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A Different Perspective: An Exploration Towards the Emancipation of Practice within Social Care

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A Different Perspective: An Exploration Towards the Emancipation of Practice within Social Care

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Master's in research

Munster Technological University

Dr Joe Moynihan and Dr Tom O'Connor

Written Declaration:

This thesis is entirely the candidate's own work except where otherwise accredited. This research has been compiled with the University's Code of Good Practice in Research. This thesis has not been submitted for an award at any other institution or university.

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Abstract

"Don't fix what's not broken" Robert Atkins

'A Different Perspective: An Exploration towards the emancipation of practice within social care', is a study that sought out to contradict the quote stated above.

In Ireland today, it is recognized that the Reflexive Practitioner is the dominant paradigm within the district of Social Care and the approach of professionals is obtained through the traditional ways; whilst Social Pedagogy is still a relatively new import with only a couple of organizations operating across the country. Both disciplines work with the same general clientele and have similar goals for the clients with whom they work (Lalor and Share, 2013).

The professional approach of both disciplines was unfastened and discovered throughout this study. Social care professionals focus on the protection of those in their care. Along with planning the provision of their care, and psychological support, and advocating for those who cannot (Social Care Ireland, 2018). Where it is believed that social pedagogy although very similar can be considered to have an unconventional approach (Stephens, 2013). This study explored the support structures in place for the clientele, and professionals who work with and for themselves. Subsequently, this research considered, 'An Exploration towards the emancipation of practice within social care' and discovered more.

Essential to this research were the in-depth semi-structured interviews that were utilized to obtain the relevant data for this piece. For this study, the researcher focused on those who worked within the residential and aftercare services in Ireland. The researcher did not just target participants with certain qualifications within each discipline solely but sought out their longevity in their practice as well. It was that concentration that enriched this research seeking why & how they have managed to stay within a system that many on the inside and outside have deemed to be flawed and broken.

1. Introduction

A Different Perspective: is an impression that resonates throughout this piece of research. The Social Care Worker is a professional who is currently practising here in Ireland and has been for a considerable amount of time. However, there are various contributing factors that many counterparts have come to believe, that this has diluted or potentially blurred the clarity of how exactly a social care worker should operate in their field. In turn, this researcher has investigated if this was a probable case and explored an alternative practice underpinning Social Pedagogy also.

The literature review chapter opens to the realms of both underpinnings that are practiced here in Ireland, yet one is more dominant than the other. This led to the construction of the overall 'Research Topic' of, *An Exploration towards the emancipation of practice within social care.* We will discover that Social Pedagogy has enveloped itself not only in the caring profession in multiple countries across the world in but other backgrounds as well. However, it is not Social Pedagogy that is deciding to do this solely but the people within it as it has given the confidence to seek social justice.

The researcher has looked at our counterparts from across Europe and thanks to the findings carried out by the Thomas Coran Research Institute during the late 1990s and early 2000s who discovered why young people leaving care had a better success rate on the Continent than those in the UK and subsequently here in Ireland as well. Their conclusion had many factors to their findings across Europe but what was a strong factor was the influence of social pedagogical underpinning within the sector. That is when the researcher started pondering if social pedagogy could have a positive effect on the people depending on the services provided; surely there must be benefits for those working within it as well.

The Methodology Chapter, it was choreographed how the researcher extracted vital data to complete their analysis for the benefit of this piece. The key factor for this research was the use of current professionals in both fields practising here in Ireland. All the participants work in their current occupations which are recognized by the regulatory body of CORU, which has set out strict criteria of what a social care worker can be classified as or even the organization themselves for them to operate here.

Predominantly, all the participants in this study work with children in residential care, but all have worked in other sectors whether here in Ireland or outside of the country. Residential Care has had a reputation for being a difficult but rewarding field to work in. More recently though, it is becoming knowingly more of a highly stressful and violent place of work to be in, and this is one of the main causes of high levels of 'burnout' and professionals leaving the field (Dowling, 2019). However, some have stayed in this field for multiple years even decades and the participants of this research fall into this category. The researcher wanted to discover what has kept them in the field and to see if a secret is there to survive in this field for future professionals. Or do we need to start looking for new perspectives like our counterparts in Europe and now the UK?

In the Findings and Discussion chapter, the researcher has provided a series of insightful comments from professionals who when combined have over 100 years of experience between them. This wealth of knowledge and experience is something to marvel at and to hear about their experiences in their relevant disciplines is contrasting. The researcher sought out if there is any difference between different approaches from that professional's experience and point of view. This chapter is divided up into three key areas; 1. Working with other professionals internal and external to their employment; 2. The Systematic Problems that Professionals face by residing within the profession; 3. How does the approach assist/hinder the professional while working with the service user and how does this affect their personal life?

In the Conclusion Chapter, the researcher highlights the strengths and weaknesses of this study along with its recommendation of where social care could go in the future after analysing the data. In turn, the researcher has even proposed propositions for the foundations of social care and where they request for this journey to continue with this study.

2. Literature Review

2.0 *Introduction*

In this following chapter the researcher has targeted sub-questions to answer the overall objective of this research; *'An Exploration towards the emancipation of practice within social care.'*

This chapter highlights multiple practitioner approaches currently in practice within Ireland. Two of these types of practitioner approaches have already been derived from the work of Perry Share in 2013. The 'Reflexive Practitioner' focuses mainly on transitional views, however, is reflective in their practice and open-minded to new evidence-based practices. However, Share's (2013) work along with findings, classified one out of five practitioners as the 'Democratic Practitioner'. This chapter highlighted the strong similarities between both 'the 'Social Pedagogue' and 'Democratic Practitioner'. In turn, the researcher intended to highlight that this underpinning approach is being used in Ireland and to explore the reasons why this approach it is not accepted or expected as an approach equal as the 'Reflexive Practitioner'. Along with this the researcher explored the qualities both approaches have in their practice; what culture this instils within the sector and for those who experience it; how the Irish system assist or hinder both the practitioner and subsequently the service user. Overall, the researcher aims to pose the question; can social pedagogy benefit Social Care in Ireland?

2.1 How does the social pedagogue differ from the dominant reflexive practitioner in the Irish context and how have the duo manifested in care practice within the State?

2.1.1 The Reflexive Practitioner

It has been argued that social care in Ireland has developed over the decades into five separate approaches. These approaches have been adopted by those trained in the field. Although all 'professionals' types' are operating in Ireland there are those who are more pragmatic and dominant in the care system (Share, 2013):
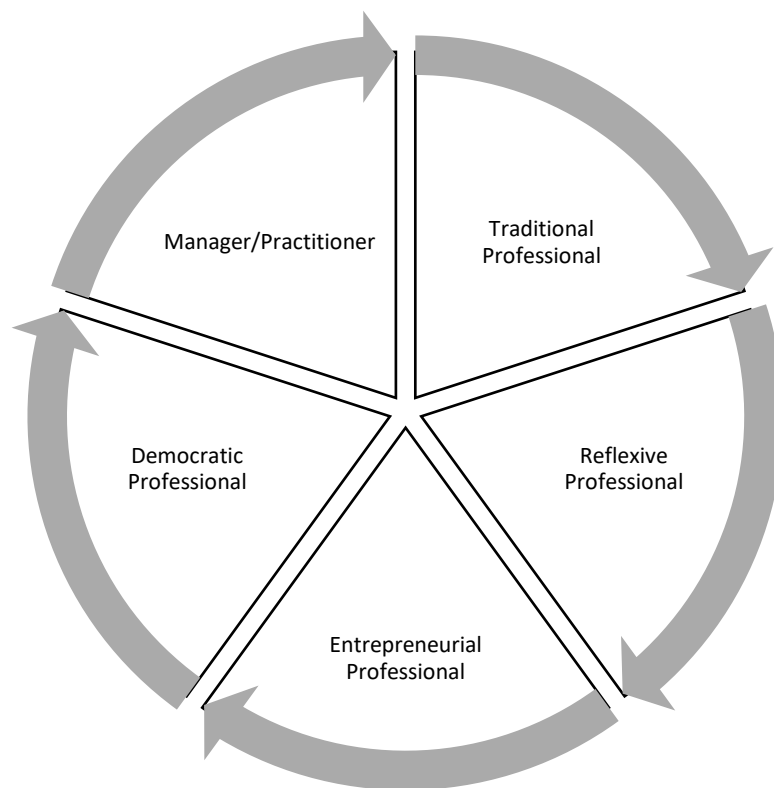
Figure 2.1

The reflexive practitioner is an individual who focuses on the person-centred and client-centred approach rather than the group approach. The reflexive practitioner views themselves as a 'self', a single person working on a professional basis and favours flexibility, and indeterminacy (Share, 2013).

The reflexive practitioner is a modern professional who focuses on themselves and the individual. They strife themselves on being efficient and although according to Share

(2013), the reflexive professional can be resistant to rigid structures but also prides themselves on being efficient within their role. However, there have been questions in the past linked to the potential conformity towards the structural system from those working within the profession (Knorth et al, 2002).

The reflexive practitioner came from humble beginnings with traditional values, but it has established itself within the clerical or philanthropic context and expanded to the statutory, community and voluntary sectors (Lalor and Share, 2013). It should be acknowledged that many practitioners in social care engaged in a practice that is informed and reflective. In turn, there can be many ways in which evidence-based practice be passed onto practitioners such as 'leading by example' or career experience (Farrelly, 2013). It has been argued that practitioners should be actively looking at the information that can provide guidance and better-informed judgement. Therefore, this poses the question are practitioners encouraged to have a dogmatic approach in practice? (Sheppard, 2004).

The process of professionalisation in social care has contributed to individualisation in practice. The risk of professionalisation has been highlighted to possibility generate a detachment from the service users which is contradictory to the nature of the care model (Lochhead, 2001). Professionalisation encourages the ethos of priority within a system and along with that the outlook for both the professional and the service user can be obscured (Bisschops, 2001). The concept of what takes 'priority' has essentially come at a great cost to the service and impacts what service aims to achieve (Bisschops, 2001; O'Connor, 2006; Hanlon, 2009; Knorth, 2002; Howard and Lyons, 2014). Thus, resulting in social and political factors preventing any radical attempt to find a solution to structural problems in society (O'Connor, 2006).

Both power and inequality have both been highlighted as areas of concerns within the sector for staff members. The need for 'Respect' is most fundamental to the reflexive practitioner (Hanlon, 2009). In North America, it was discovered that members of staff (on ground level) in residential settings believed that management was there to control them (referring to a staff member). Staff members believed their sole purpose was to control and maintain the children while in their care. In turn, these staff members also believed they had 'no power' or 'influence' in the program of their organization. Therefore, this encouraged staff members to only engage with the children when

scheduled to. In turn, poor participation in planned activities became the norm (Garfat, 2003).

2.1.2 The Social Pedagogue

Social pedagogy is a way of working primarily with people that combines "notions of relationship and connectedness and a desire to create wellbeing in others" (Cameron, 2004: P.133). In many countries, social pedagogues work in children and adult services, including schools, residential care homes, out-of-school play and care facilities, and youth work (Petrie, 2013). In pedagogic practice, a professional affords attention to and respect for the individuality of people (Cameron, 2004). The practice requires that professionals understand the dynamics of peer group relationships among the people they work with and use this knowledge to help socially educate vulnerable service users and to provide emphatic and constructive support and solutions (Cameron, 2004).

While there is no single method or explanation of social pedagogy, a main tenet of the practice is for the professionals to have concern for the service user and their circumstances, their position in society and to ensure that support places appropriate emphasis on "transformative potential of education" (Kirkwood et al., 2017: P.3). As previously highlighted, of the five types of practitioners practising within Ireland. Of these five types, the Democratic Practitioner would have strong similarities to that of the social pedagogue (Share, 2013).

The Democratic Professional is a person who takes primary responsibility for the service users. These professionals strive on participating in all aspects of the service user's life. They put more emphasis on the group rather than individualizing those within the group (Banks, 2004). Similarities have been found in relation to the community worker in the Irish context, but this could be considered when regarding this to the practitioners within the social care sector (Stephens, 2013).

The idea of democratic living is to provide those within care, the opportunity to play an active role in decisions made about them within society (Marri, 2003). Paulo Friere (1921-1997) highlighted many learning processes for the social educator (referring to Social Pedagogues) and many aspects can be seen to suit the makeup of the democratic professional. These approaches include many terms that emancipate those who have been oppressed and respectfully see and treat people as equals (Shor, 1993).

In Ireland, the movement of the disability community in recent years has demonstrated that there is a possibility of a more radical approach, and the use of an emancipatory educational perspective should be part of an overall new social movement within the care model (O'Connor, 2006). When the argument for the disability community was brought forward to illustrate the act of oppression by the social work department, its reinforced theories of individual inadequacies and blame. Thus, resulting in this movement being viewed as a step backwards rather than a step forward. The challenge was set for the department to radically shift its thought process of individualistic practice by the removal of disabling barriers. Thus, developing a commitment to the disability community (Oliver et al, 2012). The same radical thought could be applied not only to the disability community but across the board and in particular the professionals and service users.

Along with the Democratic Professional that was highlighted by Share (2013) and the need for Emancipatory values to be incorporated within the profession argued by Hanlon (2009) therefore the question the researcher aims to ask is could a social pedagogical framework be introduced into current practice?

2.1.3 Disparity between both practitioners:

It was argued for a long period that professional relationships should be based of individualisation, self-determination, a non-judgemental attitude, acceptance and confidentially. Professionals should control their emotional engagement with the person they are working with. The emphasis is on the individuals and not on group-based social problems. This approach connects the social problem with the individual rather than society (Thompson, 1998; 2003; Banks, 2004; Cree, 2000; Smith, 2005 in Hanlon, 2009). To bring social care into the modern era in the UK, similar to the nursing and social work model, social care had to adopt policies, procedures and an overall framework that was similar to the latter and may have lost its way in the process (Scottish Executive, 2006).

It has been highlighted that in the UK many youth workers are measuring their practice's worth by a 'tick-the-box' system as a more compatible and ethical approach (Slovenko and Thompson, 2016). In turn, this matches this practice especially in residential settings as these placements are intended to be short-term. As a result, service users' placements then could become more task-oriented/focused and the question has risen around the possibility that professionals are becoming overburdened with bureaucratic procedures.

Therefore, the work overload gets in the way of a good-quality 'relationship-based' practice (Jones and Smey Carston, 2016).

It's important to highlight that the terminology used in the sector is very clinical and could be quite difficult for people to understand; especially those within the service. Due to the coldness and clinical approach that has been encouraged in practice it is easy to see how there are so many unpredictable patterns day to day life within care (Clarke-Orohoe, 2014).

This research aims to consider a holistic approach to education and if this approach was adopted into the care setting. In this approach, there is a focus on the interplay between the individual and his or her social environment, inter-disciplinary partnership in delivering services that combine many concepts and professions and focus on addressing social problems and helping to foster social change through education and social interventions (Schugurensky and Silver, 2013). Over recent decades, social pedagogy has developed as a professional way of working with vulnerable children and adults. At its core, social pedagogy is concerned with social justice and addressing social inequalities, with education a primary method in providing solutions to social problems in a holistic way (Kirkwood et al., 2017).

The reflexive practitioner should be nurtured to be innovative and incorporate more radical approaches into practice that are empowering and anti-oppressing (Ferguson, 2003). However, it has been highlighted that professional insecurity forms a defensiveness and resistance, as defeatism, over-simplification, endless debate, reliance on rhetoric and discounting of users' abilities contradict what many have suggested as a way forward within the sector does this still resonate to this day? (Braye and Preston-Shoot, 1992).

It is considered, for there to be change in Ireland, it will come from internal leadership, public scrutiny and development with stakeholders working together towards similar goals (Jones and Smey Carston, 2016). There is a lack of direction for care in Ireland and in that accomplishment, you have a workforce with a lack of advocacy, innovative ideas and even optimism going forward (Hanlon, 2009; O'Connor, 2006). Therefore, this poses the questions, should there be emphasis placed on changing leadership within the sector rather than the foundations of the workforce altogether by incorporating other

approaches such as Social Pedagogy/Democratic Professional? Share (2013) has shown that the Democratic Professional is operating here already in Ireland, this research will explore why is it still a minority.

2.2 What are the merits and flaws in regarding both the practitioners and service users when implementing both disciplines arising from this research?

2.2.1 Merits of the reflexive practitioner

A reflexive practitioner is a person who draws from the person-centred care ethos for themselves and the service user. The reflexive practitioner sees themselves as a 'self', a single person working on a professional basis and favours flexibility, and indeterminacy (Share, 2013).

Social care can contribute enormously to the development and support of relations of care in practice, to do so there must be changes implemented into practice (Hanlon, 2009). The social care directive is a collection of different professional ideologies which may also undermine the realization of flawless service. Therefore, inside a mixed economy of the care system may reside conflicting views about acceptable levels of risk-taking, contradictory views about users' interests, needs and roles (Hardy et al, 1993) and different understandings of needs and assessment, reflecting different ideologies or attitudes about care (Dalley, 1993). This encourages the masculinisation of policy and practice along with the polarization of control and care, and the prioritization of skills of assessment, marketing, and inspection over those of service provision (Grimwood and Popplestone, 1993). Such systems have been viewed to be leaning towards stagnation and disorder (Braye and Preston-Shoot, 1995).

The reflexive practitioner's ethos is to provide responsive, creative, and flexible care services which are safe, caring, warm and fun for people in our care. They encourage in every possibility the promotion of education, social and psychological development, and well-being of each person in their care (Share, 2013).

Their framework is based on theoretical approaches that underpin their care delivery system. They have incorporated and combined various evidenced- based practices providing a coherent theoretical framework that forms their framework and guides the

application of theory into practice (Social Care Ireland, 2021). These include therapeutic residential care, access to education, access to psychological services, integration into local communities and encouragement preparation for independence in the wider society (Lalor and Share, 2013). The rights, needs, views, beliefs, and aspirations of each service user are central to their flexible, creative service and will always be respected and maintained (Share, 2013).

2.2.2 Flaws of the reflexive practitioner

As highlighted earlier in the chapter, practitioners are encouraged not to show human emotion in situations and to ensure that their emotions are kept under control. As previously noted, there is an emphasis on individual service users' cases rather than a focus on group-based social problems. This way of thinking locates the social problem with the individual case by case rather than the overall societal problem (Thompson, 1998; 2003; Banks, 2004; Cree, 2000; Hanlon, 2009). It is evident in the UK that social care adopted many policies, procedures and an overall framework from the social work and nursing model to survive and in doing so may have lost its true purpose under these systematic structures. (Scottish Executive, 2006). As the reflexive practitioner is considered the dominant practitioner within social care in Ireland this impacts the practitioner's practice (Share, 2013).

Social care work has been defined in the British context as a 'social professions' (Banks, 2004). In the Irish context, it has been difficult to define as it incorporates many social professional groups. Social care incorporates and connects a wide range of practices that range from youth work, residential care, community childcare, educational work, community development and to a degree aspect of therapeutic work (Farrelly and O'Doherty, 2005).

When it comes to residential care the term 'home' is most predominately used to describe the services provided. However, this is not accurate term on its own as residential care has three areas to cover: a home, a workplace, and an institution (Dorrer et al, 2010). Residential care, as currently constituted, is a clinical service, a placement of last resort. Children are mixed with others with contrasting levels of needs, and thereby the ability of the service to operate in the superlative interests of each child is in jeopardy (Fenton, 2015). It was argued in the late '90s and early 2000s that those enforcing protocols and performance measures, had contributed to the diminishing of the professional skillset

and there was an increase in management control (Southon and Braithwaite, 1998). It was also suggested that statutory regulation was used as a tool to lower the self confidence in the professionals within the system (Davies, 1999). It is paramount that residential care becomes a placement of first choice for service users when residential placement is required, especially at the time this requirement is first identified (Fenton, 2015). In turn, this research aims to answer the following question: is the reflexive practitioner content to remain working under rigid frameworks with clearly defined rules and regulations? Although this contradicts Share (2013) who empathised this to be one of the main characteristics of this approach. This research will elaborate further in the chapter study that the opposite occurs; with practitioners conforming to the system rather than resisting as highlighted in the above question.

2.2.3 Merits of the social pedagogue

The suspicion that European nations did better their young people in state care now seems to be confirmed by the work carried out by the Thomas Coram Research Unit in the UK (Boddy et al, 2006). It would appear that social pedagogy has better outcomes and experiences to offer care for both young people and further investigations for all people in society (Smith, 2009). Even though they're employed in social services, the social pedagogue evolves into the agents of socialisation (Stephens, 2013).

