



CELCIS
Education Forum

Theme - Reflection and Action
 Learning Sets: Supporting staff teams

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CELCIS Centre for excellence
 for Children's Care and Protection

With speakers from:

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CELCIS Education Forum, September 2023

Linda O'Neill, CELCIS

Well, good morning, everyone and a very warm welcome to our third Education Forum meeting of 2023. For those of you that I have not had the chance to meet yet I am Linda O'Neill I'm the Educational Lead at CELCIS, and I hope that you all managed to get a bit of a break over the summer, even if the rain it made it feel like it wasn't actually summer, but it is nice to see the sun out today. And it's lovely to see all of you in particular, and a warm welcome to those of you who this is your first Education Forum, we hope it will be the first of many. I'm really delighted today to be able to welcome along Kyle Fleming, who is Head of Education, and Eileen McColl, who is the Education Manager from Crossreach's Erskine, Waterfront Campus, and Sarah Deeley, who is a consultant in CELCIS's improving care experiences team. And they are going to talk today about a joint piece of work that they've been involved in to implement reflection and action learning in an education and care setting. And you will get the chance to properly meet Eileen, Kyle and Sarah and ask some questions as we go on through the morning. We've also got some other CELCIS staff with us today, who will be taking part and also helping to facilitate the discussion when we move into our breakout rooms a wee bit later on. Before we go into the agenda, I thought it would be

helpful just to run through what the plan is for today and to cover some housekeeping. So we'll have an input from our guests, which will be followed by some opportunity for question and answers. We will then split into breakout rooms to discuss some of the questions and that our speakers have posed for us and what your thoughts on them are. And we'll come back together to share some of the themes from our discussions and finish up at about 11 o'clock. We will be recording the formal input session from our speakers. And we'll make all the videos, slides and any materials that we produce available on our website. We've invited our speakers along today to talk about reflection, because it's one of many components that we know are really crucial to good practice. There's a huge amount of research that shows that high quality reflection can support practitioners and leaders to improve practice to solve problems and ultimately help towards improving outcomes for those that we are aiming to help and support. Working with and alongside people to provide the right support at the right time can be really complex and challenging work. It can at times be even more complex when we're working to support care experience children and young people because of the additional vulnerabilities that they might have and might continue to be facing and experiencing, in their lives. As practitioners, leaders and organisations who work in this area. We're always striving to understand and implement the behaviours, the practices and the systems that are the most effective to help us provide high quality support, and which will lead to improved experiences and outcomes for children, young people and families. We know that having the time and space to reflect on our own practice, the practice of others and how we work together is a really important part of providing high quality support. But we also know that it can be so challenging, not only to find the space to do that in the busyness of the day, but also to do that in a way that feels safe and meaningful and helpful for everyone. So we're really, really pleased to be able to welcome along Kyle, Eileen and Sarah to share the journey that they've been on with a project working to address some of these challenges in an education and care setting. I'm not going to talk too much about this work, because that's the whole point of inviting our guests along who will do a much better job than me of articulating it. But I just wanted to take a minute to acknowledge the importance of creating space for reflection within the current education and care landscape. Most people will note that we're undergoing a period of really significant reform within both education and care at the moment. There are proposed changes to the SQA, the Education Inspectorate, Education Scotland, changes to the curriculum and assessment and qualifications. And we've also got the possible introduction of the National Care Service. We're all also collectively working to fulfil the

aspirations within The Promise and there's a huge amount of work going on in every organisation to implement new ways of working to try and make sure that we're all doing everything that we can to keep The Promise. In the wider world, we are all facing challenges in supporting others and facing challenges ourselves with the cost of living crisis and we're also still seeing and feeling the impact that the pandemic had on our own and the lives of those we support. So, it's within that busy and complex context that it can feel challenging to find the space, the time and most importantly, the will to develop and implement new practices, but the impact that reflection and action learning can have on us, the staff that we support and most importantly, our children and young people make it an area, that can have such wide reaching positive outcomes for everyone involved. So, we hope that today will give us the space to hear about the work from the people that have been involved. And also give us the opportunity to think together about how we can find that space for reflection and action learning in our own setting. Before I hand over to our speakers, I just want to acknowledge that we know that everyone in the room will have different experiences in this area will have different levels of comfort, discussing some of the themes that we're going to talk about today. So, if you do need to step out, or step away for a few minutes, please feel very welcome to do that. Please keep yourself and the children and young people that you know, and work with safe in your breakout room discussions and in your questions. We know that we won't always agree with each other's viewpoints on everything that we'll discuss. And that's okay. But we just ask that we all agree to be respectful in our contributions with each other. And if there's anything that you want to talk about in more detail, or follow up on after this session, then please don't hesitate to get in touch with me, any of our guests or any of the other CELCIS staff that are in the room. So, without further ado, I will hand over to Kyle to kick us off. And if I could just ask that everyone's microphones muted and everyone's camera is off. That would be great. So okay, over to you, whenever you're ready.

