PARTH IN PRACTICE REFLECTION SHEETS

RELATIONAL RESOURCES FOR CHANGE

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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YOUTHSAY

DEFINING TIME

Time is a powerful resource. Quality and quantity of time is important. We need to balance competing tensions of rangatahi sense of time (whether faster or slower than our own), organisational time, contextual time constraints and the need to allow time for a strong relationship to grow. We need to be physically and emotionally present for rangatahi (see **The importance of time**).

It may take time for rangatahi to feel they can trust and be confident in us. This is helped when we are reliable (keep our word) and are present at important times for them. We continue being available even when they miss appointments. Being able to respond to rangatahi when they need us can be a challenge, but it is critical to effective relationship-based practice. Kaimahi might need to review organisation policies and practices to make sure they work within rangatahi timeframes. For example, do we need to provide access to support out-of-hours, and how should we provide this type of cover?

Time helps us to come to a fuller understanding of rangatahi so that we can tailor our mahi to their unique circumstances. Spending time with rangatahi gives us the opportunity for conversations to open up naturally. We take the time to learn about their cultural values and beliefs and the social and cultural networks that can provide meaningful support (see **Māori centred approaches, RBP in Pasifika contexts**).

We also need time to critically reflect on our mahi. We engage in critical reflection to develop our knowledge and skills so we can better understand the cultural beliefs and values of rangatahi and can better respond to their unique identities and needs. Critical reflection is also about being open to respectful challenge regarding decisions and actions. It is about what has worked well and what has not worked well, and why. It is also about building our awareness of our own responses and how we manage our own emotions so we can focus fully on each rangatahi (see **Critical reflection**).

Organisations that support effective use of time:

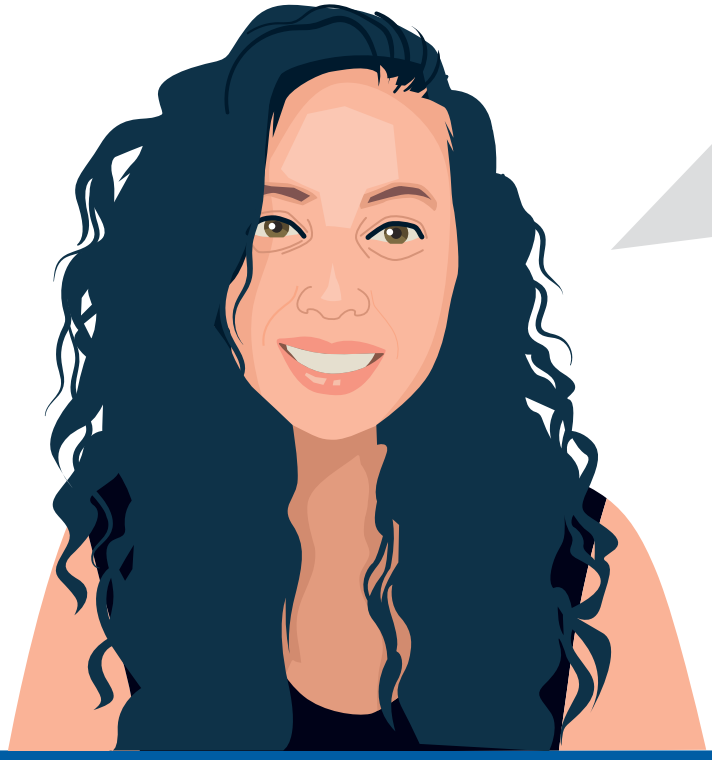
- Communicate expectations around timeliness to kaimahi and support them to communicate timeframes to rangatahi.
- Schedule reflection/supervision and coaching time.
- Support kaimahi to manage their time and balance this with flexibility to use and schedule their time around rangatahi.
- Consider policies related to time e.g. closure after missed contacts, disengagement, returning to the service, response times and the impact these have on rangatahi.
- Ensure managers have time to discuss cases, difficult decisions and unexpected events with kaimahi.
- Provide opportunities for kaimahi to be available for important events in rangatahi lives and to celebrate achievements with them.

REFLECT AND LEARN MORE

Follow these links to explore the time element in more depth. You can reflect on how you use time creatively to support rangatahi.

You can also use the worksheets below to explore how your organisation recognises and takes into account the impact time has on effectiveness.

Follow this link to learn what rangatahi tell us about how it makes a difference to them when their kaimahi is able to respond in timely ways **(see Rangatahi voices)**.



This link provides examples of kaimahi using time creatively to respond to rangatahi needs **(see Kaimahi stories)**.

PARTH

TIME

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REFLECTIONS

What processes, practices and approaches in our organisation support kaimahi to use time well?

What processes, practices and approaches could be improved in our organisation to enhance use of time and how could we improve them?

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REFLECTIONS

These are examples of how we creatively use time for good effect with rangatahi and in critical reflection:

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WRITTEN RESOURCES

Bell, M. (2002). Promoting children's rights through the use of relationship. *Child and Family Social Work,* 7, 1-11. https://doi.org/10.10/j.1365-2206.2002.00225.x

Beresford, P., Croft, L. & Adshead, L. (2008). "We don't see her as a social worker": A service user case study of the importance of the social worker's relationship and humanity. *British Journal of Social Work,* 38, 1388-1407. https://doi.org/10.1093/bjsw/bcm043

Cossar, J., Brandon, M., Bailey, S., Belderson, P. & Biggart, L. (2013). "It takes a lot to build trust": Recognition and telling: Developing earlier routes to help for children and young people. A report for the Office of the Children's Commissioner for England. Centre for Research on Children and Families, University of East Anglia, Norwich, England. https://core.ac.uk/download/pdf/288393321.pdf

C de Boer, C. & Coady, N. (2007). Good helping relationships in child welfare: Learning from stories of success. *Child and Family Social Work,* 12, 32-42. https://doi.org/10.1111/j.1365-2206.2006.00438.x

Dewhurst, K., Munford, R., & Sanders, J. (2014). Making a claim for services: The Pathways to Resilience Research Project: Technical Report 14. Massey University, New Zealand. https://youthsay.co.nz/wpcontent/uploads/Making-a-claim-for-services.pdf

Duncan, B., Miller, S. & Sparks, J. (2007). Common factors and the uncommon heroism of youth. *Psychotherapy in Australia,* 13, 34-43. https://www.scottdmiller.com/wp-content/uploads/HeroismOfYouth.pdf

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

Phelan, J. (2019). Boundary dynamics for relational CYC practitioners. *CYC-Online* – ejournal for the international child and youth care network (CYC-Net), 18-22. https://cyc-net.org/cyc-online/sep2019.pdf

Munford, R., & Sanders, J. (2014). Negotiating and constructing identity: Social work with young people who experience adversity. *The British Journal of Social Work,* doi:10.1093/bjsw/bcu05

Munford, R., & Sanders, J. (2015). Young people's search for agency: Making sense of their experiences and taking control. *Qualitative Social Work,* 14, 5, 616-633. doi:10.1177/1473325014565149

Munford, R., & Sanders, J. (2016). Foster parents: An enduring presence for vulnerable youth. *Adoption & Fostering,* 40, 3, 264-278. doi:10.1177/0308575916656713

Munford, R., & Sanders, J. (2016). Understanding service engagement: Young people's experience of service use. *Journal of Social Work,* 16, 3,283-302. doi:10.1177/1468017315569676

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