Holistic Approach:

The term 'Holistic' comes from the Greek word "Ὅλος-holos", translated means a collection of; all, whole, entire, total. The idea of collectively viewing a situation comes into play with a holistic approach (Papathanasiou et al, 2013). A collective care element for both the practitioner and the service user looks at the whole issue (Howard and Lyons, 2014). Fulcher and Ainsworth (1985) highlighted the need for a holistic approach to be implemented into residential care. It was recognised that often the dominance of protection, rights and social justice meta-narratives skewed the services away from the initial purpose (Smith, 2009).

The social pedagogue takes on the ideology of the holistic approach in their practice (Lalor and Share, 2013). The social pedagogue doesn't want to take charge of the person they work for but encourages and enables them in making the best possible decision for themselves (Stephens, 2013). The social pedagogue tries to apply pedagogical solutions

towards social problems.   Social pedagogues view the individual as part of a collective group and wider society. Their approach gives a better insight into the service user or social group within society (Hatton, 2013). Therefore, by incorporating a holistic approach, it encourages a proactive role for the social pedagogue to take on a preventive attitude along with the ongoing progress of solving social problems (Hämäläinen, 2005).

Freire recognised the difficulty posed by those trying to remove the structural origins of social suffering, but much can be done to assist the oppressed by alternative methods. The radical notion of altering the 'teacher' and 'learner' positions, conveys an image of 'walking alongside' or even 'holding their hand' with those in a vulnerable position, which is key to this Emancipatory approach (Freire, 1996). If individuals believe that they can do so, human beings can be educated to have a hand in shaping the social environment in which they live. Once this sense of self and collective worth is divulged, people can prevent social problems from arising, as well as solve the social problems they face (Stephens, 2013). There have been arguments made have called for sociological and pedagogical perspectives to be integrated into social care along with emancipatory social care practice (Hanlon, 2009).

Having a holistic approach at the origin of your practice gives the platform for a more open-minded workforce. No singular approach or paradigm should dominate the profession of social care. Furthermore, advocates of various approaches should lead the actions of social care professionals along with embracing diversity and multiplicity within the profession (Anderson-Nathe et al, 2010). The Democratic Professional that Share (2013) highlighted that was operating here in Ireland, utilises many characteristics of the Holistic Approach. These professionals acknowledge a primary responsibility to the young people; strive on participating in all aspects of the young person's life and place more emphasis on the group rather than individual cases (Share, 2013; Banks, 2004).

The 3 Ps:
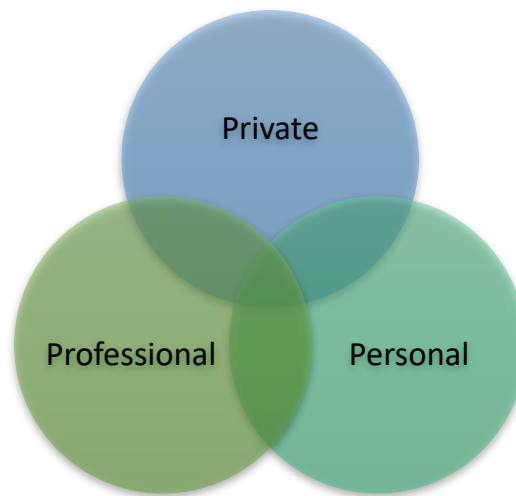
This is a Danish concept, the 3 Ps introduces the idea that we could all be seen to consist of three spheres: the professional, the personal and the private (Jappe, 2010). This concept highlights that professionals if given the knowledge or theory would show their emotions freely while in a professional setting (Hanlon, 2009; O'Connor, 2006; Kennefick, 2006).

Professional draws on their knowledge, theory, and experience, along with the ongoing new research and evidence to assist them in their assessments and responses to situations. It enables the professional to work with people in a professional framework, to achieve goals and objectives (Jacaranda, 2001).

Personal should be distinct from the private. In turn, this encourages the professional to allow the service user to see them as a person with real life personal experiences and not view them as just a professional. By sharing personal pieces of themselves, having their preferences, experiences, challenges they face they are removing the barrier between them and the service user allowing for a more genuine positive relationship can happen. Furthermore, by the professional appropriately sharing something personal this can help to reduce imbalances of power and assist both parties to connect on a human level. This encourages the construction of authentic relationships, which is important as social pedagogy is a relational approach (Jacaranda, 2001). Power inequalities in relationships are institutionalized within the caring profession (Hugman, 1991). However, deciding what can be shared and with whom requires careful reflection.

Private refers to that part of life that the social pedagogue would share only with those close to them such as a family member or close friend. Inappropriately sharing such information may put the social pedagogue in a vulnerable position, and careful consideration of the difference between the personal and the private is very important. Where the line is drawn between the two depends on the kind of information, the context and whether something positive might come from sharing in a professional relationship (Jacaranda, 2001).

Social pedagogy encourages a reflective and conscious use of all three spheres to create a safe space for everyone, which is full of learning opportunities. While sharing a shared space, the child and adults are inhabiting the same life space, not existing in separate, hierarchical domains (Petrie et al, 2009). It is the quality interactions between the child and adult that play an important role in the young person's emotional development as they're out of their home environment (Black et al, 2017)

2.2.4 Flaws of the social pedagogue
Lack of literature due to translation of pedagogy into the English-speaking world

Since social pedagogy is a discipline that has been developed across many areas of the globe each area has its own dialect. In turn, this contributes to the difficulty of pinning down what exactly a pedagogue executes (Lalor and Share, 2013; Stephens, 2013; Petrie et al, 2009; Cameron and Moss, 2011). Many pieces of research have been carried out and the majority agree that the resistance to social pedagogy in the English-speaking world stems from the terminology that is lost in translation (Cameron and Moss, 2011). Moreover, then contributes to the lack of understanding and further instils the complexity around the discipline (Stephens, 2013).

Social pedagogy always abides by the cultural identity of its history. It has been noted when it came to the possibility of England importing the social pedagogical approach that the lack of translated material, the boundary-less theory of practice and the contextless would pose a threat to the implementation of the approach (Kornbeck, 2002). Invoking the 'chalk and cheese' metaphor, raised the question the English would be able to adapt to European ways (Stephens, 2013).

A deeper understanding of the theory affords the practitioner of a better understanding of the person as they seek care and nurtures the development of best practices within the system for those who require it (Fenton, 2015). From sound theory, surges notified action. It has been said that social pedagogy can present to have an almost theory-free practice. This is certainly worrying but somehow telling. Therefore, as suggested the guidance of a social pedagogical practice requires to be reviewed (Stephens, 2013).

Being a 'parent' or being a 'professional'

Although policy documents have notably highlighted the need for the state to assume the parental role for those out of their home and in the care of the state, it has been stressed its failures to offer the same type or level of care as families (Cameron, 2004; Smith, 2009). In turn, incorporating of aspects of parenting into practice has been identified as having a pivotal role to play for those in care (Petrie et al, 2006). Furthermore, there are times when the young person test boundaries with the practitioner, to see the possibility of how much this adult really cares about them. When this testing occurs, the practitioner is instructed to be patient, encouraging, cajoling, and humorous, coupled with being thick-skinned, to continue beyond the refusal from the person (Butler, 2013). Social pedagogy encourages the idea of doing everything together as a unit or a team. The term social educator is often used for the social pedagogue but in residential settings, the social educator must adopt a parental role and ensure they are not doing everything for the individual but instead empowering them to be part of the decision-making process. (Jacaranda, 2001). The 3 P's (as discussed above) should create an easy framework for this to implemented whiting the Irish context. However, the process of carefully deciding of how much information should one divulge to another, particularly in a profession can be off-putting to many (Fenton, 2015).

2.3 What type of culture is created for both the professional and service user when empowerment is encouraged in practice within the sector?

2.3.1 Burnout and Absence of Advocacy

It has been argued that there has been an absence of activism in the care system (Allen, 1999; Moran, 2010). The simple fact that the inclusion of a non-advocacy clause in the

Service Level Agreements (SLA) issued by the HSE to voluntary and charity bodies it funds has an impact on the policies and procedures of how their teams operate (Harvey, 2014). It is believed that practitioners need to reclaim their rightful place in the care system and advocate for both themselves and those they work with (Fenton, 2015). Practitioners need to use their expertise in reflective practice to address the excesses of a 'zombification' process on the dogma of crude risk assessment based on actuarial factorisation (Hester, 2012).

It has been stressed that many social care workers in Ireland, experience anxiety about their safety when coming on shift and while on shift. This anxiety is not favourable for a practitioner to be effective in providing safe and professional interventions, especially in a volatile environment. Management through professionalisation is responsible to ensure that early intervention supports, and strategies are offered to professionals, but this is lacking on occasions (Keogh & Byrne, 2016). This encourages a loss of belief within the profession itself and contributes to burnout levels, a lack of activism and a high turnover workforce (Keogh & Byrne, 2016; O'Connor, 2006; Hanlon, 2009).

The link between 'burnout' and the 'absence of activism' can be seen to be there but the environment cannot be targeted as the main source of this calamity (Savicki, 2002). The practitioners who operate in the system have some accountability to take as well (Fenton, 2015). Many studies and findings have suggested what a practitioner can achieve for themselves on their own bias, hence why the theme for the Social Care Ireland Conference 2019 was 'Reflective Practice' and many workshops were geared towards giving professionals the space and fresh ideas that they could observe and carry out in their place of work (SCI Conference, 2019).

The following themes have been highlighted to be related to the cause of 'burnout' and 'absence of activism' (Savicki, 2002; Fenton, 2015,):

Figure 2.3

Teamwork training and Support: Social supports hold substantial meaning to anyone in society and especially when in a community, team, family, etc. Moreover, a large proportion of a professional's practice is influenced by the social interactions of their team members (Savicki, 2002). The influence of power and control between the professional and service user (Hanlon, 2009) can often create a distinction of 'them' versus 'us' (Garfat, 2003). Furthermore, this can occur with team members not systematically trained in group processes within a team. 'Group Supervision' is a tool that has been used as a counterpart to offer relief to the issue. It has shown benefits and negatives (Burke, 2006).

Supervision: Classic studies in business and organizational psychology literature have shown that there is a need for a balance when it comes to Supervisors being trained to be responsive to both task and socio-emotional aspects of their team members (Blake et al, 1964; Fleischman, 1957). It has been highlighted that supervision has not been used

effectively and efficiently by both professional's and supervisors (agencies) in the past and in more recent times (Burke, 2006). The office can be seen to be an area of safe space used by professionals to reside in as a group. However, the ability to talk about personal work-related issues is not suitable (2011 Guardian Article).

Planned workplace and manageable pace: In the UK, Youth Work, has been highlighted to have the ethos of task-oriented, tick-the-box systems to prove the worth of their work (Slovenko and Thompson, 2016). Under legislation, paperwork and records must be maintained and need to complete (Tusla, 2018; HIQA, 2019; HSE, 2019). However, the arrangement of work may have a large impact on how taxing it seems for one professional to complete all tasks asked of them (Savicki, 2002). Furthermore, if the work is to challenge the professional while ensuring they are not overwhelmed, they may find the experience of their work to be more rewarding (Maslach and Leiter, 1997; Riolli-Saltzman and Savicki, 2000). It was discovered that the workload, lack of clear feedback and poor supervision contributed to the connection between 'burnout' and 'absence of activism' within the care system (Savicki, 2002; O'Connor, 2006; Howard, 2014; Fenton, 2015). Therefore, this poses the following questions, what should take more priority? Has bureaucracy within practice overburdened the true work of the professional? and in turn strains the overall placement of the young person (Jones and Smey Carston, 2016)?

Flexible, enriching work: While structures and rules are important, it has been highlighted that having too many restrictions can be stifling professionals' own initiative and creativity. The part of our work that drives the person forward in their work is the ability to put themselves in their work (Maslach and Leiter, 1997). The reflexive professional is a modern professional who focuses on themselves and the individual. They pride themselves on being efficient and although according to Share (2006), the reflective professional can be resistant to rigid structures. Therefore, there must be a question in relation to the professional's conformity to the system (Knorth et al, 2002). The reflexive professional focuses on the person-centred and client-centred approaches rather than viewing the client as a group. The reflexive professional sees themselves as a 'self', a single person working on a professional basis and favours flexibility, and indeterminacy (Share, 2013). Work structures that allow professionals to have some control over their immediate work environment helps the professionals to feel appreciated and find meaning in their position (Savicki, 2002). Furthermore, professionals having no say or

inclusion in the process of how the agency is ran was discovered in North America. In turn, this made the professionals (on the front line) feel less significant and discouraged them from engaging in their work (Garfat, 2003).

Coping strategy training: "What we see changes what we know. What we know changes what we see." (Jean Piaget,1896-1980). Coping skills are something that all people develop as they grow into adulthood (Savicki, 2002). The violence in care settings across the State threatens both the professional and the service user wellbeing. Ultimately, the prevention and management of violence should be the highest priority for every agency (Burke, 2006). The violence directed towards professionals impacts their ability to provide safe and consistent care; inevitably, staff are injured, stressed, and need time to recover (Keogh and Byrne, 2016). Furthermore, leaving work behind and not allowing the impact of the work at the workplace to have an impact outside the workplace was difficult for professionals in Ireland (Burke, 2006).

2.4 Should social care, be more heavily weighted towards one paradigm or the other arising from the research?

2.4.1 What others have done before.

The work of Oliver et al (2012) showed us that the professionalization of social work towards the disability community was based on the expertise on impairment as a cause of social need. Thus, continuing in this fashion would be 'an act of oppression' that emphasizes theories of individualization and blame culture. This was seen as a step forward was for social workers and professionals to commit to the development of overcoming the obstacles and empowering the people they work for. It was recommended that there should be a fundamental slide towards a radical practice rather than what was in place at the time (Oliver et al, 2012). In the UK, at the initial stages of social pedagogy; there was resistance as this approach differed from the norm. Some of the workforces commented that 'they have seen this fad before'. However, when this approach was introduced by professionals already practising pedagogy, they demonstrated how these tools could benefit not only their practice but also their personal lives (Bunting, 2011).

In Ireland today, there are many approaches utilised when working with young people in a care setting. However, it is recognised that the reflexive practitioner is the dominant paradigm within this jurisdiction. However, the Democratic Practitioner/Social Pedagogy is still a relatively new import with only a few practitioners operating in a few services running across the country. Furthermore, both perspectives work with the same general clientele and have similar goals for the clients with whom they work (Lalor and Share, 2013).

Developing a social pedagogical place means challenging each other to read, look, study for the up-to-date methods and to ask constantly what needs to be transformed and what needs to be conserved (Williams, 2001). Social pedagogical core deepens the test by bringing cultural and ecological politics into the centre of place-based dialogue (Smith, 2002). The traditions of social pedagogy and place-based education provide researchers and practitioners with intellectual tools ready for practical application anywhere (Gruenewald, 2002).

In pedagogic practice, a professional affords attention to and respect for the individuality of people (Cameron, 2004). The practice requires practitioners to understand the dynamics of peer group relationships among the people they work with and to use this knowledge to help socially educate vulnerable service users and to provide emphatic and constructive support and solutions (Cameron, 2004).

In the early 2000s, interest grew in Scotland in whether the European models of pedagogy might offer a helpful conceptual framework within which they could implement into their practices when working with young people. At the University of Aberdeen, a joint BA-run program alongside pilot programs was introduced in conjunction with Camphill schools. In these programs, applied pedagogical principles were introduced and as a result of this their practices emerged successful (Asquith *et al*, 2005). As a result of the demonstrated effectiveness of this approach, the Department of Education and Skills in the UK published a report advocating for the introduction of the social pedagogical approach across national childcare structures (Department of Education and Skills, 2007).

2.4.2 The possibilities of another paradigm.

The social pedagogical model has been accepted and flourished across Europe, the UK and to a certain degree in the United States. The question that must be explored; is why such resistance to this approach in Ireland is there? The reflexive practitioner focuses on the protection of people in their care along with planning the provision of their care, psychological support and advocacy for those who cannot advocate for themselves (Social Care Ireland, 2018). Social pedagogical principles can be applied across the lifespan even though it is most associated with residential childcare (Hatton, 2013). Also, from the work of Share (2013), there is a practitioner here in Ireland known as the Democratic Professional who has very similar methods as a social pedagogue. Bearing this in mind, it poses the question, why are these professionals not giving the space and support to develop?

Social exclusion can happen to anyone. However, young people, mental health service users, the elder community, and disability community, who are in care are significantly at more risk than others (Social Exclusion Unit, 2001). The evidence showed that the quality of their care had a significant role in their transition from care to aftercare or the wider community (Stein, 2006). Moreover, having a stable and consistent relationship with practitioners in care has a pivotal role in the person's future (Sinclair *et al,* 2005). Towards the end of the last century, researchers could see that the state had an agenda of redefining professionalism so that this part of public service for the vulnerable would become more commercially active. In turn, the privatisation of the sector would flourish (Hanlon, 1999).

Theories used by practitioners to understand human behaviour are profoundly subjective by the dominant political hegemony (Fenton, 2015). The adoption of a social pedagogical approach might contribute towards bringing about change (Scottish Executive, 2006). The importance should not be made on the status of the profession but on those who are within the profession, the professional and service user (Evans, 2008). There have been grounds made for the concept of a 'new professional' in social care. The focus of the study of social care practices has shifted from the status of the profession to prioritising the professional-client relationship (Finnerty, 2012).

Social Pedagogy suggests that there can be obstacles to overcome when it comes to the relationship between the personal self and the professional self. Furthermore, the

approach of social pedagogy has a more natural understanding of the boundaries between the practitioner and the young person. Even though social pedagogy is a professional occupation, and the pedagogue is not a parent to the service user, the role does require parental aspects and natural behaviour from the pedagogue in their private lives is encouraged in their professional lives (Petrie, 2011). The social conditioning in our society is fixed on a quick-solution basis. Therefore, this social conditioning only creates short-term solutions. In turn, this causes ethical questions with the current practices in youth work and to an extent social care as well. Social pedagogy is a process that takes time and relationships cannot be formed quickly but built gradually over time (Slovenko and Thompson, 2016).

2.5 What might be the public policy implications arising from this research?

2.5.1 Managerialism and New Public Management within the Profession…

Irish care practitioners are notoriously poor at engaging in advocacy or campaigning on behalf the service user or themselves, or more appropriately in partnership with, their client groups. However, it is worth noting that social care practitioners should have a strong role in campaigning and advocacy, and in this way perform a public service on behalf of those they work with. However, the record of social care practitioners is often poor in this regard, at least in terms of individualized, non-political practice (O'Connor, 2006; Hanlon, 2009). Furthermore, there are many reasons why this occurs, one being that professionals are confused by the term Advocacy and the action of Advocacy. This is due to the lack of clarity with regards to the definition of advocacy across the board (Gray & Jackson, 2002); its implementation has been ineffective due to "the lack of clear strategies" relating to the concept of advocacy (Lundstrom, 2008). However, Managerialism along with the New Public Management could have a part to play in this.

This chapter has highlighted and explored the divide that exists not only between the young person and practitioner, but that of managerial levels and the practitioners as well. Management mainly focus on how the organisation is structured (initially) and its culture

and style (secondary) (Payne, 2009). This aspect of management works in conjunction with Theme 5 in the National Standards 'in place with clear lines of accountability and authority' (HIQA, 2019). During the 1990s, New Public Management emerged throughout the public sector and stemmed into the private sector. In addition to this, the idea of using a public organisation as an enabler and promoter of other services for the better of the public was encouraged. Furthermore, by providing services directly, the pressure or push towards the private market in the care system suited this concept (Clarke et al, 2000; Askeland and Payne, 2008). It sought to disperse power over service decisions, pushing the control over to the public proception that we should put resources into funding other services rather than providing the service directly (Payne, 2009). In turn, this led to the idea of private organisations to have control in many aspects of the operational side of things privately within legislative and regulatory boundaries. With exercised control through setting targets and performance indicators to abide by compliance set out by the organisation themselves but also infused by the public standing of utilising Managerialism and New Public Management aspects (Payne, 2009).

It has even noted that when the structural reform began in the 1990s and into the 2000s that there was a much stronger concentration of power placed in the hands of towards in superior positions, who monitor results and with fewer interactions of other levels (Holliday, 2000). It has been suggested that the structural reform throughout this time has strengthened the controlling capacity of the core ideologies; its strategic capacity is focused on policy implementation, and its performance standards provide the components for managing and regulating standards (Hardiman & MacCarthaigh, 2011).