Kyle Fleming, Cross Reach

Great. Thank you, Linda. Good morning, everybody, it's really nice to have this chance to share some of our work with you. So, this first section for me is to set the scene about reflective practice. And the context for us is that we're working in a small independent school for children that have all suffered early years trauma. And in the course of a day's teaching, we're experiencing a lot of pain based behaviour. So, we've recognised that for many years. And we've always had as part of our model, reflective practice, on a weekly basis, planned into the calendar.

And we've run that for a number of years, but we got to the point where we were thinking, is this really helping, is this helping us provide better quality for the children? And in order to give our best to the children, we really do need these reflective spaces. And we know that through our training, folk doing the feedback at the end of the week and saying, I need more time to talk about this, I need more time to share. So, we would go into a room, there might be a team of 25 practitioners all in different roles. And we would very quickly get round that hour and some people would talk and some people didn't get the chance to talk. And sometimes it felt okay. It never felt particularly good. And then when we got out, we were thinking what would be the impact there? You know, what, what would really help us? So, we were really needing something different. We needed more participation. I didn't know what this answer might look like. And we needed more depth of discussion. And another thing that came to me through some of the meetings was what kind of listeners are we as well? Are we helping each other? Are we genuinely helping each other? And what part do we play as a listener? So, it was helpful to have the chance to meet Sarah and I met Sarah in the past working in residential care and education. And Sarah was thinking about how an organisation might go through a change process. So that was timing that was going to be beneficial for us both. And again, we knew we wanted to improve our reflective practice, but we didn't know what that might look like at the end. And I think we're still we're still on that journey. But we began working together and what we did first was get together a group of people that would be positive culture carriers, and they came from right across our team, we were determined to do that. And I suppose I should add that we knew we were ready to do that, you know that's a narrative that we've carried in the school for quite a while is having a positive culture. I don't think you can do a role like this working with children who have such a level of need. So, we got together support for learning practitioners, classroom Support people as you might know them, teachers and school managers, so people that are all different cogs in the machine that work together in the school day to day. And what we did was got to know the reflective action learning process had a few practices. And pretty quickly got to the point where I thought this is this is a good model. So, the next step there was to meet with the whole team. And Sarah helped us introduce the idea, and put it across in a way that felt manageable and doable, because it's a change process. And we then got to the point by the end of the last school session, where we were regularly doing reflection and action learning sets, which was fantastic. And in this new school session we've just carried on, so it does feel quite embedded. I hope that sets the scene and gives you a bit of an introduction there. What we did,

which I hope will help you get a feel for it is we did a video with our staff teams, there's quite a selection of folk talking about their experience of reflection and action learning sets. And we've got we're at the point now where we're going to get our first video clip, which will introduce some people's impressions and worries and expectations when they began the process. Thanks, Michelle.

Hazel, Support for Learning Practitioner

It offers a safe space for reflective practice, because it allows you to be vulnerable, and have that emotional connection with people that are in your group. It can relax and feel, you know, free and open to say what you want to say and actually trust the people that you're with.

Jenny, Outdoor Learning Teacher

I thought when I went into this would be that other people would give you an idea of how to fix your problem, but with this it is more people are giving you questions and then it makes your brain think, what else could we do about this? And because you've got input from so many people, it just gives you a variety of different things. And then it's your... It's almost like your brain solving your own problem. But with other people helping you do that.

Victoria, Class Teacher

Sometimes you're in groups of people that you probably had never even spent time talking to before or getting to know. And so, what I like about it is that you're in the same group the whole time. Because then you can build relationships with the people in your group, you can feel like you can trust them more when you're going to share. And that it's not going to get taken beyond where you are, I quite like as well that Julie's my classroom assistant. So, Julie and I aren't in the same group. So, if there's something that maybe we want to talk about, within the classroom, you don't have that other person who can jump in and answer it or knows a bit about it, you're kind of completely on your own as well. It's a good mix, you've got a mix of teachers and mix of support for learning, a mix of specialist subjects. So, you're getting kind of like across the whole board of what we do in this school, which is good.

Bex, Support for Learning Practitioner

Yes, originally, I thought that there wasn't going to be much outcome from it, I thought it was just going to be like people would come in chat, and then that would be it. But from my own personal experience of doing it. And from what I've

seen in my group, a lot of the actions were really positive. And you saw the impact that it had on the people and us as a group, so many people came up with positive outcomes from it. And especially myself, I felt that that really pushed me to do things that I would never have done before myself, and then was able to do them because of the learning set. So, I thought that was really helpful for me.

