(see Kaimahi stories)**.

PARTH

R RESPECT

RELATIONAL RESOURCES FOR CHANGE

REFLECTIONS

What processes, practices and approaches in our organisation support a respectful approach?

What processes, practices and approaches could be improved in our organisation to show respect for rangatahi and how could we improve them?

YOUTHSAY

REFLECTIONS

These are our examples of using respect in our mahi:

WRITTEN RESOURCES

Bastiaanssen, I., Delsing, M., Kroes, G., Engels, R., & Veerman, J. (2014). Group care worker interventions and child problem behavior in residential youth care: Course and bidirectional associations. *Children and Youth Services Review,* 39, 48–56.

Bell, M. (2002). Promoting children's rights through the use of relationship. *Child and Family Social Work,* 7, 1-11. https://doi.org/10.1046/j.1365-2206.2002.00225.x

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Lee, C. & Ayón (2004). Is the client-worker relationship associated with better outcomes in mandated child abuse cases? *Research on Social Work Practice,* 14, 5, 351-357. https://doi.org/10.1177/1049731504265833

McMahon, L. (2018). Long-term complex relationships. In G. Ruch, D. Turney, D., & A. Ward. (Eds). (pp. 147-164). Relationship-based social work: Getting to the heart of practice. (2nd Ed). Jessica Kingsley, London. http://repository.tavistockandportman.ac.uk/380/

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