It has been highlighted that in the UK that many youth workers are measuring their practice's worth by 'tick-the-box' systems as a more compatible and ethical approach (Slovenko and Thompson, 2016). In turn, this approach is prevalent in residential settings as these placements are intended to be short-term, this method of measuring their work is adopted. As a result, their placements tend to be more task-oriented/focused and the question has risen around the possibility of the professionals becoming overburdened with bureaucratic procedures and needless paperwork. Consequently, the overload gets in the way of good quality relationship-based practice (Jones and Smey Carston, 2016).

2.6 Conclusion

This chapter has highlighted two types of practitioner approaches derived from the work of Perry Share in 2013 as the main practitioner in Ireland. The 'Reflexive Practitioner' works hugely off transitional views but is reflective in their practice and open-minded to new evidence-based practices. In this chapter, the similarities between both 'the 'Social Pedagogue' and 'Democratic Practitioner' has been highlighted and discussed.

Furthermore, this literature has indicated why the 'Reflexive Practitioner' may be the dominant approach in Ireland due to the lack of clarity of a definition in social care. In turn, a system in place that encourages task-oriented focus, be saturated through managerialism along with individualising people rather than evaluating the wider scope. There have been similarities drawn from the work of Freire in Latin America regarding a systematic process which is in place to oppress those within it. In turn, the researcher aims to explore the following question, could not only the clientele fall into this marginalisation but also the professional? In turn, alluding to the thought that 'A Different Perspective' is very needed in the field of Social care. In the next chapter, the researcher outlines the set targets of data collection to answer all questions.

3. Methodology

3.0 Introduction

This chapter utilises a dual-method design throughout to develop a rich picture of both disciplines and how they operate in Ireland. This chapter distinguishes the methodological approach undertaken in this research and highlights why it was necessary for its purpose. From the literature review, it has been established that there are differences in both disciplines regarding the reflexive practitioner and the social pedagogue (who has clear similarities that o the Democratic Practitioner).

To highlight the possibility of reflexive practitioners requiring a re-focus towards the social pedagogical paradigm; or why the Democratic Profession has been highlighted to be operating here in Ireland and has very similar characteristics as social pedagogue has been a minority within the sector; this research undertook a qualitative process. This was achieved by the means of in-depth semi-structured interviews. The researcher interviewed two reflexive practitioners in their specific care setting and two social pedagogues in care settings that were at a similar level as the latter. Another further two participants were interviewed in both areas but at the supervisory and management levels. One aftercare worker was interviewed. All participants were practising in their respective fields within Ireland at the stage of gathering this data.

The participants were invited to consider the theoretical underpinnings and practice implications relevant to their respective professions. All these participants are currently practising in Ireland under their respective disciplines and its important imperative to this research that these participants were included.

3.1: Methodological Approach:

In this approach, the professional is a representative of social change (Breunig, 2005). Social justice pedagogy addresses discrimination at both the macro and micro levels, and search to disturb models of domination and subordination (Adams and Love, 2009). The methodological approach utilised in this research will involvement of Participatory Action Research (PAR) and as Transformative perspective is an extent of (PAR) (Mertens, 2005), this research incorporated both aspects of these approaches when conducting this

piece. Both are appropriate for the research which aims to explore and distinguish similarities and differences across both professional disciplines. There are two sides to a qualitative method; one being that it is rooted in the thinking of empiricism, it does have an open, flexible and unstructured method. Two, findings of communication are more descriptive and narrative than an analytical manner. This gives the opportunity for a descriptive and narrative perceptions and emotions rather the measurement (Kumar, 2014). This was incorporated to encourage rich and insightful conversation between the participants and the interviewer.

The transformative approach brought vitality to the methodology by looking at the organizational aspects of the data and allow there to be an exploration into those aspects through the eyes of the participants. PAR then targeted the person on the ground level. As it is based on reflection and action which aims to improve health by reducing health inequities through involving the people who, in turn, take actions to improve their own health and profession (Baum et al, 2006). PAR draws on the paradigms of critical theory and works in unison with qualitative methods (MacDonald, 2012). It was this mind that it was see fit to include in the collection of data as participants would believe they are contributing to the future of their field and gave a more honest answer.

PAR had a pivotal role to play in this research fact it drew on the personal experiences of both practitioners from their respective backgrounds. This research is an exploration of the possible benefits or prospects for both the practitioners in the field and those who depend on them. Interviewing those who are educated, trained, and practising within the professional realm and gathering data on their knowledge, experience, and expertise has an essential part of the intended goal of this research. Allowing the participants to discuss their opinions and thoughts on the matter tied in well to the ethos of this research regarding the critical thinking of the current standings of care within Ireland.

The transformative approach holds that the research inquiry needs to be tousled with politics and a political change agenda to confront social oppression at whatever level it occurs (Mertens, 2010). Historically, researchers using a transformative perspective draw from the work of Marx, Adorno, Marcuse, Habermas, and Freire (Creswell and Creswell, 2018). The work of the latter is intertwined with the ethos of this research.

The transformative perspective has an in-depth grounding in many systems of thought such as behaviourism, cognitivism, constructivism, feminism, Marxism, positivism, post-structuralism, psychoanalysis, structuralism, etc, branded by 'deeply held' epistemic suppositions (Alhadeff- Jones, 2012). Researchers' curiosity are determined by methodologies that are rooted in one or another of these paradigms, promoting change, where educators challenge learners to critically question and assess the integrity of the field they work in (Mezirow and Taylor, 2010).

The transformative perspective was particularly suitable for connecting the consulting parties and research from alternative studies. This was possible due to the style of the approach attempting to integrate action and reflection on personal and organisational realities, theory, and practice (Antunes, 2009). Some research exceeds their objectives, along with the ripple of effect; they can extend well beyond what their initial objective was. Alternative research creates new opportunities for further research, affects the process of knowledge acquisition more broadly or changes the way other researchers in a domain and how they think about their field of work (Antunes, 2009). This approach could cover all areas of this research, but it is believed to have connections to organisational levels of data collection (Antunes, 2009). The underlying orientation of this approach is multidisciplinary, participative, fieldwork-intensive and case-study-based (Buono, 2004). The transformative approach intends to maximize the benefits of the research output on three interconnected levels:

1. Reflecting on the existing theoretical underpinnings of each field.
2. Reflecting on the personnel who constitutes him or herself within the field that they work in.
3. Producing effective and efficient feedback to benefit not only this research but for the practitioners going forward.

Throughout the collection of data, the essence of 'interculturalizing' the idea of looking to others disciplines for solutions was apparent and many have and are seeking ways to improve both fields. The Transformative approach has an ever-growing interest from academia and in education for transdisciplinary approaches informed by the idea of complexity (Montuori, 2010; Paul & Pineau, 2005). It constitutes an alternative means of measuring research of scientific paralysis without scientific measurements allowing one

of how we learn – or not – to question the assumptions framing the underpinnings of each field (Alhadeff-Jones, 2012; Morin, 2008).

The targeted audience for this research was both from the ground and management level and aftercare services. The use of the transformative approach allowed a connection between all parties and the opportunity for reflection in the profession. The transformative approach encompasses four worldviews political, power, and social justice, collaboration and change orientation (Creswell and Creswell, 2018). Furthermore, the use of this theoretical lens or perspective in qualitative research provided an overall lens for the research of questions regarding certain issues for the targeted marginalized group (Mason, 2018). The critical theory perspectives are concerned with empowering human beings to transcend the constraints placed on them by
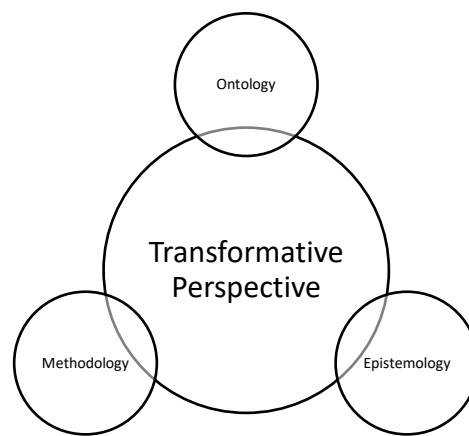
Figure 3.1

power/control and as it was highlighted in the literature review this is an area that needs to be surveyed further (Fay, 1987).

3.1.1: Ontology

The ontology deals with queries about what entities exist or can be said to exist, and how such items can be grouped according to similarities and differences (Dahlberg et al, 1999). Both disciplines that have been investigated in this research come from similar origins or routes. This research set out to gather data from both disciplines through an assortment of interviews with participants from their respective restraint. Transformative research uses a program theory of beliefs about how a program works and why the problems of oppression, domination and power relationships that exist. The researcher placed importance on the participant's experiences of the profession towards the study (Creswell and Creswell, 2018). This research is based on the disciplines that are current in the care system in Ireland. As explored in the literature review, one discipline

is more dominant than the other. Gaining current insight of practices in both disciplines is vital towards this research. It has been recognized that the transformative perspective could be influenced by historical situations that may hinder the constraint of reality. Regarding the participant's backgrounds, it was important for this researcher to recognize that each participant had their own point of view. What was taken to be 'real' needed to be critically examined by the researcher's ideological critique of the research that was trying to perpetuate oppressive social structures and policies (Mertens, 2005).

3.1.2: Epistemology

Epistemology is the revision of knowledge and justified belief. It analyses the nature of knowledge and how it relates to similar notions such as reality, belief, and validation. It also contracts with the means of construction of knowledge, as well as scepticism about different knowledge claims (Creswell and Creswell, 2018). Epistemology is based on the relationship between the researcher and the participants and is viewed as interactive (Mertens, 2005). The researcher projected to explore the approach of disciplines within the care system. It was recommended that researchers should use their methodology as a starting point for exploration (Harding, 1993). The relationship between both parties (researcher and participants) should be empowering and this possibly could generate more critical questions about the topic (Kelly, et al, 1990).

Epistemological questions involve thinking about what the researcher and the participant would count as evidence or information of the kinds of ontological assets that you think encompass the social world (Mason, 2018). Recognizing the influences of social and historical views could have repercussions that have been found to distort results (Harding, 1993). The participants come from a wide range of locations nationally and internationally. Each participant had different paths and routes in terms of education and experience in their respective fields which shaped their approach. The researcher had to also consider their own knowledge and experience of these approaches as they have had over 10 years of experience in the sector. The main compulsion is to reduce this possibility by reflectively examining the influence of the values and social position of the researcher and the participants on the problems identified as appropriate for research (Mertens, 2005).

3.1.3: Methodology

Transformative researchers are pluralistic and have shown to be adaptive in their methods (Mertens, 2005). Transformative researchers use a wide diversity of methods, many use the route of interviews, observations, and document review all within a transformative paradigm (Reinharz, 1992). Interviews are the most commonly used data collection method in qualitative research. This is where the researcher conducts a dialogue with selected participants, often on a one-to-one basis (Euijong-Whang and Lee, 2020). The difference between an interview and a normal conversation is that direction of dialogue is mindfully guided by the researcher in accordance with the sub-questions set out in the literature review (Byrne, 2020). The interviews for this qualitative research were carried out in a semi-structured manner. Along with the pre-ordering of topics set out by the sub-questions, key questions were prepared by the researcher before the interview. However, by allowing the researcher and the participant flexibility on the ordering of the actual questions contributed to the flow of the interview which was suitable to the methodological approaches undertaken in this research.

This research engaged in qualitative methods of collecting data, regarding a series of interviews with a participant that has a minimum level of experience of 5 years within the sector. Participants were professionals working on the ground level, others were at a managerial level, some at the board directorial level and some of those who entered the Aftercare Service where some of the service users enter if an option when leaving residential care. This researcher recognises that the possibilities of this research can reach further across the sector rather than residential but as a large proportion of Social Care under-graduates enter residential care and are substantially linked into the aftercare services; the researcher has targeted those experienced in this specific field. Also, as there are a select few organisations within Ireland utilising the social pedagogical underpinning focused on residential care. This was to gain as much of data of both approaches in similar circumstances within Ireland.

Reflexive Practitioner Approach	Social Pedagogical Approach
2 Professionals at the Ground/Managerial Level	2 Professionals at the Ground/ Managerial Level

1 Professional at Senior Managerial Level	1 Professional at Senior Managerial Level
1 Professional Aftercare Service	

Table:3.1... The targeted audience for the research

3.2: Methods

By targeting the select two underpinning approaches within the sector the researcher wanted to gain an in-depth insight into the knowledge of how those at a similar stage compare to their counterparts. The study even divides into sub-groups from the beginning as highlighted in the diagram below.
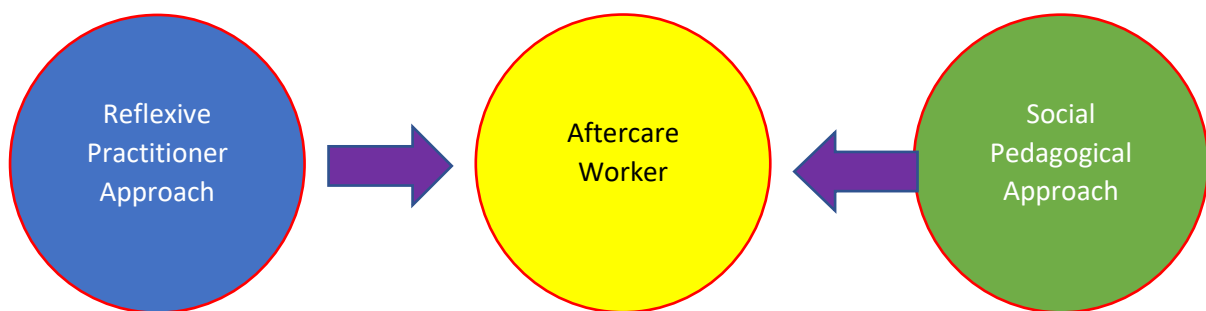
Figure. 3.2

3.2.1: Semi-Structured Interviews

Semi-structured interviews as this research sub-questions called for flexibility and open-endless to allow participants to articulate different aspects and criteria in their professional approach (Euijong-Whang and Lee, 2020). By focusing on the lived experiences of the participants the researcher developed an interview design. This was accomplished through reflection on the sub-questions of the literature review (Smith and Kinsella, 2009). The semi-structured interviews gave the researcher the best possibility of gaining more in-depth knowledge or information from the participant rather than a structured format. The semi-structure formats provided important insights into the

experiences of practitioners that are useful to the development of policies and practices in enhancing their respective fields (Wilcock, 1998).

It's best to use a semi-structured interview under the following circumstances:

- The researcher did not know exactly what certain questions to ask in an interview and need more insight to understand participants' viewpoints. Each interview had different paths, so a semi-structured format suited the participants.
- The researcher had an idea of some questions they wanted to ask but wanted to empower participants to take it in another direction if necessary.
- The researcher wanted to understand the topic at hand in a new light.

A semi-structured interview is open, flexible, and does enhance the researchers gathering of accurate information to help answer the research question that was set out at the beginning of this study (Creswell and Creswell, 2018; Euijong-Whang and Lee, 2020; Byrne, 2020; Mertens, 2005)

Advantages of semi-structured interviews

The advantages of a semi-structured interview include the following:

- The researcher prepared questions beforehand to help guide the conversation and keep respondents on topic.
- It allowed for open-ended responses from participants for more in-depth information.
- It encouraged two-way communication.
- Provided an opportunity so that researcher could learn answers to questions and the reasons behind the answers.
- Allowed participants time to open about sensitive issues.
- Provided qualitative data to compare to previous and future data.

While semi-structured interviews are a great way to delve deeper into issues, this type of interview methodology does have limitations.

Disadvantages of semi-structured interviews

Some disadvantages of semi-structured interviews include:

- ➢ It was time-consuming to sit down with participants and conduct an open-ended interview.
- ➢ It required extensive resources.
- ➢ The right amount of training to conduct the interview properly even though this was difficult to come during Co-vid 19.
- ➢ The researcher needed to interview enough people to draw conclusions and make comparisons.
- ➢ Even though with careful planning, it is possible to write leading questions, and that could bias the interview (Creswell and Creswell, 2018; Euijong-Whang and Lee, 2020; Byrne, 2020; Mertens, 2005).

3.2.2: Reflexive Practitioner

By targeting three reflexive practitioners the researcher was able to gain insight knowledge and information of current practice in the field within Ireland. There are certain criteria for a possible candidate for this study:

- Minimum qualification of level 7 in Social Care
- More than five years of experience in social care
- Currently practising in Ireland

The researcher set out these criteria in the best interests of the study. Simply the researcher interviewed their target audience, so each candidate had to be a qualified social care worker. The candidate needed to have a minimum of five years of experience in the field as they would have vast knowledge and in-depth professional information of the care system within Ireland. Having five years' experience in their respective sector within the care system again is pivotal to the researcher as gaining their insight knowledge is key to this study. As this study is based on an Irish context all participants must be currently practising in Ireland. Candidates may have experience from other jurisdictions but for the contextual relevance of this study, each candidate must be practising at the time the interview takes place. For clarity and autonomy, the researcher has adopted Pseudonyms for the participant along with a brief description in the following Table.

Name	Age	Gender	Qualification	Years of Experience	Years in Residential Care	Nationality
Mary	*33*	*Female*	*Level 8 in Social Care*	*10 years (2 years as Unit Manager)*	*10 years*	*Irish*
Pat	*34*	*Male*	*Level 8 in Social Care*	*11 years (3 years as Team Leader)*	*11 years*	*Irish*

Table: 3.2 Reflexive Practitioner Participants

3.2.3: Social Pedagogue

By targeting three social pedagogues the researcher was able to gain insight knowledge and information of current practice in the field within Ireland. There are certain criteria for a possible candidate for this study:

- Minimum qualification of level 3 in Social Pedagogy (Level 3 is awarded in the UK and other European Countries) or qualification of level 7 in Social Care or other relevant fields accepted by regulation.
- More than five years of experience in social pedagogy
- Currently practising in Ireland

The researcher set out these criteria in the best interests of the study. As social pedagogy is currently not a course available in Ireland at third-level education only available on online, most of the candidates would come and be educated from outside of Ireland. The candidate needed to have a minimum of five years of experience in the field as they would have vast knowledge and in-depth professional information. As social pedagogy is currently practised in Ireland but not on a wider scale the criteria of the candidate needing the minimum years of experience does not need to be within Ireland. Candidates may have experience from other jurisdictions but for the contextual relevance of this study each candidate must be practising within Ireland at the time the interview takes place. For clarity and autonomy, the researcher has adopted Pseudonyms for the participant along with a brief description in the following Table.

Name	Age	Gender	Qualification	Years of Experience	Years in Residential Care	Nationality
Aoife	*28*	*Female*	*Level 8 in Psychology*	*9 years Practicing Social Pedagogy (At the time of the interview had been House manager for 3 years)*	*9 years*	*Born in England but grew up in Ireland (Dual)*
Niamh	*32*	*Female*	*Level 8 in Social Care*	*6 years (3 years as House Manager)*	*11 years*	*Irish*

Table: 3.3 Social Pedagogue Participants

3.2.4: Reflexive Practitioner Manager and/or Director of Service

With regards to the interview designs for these candidates the criteria alter slightly to suit their requirements for their occupation:

- Minimum qualification in Management or minimum qualification in respective field
- More than eight years in the field
- Must be in management for at least 4 years
- Currently practising in Ireland

By targeting social care managers and/or the director of services, the researcher gained the perspective from a managerial point of view. As explored in the literature review, the process of how practice is governed in the care system, stems through hierarchical levels. The ground level is the reflexive practitioner, the next step up is 'Deputy Manager' (which this study will not include as the Manager would have similar responsibilities and more).

The inclusion of the Director of Services in this study was due the possible accessibility of such a candidate. In the best interests of the study, the researcher intended to have the same number of managers and director of services in both fields for both sets of interviews. For clarity and autonomy, the researcher has adopted Pseudonyms for the participant along with a brief description in the following Table.