Mark, Outdoor Learning Teacher

I've been to two learning sets from two different groups. And one group had been in our senior management group away from the school, looking at reducing restraints, and other the good part of the school. My biggest concern originally was just that the hierarchy, you know, coming into it and having to experience managers been in the room and having to share personal stuff and things that you would see yourself as being judged, in particular by people who do need to sometimes judge you and look at your practice. I felt, you know, would that make you vulnerable and not really feel comfortable? But I'd say after a couple of weeks in each of those sessions, you feel that the labels are dropped at the door. And everybody's allowed the chance to just be on an even keel and just be listened to actively so that you're not feeling like you are having to prove yourself to someone. They're actually there to listen, and you can see them in that light as well. So very quickly, for me, it convinced me, you know, this is okay, I think the confidential part, it has to be held in the room and building trust with your group that happens through the weeks, but very much with both of my sets, and being a facilitator as well, you see, the trust is starting to develop for the groups, and then people start to open up a bit more, and probably not even realise the stuff that we have shared in the end, and most people end up benefitting from that.

Stewart, Class Teacher

Initially, I wasn't too sure what to expect to be honest with you. We'd had in the past reflective practice meetings in the school, where it'd be going round person to person each time. And you might not necessarily get so much from that, because you didn't have a lot of time to really talk. So, I wondered if it was going to be a bit more like that. But in reality, it was quite different. You get to kind of concentrate on one particular person, and really explore what their views are for that period. So, I found it to be quite useful. In that setup that we were doing with the active learning sets.

Amy, Art Teacher

I wasn't really sure, I kind of felt like it was going to be a bit awkward, almost like kind of forced. And obviously, there needs to be structure to it. But once we got into the kind of pattern, and it made everyone kind of pause and think about the right questions. I really liked that. So no, it was it was interesting.

Eileen McColl, CrossReach

Hi, so I'm just going to kind of follow up a wee bit as to what people were talking about there. About their fears, worries, expectations of what it was all going to be about. And I think we found that our fears as managers was very similar to what the implementation team were thinking, to what the whole staff team were thinking, and a lot of that initially was about time. It's obviously a very busy work environment, how was this going to affect people's time throughout the week was going to take them away from other tasks that were obviously important to them? And also, how comfortable would people feel in that environment, being part of a group, would people feel open to engage with each other? And how would it work, given that we knew it was quite a strict framework? So, somebody had mentioned, would it feel a bit forced to feel false? How would we manage that, as a team? We all know that change can feel scary no matter how you implement it, it was really good that we had Sarah on board and Sarah was able to go and talk to the whole staff team. And they were involved in that process, so the implementations team were involved and then the whole staff team had a chance to talk about it. And everyone did express – they were very honest - about what the expectations were. And what was going to be the impact from it? Was it going to benefit us? And I think everyone who entered the groups felt a wee bit unsure how this is going to work. And within a few sessions, everyone started to feel that this is helping, this is beneficial. There were a few laughs along the way, especially around questioning and how we frame that to each other. I think the majority of us are problem solvers and fixers and want to jump in and help people, so its teaching us not to do that, to allow the person who's sharing to come up with ideas on their own, which then also helps us with our questioning and with our just daily interaction with the young people we work with as well. And what we found in practice, because as I said, right at the start, one of the things that they're worried about, most was about time. But on the whole what people are finding as actually it's a really helpful time. And it's a time that we are actually looking forward to going into that space. And so yeah, that's what we found from the group. And I will just hand over to Sarah who's going to talk now.

Sarah Deeley, CELCIS

So we spoke a lot about reflection and action learning sets, but what actually are they? They are sets that combine action learning sets with reflective practice. They offer a structured facilitated space, that help people to creatively expand their own perspectives and their own problem solving capabilities. Meaning that in future scenarios, they can respond differently if they want to. So very, very importantly in the sets, they're not given advice from other members of the group. But they're given the opportunity and ability to develop new ways of thinking during these confidential sessions. They provide a reflective space, they provide a space for learning through the sharing of good practice examples, and provide opportunity to think together about specific challenges. There is a structure and every session follows an arrival. So, we call them rounds, an arrival round, a bidding round, a sharing round, and open and reflective questions round, and identifying action round and reflections around. And then we end with open reflective space. The meetings last change about two hours, and always end with an agreement about what learning that's taking place within the room can be shared outwith and what remains confidential. Kyle mentioned that we've just started back after a new term and the team have packed up the action learning sets and are moving forward. So, what the next clip we're going to show you as what does this mean for the future?

Emma, Employability Mentor

With me, it's really helped with like, ideas for like sourcing training and stuff. One of the topics I spoke about, meant that I had to revisit some of the beacon house training. And I approached our training manager and basically asked for more training on a subject that I needed help with to do when the young people, so it's been proactive in your personal development, I suppose. Yeah.

Trisha, Class Teacher

yeah, I think from me, it's been similar to you, because we've had similar experiences, we work with the same kids. So, we've had quite similar experiences from it. We are in the same group as well so it's quite good for us to bounce ideas off of each other, but in a more structured way. We spend a lot of time with each other, and we chat. But when we are in the group setting it's just a different context, the there's a lot of learning comes from the chat rather than just chatting when it's been a difficult day. We tend to centre it around a certain thing and we can approach it for different ways. So, I think, it does make you more reflective, it does make you see things from other people's point of view. And you've maybe got a perception of how you would deal with that situation. But because you're not

allowed to tell people how to deal with the situation you've got to try and eke it out of them. So, it's been eye opening to see from other people's point of view. And I think that will allow me to be a practitioner moving forward, because not just seeing it from my point of view, but seeing it for what the group perspective. And then yes, I think it's been, we struggled to begin with, to be honest, it was really difficult process because we're fixers, we want to fix things. And so yeah, so after that, you're difficult to start with, I was like, I don't understand I can't help this person.

