

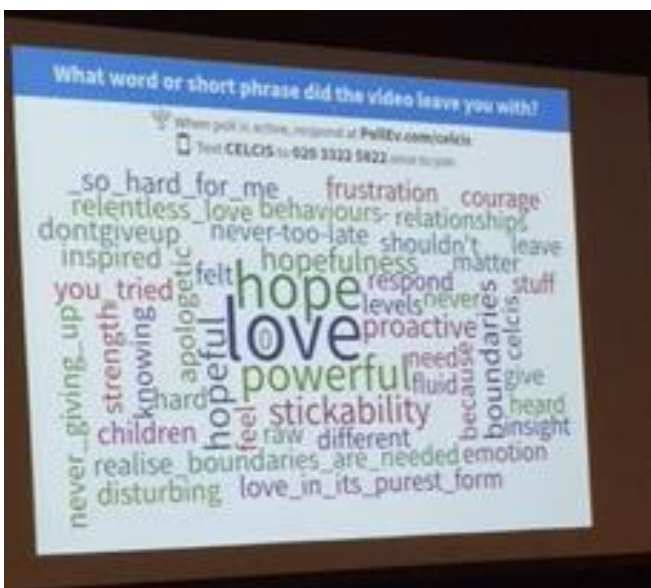
Changing the Narrative: Responding to the developmental needs of looked after children and those who care for them

Stage 2 'Stable care: developmental dialogue' day

Tuesday 20/02/2018 09-30 to 16-30

Scottish Universities Insight Institute, Collins Building, University of Strathclyde 22 Richmond Street, Glasgow

<https://www.scottishinsight.ac.uk/AboutUs/GettingtotheInstitute/tabid/6304/Default.aspx>



Dear Colleague

Thank you for choosing to participate in this day at Stage 2 of the programme. Everyone taking part in the programme has been asked to try and generate as much discussion as we can during the programme with work colleagues/organisational partners, children, young people, parents and carers about how much and how well we use a developmental frame in our understanding of; and our work around; improving experiences and outcomes for looked after children. In the 27/28 November Stage 1 participant packs, we each received a note with some reflection/discussion points to take back to our 'communities' following the Stage 1 day, to support this dialogue. At Stage 2, during the 'Stable Care' conversations we'll be considering these in a participatory and interactive way, involving colleagues in social work, foster care and residential care, alongside academics. So if you can spend some time before we gather on the 20th please revisit these questions and the information circulated by email and posted on the SUII website. Thank you.

Aims of the day

- To reflect on messages from Stage 1 in a safe, 'sharing space' which encourages dialogue among people with specialist knowledge, skills and experience in their fields
- To explore in a highly interactive (and hopefully enjoyable) way, what an organising frame of child development means/would mean for us in our social work, foster care, residential care and academic practice; whether it would be beneficial to establish/strengthen such an orientation to the work, and what we need to think about and for others to think about in their disciplines to progress this as we move towards Stage 3 of the Programme.

Programme/timings for the day

- 9-30** **Welcome/registration/refreshments**
- 10-00** **Setting the scene – introduction to the day - Facilitators**
- 10-20** **Gathering individual/collective reflections: messages from Stage 1**
- 11-15** **Refreshments**
- 11-30** **Current narratives: The story, the story teller and the telling of the story**
- Short input Laura Steckley and Ruth Emond
 - Round table work exploring and 'mapping' the current narratives for looked after children and what they mean
- 13-00** **Lunch**
- 13-30** **Back to the future**
- Short input by the facilitators to lead us into interactive group work, looking to the future and 'changing the narrative'
 - What does this mean for the 'knowing, doing, being' aspects of our practice? And that of different disciplines?
- 14-30** **Every picture tells a story - Reframing activity**
- Interactive team and whole group activity, to literally 'frame' the ideas created during the day
- 16-00** **Towards Stage 3**
- Gathering thoughts and next steps
- 16-30** **The End**