Name	Age	Gender	Qualification	Years of Experience	Years in Residential Care	Nationality
Ruth	*43*	*Female*	*Level 8 in Social Care*	*22 years (4 years as Client Service Manager)*	*22 years*	*Irish*

Table: 3.4 Social Care Manager and/or Director of Service Participants

3.2.5: Social Pedagogical Manager and /or Director of Service

With regards to the interview designs for these candidates the criteria alter slightly to suit their requirements for their occupation:

- Minimum qualification in Management or minimum qualification in respective field
- More than eight years in the field
- Must be in management for at least 4 years
- Currently practising in Ireland

As social pedagogy is currently practised in Ireland but not on a wide scale, the managerial level in most services across the country comes from different qualification backgrounds but does hold management qualifications all the same. Unlike the social pedagogues, most of the managerial level does come from and are educated in Ireland. Oddly, the researcher discovered that it is not a requirement for them to qualify for social pedagogy for the candidates to gain access to their position.

For clarity and autonomy, the researcher has adopted Pseudonyms for the participant along with a brief description in the following Table.

Name	Age	Gender	Qualification	Years of Experience	Years in Residential Care	Nationality
Beth	42	Female	Level 8 in Social Care	10 years in social pedagogy (10 years as director of services)	24 years	Irish

Table 3.5: Social Pedagogical Manager and /or Director of Service Participants

3.2.6: Aftercare Worker

With regards to the interview designs for these candidates the criteria alter slightly to suit their requirements for their occupation:

- Minimum qualification in Level 7 of a relevant field within the sector
- More than ten years in the field
- Before entering the Aftercare Service must have worked in Residential Care
- Currently practising in Ireland

The researcher targeted this very select group as they felt the vast experience and insight give vital data towards to research by showing the movements in recent within the sector. Also, as both disciplines are linked in with all Aftercare Workers in Ireland the researcher found it fitting to explore an aftercare worker's thoughts about which approach has worked better. In turn, explore any growing or different patterns of operations occurring and whether could there be improvements made essentially along with considering their own journey to this point as the majority of Aftercare Workers have had to come from this background in the sector.

Name	Age	Gender	Qualification	Years of Experience	Years in Aftercare Services	Nationality
Joan	*48*	*Female*	*Level 8 in Clinical Psychology*	*28 years in total*	*8 years*	*Irish*

Table 3.6: Aftercare Worker Participant

3.3: The Design and Sample Questions

As the interviews are semi-structured, the researcher's intended to make the participants feel as comfortable as possible. This was to give the participants a sense that this is their opportunity to reflect and discuss their experiences and it was the researcher's obligation to give them that space. However, it was important that the researcher mapped out or structured the path of the interview. The beginning of the interview had questions that clarified the participant's credentials to see if they matched the requirement in order to participate in this study.

Thematizing the interview study was a good way of designing and getting to the route of the researcher's questions and objectives of this study (Smith and Kinsella, 2009). The researcher targeted three themes that have relevance to the literature review as they are:

Theme 1
- Working with other professionals internal and external to their employment…

Theme 2
- The systematic problems that professional face by residing within the profession…

Theme 3
- How does the approach assist/hinder the professional while working with the service users and how does this affect their personal life…
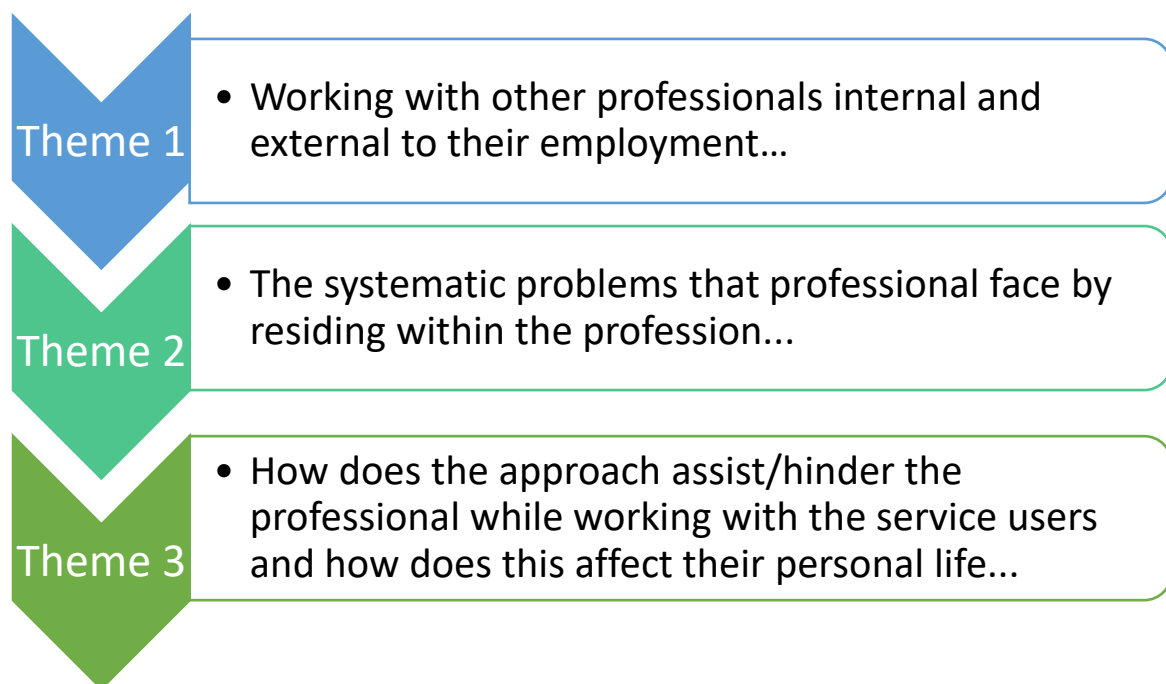
Figure 3.3

The five research sub-questions outlined in the Literature Review are intertwined into these three themes but essentially their main goal was to answer the overall research question. Through this format, the researcher was able to source questions from elements of the literature review. Under each main 'interview question' there were probing questions designed to gain more gather plus this allowed the researcher vital opportunity to adapt and adjust on the day of the interview. The researcher intended to have an equal platform for all participants even though their job titles and description may differ from one another. It was vital for this research to get everybody's information gathered on similar questioning. The questions were designed so that anybody at any level could answer them. The Thematic Analysis helped to see the contrast between the two disciplines but also it firmly distinguished the differences between staff and managerial levels. Understandably, the themes and questions crossed over one another this was to give a smooth, flowing atmosphere to the interview and allow the participant to feel at ease for the duration.

3.3.1.1: Theme 1: Working with other professionals internal and external to their employment.

This incorporated Sub-Question 1. *How does the social pedagogue differ from the dominant reflexive practitioner in the Irish context and how have the duo manifested in care practice within the State?   &* 2. *What are the merits and flaws regarding both the practitioners and service users when implementing both disciplines arising from this research?*

- Theme 1 was targeted essentially to gather data around the professional's experience and utilize their knowledge of their field from their point of view.
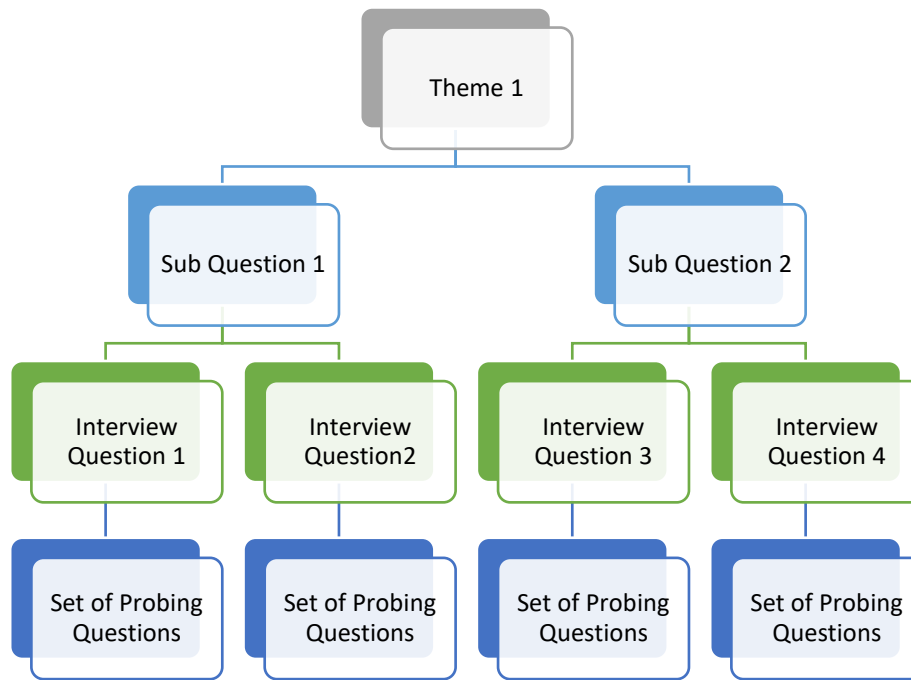
Figure 3.4

3.3.1.2: Interview Questions

The following questions are the set interview questions along with their origins from the literature review:

1. *On reflection of your academic learning/training, what have you found beneficial in your opinion along with what you found unbeneficial in your practice to date?*

   'It would appear that social pedagogy has better outcomes and experiences to offer of care for both young people and on further investigations for all people in society (Smith, 2009)'

2. *Could you elaborate on how you would go about building a rapport with a new service user? You can use previous experiences.*

   'As a result, their placements then to be more task-oriented/focused and the question has risen around the possibility of the professionals becoming overburdened with bureaucratic procedures. As a consequence, is the overload getting in the way of good quality 'relationship based' practice (Jones and Smey Carston, 2016)'

3. *Do you think that your field of practice has changed or developed over time since your entry into the sector?*

   'Professional insecurity and alarm can highlight as defensiveness and resistance, as defeatism, over-simplification, endless debate, reliance on rhetoric and discounting of users' abilities (Braye and Preston-Shoot, 1992)'

4. *What does the term empowerment mean for you when it comes to mind?*

3.3.2.1: Theme 2: The systematic problems that professionals face by residing within the profession.

- This theme incorporated the sub-questions 3. *What type of culture is created for both the professional and service user when empowerment is encouraged in practice within the sector?* & 5 *What might be the public policy implications arising from the research?*

- Theme 2 was targeted as it gave a good insight into restrictions that professionals find in their professions and with that if there were changes to be brought about what would that look and feel like for the participants? It was also interesting to see the reaction of body language in the interview at this juncture as the researcher could tell if the participants were motivated or deflated from their duties.
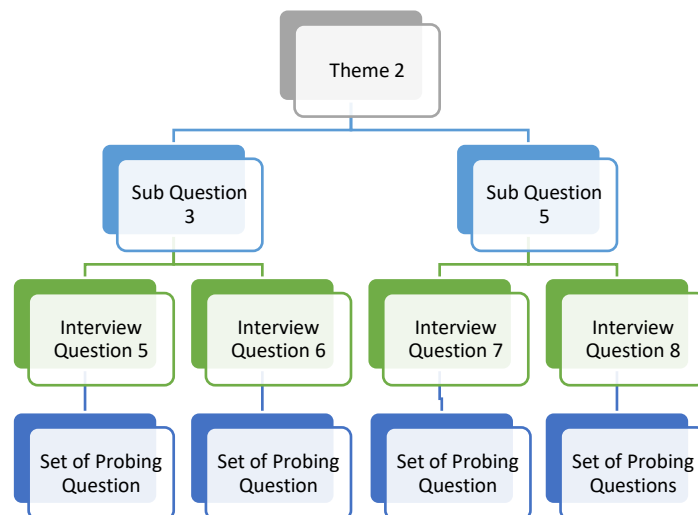

Figure 3.5

3.3.2.2: Interview Questions

The following questions are the set interview questions along with their origins from the literature review:

5. *Do you feel that you received adequate support and guidance through times of difficulty within the workplace?*

   'A large proportion of a professional's practice is influenced by the social interactions of their team members (Savicki, 1993). The influence of power and control between the professional and service user (Hanlon, 2009) can often introduce a separation of 'them' and 'us' (Garfat, 2003)'

6. *How would you empower those within the sector if you had the power in order to do so regarding your work colleagues and the service users you come across?*

   'At its core, social pedagogy is concerned with social justice and addressing social inequalities, with education a primary method in providing solutions to social problems (Kirkwood et al., 2017)'

7. *What is your opinion or views on the purpose of policies and procedures in your field of practice?*

   'The idea of power and inequality has also been highlighted within the sector. The argument for 'Respect' is most fundamental to the reflexive practitioner (Hanlon, 2009)'

8. *In the next 5 to 10 years, what would you like to see within your field of practice that would possibly be beneficial to you as a professional, your colleagues along with the service users?*

   'There is a lack of direction for care in Ireland and in the accomplishment of that, you have a workforce with a lack of advocacy, innovative ideas and optimism of going forward (Hanlon, 2009, O'Connor, 2006)'

3.3.3.1: Theme 3: How does the approach assist/hinder the professional while working with the service users and how does this affect their personal life?

- This theme incorporated the sub-questions 1. *How does the social pedagogue differ from the dominant reflexive practitioner in the Irish context and how have the duo manifested in care practice within the State? 3. What type of culture is created for both the professional and service user when empowerment is encouraged in practice within the sector? & 4. Should social care as a whole be more heavily weighted towards one paradigm or the other arising from the research?*

- Theme 3 incorporated three of the sub-questions, on reflection it could have potentially incorporated all sub-questions, but the researcher found that these three sub-questions were adequate to give the vital data need for this research.
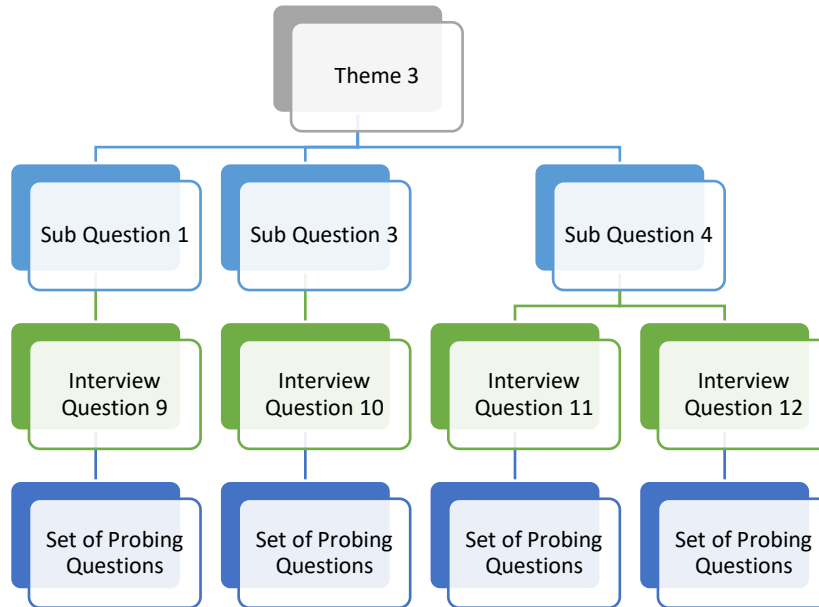

Figure 3.6

3.3.3.2: Interview Questions

The following questions are the set interview questions along with their origins from the literature review:

9. *From your experience, how do you balance your professional life with your personal/private life?*

'Professional draws on their knowledge, theory, and experience, along with the ongoing new research and evidence to assist them in their assessments and responses to situations. It enables the professional to work with people in a professional framework, in order to achieve goals and objectives (Jacaranda, 2001)'

10. *When it comes to trust, do you think your practice allows for trust to grow between those involved?*

'When it comes to residential care the term 'home' is underlined but in reality, residential care has three areas to cover: a home, a workplace and an institution (Dorrer et al, 2010)'

11. *Along with your experience and opinion, where do you think improvement needs to be made within your practice if any?*

'The reflexive practitioner must try and nurture innovative and radical approaches into practice that are empowering and anti-oppressing (Ferguson, 2003)'

12. *Did you feel you were prepared for the work when you entered into the sector after graduating from college/university?*

'It has been highlighted that in the UK that many youth workers are measuring their practice's worth by 'tick-boxing' system as a more compatible and ethical approach (Slovenko and Thompson, 2016)'

3.3.4: Probing Questions:

Probing questions were a great way for the researcher to gain more information from the participants (Lee, 2020). Probing questions were used by the researcher to gather more data from the participant, and often involved a series of follow-up questions. The researcher used probing questions as the researcher wanted to get a better understanding of aspects of the participant's experience and knowledge of their profession. A lot of the probing questions were developed through the 'sampling phase' of the methodology. However, the researcher had to consider adapting and flexing the probing questions to suit the context of the question and overall interview. Even in the actual interviews, the researcher discovered that the creation and utilizing alternative probing questions in order to suit the context of the question was exploited. This was easily adapted into the research due to the dual approach in this methodology in order to gather as much vital data.

3.3.5: Sampling Participants:

There were 3 participants used in the sampling phrase. These participants will not be deemed eligible for the research as they did not reach the level of criteria stated out above. The following table documents the sample participant and as can be seen, they are not eligible for the data collection for this research.

Name	Age	Gender	Qualification	Years of Experience	Years in Residential Care	Nationality
John	23	Male	Level 8 in Social Care	1 year	1 year	Irish
Sinead	24	Female	Level 8 in Social Care	3 years (1 year as a student)	3 years	Irish

Karen	22	Male	Level 7 in Social Care	1 year	1 year	Irish

Table 3.7: Sample Participants

As expected, given the ethical sensitivities and additional requirements pertaining due to Co-vid 19, the participation of the sampling phase took up more allocated then intended. After the restrictions of movement to other locations were slowly lifted access to the participants was achieved. 'Zoom' and 'Teams' online systems were discussed as an option but the lack of access for two participants made this option not feasible. The interviews took place in the participant's place of work. Permission was granted from their superiors at a time that suit all parties. The following table documents information for the researcher in order to prepare for the valid interviews later.

Interviews averaged 95 minutes in length
An encrypted device will be required as the phone had issues with it
Questions 5 and 6 had to be clarified more to the participants
Probing Questions were acquired
The researcher was satisfied that as much data was acquired if these were to be registered as valid interviews.

3.3.6: Interview Questions without the sources.

1. *On reflection of your academic learning/training, what have you found beneficial in your opinion along with what you found unbeneficial in your practice to date?*

2. *Could you elaborate on how you would go about building a rapport with a new service user? You can use previous experiences.*

3. *Do you think that your field of practice has changed or developed over time since your entry into the sector?*

4. *What does the term empowerment mean for you when it comes to mind?*

5. *Do you feel that you received adequate support and guidance through times of difficulty within the workplace?*

6. *How would you empower those within the sector if you had the power in order to do so regarding your work colleagues and the service users you come across?*

7. *What is your opinion or views on the purpose of policies and procedures in your field of practice?*

8. *In the next 5 to 10 years, what would you like to see within your field of practice that would possibly be beneficial to you as a professional, your colleagues along with the service users?*

9. *From your experience, how do you balance your professional life with your personal/private life?*

10. *When it comes to trust, do you think your practice allows for trust to grow between those involved?*

11. *Along with your experience and opinion, where do you think improvement needs to be made within your practice if any?*

12. *Did you feel you were prepared for the work when you entered into the sector after graduating from college/university?*

3.3.7: The impact the Co-vid 19 Virus had on this research.

Co-vid 19 Virus has impacted many aspects of daily living and many lives across the world since the beginning of 2020. For this research, the first lockdown during the spring and early summer of 2020, imposed restrictions on the movement of people in general and impeded the researcher accessing participants.

After restrictions were lifted after the first lockdown and Ireland was going through re-opening phases. Participants were reluctant to meet in person for the interviews. Other means and thoughts of having these interviews were taken into consideration. By the Autumn of 2020, the researcher sourced whether, was it ok that interviews over the phone would suffice. Inspection interviews completed by regulatory bodies such as HIQA and Tusla were (at time of research) conducting interviews over the phone, so the researcher opted for this with full agreement with their supervisors.

The researcher took into consideration the easier and widely available option of interviewing over the phone, while still having face-to-face time so the mechanics could

be considering body language (with limitations). Also, had to make sure there was clear acoustics for the encrypted recording device to pick up the conversation.

The researcher tested three platforms before entering real interviews:

1. ***Basic Phone call on Out-Speaker****-* This option was found to be quite comprehensive when gathering data from an audio aspect. The encrypted recording device picked up all material. However, the researcher's ability to read and pick up on queues of when an answer was completed or ongoing was not achieved and found the interview to be disruptive of this manner.

2. ***Face to Face on the 'Duo' app****-* This option was to be quite comprehensive when gathering data both a visual and audio aspect. The encrypted recording device picked up all material. Also, the researcher was able to read the atmosphere and queues of when and when not to ask probing questions. However, the Duo app is an option on android phones and not every participant could avail of this option.