Emma, Employability Mentor

You let them speak and their getting upset and you can't just jump in there.

Trisha, Class Teacher

You've got to try and think about open questions and things to pull the information out from them themselves. So that was difficult to start with for us, because we're the kind of people that want to rush in and help people. I think in our practice that will help us as well because you do tend to do that with the kids as well – you try to jump in to fix things. So, it's about learning how to take a step back, be that reflective practitioner, and try and let that person come to their own conclusions.

Emma, Employability Mentor

So yeah, so listening actively.

Trisha, Class Teacher

So, it's been good. It's been a good process.

Kyle Fleming, CrossReach

So, this section was asking why was this model chosen and listening to the staff team, I should ask. We went over the video really quickly. So, folk went upstairs, went into the room, and were asked to give the first impression. So it's really nice to see that video back and I felt pretty good because I had a staff team that were talking about trust and sharing, meeting other people, you know, when you're working in boxes and the teaching day, you don't see other people so much and get to know them, it strengthened relationships, you know, if we're working in a relational model of care and education, that's our practice model. That's a really good reinforcement. We were creating people that were becoming problem solvers. And people that are able to listen, to really listen to other points of view.

So that felt really good and then you look outwards and SPRAG are using this model and CELCIS are talking about this model, you know, people are talking about the fact that there can be no learning without action, which is a really good one for me. It really stuck with me. So, when you're in an action learning set, and if somebody hasn't, or if we've got colleagues that are a bit unsure, we say don't, don't make up your mind till you've actually done it. So, you get, you really do get that experience. But it can feel really inclusive, everybody plays a part, there was a lovely point from one of the team there about dropping the roles at the door, you know, everybody does play their part in that, but nobody's higher or lower than each other. And I found my own action learning set really helpful to talk about what it feels like for me as, maybe one person, maybe other folks are like this, you know, you're one person in a particular role, like Head of Education, within a big organisation, it can feel quite lonely. And we find it quite challenging as well. So that's a good thing. And it's an appropriate challenge, but it helps us strive to improve because we're looking for quality for the children we work with. And the other thing, when we do our training, and we reflect on managing challenging behaviour or child protection, we're always coming back to the fact that we're looking for more reflective spaces. So, this provides us with a model as a really nice structure. And it gives us a chance to learn new things together. So at this stage, yes, it's a really good model to be working with. And our plan is to work the next school session, so that we'll be heading towards two years of reflection and action learning sets, as we know them just now. So, Sarah is going to tell us a little bit now about where the concept came from.

Sarah Deeley, CELCIS

Yes, so a bit of the backstory. I was doing the NHS, Scottish improvement leaders' course. And through that had the opportunity to implement a change project. So, I had previously been involved in the development of the Reflection and Action Learning Forum pilot the previous year, where members of SPRAG, that's the Scottish Physical Restraint Action Group, had developed a model with a topic focused specifically on physical restraint. I had been absolutely blown away by what I thought was the transformational potential of this. So took the model to the leadership team at Erskine Waterfront. And thankfully, they agreed, and we rolled up our sleeves and really got stuck in at that point. The entire education team, every single member at Erskine has participated in this, in the reflection and action learning set. They've all participated in the model, they've all participated in the design. Throughout the project, we use quality improvement, and implementation methodology and tools. So, for example, we used driver diagrams

to identify change ideas, we used our forcefield analysis enable to identify enablers and barriers, we listened to those that knew there are part of the system the best, that's those who are working in that part of the system. They're the ones in the best, and they're the ones that know how the change is going to impact them. We developed a shared definition of reflection, so that we all knew that we were talking about the same thing. We attributed personal value to the project that built personal investment, and it built commitment from individual members. This wasn't something that Kyle and Eileen told the staff team that they were doing. People had the opportunity to personally invest in it themselves. We used PDSA cycles to undertake small scale iterative tests to change. That helped us to make sure that the change was actually an improvement. It wasn't just a change. We didn't create upheaval for no reason. We wanted to make sure that we were making a difference. The other thing that helped there was a qualitative and quantitative data. So, we collected that throughout. It was a pest sometimes, but we stuck with it. We collected it throughout, and we do have data to evidence that the change was an improvement. So, the team at Erskine, they were absolutely committed. They are absolutely committed to improving their own reflective practice, but for the greater end goal of positive impacts and outcomes to the children and young people. It's just been an absolute pleasure to work with them throughout this project. I think we're moving on to another video. Now, Michelle, thank you.

