

Audience Groups 1-8 (Working Together 2010)

Methods Small group discussions followed by feedback to large group

Preparation

You will need to prepare sets of statements to represent each category, either by printing them out and cutting them into separate statements to hand out in clusters, or by preparing lists with mixed sets of statements. You could add additional statements for each category.

You will need to consider which case studies to use and ensure that you have copies of the handouts for participants.

Links to Common Core

Common Core 1 Effective communication and engagement with children, young people, their families and carers (skills: listening and building empathy). Build open and honest relationships by respecting children, young people, parents and carers and making them feel valued as partners.

Common Core 1 Effective communication and engagement with children, young people, their families and carers (skills: listening and building empathy). Be aware that some children and young people do not communicate verbally and that you need to adapt your style of communication to their needs and abilities.

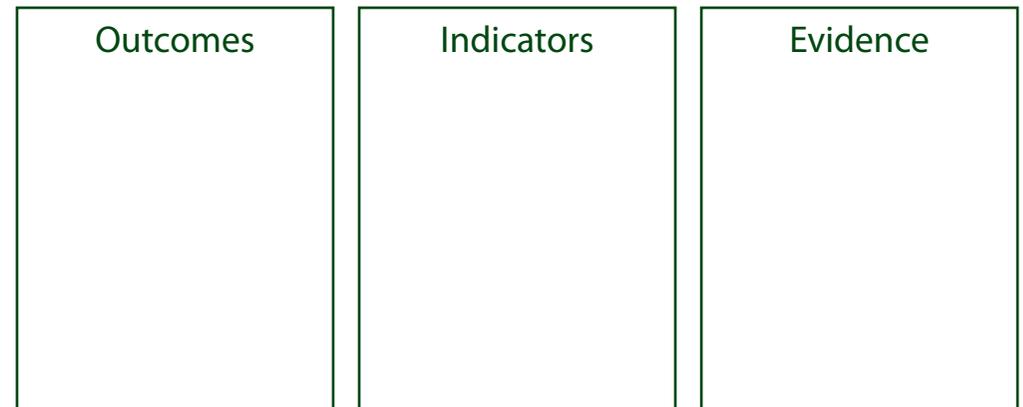
Learning Outcomes

To meet a child’s developmental needs and support strengths.

Process

Give each group a sample of the following statements and ask them to spend 10 minutes debating them and grouping them as either an ‘Indicator’, ‘Outcome’ or ‘Evidence’.

The trainer may wish to put flip chart paper on the walls and ask the participants to take turns to add their statement.



Continued ↘

Time

Total : 45 minutes

Small group 30 minutes

Feedback 15 minutes

further

Outcomes or indicators?

Process Continued ↘

List of Outcomes:

- Baby Tyler is safe and is well protected from harm.
- Jasmine is fit and physically well.
- Sonia is happy and healthy, she feels good about herself and has positive relationships with others.
- Toby is achieving highly at school and is engaged in a range of positive activities.
- Mustapha did well at school and got the good, well-paid job that he wanted.

List of indicators:

- Number of times that Ben is reported to be out late at night unsupervised.
- The number of times that Eve presents at the local health centre with re-occurring health problem (for example, scabies, headlice, worms, diarrhoea and sickness).
- The social contacts that James forms and is able to sustain.
- Alice's school attendance rate and the number of clubs that she has joined.
- Paul's formal qualifications and the number of training places/jobs offered.
- Number of injuries to Hamed.

Sources of evidence:

- Self reporting.
- Parent reporting.
- Extended family reporting.
- Other agency reporting – for example, school, health, community centre.
- Police records (for example, reduction in reports of anti-social behaviour, nuisance or arrest rates).
- School records – attendance, attainment.

Continued ↘

Outcomes or
indicators?

further

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Process Continued ▾

Once completed, give each group one of the child case study 'stories' – for example, Shireen, Susan, Troy or Liam and ask them to identify two outcomes, two indicators for each outcome and sources of evidence:

1. Observations – for example, interaction between parent and child, displays of love, boundary setting and so on.
2. Assessment data (comparisons at start and end).
3. Specific outcomes measuring tools.
4. Questionnaire data.