3. ***Video call on 'WhatsApp', 'Zoom' & 'Skype'****-* This option was found to be the preferable option for all participants. Quite like the Duo app this process was comprehensive in achieving the main components of an interview. However, the access to such platforms was not suitable for all participants.

Throughout the gathering of data phase in this research the researcher had to delve into all three option to meet the needs and suitability of participants. However, the preferred option was the 'Basic Phone' or 'Video call on WhatsApp'

The researcher noticed another trend in participants re-scheduling and cancelling agreed times. It is presumed by the researcher that was an easier option for participants to reschedule interviews as it was not seen as off-putting than somebody coming out to interview a person visibly. The gathering of data phase in this research took considerably more time than initially anticipated. The researcher had to revisit every single aspect of this research to assure that it was carried out to all ethical practices abided to governing bodies and of course a good code of practice amongst academics.

3.4: Data Analysis

3.4.1: Grounded Theory

For this piece, the researcher found the techniques and processes of 'Ground Theory' to be most suitable. Developed in the 1960s by Glasser and Strauss (1964, 1967) grounded theory was perhaps the first formal qualitative analysis technique (Aghion et al, 2010). By adopting this into the study it helped establish a set of inductive strategies for the analysis of data. (Carlson et al, 2004). In contrast to 'Discourse Analysis,' this method is not strongly theory-motivated, and in fact for some advocates, however, the objective of this inductive, underside-up method is to develop a theory that explains the data (Guerin, 2020).

The process of analysis used in grounded theory has often been transcribed in many ways. Essentially the key component is the coding of data and following the common framework seen below illustrates how this approach was suitable for this certain piece of work.
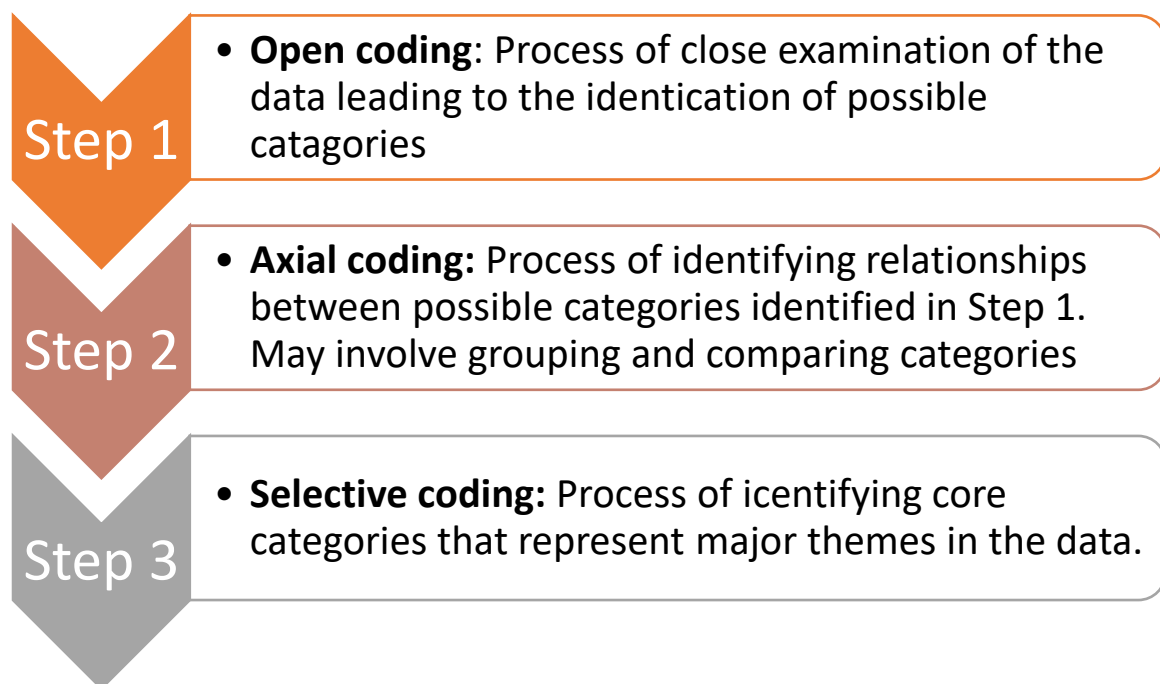
Step 1
- **Open coding**: Process of close examination of the data leading to the identication of possible catagories

Step 2
- **Axial coding:** Process of identifying relationships between possible categories identified in Step 1. May involve grouping and comparing categories

Step 3
- **Selective coding:** Process of icentifying core categories that represent major themes in the data.

Figure 3.7

Along to these stages, the contrast comparison method is a central component of this approach. This involved the examination of similarities and differences between and

within categories and examples (Langdridge and Hagger-Johnson, 2009). As this research investigated the two approaches of the Reflexive Practitioner and the Social Pedagogue within Ireland grounded theory played a considerable factor in the data analysis. It is not surprising that grounded theory has become part of the qualitative continuum of methods (Guerin, 2020). It has been highlighted that a limitation for the usage of this approach is the failure to consider the role of language, which is a key feature in other methods such as discourse analysis (Robson, 2002). As some of participants for this research come from the international circuit language must be considered.

3.5: Ethical Standards in Research

The Society for Research in Child Development Governing Council published principles in 1990-91 which set out to guide and ensure good research practice is applied. Over time, these principles have been amended but still hold true in the research realm (www.srcd.org, 2018). This researcher is committed to that this research is carried out with the highest possible standards of integrity and compliant the guidelines along with current legislation. This researcher intended to entail all of the 'principles' laid out in the guidelines such as excellence, honesty, integrity, cooperation, accountability and health and safety. By highlighting some of the principles it will show the necessary factors contributing to the intention of this study. Undertaken research such as this can raise certain issues and there are items that must be taken under consideration such as:

Non-Harmful Procedures:

It was this researcher's obligation to make sure that they reduced any possible harm to the minimum and maximise the benefits for all who participated in this research. This researcher respected all human rights, the right to privacy and autonomy.

Consent Forms:

The researcher obtained permission from the participants through a consent form. As the participants are over the legal age of 18 years, seeking permission from a legal guardian is not required. Permission came from the participatory after the signature of the consent forms and from their agency as well (See Appendices for the consent form).

Incentives*:*

The researcher declared that in circumstances in which personal interests may not be compromised, or have the appearance of being compromised, the researcher's professional competence while undertaking this research. The incentive to participate in this research was to explore both professional approaches. The experience was not to be in any way excessive for the participants and the greater obligation was to protect those who partook.

Deception:

The Participatory were informed by the researcher of what was expected of them e.g. interviews times, location and the content of the interview. The researcher ensured that the participants had a choice of the time (most suitable to them), equally with the decision of location for the interview. The researcher sent out of a copy of the questions constructed by the researcher and supervisors before the engagement. Whenever withholding information or deception was judged to be necessary, the researcher discussed with their supervisors if such a judgment was correct.

Anonymity:

Anonymity of the information should be preserved, and no information used other than that for which permission was obtained. Complying with requirements for data sharing, the researchers intended to carefully consider whether they have provided data which, if combined, risks infringing participant anonymity.

Mutual Responsibilities:

The participants engaged in this research voluntarily and did not gain any financial benefit from participating. A dialogue was set up between the researcher and the agency initially seeking participants within the agency. After the participants had volunteered a dialogue was then created between the researcher and participant via email. All email data was recorded accordingly. The researcher honoured all promises and commitments to the agreement between participants and the researcher.

Unforeseen Consequences:

If the consequences for the participants of the study are undesirable those were formerly unforeseen. The researcher had to utilize appropriate measures to correct this occurrence. Due to the Co-vid 19 outbreak many interviews had to conducted through the medium of video calls/conference calls.

Confidentially:

The researcher followed guidelines and any criteria for the protection of sensitive information. Any information that had no academic benefit to this research was kept in confidence between the researcher and the subjects.

Plagiarism:

This researcher had no intention of gaining academic benefit from others' work. The researcher used others' work as governance and in a supportive way for this piece. The researcher respected all forms of intellectual property, and always acknowledged contributions to this research.

Language:

As social pedagogy is predominantly from non-English speaking countries; in the majority of those educated in pedagogy English would not be their first language. However, the criteria for participants to enter this research had to be currently practising in Ireland. Their level of English-speaking abilities was at an extreme level. The researcher had to be open-minded to the idea that the participants may need longer to answer the questions and would possibly need assistance during the interview.

Proximity:

Due to the Co-vid 19 outbreak the majority of interviews had to conducted through the medium of video calls/conference calls.

Insider Researcher:

It must be known that the researcher has a qualification in Social Care along with 10 years of experience in the field. The researcher has also practised in the field of social pedagogy within Ireland and the UK. The researcher has insight and knowledge of both fields. It was

important for the researcher not to impede the opinions or answers for the interviewees by the researchers inside knowledge and experience.

3.6: Conclusion:

There is no inflexible rule for the superiority of one qualitative method over another that is universally acceptable; rather, as the reflexive practitioner and the social pedagogue the research needed to be sensitive to the needs and circumstances of certain topics discussed. For this research, it has been highlighted the important role of PAR and Transformative Methodological approaches specific to this piece.

The targeted audience has been highlighted and has answered the themes illustrated in the chapter. The researcher had to be open-minded and committed to the ethical issues outlined for this research had to be at the front foot to encourage the possibility of genuine engagement from the participants. The process of acquiring knowledge, theorizing about complexities, and understanding the impact of complex interviews simply requires a variety of methods to be used. For the data analysis, grounded theory has been outlined to be most suitable to this piece. The process of analysing qualitative data represents a complex process with few accepted conventions.

The next chapter overall demonstrates and analyses the field of social care a little further. What was concluded from the literature could come to fortition along with the assistance of the methodology in shedding light on the topic 'A Different Perspective: An Exploration towards the emancipation of practice within social care'

4.Findings and Discussion

4.0 Introduction

This research set out about answering the possibility of a different perspective towards practice, could liberate those working in social care in Ireland? In addition to this sub-question were plotted to help locate a solution and even dug up more questions to ponder over. According to Share (2006), we have multiple professional approaches here in Ireland, but the dominant is the Reflexive Practitioner, and the researcher has highlighted that the Democratic Practitioner has strong similarities to that of a Social Pedagogue.

Throughout the literature review, we have discovered that multiple counterparts have had similar thoughts on this and many pieces of research/studies highlighting the potential benefits and negatives of either approach. However, pieces of research as we have seen focus solely on the service users or clients; some focus on the systematic problem that professionals face in Ireland and some even investigate specific attributes that a professional should possess to be successful in this sector. All research completed on this area has a good grounding and has many relevant points and arguments well made. This researcher wanted and has focused on, the 'application of the approach the professional operates' in their profession regarding working with other professional's internal and external their employment; the systematic problems that they are residing within (whether in social pedagogical or Reflexive Practitioner model); how does this approach assist or hinder them in working with the service users/clients and how does that approach affect their personal life?

The researcher set out by targeting professionals across both disciplines in the field; there was a particular criterion of who could participate in the study which included aspects of their experience such as longevity, and status but vital to this research that they are currently practising their discipline in Ireland today. The researcher interviewed both a Reflexive Practitioner and Social Pedagogical professional, an Aftercare Worker also. This was to see if there is any difference between different approaches from that professional's experience and point of view. The input of the Aftercare Worker was vital to this data collection. As seen from the literature review, the percentage of young people leaving care who have gotten in contact with the homeless sector less than 24 months after leaving care is high (Fenton, 2015). What this researcher intended is to gather is the

viewpoints of a well experienced Aftercare Worker on the matter and to even conclude does either approach have merit?

This chapter is divided up into sections from each separate professional approach and has been merged for the conclusion of this chapter. Along with this, there are a few abbreviations to assist understand the participant's professional level and professional approach:

- ✓ *Reflexive Practitioner will be referred to as 'RP'.*
- ✓ *Social Pedagogue will be referred to as 'SP'.*
- ✓ *Aftercare Worker will be referred to as 'ACW'.*
- ✓ *Unit & Deputy Manager will be referred to as 'UM' & 'DM'.*
- ✓ *Team Leader will be referred to as 'TL'.*
- ✓ *Director of Service will be referred to as 'DOS.'*

Also, the researcher would like to highlight that some of the commentaries in this chapter can be unalarming and if it does unearth any undesirable emotions or affect you in any way the researcher would guide you to seek professional support and this information can be located in 'Appendix II'.

4.1: Findings from the Reflexive Practitioner's

4.1.1: Overview of the Participant's & their Organisations' that the Participants Practice in…

All three reflexive participants for this study are currently at the managerial level in three different residential organisations.

- o **Pat (RP, TL)** is a Team Leader and worked in an organisation that has a capacity of 12 children across three units (the current number at the interview was 8 children in the service) across a small regional in Munster. This organisation had an age range from 12 to 18 years old and the children would be considered to a 1:1 ratio basis mainly. Delegation applications (Under 12 years) are not made by this private organisation as they are not "*deemed quick turnaround for the company*" (Pat RP, TL).

- **Mary (RP, UM)** is the Unit Manager of one house with four children residing within it. With an age range from 7 to 18 years old. The child aged 7 had a ratio of 2:1 whereas the other three 3 children were 1:1. When asked about the number of staff in the house at the beginning of the interview due to the ratio status of the children, the researcher presumed that there would be 5 professionals during shift hours, and it turned not to be the case. "*From Monday to Friday I'm in the office and considered to be the fifth person on shift as we only need the fifth person technically during daytime hours*" (Mary, RP, UM).
- **Ruth (RP, DOS)** worked in an organisation in a Senior position that has 68 children across 17 units (the current number at the interview was 59 children) nationwide. However, Ruth's position was duplicated with another person to oversee the childcare and general practice across all units within a designated area of organisation. *"The higher you go up the ranks, you don't get a set working timetable, you get a salary!!! Meaning there is no time off"* (Mary, RP, UM).

For all three at the beginning of the interview when asked generally about '*what is it like to be in their position*'? All responded with a very generalised answer such as 'it's very hard and 'the pressure is immense' **but** that they would never return to work on the floor.

Ruth (RP, DOS) even disclosed that she feels "*trapped in their position*", meaning she does not feel that she could ever leave their position. This is not down to the compassion she has for the service users or the teams but the fear that Social Care is small, and you are "*pigeon-holed*" (meaning that other agencies would disregard their application due to the relationship with the current entity).

Pat (RP, TL) even disclosed that as a Team Leader, you are still counted on the floor and to carry out all your usual duties as floor staff, but your administration work is always building up. *"Never ending and no time to do it"*.

Mary (RP, UM) believes that there is a price for being away from the floor *"I paid my dues of being on the floor, so this work is hard, but I won't go back".*

4.1.2: Theme 1: Working with other professionals internal and external to their employment…

"*The Nature of the Beast*" (Mary, RP, UM)

It is abundantly clear all three reflexive practitioners that they felt that there was a lack of awareness of the general practice, and they felt there was not enough practicality from their education nor of what was expected and entailed in the profession. For instance, Ruth's first introduction to residential care was when the was on placement in their first year. Pat and Mary heard of residential care being mentioned but not elaborated on any further.

"*After just one hour in residential care I didn't want to stay, and I was crying in the bathroom asking myself what have I done? I'm not able for this job… A lot of the young people were people just 2 or 3 years younger than me and that was extremely hard to comprehend*" (Ruth, RP, DOS).

This could be down to the underpinning of the reflexive practitioner approach which as we have seen from the literature review is suitable to the system as it emphasises on individual cases rather than focusing on societal problems (Thompson, 1998; 2003; Banks, 2001; Cree, 2000;). Also, the possibility of focusing on Case Studies in education or training is hindering the reality of practice in the field. This contributes to that unclear, overcomplicated definition of the social care professional in Ireland unlike our counterparts in Europe and the UK (Farrelly and O'Doherty, 2005; Banks, 2004).

When asked about any training that was beneficial for them other than their third-level curriculum, all three participants said that TCI Training was a key element of their overall education.

"*I would like to think there is a better preparation into the field now from an academic point of view and the subjects (referring to modules) should reflect that*" (Mary, RP, UM).

There is a similar belief from all participants that the pressures of social care work were not disclosed or explored with them as students. More focus on case studies and theories about providing a service for those within a care system rather than societal problems and the 'internal elements' of self-care for you as a professional; and how a person comprehends the difficulties within society. This is essentially a product of the structural

reform during the 1990s and early 2000s to enhance the already operation of professionalising the profession to make the sector more attractive for privatisation within the system (Holliday, 2000; O'Connor, 2006; Hanlon, 2009; Payne, 2009; Hardiman & MacCarthaigh, 2011). All participants felt that some modules were irrelevant and when asked which ones specifically, they could not pin-point the module as they could not remember or choose the option of not saying. Pat even mentioned that he did not attend any class for a specific core module as the lecture didn't allow things to be explored but wanted the material to be retained and repeated back to them.

"*I got a copy of assignments from the person I shared a house with from two years ahead of me. The assignment questions were 'word from word' the same so just copy not word to word obviously would have been caught but always got the pass mark…*" (Pat, RP, TL)

The idea of just going through the motions of the job emotionlessly has been evident in other professions along with our counterparts in the UK and can be linked to Ireland as well. We can see there is a possibility of having a workforce that has this mindset from the beginning of the 'tick the box' exercise, lack of activism or advocacy (O'Connor, 2006; Hanlon, 2009; Slovenko and Thompson,2016).

The building of the relationship with service users and even team members within the profession, all comes from you at a personal level. This is a characteristic that has been highlighted by many throughout the literature review, even Share (2006) first highlighted these characteristics required by a person to operate within the profession (Share; 2006; Lalor and Share, 2013). All participants concurred with this notion that 'you have it or not'. It is the internal or natural demeanour that a person has that will warrant if you survive within this profession regardless of your credentials or training. It is also apparent from the participants that you must be adaptive in the role and change personalities to suit the service user. You cannot show emotions and even resist all emotions when entering the workplace. As this is not a service required for the service user or what they need in their life at that moment regardless of their situation (Cree, 2000).

"You have to put on a mask, for your protection and the young person… That mask has to be adaptive as well for the young person in the situation… You have to be a friend one

minute, then a sister, I have even mummied a young person as that is what they needed at the time" (Mary, RP, UM)

The common feeling amongst the participants is that there have been improvements made within the sector, but all have said that the structure of regulation and procedural aspects have gone too far. Payne (2009) highlighted management concerns that initially focus on the structural aspects of the entity rather than its culture or style. For those working in the private sector, the apprehension of an inspection is always looming. Regulation and independent regulatory bodies are an entity fiercely required within the system. However, why are they feared rather than embraced? Are we gone too far with regulation within the profession which was suggested in the UK in the early 2000s (Scottish Executive, 2006)? Even so, we have termed targets such as 'consistency' that is something of an impossibility to achieve within a system and discredits an element of being a human being.

"Regulations and policies are something that are a major pain in the ass… They're for the greater good but at times they're not realistic and at times make no sense… For us in the private sector it feels that the inspectors are out to get us… Or catch us out instead of supporting us" (Ruth, RP, DOS).

This could contribute to the idea that many researchers have had before of 'disempowerment' within the profession. The struggles of having the power or autonomy to decide is ongoing between social care organisations and regulatory bodies. Along with the addition of managerialism into the sector within independent organisations, the battle of power delves to another level, as we saw in North America in 2003 where staff went on record saying they don't feel they have an influence or the right to decide (Garfat, 2003; Hanlon, 2009). A survey in the UK in 2017, also highlighted that this is something that continues with one of the reasonings for job dissatisfaction 'was down to lack of influence or decision making' (Kirkwood and Ribas, 2017). The participants categorised 'empowerment' under the following that you are:

- ✓ Heard,
- ✓ Educated or trained
- ✓ Supported or guided
- ✓ To be allowed to make mistakes and encouraged to try again

Similarities could be drawn from the work of Freire here regarding the idea of oppressing people within a system. As we saw from the literature review those who have the power or sole involvement in the decision-making process give a sense of empowerment and value compared to those who have none or consider the fact that they do not have any. Value in your position in your profession is something that participants have been battling for quite some time and yet they are encouraged to empower others but seems to be little for them to do the same professionally.