Kerry, Support for Learning Practitioner

It gives you a chance to acknowledge and celebrate positive experiences you've had in here and also for some more challenging experiences it gives you time to reflect on it and process it and learn from it in a safe environment, really.

Hazel, Support for Learning Practitioner

Reflective practice helps you to identify things that have gone well. And also helps you to improve your practice. It's also good if you've had a challenging day to get people's feedback, and help you process what's gone on that day. And sometimes your emotional life might fall into your practice. And it's good to identify whether that's happened or not.

Amy, Art Teacher

It's important because the line of work that we have, we have to be reflective in order to get better understanding of, not only the kids, but ourselves and how we can become better practitioners. And it's being positive about it as well, even

when there are some constructive criticisms to it, it's given us an opportunity to see the positives in it as well.

Stewart, Class Teacher

It allows you to think about what you're doing and in this particular job and environment, you have to be really reflective, to make the right choices. And if things don't go so well, you have to go back and think about how to make that better.

Linda O'Neill, CELCIS

Huge thank you to Kyle and Eileen and Sarah for that input. And I just also want to take a minute to acknowledge and say thank you to the staff at Erskine Waterfront Campus as well for taking part in that video. We all know, I think most of us will probably have been involved in doing those types of activities in our own workplaces where we are asking for the goodwill and buy in, of staff teams, or children and young people to share their experiences. It takes a lot of behind the scenes, work and graft to pull it all together. So, I just want to acknowledge all the folks that did work behind the scenes to make that happen. And say a big thank you to staff for sharing their insights and their reflections on the reflective process. I think it's really powerful to hear directly from staff about their experiences. And something that really struck me listening to it was just the level of honesty and candidness about some of the worries, some of the challenges that they faced as well, because we know that change can be in challenging at times, to move through to that improvement. So just an acknowledgement and a big thank you to all the staff at Erskine Waterfront for sharing their experiences with us. We now have some time for questions and answers before we move into the breakout room. So, if I could ask people to turn their cameras back on, because it's always much nicer to be able to see people's faces during this section. That is if you're not multitasking at the moment, I know some people use these opportunities to go in with some other tasks. That's brilliant. It's lovely to see some faces. So, does anyone have any questions for Kyle, Eileen or Sarah? Please feel free to put your hands up and jump in.

Thank you, Greg. Do you want to come in?

Greg

Yeah, first of all, thank you very much all of you for sharing that I was that was really very insightful and helpful. I do work in a different professional space from

yourselves and work within the career guidance and skills development sector. But nonetheless, the issues remain very similar, you know, the chance to step back and take stock and get away from the you know, the kind of you know, everyday doing and being consumed by the doing. Yeah, there is lots to think about with the shared approaches we can draw from. So, I suppose in a practical sense and to allow a bit of further digging in and reflection in terms of the resources on the approach and some of the preparations that our organization, our teams may need to make, I assume we have the recording available, but is there going to be some of the key documents, reports, you know, methodology etc, placed somewhere for us to consider, because I would quite like to give it some personal reflection, but also to take some stuff to other people, to just explore and see how we personally might take a slightly different slant, but using some of the lessons learned. So that's quite a big question. But then hopefully, that's, that's useful. Thank you.

[Linda O'Neill, CELCIS](#)

Greg, thank you. I don't know, Kyle, Sarah, Eileen, which one of you wants to answer?

[Kyle Fleming, CrossReach](#)

Well, from the school's point of view, Greg, we would welcome that, you know, the sharing of practice. That's no problem. So, you know, if I'm honest, come on over, and let's have the conversation and we can show you how it works for us. I think there's also the history of the model that Sarah talked a wee bit about, because it has got clear rules and terms to take and parts to play. So, I'm sure that there must be information that can be accessible to, I think, Sarah.

[Sarah Deeley, CELCIS](#)

Absolutely. So, the Scottish Physical Restraint Action Group got funding through The Promise partnership to develop this model. It's not the exact same model that the team at Erskine have used, but it's a version of it. So, it's something that can be adapted slightly, but we are absolutely happy to share materials and talk people through the process if they're interested in finding out a bit more. Kyle and I are currently drafting an article that will hopefully be in the autumn issue of the Scottish Journal for Residential Child Care, that will talk a wee bit more to some of the experiences and the model that we used. And there will be further research that comes out off the back of it. But the short answer is come over and have a chat with us.

Kyle Fleming, CrossReach

It is definitely something Greg that you need to walk the walk if you like. I remember looking at the paper, I think it Okay, I think I've got it, but it really needed a bit of practice.

Greg

Yeah, I can recognise as you say, you've kind of got to jump into the deep end and just experience it firsthand. And then began to draw conclusions. Yeah, that's really helpful. Thank you.

Eileen McColl, CrossReach

Yeah, I think the key for us was getting everybody involved from the beginning. So, lots of discussion consultation. We have created sort of booklets for participants and facilitators, that we just have a very quick look at, at each session, particularly around the questioning, because that's something that people can sometimes get a bit anxious about. Am I framing this question right? Which I was saying we can have a laugh around in some of the sessions, but we have these booklets, but as Kyle and Sarah were saying come and chat to us. We can help out with that.

Greg

Yeah, thanks Eileen, I am intrigued by that, you know, the kind of suggested questions and stuff because I'm sure folk might struggle a wee bit with that as they come to it new, potentially so that's useful. Thank you.

Linda O'Neill, CELCIS

Thanks, Greg, for that question and what a lovely invite as well, from Kyle and Eileen to come and see it in action. I am envisaging an Education Forum bus trip to Erskine waterfront.

Kyle Fleming, CrossReach

If we can go back Linda, I don't think it was a bus trip. I think we just said about small groups? Yeah,

Linda O'Neill, CELCIS

Small groups. Pauline, did you want to come in with a question?

Pauline

Right. Yeah. So, I work for the Children's Rights team at Glasgow. So, it's always really positive hearing, people who are reflective to get a better service to our children and young people. But my question was, I know we have all been involved in reflective practice and everything sounds really positive and really good, really forward thinking, but I was thinking I just want to ask, other than scepticism from the practitioners what real obstacles did you face that you had to overcome? Because although it sounds really, really forward thinking really positive, I'm just thinking about my own setting and settings that I've worked in before. What real obstacles did you face other than a bit of scepticism from the practitioners.

Eileen McColl, CrossReach

I think from first setting up the group, whether that was implementation team, or whether it was whenever an out to the wider team, it was just about trying to make everybody feel safe and that space relatively quickly, which is not always an easy task. We are really lucky that the team we've worked with are quite reflective and were already asking, how can we improve our reflective spaces? We had that as our starting point. I don't know, obviously, what other organisations have as their starting point. But I would say, just creating that sense of safety and familiarity with the structure of the sets. The structure of the sets can be really helpful, in that there's a set routine that you go through each time, so people get to expect that. But initially, that was maybe one of the barriers was, well, I don't know, if I can ask that question. Or I don't quite know what to expect when they go in. So, I think that was a hard at the start for us. And, obviously in real life, we're all human, and some people are more able to reflect and others or in any given day or given week, different things are going on for people in their life. So, no one has ever forced to speak at a session that's always a bit at the start where people say for what they're willing to share, or there's also the space for saying actually this week, I'd rather not share. So, people maybe aren't quite so vulnerable within the space.

Kyle Fleming, CrossReach

I think there's a clever thing going on Pauline is folk are used to being the way they are at work, you kind of get used to it, you know, it's your routine, it's everything about you. So, a barrier might be, 'Oh this is maybe making me think I could be a bit different', you know, that that can be hard to accept if we are honest. But what came through all bits of training, you know, you fill out that form

at the end of the day, or the end of the week, is we're up for getting better. So rather than let that gather dust, we got that out again, again and said, Right, we're all up for this, we're all up for reflective spaces. We're all up for getting better for better outcomes for our service users, if you like. So, folk were signed up to it. Maybe if they weren't sure, and we reminded ourselves of that. But yeah, it challenges the way you are in a good way.

Pauline

Thank you. Thanks for that.

Sarah Deeley, CELCIS

I could just add a wee bit on there as well. We tried to front load a lot of the potential barriers. So, when we were doing the initial engagement sessions, with the implementation team, and with the full staff team, we were asking them, what do you see as challenges? What do you see as bumps in the road? Where do you think this might be a problem? And the team were honest. So, it let us sit and try and figure out how do we mitigate some of these risks, and Eileen and Kyle were really quite open with the team and they said We want to make a change to reflective practice. It might not be this model, but we want to do something. So, we're committed to making a change. So, I think that helped a staff team as well that they had ownership and they had full licence and permission to contribute. So maybe they approached it slightly differently as well. One of the biggest worries that came through across all the different conversations was, I don't know if I've got time for this, how much time is this going to take? I don't know if I can fit this into my working week. So, one of the things that you can do in quality improvement is you can do a balancing measure. So that measures the balance of introducing it to your system, a positive and a negative is introducing this, just not worth it. So, time was the biggest worry for the staff. So, we asked the question at the end of every single session, did taking power and today's session negatively impact your ability to take part in your other work tasks or something like that. Don't quote me exactly verbatim. And there was a six point Likert scale people answered it. I was looking at the stats last night: 80% of the staff team answered either absolutely not or very little impact on my working week. That was over 10 sessions, which was maybe over about 10 months I think we ran it. The 20% who said yes it does have an impact. Both of them happened in the very first session that somebody took part in a reflection and action and learning set. So, I wonder if that was a reason, that they had not attribute value to the set yet? And that's maybe why they said, Oh, this took time. But it shifted as time went on, it shifted.

And we weren't able to dig further and ask those questions, because people answered that anonymously. So we don't know who answered that. And it would be good to know, but we just need to know what the data is telling us.

Pauline

That's really helpful. Thanks very much.