"*However, there is a bigger focus on what you have done wrong rather than what you have done right… You are remembered on your last mistake… I have seen great staff members been stripped of their position due to a misjudgement or paperwork not up to speed… It happened to me once when I misjudged a call the young person having a phone call at 1 am to their parent to defuse the situation… I was informed in handover the following morning that this was not protocol and that there will be an investigation of my malpractice from previous records*…*"* (Pat, RP, TL)

Looking in from the outside, the public would view this profession as a service that provides for vulnerable people. This idea is warranted and valid but what we have seeing in the literature review along with the data from what the participants believe is the idea that within this service for vulnerable people there is a 'lack of humanity'. Whether that is for the professional working on the floor with the service user and also, the service user themselves (Petrie,2013; Cameron, 2004). Pat, Mary and Ruth felt that their voices have not been heard by other professionals as were deemed superior to them from any other independent agency such as a 'Social Worker'. These other agents were deemed as superior to the participants since the structural system within the Irish context, permits them the power to have the final say on decisions regarding the service user. Trust is something that is lacking amongst those within the team and other professionals, so the question must be asked does this stem down to the service user?

"*It's the nature of the beast I was always informed about when I first entered the field… I didn't understand it at the time, but it was well driving into me very shortly after… It was used to explain every position manner; whether you were after getting punched in the face or up all night before due to a kid high as a kite coming back from absconding and is on god knows what and the paramedics won't take him because we do not have the staff number to facilitate and when you're looking for some answer or support you got; well, that's the*

nature of the beast!!! And the horrible thing is, I used to hate this term, but I find myself now using it when working with my team currently…" (Mary, RP, UM)

4.1.3: Theme 2: The Systematic Problems that Professionals face by residing within the profession…

Taking into consideration the elements from Theme 1 the researcher needed to explore what was the participant's view on the structural attributes within the system. Throughout the literature review, it is evident that many have highlighted its flaws and shown the effects that professionalisation along with the injection of managerialism has had on what should be a humanistic profession into a very lucrative investment for the corporate world (Lochhead, 2001; Bisschops, 2001; Payne, 2009; Hardiman & MacCarthaigh, 2011; Askeland and Payne, 2008). The reflexive practitioner is a professional who is supposed to be 'resistant to rigid structures' due to the reflective nature and question and flourish in an environment of flexibility (Share, 2006). However, we have seen over the years the lack of activism or advocacy and consequently the high level of burnout within the profession (Keogh & Byrne, 2016: O'Connor, 2006; Hanlon, 2009); ponders the thought is the reflexive practitioner the complete opposite to what was highlighted out before and that they confirm to the system, or have they fallen victim to a problematic system?

Guidance and support are necessary for every person, especially for professional within the sector. Under Theme 6, 'Responsive Workforce', the service provider (organization) should be providing support and ensuring that the support networks for the staff are there which will benefit the service user in the long run (HIQA, 2018). However, what is to be defined or accepted as adequate supervision or support is somewhat lacking in Ireland (Keogh, 2001).

"God no, at first when I came into the sector 'supervision' wasn't used correctly and became a critiquing session rather than supporting… Where I worked previously no one used go to supervision and I didn't receive supervision for nearly 3 years but yet, there was paperwork saying otherwise." (Ruth, RP, DOS)

In the National Standards for Residential Centres under 'Theme 5 Standard 1', it states that the centre has to be performing its functions to a high standard and there has to be

a clear line of accountability and signs of leadership and management within the workplace (HIQA, 2018). This researcher is not arguing the case that this regulation in un-warranted nor should be strike-out. However, as outlined by many in the literature review, bureaucratic procedures take a massive amount of time, they are there as evidence of progression or none during monthly audits and in an inspection/investigation; to highlight everything is operating functionally and as some would believe a sense of proving you worth (place) in work (Jones and Smey Carston, 2016; Clarke-Orohoe, 2014; Slovenko and Thompson, 2016). Should there not be more emphasises on building the relationship with the service user and the evidence would be seen as the service user progressing or struggles, does paperwork prove this? However, does this encourage the culture within the system of blame or lack of trust (Dorrer et al, 2010)?

"I have had to do paperwork at 2 or 3 in the morning after a serious incident because it says it in our policies plus I know that the first thing that would be sought out for in the morning is the record... No how are you or you ok but where is the SEN?" (Pat, RP, TL)

For this system to work 'Trust' is something that must be given and instilled. As trust is important to any person within or outside of employment, how does one go from looking for trust to that giving trust? The National Standards have placed a huge emphasis on the 'Person in Charge' and 'Service Provider' throughout but how does that 'person in Charge' or service provider' support the team or guide them to support the service user if the system doesn't give the support to them?

"The higher you go up the more dependents you have. When you are relief worker your focus is on the kids, when you are a core/key worker your focus is on the kids (more importantly your key child) and as well the relief staff...By the time you get to Unit Manager, you have to organise anything up to 4 kids' lives with their families and team of professionals within that. You have your core team to make sure they are being supported by their 'team leader/deputy manager and you have to ensure that those are up to speed as well... And let's not forget to take into consideration the personnel above your position" (Mary, RP, UM)

However, our participant's support at many levels are lacking. Mary highlighted that as a Unit Manager (Person in Charge) you have multiple people and entities to take into consideration on a 24-hourly basis. We have even seeing from Ruth earlier that there is

no time off. Regulation not only sets up unreachable targets or goals but to remind on top, something must be sacrificed or fall to the waste side; as highlighted in 2016 regarding the 'overburdening of workload' referring to paperwork (Jones and Smey Carston, 2016). Along with the pressures put onto those in management from the system, is there a possibility that trust cannot be encouraged or manifest?

"Simply, you would like to trust the team as much as you can, but you have to cover your ass and oversee their work... If you see similar trends occurring with one individual staff member, you have to sit them down and work them through it... That's what you're supposed to do... However, people can get very offended by this and sometimes to avoid the situation and as I don't have time... I have often added into the pieces of information or edited it [their paperwork] so it would read better rather than spend time with the staff member as they don't get it..." (Mary, RP, UM)

This is something that Peter Drucker (1937-2005) a theorist in Modern Management would not entirely agree with; according to Drucker knowledge is something that has been improved, challenged regularly, and increased otherwise it will dissipate. As we have seen there is a clear lack of activism or advocacy within the care system (Keogh & Byrne, 2016: O'Connor, 2006; Hanlon, 2009) and with trust straining within it and on many levels, does the system allows for the vicious cycle within social care to continue? The dark side of 'burnout' is a factor that contributes to people leaving the professions and incorporates a 'Blame Culture' within the sector (Savicki, 2002; O'Connor, 2006; Fenton, 2015). As the system seeks clear lines of accountability this could be one of the many reasons why there is a lack of trust within the sector and the reflexive participants have felt this.

"We want the children to trust in us but yet we cannot give any trust back to them" (Pat, RP, TL).

When exploring the aspects of the systematic structures in place within an organization. The topic area of policies and procedures is something that had to be utilised. As we saw in the literature review it has been suggested for a long time now, that professional is not given the 'tools' or 'key elements' for their role (Hanlon, 1999) and we have seen the ramifications of this. One of the most important elements of any social care worker is the 'self' but as we saw from others' work the 'self' is something is not encouraged within the

system (Kennefick, 2006, Howard and Lyons, 2014; Share, 2006) This can be resonated in the National Standard and companies' policies and procedures (HIQA, 2018). Pat, Mary and Ruth had mixed reviews and opinions about the idea of policies and procedures and what in general their purpose is. However, they waivered on the negative side for the professional on the floor and felt that policies and procedures are in favour of the system and organisations where the service users and professionals are the latter parties in the thought process.

"Policies and procedures are something that I understand, why they are there and see some of their importance. However, I feel that they are there to protect the organisation more and not the young person nor the staff... Even if the staff member is part of the organisation the policies still separate them a part even further... It sounds idealistic on paper but usually there is another policy to counteract the other...For instance, we are to encourage independent living skills yet how do we learn...By mistakes... Our policies try and encourage the reduction of mistakes by labelling it 'safeguarding' the young person from every single little thing" (Mary, RP, UM)

"They take the out the human element out altogether (referring to Policies & Procedures). And with inspections, you are expected to be a robot and remember every single policy which is not realistic... When shit hits the fan remember the policy or what to do next goes out the window, that is where human nature comes in... Unless you are in this line of work for a very long time and become either immune to it or just moulded into it... You become dependent and can't think for yourself and this is why you have professional's asking is it ok to go ahead for simple shit rather than thinking for their own as their policy says so and also a little afraid to take the chance" (Ruth, RP, DOS)

If we take into consideration a general lack of understanding of the policies and procedures due to the amount of and the unrealistic set of events highlighted by Ruth and Mary; the ever-changing nature of them causes further and growing negativity towards them. Again, this is something that all participants across both approaches of this study agreed upon. Change is welcomed but consistent updates and changes are other things that many professionals within the sector have come accustomed to and/or simply neglect them.

"They change the position of the goal so many times that I don't really know what to do so usually still go by my judgement and usually seek guidance from those I trust on the team if needs be… May even refer to the policies but that is a rarely…" (Pat, RP, TL)

For the future, all RP participants highlighted many aspects they would like to see happen within the sector such as 'stability, real encouragement of relationship building naturally rather than being forced, and more decisive powers for the professionals. However, very interestingly Pat (RP, TL) and Ruth (RP, DOS) highlighted that there should be one governing body rather than two or three.

"I prefer HIQA and believe what they want to do is for the better… TUSLA inspectors are waste of space and have a vendetta against the private sector… CORU, whenever they come in, are going to stir up a lot but who is the one should we listen to more? Are they all at one level or are superior to other?" (Ruth, RP, DOS)

This lack of clarity or direction is something that has been heavily highlighted in many other pieces of work mentioned in the literature review and is evident throughout these interviews. Again, similarities could be drawn from the work of Freire here regarding the idea of oppressing people within a system. As we saw from the literature review those who have the power or sole involvement in decision-making process gives a sense of empowerment and value compared to those who have none or consider the fact that they do not have any. Not knowing your occupation or even where directions are to be coming from is like a rudderless ship in a storm.

"If you asked me which department I worked under right now, I would say it all depends on the day or situation… Some days I could be linking into the education departmental side of things along with the judicial system equally linking in with protection of children." (Pat, RP, TL)

4.1.4: Theme 3: How does the approach assist/hinder the professional while working with the service users and how does this affect their personal life…

It is evident in the literature and along with the reflexive participants thus far in this study, believe that the system has taken key factors out of the profession that disregards those who work within it (O'Connor, 2006; Hanlon, 2009; Gray & Jackson, 2002; Payne,

2009; Askeland and Payne, 2008). Along with the possibility of misperception of defining a social care worker within Ireland (Banks, 2004; Farrelly and Doherty, 2005); it is evident thus far this resonates with the lack/distrust from professional's peers. Even the RP participants alluded to the feeling of inferiority to other professionals that they work with regularly. Maybe this could be many reasons for the contribution of burnout or lack of activism within the sector (Keogh and Byrne, 2016; O'Connor, 2006; Hanlon, 2009). However, all our participants (across both approaches in this study) have an average of 16.5 years of experience. Why, what is the secret to longevity in this sector when so many pieces of research and study suggest otherwise?

"In professional meeting, they just asked questions around what you have done to this point but really don't take into consideration your opinion about what should be the plan going forward… I will 'say' they are listening to your point of view and will dress it up that they have taking it in the board but in reality, when you peel back what they are saying is your plan, is really their initial idea at times and I'm like feck it, what's the point?" (Pat, RP, TL)

It is clear in many professions that your work life can be affected by your personal life in some respects. However, we know within this approach of the reflexive practitioner's personal life is not to intervene in your professional life.

"You leave your emotions at the door… The children don't need to hear your troubles they have enough of their own!" (Mary, RP, UM)

Pat, Mary and Ruth had similar views of 'guilt' that played a huge part in both margins of their lives. This guilt could overwhelm a person at any point (Fenton, 2015) and all participants said that they were at the burnout stage on many occasions. Pat mentioned about how he requires continuous psychotherapy on a regular occurrence for the number of times that he was "*beyond breaking point*" but yet remains in the profession and at a higher level than floor level.

What is guilt and in what shape/form does it come in? There seems to be two common gremlins that appear.

1. **'Is the Guilt for putting too much into these kids and not your own'**… Now it must be disclosed that not all participants (from both approaches in this study) are parents. However, those who did not have any children did refer to the fact 'if

I had kids' or even referred to the guilt about family members rather than a child but the sediment is very similar and warranted for this study.

"Separation is very difficult... I can never switch off because if I do the work remains there (referring to paperwork) and nobody will do it so I have to stay on top of it... Yeah I work Monday to Friday and that sounds fantastic or I rather say I get paid from Monday to Friday but I never get a break... I did get a break one week off recently due to a Co-vid scare in my house... And after 3 days my child of 8 (years) said 'mammy you are much nicer when you are off from work, I prefer this mammy' when I was helping them with homework'... Like my heart sinks when I think about that..." (Ruth RP, DOS)

"You are always thinking about others when you are in work, in particular when you are in a moment of crisis... You always think is it better if I started working in shop stacking shelves rather than receive this type of bullshit, because you are on similar money... Unless you go up the ranks... But if you have an issue at home that is still going on but yet you have to commit all your energy to this individual for the next 24 hours (shift) you are never really there at times... Your mind is always on the other part (work or home)" (Mary, RP, UM)

2. **'The guilt that comes from the dependency of those within the team'**... The participants have shown an obligation to some colleagues and young people (mainly team members). This can play a part in some of the participants admitting to working triple and quadruple shifts in the order they would not be letting their team down. They have been subjected to and even admitted to using these tactics to ensure a shift is covered for those at the managerial level.

"I have come across times where I have been told from people above my position saying fill that shift with a 'body'... What about the 'Working Times Act? Don't care at this point just fill it... You are that person calling for staff to fill the shift because if they won't you will move than likely have to fill that slot yourself!!! so you will use any sort of tactic you can to fill... Techniques I have used in the past is 'the kid asked

for you specially or for relief staff this will really help your status and encourage the chances of a full-time contract later'…. Anything once you got the shift covered…" (Pat, RP, TL)

Trust was an element that appeared earlier in this chapter, but it was revisited here in a diverse perspective under this theme; to see where the approach allows for 'trust' to flourish and develop. As we saw earlier, 'trust' is something that is fragmented within the sector. Quite bluntly Mary summed up the thoughts that were like the others.

"*Too many broken promises…Employer needs to support you more… Reduce power*" (Mary, RP, UM).

The power struggles that many reflexive practitioners face daily is not only from external professionals that we have discussed in previous chapters including this one also. Nor the struggles faced by those of the service users they work with, although many have spoken about the anxiety that stems from working within the sector (Keogh and Byrne, 2016) and many from the outside would believe that this could be from just working with individuals. All of these aspects are contributory factors, but it is the systematic structure put in place by regulation and legislation that involves them all (Harvey, 2014). As we covered in the literature review the incorporation of professionalization and the influx of managerialism within the sector predominantly has encouraged a hierarchy within all organizations across Ireland (Keogh and Byrne; 2016, O'Connor, 2006; Hanlon, 2009).

As we saw from comments earlier from Mary (RP, UM) that you want to trust in the team, but the national standards highlight that it is the 'person in charge' or the 'unit manager' who is the point of call (HIQA, 2018). Yes, the organisations have a duty of care towards the service user and staff members within the confinements of regulation and it is noted. However, is there a possibility of scrape-goating the 'person in charge' or 'unit manager' in the outcome of a negative inspection or serious incident? This cannot be the sole reason for a manager's poor skillset but could encourage the possibility of blame or lack of trust culture and stem the growth of people both professional and service user.

"If you do not do it no one will but yet your ass is on the line at all times… Inspections are something that I don't fear too much about now, but I feared it hugely in the past… I will never forget my first inspection as UM… It was announced and I had two weeks to prepare…

I didn't get one night of sleep for those two weeks... I ended up staying in the office until midnight most nights some nights I didn't go home... I had a DM who was great and offered and stayed most nights, but I had to oversee everything they did... I couldn't really trust their work so in the end it was pointless... The report came back saying that I didn't supervise the team enough... So, my superior at the time, sent me to special training for 'effective supervision' for three weeks and also that this would go on my yearly appraisal as I let the company down... I was only an UM for 3 months at this stage!!!" (Ruth, RP, DOS)

It is evident that for change to happen and what participants have expressed as a whole is that there needs to be an overhaul of systematic structures within the sector. This could encourage the challenges that many organisations have with 'retaining staff' (Kirkwood and Ribas, 2017). Being proactive in allowing or supporting practitioners when mistakes are made without fear of serious repercussions (Hester, 2012).

"It is simple business smarts; you retain staff you have less cost going out on new staff and the loss of experience simply walking out that door... However, the system sees staff members as a body, and we are replaceable and at times we feel that... All honesty I'm still here because I don't know what else to do and I have an escape out of social care for when I'm 40 years old... I want to get my mortgage and then I will walk out of social care... It is sad as I have had many good and great times more than bad times but simply shit is my thanks even now!!!" (Mary, RP, UM)

It is very important to highlight from the study that all the participants (across both approaches) felt that their education curriculum did not best prepare them for the field. The placement was a major help and gave a good insight into the profession, but it is not a true reflection of what life is like in the field.

"On placement, you worked 9am to 5pm Monday to Friday... I only received those hours when I got into management even then they're not realistic. I went home not thinking of the job of course as it was not my job at the time. This is not the case now. Even with all my years of experience I still bring stuff home. But yet when on placement I was questioned about separation and cutting off from work this doesn't happen (referring to current time)" (Ruth, RP, DOS)

What is very evident from the interviews thus far with the RP participants, is that separation is important and is greatly needed. However, this can come at a cost whether

mentally or/and physically. This study did not intend nor anticipate exploring this topic in great depth, but it is very warranted for this study to be in an addition to this theme of analysis. Separation is important for any aspect of our lives and work is one of these elements. The National Standards Under Theme 6 (Responsive Workforce) even emphasize this by issuing that the Person in Charge and Service Provider should manage your rest break (HIQA, 2018). However, for the reflexive practitioner, it is engrained in them to cut off all tides when their shift is finished. You are encouraged not to talk to or about work outside of hours, this is due to GDPR reasons or in breach of confidential protocols (CORU, 2018). However, what about support networks in place for the practitioner? Counselling or any form of therapy is not discredited by any organisation but yet in this study the researcher has observed that none of the participants are provided with financial support if they need this vital tool to work within the profession. Thanks to Pat (RP, TL) being honest and upfront about it we know he is receiving professional help but at his own cost. Along with the possibility of lack of support and struggle of balancing work/home life the participants have felt at times lonely in the role, powerless, lost, don't want to return, and always seek other employment even to this day.

"When you finish shift, it's a great feeling no matter what had happened and if you are going into a three or four-day stint off… It's brilliant… However, when your final day off comes up you have that ball in your stomach that you believe you are sick… I often when driving to work some days… I prayed that there would be any reason for me to prolong my journey and reduce my actual time on the floor… Wishing there was a crash on the road and a delay that way or even I could have a crash just to get out of not going… Nothing serious of course you know any excuse" (Pat, RP, TL)

Another concerning factor found in this study, which had not anticipated encounter is the coping skills of the participants when they are off or finished shift. We have seen from others that anxiety around professional's safety is increasing (Keogh and Byrne, 2016). However, can this be the only factor of anxiety or do structural aspects have a part to play also? The consumption of alcohol or cigarettes was a big part of their coping mechanisms for surviving to this date according to our participants. No one in this study (across both approaches) admitted to using or taking illegal substances themselves but admitted that they know of a work colleague/s who engaged in this behaviour from time to time. All participants in this study have admitted that it is within their contracts that they could

have to produce a urine sample if warranted, but this has never happened for them, nor have they witnessed or come across this process, and there is a belief that this is something that could be utilised more.

"My self-care in social care was non-existent until I gave myself the permission to care for myself... I have drank the shit out it for all my days off and then be even more exhausted going back on shift..." (Mary, RP, UM)

"I used finished handover at 11 am, be home for roughly 12:15 pm and would be in my local (in the city centre) at 1pm and would be there until closing especially if I had the next day off and even if I didn't, would still push that a little! (Pat, RP, TL)

"I remember when there was a time when I used to have a bottle of wine to myself... Every night the only time I didn't have a bottle was when I was in work!!!" (Ruth, RP, DOS)

It must be noted that the RP participants in this study had plenty of opportunities to opt for positive outcomes within their profession. They find little perks in the professions now and again. The commentary of a "dark sense of humour" was very apparent and accepted if suited to a specific individual. If we take into consideration the characteristics that a professional must have highlighted in the literature review (Share, 2006) along with the concurring from participants; you have to have the ability to laugh at some scenes that most would cringe at. When conducting this study, the researcher got a true sense from the participants that they do enjoy their profession but there is also a hatred for it as well.

"I will never work on the floor ever again... I have spent most of my career in management now then the floor and from my experience and the incidents I have been involved with has always encouraged me to stay where I am... I feel I can do better in the position now for the young people than working on the floor with them..." (Ruth, RP, DOS)

4.2: Findings from the Social Pedagogue's

4.2.1: Overview of the SP Participants & Organisations/Services' that the Participants Practice in...

All three participants who work under a social pedagogue approach are currently at the managerial level in different residential services.

- o **Niamh (SP, UM)** is a House Manager and works in a service that has a capacity of 4 children within an organisation but only has one child residing there for the benefit of this young person. This organisation had an age range from 7 to 18 years old and the children would be considered to have a mixture of 1:1 or 2:1 ratio basis mainly. However, as there is one child the ratio is at 1.5:1 and can go to 2:1 at certain times of the day.
- o **Aoife (SP, UM)** is a House Manager of one service with four children residing within it. However, at the time of the interview, Aoife was entering an Acting Director of Services Position. This organisation had an age range from 7 to 18 years old and the children would be considered to have a mixture of 1:1 or 2:1 ratio basis mainly.
- o **Beth (SP, DOS)** is a Director of Service of an organisation that has the of 3 units across three counties in Munster province. The children within their care can have a wide variety of emotional, psychological, or mild intellectual disabilities; has an age range of any child over 5 to 18 years and mixture of ratio's all depending on the child.

It must be noted that 2 out of the 3 of these participants have worked in alternative services/organisations that would have stemmed from the reflexive practitioner's approach. The other participant has worked within the organisation while still studying in college and has worked in every role within that specific organisation (except financial). For all three at the beginning of their interview were asked generally about *what it is like to be in their current position?'* All responded with varied responses ranging from '*it's harder some days then others'* Niamh (RP, UM), '*I'm lucky the team I have are really good so can't say it's too difficult*' Aoife (RP, UM) to '*I enjoy walking in everyday…Okay sometimes I don't want to get out of bed but we all have those days'* Beth (RP, UM).

4.2.2: Theme 1: Working with other professionals internal and external to their employment…

"*Empowerment is Free Choice*" Beth (RP, UM)

It is apparent from all three participants that they felt there is a true lack of awareness regarding what to expect from them within the field in general (regardless of the

perspective of the approach). All three hadn't even heard of 'pedagogy' and didn't understand what it was until they were in an organisation/service that practiced this approach. This could be down the difficulty of pinning down exactly what pedagogy is when executed as we have seen from the literature review (Lalor and Share, 2013; Stephens, 2013; Petrie et al, 2009; Cameron and Moss, 2011).

"I couldn't pronounce it when going for my interview let alone understand what it was about. I heard that they did things differently here and that was music to my ears as anywhere was better from where I was working at the time (referring to another organisation)" Niamh (RP, UM).

All participants indicated that their education around 'Attachment Theory' played a pivotal role in understanding some of the principles of pedagogy even though they have different education qualifications or graduated at different times. The idea of understanding the ramifications that our attachment styles (Fulcher and Ainsworth, 1985) can have on us as people coincides with the idea of early intervention and how best to suit the person when assisting them (Smith, 2009). Along with this the holistic aspect of not focusing on one individual but looking to the broader societal problems, is something that the participants often referred to by resolving a situation; *"Are all kids his age doing this?" Aoife (RP, UM)*, (Hatton, 2013; Hämäläinen, 2005). The incorporation of parenting aspects into your practice was highlighted as 'crucial' according to our participants along with the literature review also (Petrie et al, 2006).

"Attachment is something I have strived off here. The idea of reaching to that person's empathy and being with them on this journey. Understanding what attachment style, they have been a key success for me to come to understand the young person and how best to approach a topic with them" Aoife (RP, UM).

What was abundantly apparent from all participants was that 'time' is a key factor in their current practice. The Democratic Professional [that was highlighted to be operating here in Ireland by Share (2006) and as outlined has similarities to that of a social pedagogue is a person who acknowledges a primary responsibility for the service user. Ever-involvement in all aspects of the service user life; along with the idea of democratic living is to provide a culture of care and the possibility of developing an active and

thoughtfulness decision-making to all within the shared living space (Marri, 2003). This is surely something that takes time to be accomplished along with building a relationship.

"I have witnessed and been involved in 'Sudo-relationships' with children in the past and the children feel that... The fakeness... Whereas here we allow there to be space for this (relationship) to grow and provide the adult and child with support... My approach is more about standing beside both the adult and child and mediating rather than delegate..." Beth (RP, UM)

As highlighted in the literature review a radical shift away from the thought process of individualistic practice by removing barriers that were disabling and developing a commitment for those in the disability community empowered both the professionals and service users (Oliver et al, 2012). Adjacent to the democratic living style that social pedagogy provides and the incorporation of parental aspects (Smith, 2009; Hatton, 2013; Hämäläinen, 2005; Petrie et al, 2006; Marri, 2003); the great need of emancipatory values is evident to see from the participants in regard to the idea of empowerment.

"We always try to give a sense of 'free will' here not only to the children but the adults as well. I have witnessed children that were consistently resistant towards us because they did not know any better. They felt that you might as well battle because they're mirroring what they have witnessed... If a child keeps hearing 'no' from the adult well than it's not surprising that the child repeats that back often" Beth (RP, UM)

Being allowed to try something alternative and innovative can be empowering and anti-oppressing for both the professional and service user (Freire, 1996; Ferguson, 2003).

"I found it hard to settle here after first joining the house. The idea of no office to go to and that it was a house/home... Like it felt homely from what I was used to was unnerving at the start... The first few weeks were hard, and I even thought about leaving because I felt that I wasn't doing anything... Some mornings I came in at 8 am, drop the kid off to school and went back to the house until 3ish... With no checklist or paperwork to fill out... One morning when asked 'How am I getting on?' I said 'grand but don't know what I'm supposed to do...to be continued'... Niamh (RP, UM)

The idea of the holistic approach at the origin of pedagogy is to give a platform for a more open-minded workforce, that can embrace diversity and innovative ideas for the service user while thinking of wider sociological issues (Anderson-Nathe, 2010).

"I was asked 'what would you do if you were at home?'… And I had no answer… It was only after that that I started to realise 'ok I don't need someone to tell me what to do'… I fill my days with the child at it focus… So, if that meant have the house cleaned or get the shopping done or a meal prepared while they are away do it… Pretty much like what was done at home for me when I was a child…' Niamh (RP, UM)

The social pedagogue doesn't want to take charge of a person's life but encourages, supports, and enables the person in making the best possible decision (Stephens, 2013).

"Every child and adult (as well I suppose) but mainly the child… Has to choose to come here…Now we understand that no child wants to be away from home. But we have a duty of care so we have a very long integration process which can take up to two/three months… Multiple visits with the child and their family whether here or of their choice… And even right up to the very day that they're supposed to be admitted to us… They can say no and we will respect their wishes…Because Empowerment is Free Choice and if the child doesn't have that from the very beginning of their journey it is not going to last. Beth (RP, UM).

As indicated in the literature review, professionals are heavily thought theories on human behaviour from all ages but are overwhelmingly skewed by the overriding governmental dominion (Fenton, 2015). Suggestions from other nations have signalled that the adoption of a social pedagogical approach could bring about a change to this (Scottish Executive, 2006).

The little awareness of social pedagogy does not come as a surprise to many within the sector so other professionals from other entities find the approach to be peculiar. As we saw in an article in the UK that current staff members thought social pedagogy be a 'fad' and that it will return to the ways of before (Bunting, 2011). It is not surprising that the participants face similar challenges or beliefs around the relationships between professionals within and outside of an organization/service similar to reflexive participants.

"I truly believe, people don't understand what it is we do here but its every simple… Raise a child!!! I had a social worker who was constantly looking for audits and incidents report (monthly) that went towards the child in care review (every 6 months). Asking things like 'how many incidents this month' and 'what was the risk assessment on this to reduce the possible risk'… Now after months and months of explaining that we approach things more

hands-on and yes behaviour can be challenging but questioned the social worker aren't all adolescents challenging at this point as part of their development. Also, take into mind that we only classify incident report of when it's something of serious consequence... That simple move reduced the incident report issued by 80% (approx.) for a child I worked with in one year!!! Now that doesn't mean his behaviours altered completely but we weren't viewing him as a bad child with a list of incidents but a child who needs extra support from time to time" Niamh (RP, UM)

That idea of question the 'norm' and standing up for the service user is something that all the participants have said they see on a regular occurrence, they feel heard (to a point) and respected (internally). However, where all the participants felt the element of respect in their role was from the internal structural support more so provided by the ethos of their organisation/service; that they are part of a community and have an equal say. The idea of democratic living encompasses a culture of care but development for those to get involved in the decision-making process for both professional and service use (Marri, 2003).

"When I was on the floor here, I never feared the House Manager, I would talk to the House Manager as if they were on shift with you or me like right now... I saw them as a supportive tool to use and bounce ideas off of... They used to give back their feedback and always ask you how do feel, what does the child feel, and the other adults feel around your idea... I have made mistakes but never felt it was going to haunt me later on... Even now as a House Manager I try and encourage that... Is this thanks to my education in psychology? No, not really but the environment that I am in to explore opportunities" Aoife (RP, UM)

4.2.3: Theme 2: The Systematic Problems that Professionals face by residing within the profession...

As we saw in the latter stages of the previous theme that the participants have predominantly shown that the internal structural aspects give them enough support that contributes to their willingness to remain within the sector. They have also shown many similar challenges in understanding what essentially their role is and mutual respect from other professionals within the system is deficient. This could be because the sector of social care is so broad and diverse, that defining exactly how a social care practitioner practices their occupation regardless of their approach has been influenced heavily by

the environmental factors of the system that adds to that confusion (Banks, 2004; Farrelly and Doherty, 2005).

We have witnessed from the literature that social pedagogy does not help its cause due to the complexity and pinning down in translation of how to implement its principles (Lalor and Share, 2013; Stephens, 2013; Petrie et al, 2009; Cameron and Moss, 2011). Along with this add in the 'parental' aspects of the role. The fact that you are encouraged to be an acting parental person for the service user is something that does contradict the general requirement of maintaining 'professional boundaries' (Petrie et al, 2006; HIQA, 2018; CORU, 2019).

"I remember when in college I was informed that you have to remain professional boundaries at all times, and you cannot care for the child... Now to me then, I understood as when I went out to placement for the first time, I saw staff members doing it and explained to me that it was for my protection... I still understand that now, but it seems totally counter-productive... To build a relationship you need to give as much as you take... I found this very hard during my time in [another residential service] and never felt connected to the children nor did they trust me." Aoife (RP, UM)

All, Beth, Aoife, and Niamh highlighted this idea of a 'Flat Structure' within their organisations/services. This meant that the hierarchical system is non-existent and rather see themselves as a supporting role rather than an authoritative role. That they spend as much time with the children as well as the adults. This was requested more of in those in Northern Italy (2013) regarding that management consulting with front-line professionals (Radin, Scavarda and Tousijin, 2013).

"I mediate rather than delegate... This is something I stand by, I'm not an all known being you can say what is correct or not... I have an opinion equally as you do or a child" Beth (RP, UM)

Regulations and legislation are requirements that govern all aspects of this sector and social pedagogy does fall under this if it wants to remain here in Ireland. When the topic of policies and procedures came up, as discussed earlier all have similar points of view (across both approaches). There is a general understanding as to why they are operational but believe they're dogmatic in their set-up (Hester, 2012).

"I understand why they are there, and they have importance. I see them as a guide rather than something that tells me what to do. We have policies set up to suit all of us within and abiding by the national standards and law in a round way... Meaning every time we get an inspection, they do question why we do something a certain way but show them by saying we're not doing anything outside of what has been asked" Niamh (RP, UM)

It is important to remember that 2 of out the 3 participants had employment with another organisation/service that operated under the reflexive practitioner approach. Both Beth (SP, DOS) and Aoife (SP, UM) felt that a lot of what they practice here currently is something they were looking for in their previous working environments. This shows a possibility that there are those trying to change the approach from within and that activism is not entirely lost (Keogh and Byrne, 2016; O'Connor, 2006; Hanlon, 2009). Both also indicated the idea that they have witnessed adults at the burnout stage and turning into a zombification process where people come in emotionlessly (Hester, 2012). Beth and Aoife gave many reasons as to why this was happening and argue why it is heavily believed That there is a lack of activism and advocacy (Allen, 1999; Moran, 2010).

"I have witnessed people out on their feet physically and emotionally... I have been there myself... Often on occasions I asked myself, why am I here and you always found yourself saying 'the team'" Beth (RP, UM)

"I used to hate one of the managers I had... I mean physically detest her approach... First, it was 'fear' but then hatred. Always micro-managed everything in the house... Always telling people what to do and if you didn't listen or made a mistake, you would get cut hours (while relief worker) and/or given the shitty tasks of the house..." Aoife (RP, UM)

All participants have indicated that system or regulatory obligations have been skewed from their original purpose and has lost the human element within them (Fenton, 2015; Scottish Executive, 2006)

"Risk is part of life and if we totally control that for the child, then where is the learning in that? Having that as part of your framework is taken the 'life' out of living" Niamh (RP, UM)

4.2.4: Theme 3: How does the approach assist/hinder the professional while working with the service users and how does this affect their personal life...

As indicated in the literature review that the influence of power and control between the professional and service user (Hanlon, 2009) can often introduce a disconnection of 'them' and 'us' (Garfat, 2003). With the regulative and legislative elements remembering all the training and educational aspects can be draining for one person (Savicki, 2002). It is believed that the pace of the work is to challenge and not overwhelm the person and they even may discover the experience more rewarding (Maslach et al, 1997; Riolli-Saltzman and Savicki, 2000). However, many believe that the opposite is occurring here in Ireland (O'Connor, 2006; Howard and Lyons, 2014; Fenton, 2015). Beth, Niamh, and Aoife revealed that the work is hard but manageable and at times rewarding.

"I wouldn't be able to be a manager in any other organisation... The support you get here is immense... Even the child I have asked me 'am I ok?' and that is from a genuine place" Aoife (RP, UM)

Is this down to the 'flat structure' that was discussed? Or could it be down to the fact that the pressure placed upon one person is not so overwhelming? All participants admitted that there is paperwork to be completed during the day, but it is not overburdening their true work (Jones and Smey Carston, 2016). What was apparent from all in the interviews was the flexibility there was in their roles. The idea of picking and choosing where or what to do was something that this researcher was amazed to witness. That idea of having too much structure and procedural protocols in place stifles one's creativity and initiative (Maslach, Leiter and Jackson, 1997). Whereas Beth, Niamh and Aoife discussed what they and others have done with children in the past.

"Our communal area is a Farm where we have a mixture of animals, barns, sheds, and many other things. Now no one has complete responsibility to do certain duties, but it is shared amongst everyone... We don't say 'oh you have to do it' but rather people volunteer... Usually, when the child comes in first, they're like 'I won't do that'. We would not push but carry on as normal and after a while, they will want to engage... They came to that conclusion themselves rather than us telling them they had to do" Beth (RP, UM)

What is abundantly clear from Beth, Niamh and Aoife is that they feel a part of their organisation/service. In regards, to separation from the workplace, they have the power to decide as do the all. Aoife discussed her anxiety around coming on shift while working at her previous job.

"It wasn't essentially down to the child but what I was going into... Because when you left the building there was no chat or information... As this was the professional thing to do... Now 9 times out of 10 the idea was worse than reality... Driving to work was more horrendous than actually being there... However, here were encouraged (now not at all expected of you) but keep in contact as much as you can... to be continued..." Aoife (RP, UM)

Under Theme 6 of the National Standard 'Responsive Workforce it is usually the obligation of the 'person in charge' and the 'service provider' to provide rest breaks and periods (HIQA, 2018). However, social pedagogy has a principle called the '3 P's' as outlined in the literature review, that allows the person to conclude what they deemed to be personal or professional (Jacaranda, 2001).

"When introduced to the 3P's, I soon realised that I could choose whether to engage or not... It is within my power to choose or not... It is not expected in any way and if I choose not to engage in the group chat my call... Especially over the weekend's, I find it a good thing to have a glance at it now and again... Now I know people say there is no separation then really is there... But there never is if you're part of a community..." Aoife (RP, UM)

Social pedagogical vicinity develops the test by bringing cultural and ecological politics into a service/organisation of place-based dialogue (Smith, 2002). The traditions of social pedagogy and place-based education provide practitioners with the intellect means ready for implementation (Gruenewald, 2002). Aoife highlighted that one principle such as the '3P's gave a sense of empowerment. In many countries, social pedagogues work in children across a ray of environments (Petrie, 2013). In its underpinning, the pedagogue affords attention to the respect for the individuality of a person (Cameron, 2004). It is the idea of acceptance of who you are whether a professional or service user incorporated within the shared living space. The democratic style of living within a place of work can provide care and even further develop active and thoughtfulness of decisions making to all within it (Marri, 2003).

"We have no office in the house, the office is the kitchen or sitting room… Everyone is welcome to come and chat in the mornings, afternoons, and evenings/nights… This is something all of us had when growing up… In your own home your office was the kitchen table, why can't we provide that in residential care?" Aoife (RP, UM)

4.3: Findings from the Aftercare Worker

4.3.1: Overview of the Organisations/Services that the Participants Practice in…

It must be noted that Joan (ACW) had practiced/experienced both approaches throughout her time in social care. Entered the field at a HSE Special Care Unit in 2001 and remained there until 2010. Then moved to another Special Care Unit from 2010 to 2012 as Deputy Manager working with young people. After an incident resulted in whether not Joan would remain within the sector was offered a chance to move to the Aftercare Service in 2012 and has been working in there ever since. It is interesting to note that Joan had a Level 7 in Social Studies (2001) when entering the field first and only after being introduced to a different perspective entered back into education to complete her Level 8 in Psychotherapy & Counselling (2008).

At the beginning of the interview. Joan commented on how still to this day of her curious entrance into the sector was initially.

"No preparation… Was interviewed at 12pm on Friday and was offered the job at 2 pm and then asked to come in that night!!! It was bizarre wasn't given much of an induction and was basically told to shadow staff…Was appalled and shocked by everything that was going on" Joan (ACW)

4.3.2: Theme 1: Working with other professionals internal and external to their employment…

"Knowledge is empowerment… It's not a verb to abuse… I empower myself through knowledge, experience and reflecting on that experience…" Joan (ACW)

To be relevant for this study the researcher focused on two elements of Joan; first being where she worked 'before' and the second her 'current' practice. When focusing on the

past we can see what was referred to in the literature review regarding the lack of awareness or clarity about the internal workings of the profession (Banks, 2004; Farrelly and O'Doherty, 2005). Joan indicated that her previous education had some beneficiaries to it but it was her later studies that helped her further develop as a person and professional to grow in the sector. In regards, to training, it is noted that no professional can work on the floor without specialised training (HIQA,2018; CORU, 2019). It is this quick specialised training of TCI or (more recently) MAPA that is a national curriculum that you have to engage in whether you agree or not.

"The most unhelpful training that we received and what was rammed down our throats was TCI…. I think the learning and theory in TCI are brilliant, but I think the physical side of the training was overused in my time…It created bluff lines for staff and caused a lot of hurt and injury for staff… The theoretical side of TCI was brilliant where here I'm focusing on the physical side where there was belief that physically go in hold an individual down who wasn't abiding by the rules." Joan (ACW).

As we saw earlier in this chapter and the literature review a radical shift away from the thought process of individualistic practice by removing barriers that were disabling and developing a commitment for those in the disability community both the professionals and service users (Oliver et al, 2012). It is evident that this was not the case within the environment that Joan was in at the time. The idea of power and conflicting views about acceptable levels of risk-taking and evaluating these were something that are evident with Joan in the early years of her career (Hardy et al, 1993; Hanlon, 1999).

"Mainly a lot of experiences up to that point like experiencing overuse of power and authority… And the young people being victims to that… And the staff as well…" Joan (ACW)

When taking into consideration monitoring the practical elements of the team Joan highlighted within the service there was in her view the possibility of malpractice at play.