Linda O'Neill, CELCIS

Thank you. And it's really nice to hear that - the attention to not just the technical stuff about like you're saying Sarah, that comes through so often from people with time and capacity and resource, but you know, what else you're talking about Kyle and Eileen about the value base and the principles and co-production, as well. So thanks very much for that. We have got time for one more question. And before we go into the breakout room, so Andy, I'll come to you.

Andy

Thank you. I'm just wondering about the facilitation from CELSIS. And how important that's been through the process. We have tried Action Learning set, John Ryan, my line manager had tried to introduce it as part of our team meetings a while back, and it was something that probably just kind of fell away, and having done quite a bit of work over the last few years, with Sarah and her team, I have really valued the importance of implementation, and getting the foundation to that right, and putting that in place in the first instance. So, I'm really interested again, just because we're talking a lot about reflection and how we get our teams in a space where they can reflect in the right space. And are we asking each other the right questions etc. So, just a reflection on how important you think that facilitation was in terms of embedding it.

Kyle Fleming, CrossReach

Andy, yeah, it was a huge help. You need someone that's not in the day to day that's able to join the group and say, this is okay. This works really well, or it's working really well elsewhere. It's good thinking, it's progressive. So, it validates what you're doing and gives you gives you a boost. And yeah, it's a process to learn as well, you know, as I've found I really need to think about what I'm doing, you know, and that that needs a coach. So yeah, a huge help having input from Sarah.

Eileen McColl, CrossReach

Thank you. Yep. And I think Sarah was there at the start, so it was helpful for the implementation team, which was a group that we first approached and looking at that, so it helped us to feel safe in the framework and understand the process, but also understand the purpose of it. And then, so we felt safer to go out, as because I'm one of the facilitators in the group. So it gave us that framework before we went into that. And then we were able to explain that a bit more within the groups and try to stick to that structure. And I think, Andy, if we just went into it ourselves, I'm not sure I would have felt quite so capable to do that and to stick to the structure. And I may have allowed that to slip a wee bit. So yes, we definitely valued having Sarah involved at start with us.

Linda O'Neill, CELCIS

Thanks, Andy. So, there is something there as well coming through about what else we need to pay attention to, in terms of the support that goes around change initiatives and new processes and things. So, thank you for sharing those reflections. Eileen, and Kyle and Sarah, we are going to move into our breakout rooms. So if anybody does have any questions that they want to ask Kyle, Eileen and Sarah, afterwards and anything they want to follow up on, I know that they are all more than happy to share more reflections and more learning, so we can make sure that people have their contact details as well. But we are going to move into breakout rooms. And the question that Eileen and Kyle and Sarah are interested for us to talk about is: if you were to mirror what the team have done at Erskine Waterfront, what would you need to achieve this too? So, thinking a wee bit about some of the stuff that we've talked about during that section, some of the technical stuff, some of the more adaptive stuff and what is it that we would need to do something similar in our own settings?

Linda O'Neill, CELCIS

So, Sarah and Michael I will come to both of you and ask if either of you would like to volunteer you or your group to give us some feedback about what was discussed.

Michael Bettencourt, CELCIS

Hi, Linda, I would love to volunteer my group, but I feel like there would be a rebellion if I did, because no hands went up when I invited them to feedback. So I'm going to try and summarise what we discussed - I won't do justice to it. We talked about the importance of the buy-in and the invitation and the groundwork

for this to succeed. So, the buy-in from senior management, but also from all staff involved. And we then talked about creating the space for all to be able to contribute and the possibility that sometimes critics voices might be louder than others. So how do you create a space where everybody can contribute? We liked the term positive culture carriers, we would like more information on that. Some definitions, some citations would be really helpful. The idea that everybody or others are passing this practice on. And then finally, we talked about the role of the facilitator and how that was likely to be a specialist role that needed support. And the need to drop roles at the door facilitator is facilitating people who traditionally would have different elements of power, or hope I did justice. Eileen, did you want to contribute anything?

Eileen McColl, CrossReach

I just realised that to the point you're speaking there that what I didn't see within the group that although I am a facilitator, and I'm one of the managers of the schools, the other facilitators that we have one is a teacher and one is a classroom assistant, so it doesn't have to be anyone in one particular role. Who is leading these groups. But it is important that they get lots of support.

Michael Bettencourt, CELCIS

Thanks Eileen. I think that was our group, Linda.

Linda O'Neill, CELCIS

Thank you. Sarah, I will come to your group.

Sarah

Hi, there, yeah, I'm happy to feedback. We discussed adaptation and application of the model in different contexts and the importance of protecting the space when other priorities arise and there are other pressures on people's time. We also looked at how to implement from small to larger scale and the benefits of that approach, because you can adapt the model along the way, making language changes, for example, and how that can be used to secure engagement and buy in from colleagues, we spent some time talking about the practicalities of the model, whether it should be delivered in person or online, the ideal group size, and how sessions can be structured to share responsibility and engage different personalities. The last point, kind of the same as what was said before and the importance of the facilitator and how that rule can be used to navigate dissent if it comes up in the sessions.

Linda O'Neill, CELCIS

Sarah, thank you very much. Sarah Deeley, if you got anything that you or anyone else in your group want to add to that?

Sarah Deeley, CELCIS

I don't have anything to add. I thought that was a very concise summary Sarah thank you so much.

Linda O'Neill, CELCIS

Well, when I come to our group I realise that I didn't actually ask if anybody else wanted to feedback so I should do the right thing and get back group that opportunity.

Kyle Fleming, CrossReach

Good plan. Yeah, our, our group, we went back we heard about how the model had run in a similar way quite some years back. And that was very interesting. And how It can be successful, and it can also be very challenging. So that's great. But, also it reminded me about maybe the longevity of such a project as well, and how do you keep things going? So that's a question. Through the conversation - sorry, I'm not giving you a lot of detail - but it was great to hear about other partners and policy, as well. And it reminded me how, as practitioners, we can be bombarded with stuff that we read, or we get it because we're all linked up on social media and we're doing all the right thing, but we can become overwhelmed. So, it's good to think about things from an organisational policy point of view or a bigger policy point of view. But generally the discussion was positive and I think I think in some areas, we're looking to move forward with that, which is great. I also just wanted to take the chance to say to everyone, thank you for hearing our story, because we're on a journey and, and it might work out really well, you know, or we might move to another model. But it's, it's just really great to have the interest and the support for the idea.

Linda O'Neill, CELCIS

Thank you for that, Kyle. One of the reflections that I shared in our group was just about the importance of this support for the workforce, and that the majority of our education forums over the last couple of years, have actually focused more on support for the workforce than some of the more technical education, or sort of curricular areas or systems than we would have traditionally looked at in the

forum. And that's because people have been asking for these types of inputs, which I think just signifies the really complex landscape that we're working in at the moment. Someone from our group reflected that they're doing something, setting up a project that's similar but different, again, to provide well-being space and support for the workforce and hearing about this journey has been really helpful in thinking about what the wider system and what other supports need to look like for people that are involved in these types of change initiatives. Before we start to wrap up, is there anything burning that anybody would like to contribute before we finish?

No, are we all good?

Well, in terms of next steps, what we do is we collate all of the notes from the breakout rooms, and we make sure that they are totally anonymized, not attributable to anybody, and we make them available on the website, alongside the recorded input from Sarah and Eileen and Kyle this morning and the Q&A section. I want to say a huge thank you for being so open and sharing your story with us. It's been so good to hear about the journey that you've been on. And the humility that you and the staff have shared it with has just been really lovely to hear. Kyle and I joked about the bus trip over to see you don't worry, we're not going to land on you with a packed lunch ready to go. But I do know that there will be a lot of appetite from people in the group to get in touch with you. So we'll make sure that people have contact details. Because I think it's through sharing this kind of emerging practice about what's working for people what's helpful. And just the hope that it's shared with - that complex things can be done, and they do make a difference is a really important message to be able to share with people at the moment. So, we will make sure that people have got everyone's contact details. A wee plea from me, that we will be sending out an evaluation of today's session on an email just as soon as we're finished. And we'd be really, really grateful if you could just take five minutes to let us know what you thought of this session. And anything else that you would like to see input we could improve on in terms of our structure for the future, because it's really, really helpful to us to think about Future Forum events as well. We've also got a survey that's open at the moment about the future of forum events, about the themes that people would like to see about the format. And again, if you had five or 10 minutes to complete that we would be really eternally grateful because we really want to make sure that that is meeting the needs of people that come along. Very quick flag that our research team is currently looking at trying to speak to young people who are between the ages of 12 to 26. To understand the experiences and

expectations of receiving continuing care, support from their local authorities, and they are looking for young people to sit down with and have a bit of a chat about that to inform their research. They've also happy to do interactive sessions with established groups of young people as well if you have young people that you know that would be keen to take part in that. So, if you know young people who would like to be involved, please let us know and we can put you in touch with our research team about that and I will try and put a flyer about that in the chat but the technology has defeated me for now. But we will also send that out in our in our follow up email.

So, all that leaves me to do see a huge, huge thank you to a everybody that has been involved in today and making it happen. A big thank you to our behind the scenes CELCIS team who keep us right with all the tech for all the comms and keep us online and all the videos and slides and things. So a big thank you to the team behind the scenes. Thank you as well to the CELCIS staff who came along and facilitated. to Eileen Kyle and Sarah, after all the prep work for your honesty and openness and sharing your journey and to the rest of the staff, at Erskine for sharing theirs. And to all of you for taking the time out to come along and join us this morning to hear about this to share your thoughts and reflections and and for all your inputs. We really, really appreciate it. So, thank you again, and we hope you all enjoy the rest of your day, and we will be in touch for the date for the next Education Forum which will be towards the end of the year. So, we hope you enjoy the rest of the day and thanks again for coming along. Take care everyone.

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