"Unfortunately, some staff members way of approaching life and work is in an authoritative way… That's more vindictive than helpful… I would have seen kids physically moved unnecessarily… one sticks out in my mind this young girl wouldn't leave her yoga map… And she was physically moved down to what was called the quiet area…(When asked about the Managers response) Didn't really look into and people weren't disciplined… Now if this was

a knife or any weapon I can see the reasoning behind this, but this was defiance on the teenagers part and the staff members were not having any of it..." Joan (ACW)

However, by being active and advocating within the service showed there an internal shift within a group of the team brought about alterations (Freire, 1996; O'Connor, 2006; Hanlon, 2009)

"Yes... However, over time that changes a group I was mainly with were nick-named the 'Therapy Heads' as we challenged the status quo and a lot of the staff members than who couldn't handle thinking outside the box and exploring other options by not using their authoritative figures left..." Joan (ACW).

Joan highlighted on occasion that the lack of general understanding of the underpinnings of the profession and even highlighted that it does still occur to this day. Could this contribute to the belief that the value of the social care professional is being de-valued by others internally and externally within the sector as we have seen earlier in this chapter and literature review (Garfat, 2003).

"So, regarding the inspection there was energy put into place about getting the files in order but on reflection that is not what is happening, and we shouldn't fear the inspectors... But management are fearful of getting something wrong rather than having a pragmatic approach and open-mindedness to improvement... The policies bring about pressure and getting things right rather than being there as a guide... We're trying to portray that it 'busy but manageable' where in reality its' busy and non-manageable'... This should never be the case... There is no perfect system or service..." Joan (ACW)

4.3.3: Theme 2: The Systematic Problems that Professionals face by residing within the profession...

Continuing from the comment, "There is no perfect system or service" Joan concurred with what many have shown from previous literature in regard to 'inadequate support or understanding around it' (Keogh and Byrne, 2016); showing that it is a task-oriented system now in place (Slovenko and Thompson, 2016) and even though the internal structural management has ramifications for both the professionals and service users (Fenton, 2015; Jones and Smey Carston, 2016). Regarding improvement towards the sector though Joan has indicated small successes.

"There has been more improvement and evolved but not fully there (referring to Policies and Procedures) … For instant more recently we had an inspection from HIQA and there was panic in the office, and it became a tick-box exercise to make sure we have everything in place…On reflection, we do see the guidance but the old ideology of getting something wrong is a fear factor in our practice… For instance, in aftercare, we have a finance policy that a young person may be entitled to their disability and clothing allowance together is near enough to €500 euro that were to give that to them immediately… Where we had to re-write or re-think, right if we give this over to the young person, they may not be able to handle that amount of money and spend it on drugs or alcohol, so we technically have to hold back on that for their best interest… But in the eyes of the inspectors, we are in breach of that policy…" Joan (ACW)

It has been noted by many pieces of literature that Irish care practitioners are notoriously poor at engaging in advocacy or campaigning on behalf, or more appropriately in partnership with, their service groups (O'Connor, 2006; Hanlon,2009). There are many reasons for individualised, non-political practice as a lot of professionals are turned off by the term or action of advocacy due to the lack of clarity on the internal workings of the profession (Gray and Jackson, 2002; Farrelly and Doherty, 2005). As Paulo Freire (1996) alluded to that having a choice is an empowering thing for anyone to possess.

"Service user… keeping things real, honest, doing things with them rather for them… Beautifully, aftercare is voluntary which always helps… (Is voluntary better?) … 100%…When you mention to them that this voluntary and they have a choice in engaging they find it shocking…So its clears out that part of their brain that they feel that is been done to them…They're powered with a choice of their lives, so this is why they have a positive response." Joan (ACW)

4.3.4: Theme 3: How does the approach assist/hinder the professional while working with the service users and how does this affect their personal life…

Joan was kind enough to share that has received many injuries while working within the sector where one time *"I was out of work for six weeks… Had to have an operation on my nose as my septum was completely ripped from the base of my nose…"* Joan (ACW)

It has been suggested that the structural reform throughout this time and further on has strengthened the controlling capacity of the core ideologies; its strategic capacity is focused on policy implementation, and it performance standards provide the components for managing and regulating standards (Hardiman and MacCarthaigh, 2011). Rather than trying to reduce the high levels of anxiety providing safety and professional inventions, especially in a volatile environment (Keogh and Byrne, 2016).

"For me, trust grow with safety, and I didn't feel safe on the floor or within the team... I felt very used and misguided and didn't always receive support from any level...Really took a back step, wouldn't decide let others to have the say on how things were operated and didn't feel safe to speak up...With that couldn't trust in myself to make a decision and followed others lead..." Joan (ACW)

For Joan, a key turning point in her career was when a change of management came into her service, a change that wouldn't suit the activeness of the reform structural model within the system (Payne, 2009).

"The only and main reason it changed was the then manager moved to a new complete job and the incoming manager came in with a different mindset. He was very open to reflective practice, empathy and walking around and outside of the policies and procedures that were rammed down our throats previously to stick too...He encouraged us to look from a different perspective... Got the support and direction from manager to explore other options..." Joan (ACW)

What was different about this approach than before in Joan's experience was the human element of the thought process encouraged for the team. The idea of collectively viewing a situation comes into play with a holistic approach (Papathanassiou et al, 2013). A collective care element for both the practitioner and the service user looks at the whole issue (Howard and Lyons, 2014).

"It was more human... Or humanistic I should be saying but it was more organic and relatable approach... What was very significant was that he didn't keep himself locked in an office... And was more present on the floor...Now confines have a balance at times and would always apologized to the kids and staff members when he had to go to the office, and he had an open-door policy with the office where he would encourage the kids to come in a chat and staff as well which would have never been the case before...We were developing a more

therapeutic community within the confines' of special care… This was difficult due to policies and also the actual building itself was in conjunctive to any therapeutic work…" Joan (ACW).

4.4: Conclusion

This chapter along with this study essentially set out about answering the possibility of a different perspective towards practice, could liberate those working in social care in Ireland? According to Share (2006), we have multiple professional approaches here in Ireland, but the dominant is the Reflexive Practitioner, and the researcher has highlighted that the Democratic Practitioner has strong similarities to that of a Social Pedagogue in which the researcher categorise these participants in due to their current occupation.

In the literature review, an exploration of many counterparts who have had similar thoughts on social pedagogy has a part to play in other judications and many pieces of research/studies highlighting the potential benefits and negatives of either approach. However, many pieces of research as we have seen focus solely on the service users or clients; some focus on the systematic problem that professionals face in Ireland and some even investigate specific attributes that a professional should possess to be successful in this sector.

From the perspective of both disciplines, we can see that structural organization does play a sufficient role in their practice daily. In turn, a mutual feeling amongst those in the RP camp feels that they are restricted in their practice due to factors suggested as being micro-management that appears to take aspects of humanity out of its thought process along with fatigue from endless rules and regulations that seem to focus on more risk adversative agendas rather than looking to possibilities. There is more emphasis on a hierarchy at the organizational level along with structural aspects also. In turn, then suggests throughout the literature that there is a clear division between professionals at the ground level to those in management and other relevant parties involved in the overall care system. And this is without thinking of the dynamic between the professionals on the ground and the people they work with.

However, when we see from the SP perspective and the data gathered in this study, a 'flat' structure in their management structure has been implemented in their care framework which was adapted from the underpinning of social pedagogy. It is this 'flat' structure that

encourages all team members to discuss and debate everyday events, not due to obligation but due to curiosity and interest. This research gathered data from a participant who does not directly operate within a residential setting compared to the other participants. However, does work with young people who do leave these settings when they come of age. What we can conclude from the data is that yes, the young people who do leave care have an awful lot to prove their value in gaining as much support whether financial or emotional, but there are successes. However, look at the residential settings they were potentially residing in before leaving care. For ACW participant their path didn't change until they were exposed to a different perspective from a manager who had adopted what was seen for its time as very unconventional but more humanistic. This was something that had to fight, and they met resistance in many other ways. The system is an avenue or entity that needs to be reviewed.

In the concluding chapter, the unveiling of the strengths and weaknesses of this study. The recommendations that can come out of this research along with proposed future developments/directions for this study.

5.Conclusion

5.0: Introduction

The researcher set out to answer the possibility of a different perspective towards practice, could liberate those working in social care in Ireland? What we definitively know like any other jurisdiction in the world is that the variety of an approach is inevitable due to human nature. However, what is evident is that in Ireland we seem to have a system in place that does not coincide with this idea. Even Share (2006) highlighted that there a multiple different type of professionals practising within Ireland to this date. This research focused on the two professionals as other research would suggest that the reflexive practitioner seems to be the dominant approach in Ireland.

Outlined in this chapter, are the 'strengths and weaknesses' of this study. This will roll on to the 'recommendations' purpose of this study along with the 'future direction' of this research. The researcher also highlighted the similarities between the democratic professional (who is here in Ireland) and the social pedagogue. Throughout the research, there have been indications as to why either approach has a beneficial component over the other. However, thanks to the data we can see multiple running agendas challenge those on the floor regardless of their approaches, but the researcher is focusing on two aspects to show the radicalizing for both professionals and service users.

5.1: Strengths & Weaknesses

5.1.1: Strengths

1. This study has accumulated many pieces of literature together to seek a possible solution to what many have suggested as having a flawed system for social care within Ireland. This study is one of the first of its kind to determine if there are any similarities or differences and if there are benefits for either discipline.

2. This study not only focused not and took in accounts from a variety of participants from the ground level but consider those in management and from a professional who works with young people leaving care.

3. This study undertook a very simplistic analysis that allow the participants to voice their opinions and interpretations of their discipline in a safe manner. This

encouraged the participants to divulge more data to help the outcome of this study. It was the simplicity for the methodology that was a strong factor to this study.

4. Adaption. The researcher took the idea outlined in the literature review that social pedagogy acclimates into many cultures in the past and present to plan. The researcher had to adjust the process of data collection throughout this study.

5. The longevity that the participants had, revealed more than what was anticipated in this study. A developing theme emerged, and in doing raises new queries going forward, that is of the participants resilience, coping strategies and existing supports within the sector.

5.1.2: Weaknesses

1. Although the researcher has had many years of experience in both disciplines while practising in Ireland, they have worked predominantly more in one discipline over the other, so the battle of bias was an aspect the researcher had to be mindful of throughout this study.

2. The researcher had to complete a lot of self-taught and training regarding multiple systems for data analysis.

3. The researcher had insufficient time to devote to this study due to other commitments such as full-time employment which took valuable time away from this study and even prolonged it.

4. This study did focus on the residential and aftercare services in Ireland. Which has a significant number of social care professionals but not all. This study did not include participants from the voluntary/chartable sectors of social care which could have further enriched this study.

5. The Pandemic broke out in 2020, and this really had a serious effect on participants willing to interview in person. The researcher believes that with further study that more data gathered could give a more concrete conclusion to the outcome of this study.

5.2: Recommendations

5.2.1: A Shift in Perspective

What is very apparent coming from this research in cohesion with other studies and all participants is the lack of awareness and understanding of what it is that professionals do for those within the sector. All participants admitted that they did not know what they were entering into while studying. Nor did they feel they were best prepared. Joan highlighted that she was interviewed, offered a position, and asked to start all on the same day. Of course, it is noted that this happened many years previously, and the likely hood of this occurring is highly unlike.

All participants have shown that there was not a true sense of reality while in the third level, some even alluded to the idea that that was done on purpose due to the fear of no one graduating in this field. The lack of clarity of social care workers in Ireland is down to many factors as highlighted in the literature review. The professional title 'Social Care Worker' can be divided into two different professions that the general public views all practitioners. 'Social' is heavily oriented towards the strong links to Social Workers and the service they provide. And then 'Care Worker' which is heavily oriented towards the work of a Care Assistant. It is of no surprise, why many qualified social care workers enter the Social Worker field or work in a job that they are deemed to be overqualified. Our participants admitted and alluded to this fact by working within other organizations within the sector. So, a 'Social Care Worker' is a combination of all of these indicated by the Social Care Ireland website (2021).

"Social Care Workers are professional practitioners engaged in the practice of social care work. Social care work is a relationship-based approach to the purposeful planning and provision of care, protection, psychosocial support, and advocacy in partnership with vulnerable individuals and groups who experience marginalisation, disadvantage or special needs. Principles of social justice and human rights are central to the practice of Social Care Workers."- (Social Care Workers Board, CORU, 2021).

Now if we were to consider a different perspective embedded in the Social Pedagogical realm of the 'Holistic Approach' what does this entail? The idea of collectively viewing a situation comes into play with a holistic approach (Papathanasiou et al, 2013). A collective care element for both the practitioner and the service user looks at the whole

issue (Howard and Lyons, 2014). Incorporating a holistic approach encourages a proactive role for any practitioner to take on a preventive attitude along with the ongoing progress of solving social problems (Hämäläinen, 2005).

Share (2006) highlighted that there are many different types, the 'Reflexive Practitioner' been the dominant approach as it is deemed a better fit for the Irish system. What must be taken into consideration and in conjunction with the data from the interviews is; do we have to stick to one approach, or cannot Social Care Workers adopt all? What if the reflexive practitioner could be a democratic professional as well as a social pedagogue? Why can we not infuse them all and changed the title of the professional to a 'Holistic Worker'?

5.2.2: Set New Foundations

What was very apparent throughout this study was the lack of clarity for the definition of social care, along with clear guidance of practising in Ireland. There are multiple govern agencies who impede on professionals in the field all depending what sector. For those in this study, mainly HIQA, Tusla and more recently CORU. Not only does this profession need clear guidance and those within it, but all levels require to be in unison. Very similar to those would have in a 'flat structure' notion from the social pedagogical discipline.

What is deemed as the major downfall of social pedagogy is its translation of the underpinning as there are no English-translatable words for some parts. These are the challenges that it has faced in many countries including the UK more recently. However, with 'Holistic' we have a clear translation which is a collection of; all, whole, entire, and total. When we look at where and how a social care worker practices, it is broad and diverse and in a very similar way to social pedagogy hard to pin down what exactly is it.

But a 'Holistic Worker', looks at the wider perspective and is adaptable to multiple environments. They do not diminish the importance of individualization but incorporate it into the wider societal problem. Also, what can be seen in this research is that there is a workforce who are willing to bring about this change, but it is not encouraged. As highlighted in the literature review that there should be a shift in management (Jones and Smey Carston, 2016). This researcher suggested a dual approach. Yes, a change in management is very warranted, it is evident from data that a change of management style is beneficial. But what of those coming through the social care curriculum? Give them the

practical skill set required to work in the field. Clearly, from the research the participants had little positive to say about the benefits they had from their studies. The curriculum may not need be to alter too much in our but shift its focus to the more sociological idea along with the therapeutic approach that social pedagogy encourages. The data from this research suggests that it would have benefits to the profession.

5.2.3: A Structural Shift at Organisational Level

It is no surprise that those working on the floor feel the repercussions of Micro-management whether in the past or present. The socio-political landscape here is geared towards privatization and individualizing the problem rather than focusing on the wider conundrum. The idea of placing one person at the epicentre of multiple professionals could encourage exclusion rather than inclusion. In Ireland, we have the private and public sectors within the residential and aftercare services.

The private sector is well warranted in Ireland, why as the political ideology is to reduce public cost and expenditure. Meaning that the encouragement of outsourcing the profession is evident and the ramifications of this can be seen in many pieces of research and even from the interviews in this research.

Since social care was reformed structurally in the late 90s and early 2000s, to make it more attractive for the government to outsource these services to private entities. The encouragement of a pitch to the corporate world to enter a human necessity. In turn, along with a profession looking for its identity and sense of belonging which was already mirroring an awful lot of its core principles from the nursing and social work model, found itself being infested by managerialism. Much management thinking concerns how the organization is structured (initially) and its culture and style (secondary) (Payne, 2009). Rather than focusing on those within the organization and supporting them, it is more focused on control and accountability. This then encourages the private organizations to have control over as many aspects of the operational side of things as within legislative and regulatory boundaries. Exercised control through setting targets and performance indicators to abide by is something that would come to be expected in a financial business/service but not in social care.

On the other hand, look at the social pedagogical perspective, the 'flat structure' that was highlighted. To be part of a community or a broader cause rather than just being there for

the service user. The idea of taking a more supportive and suggestive role other than the authoritative approach is something that even unnerved Aoife and Beth when they entered the discipline coming from the alternative. For Joan, her professional/personal development didn't occur until there was a change in management style.

It would be negligent of the researcher to not highlight that yes; the social pedagogical approach and participants did speak about the flat structure, but still must be accountable as stated in the national standards to so. So even in their best attempts to radicalize and advocate for the new perspective they are abiding by the dominant political hegemony and have in place an organizational structure.

The researcher suggests that maybe a shift in the internal organizational structures should be embedded. The thought process of the 'hierarchy' or 'organizational ladder' is something that works especially well in a corporate world to encourage drive and competitiveness. Usually, it comes in a pyramid shape with each position stationed and reflecting a demographic for that position.

CEO
Deputy CEO
Unit Manager
Deputy Manager
Core Staff
Relief Staff
Service User

Figure 5.1

Now this organizational structure (Fig. 5.1) is to show the reporting protocol to highlight its 'clear line of authority and accountability', for both internal aspects and more importantly statutory obligation (HIQA, 2018).

Whereas what was indicated from the pedagogical perspective and to suit the Irish context maybe the pyramid should be inverted and re-titled as the 'Supportive Structure' or 'Organizational Support' (Fig. 5.2).

Figure 5.2

A simple shift in the thought process could potentially give professionals and service users a different perspective on management. Along with their beliefs on worthiness within the organization and overall sector. Rather than the objective believing that '*this is the person I report to*'; it has the shift thought process of alternatively believing that '*this is the person to go to for support.*' This was adapted from a pedagogical ideology along with the communal attitude/environment mentioned by Beth, Niamh, and Aoife, while also considering the regulations that must be respected and abided to (HIQA, 2018).

5.2.4: Regulation Reform

What was apparent from all participants including RP, SP & ACW is that there are multiple flaws in the current system as there are many merits also. The recommendations thus far have been highlighting areas that can be singled out and targeted individually but this all collectively requires there to be a reform in regulation of the profession. The participants all found it difficult to define their profession but were able to list out the multiple the governing bodies who suggest what they should be 'doing'. The reality is both the RPs and SPs have very similar views and in strong agreement that there are too many regulatory parties involved in this field.

However, where they differ is when it comes to accountability. Both disciplines operate in Ireland under the same regulation but have different cultures. Both work with a similar social group in society under the same regulation but have different outcomes. Both have a similar workforce with relevant qualifications and training but have different ambitions. Is this because those working under a Social Pedagogue approach are going rogue and being rebellious? Simply, no!

Social pedagogy is doing what many predecessors have highlighted; what social pedagogy does best is adapt to the cultural aspects of its setting. However, it encourages the current

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regime to question its current underpinning and outcomes. We have seen this through the work of Paulo Freire in Latin America during the mid-way and latter decades of the 20th century. Even more recently, we have seen social pedagogy infiltrate the UK system and has routed itself into many other professions not only the caring profession across that jurisdiction along with many of our European counterparts.

Reform of regulation isn't suggesting that regulatory bodies are disbanded but united under one umbrella. There seem to be too many bodies overseeing the outcome of those in the field both practitioners and service users. With that many entities, it is not surprising that there is confusion across the system that not the participants alluded to but many researchers as well. Along with this giving the practitioners more autonomy on the ground level should be in the thought process as it is those having most of the time with people who know what is subjectively better instead of those who do not spend substantial time with the relevant person.

5.3: Future Direction

Currently, there are those in the field who seem to be finding a way to survive. As this research evolved the researcher saw that the key longevity was an avenue that needed to be further explored. Unfortunately, this research only scratched the service when looking at the longevity aspect. This was an add-on as the sole objective was to see *'A Different Perspective: An Exploration towards the emancipation of practice within social care'.* Going forward the researcher would wish to explore further into the idea of impact or effects of vicarious trauma has on professionals exposed to negative knowledge. Research has been carried across multiple continents in fields of people working with those using mental health services. However, very little has been completed within the dominion of social care especially within the context of social care here in Ireland. There are countless amounts of work and studies on topic such of burnout and the contributing factors but very little with the idea of vicarious trauma.

Hatfield et al (1994) described the experience of vicarious trauma for a professional as a form of emotional contagion that causes the carer to catch the emotions of those they work with. Vicarious trauma has also been referred too and sometimes associated to 'compassion fatigue or/and secondary traumatic stress (Figley, 2002; Pryce et al., 2007). In turn is more meticulously associated with post-traumatic stress excluding the fact is experienced through another person rather than first-hand. However, what is

inconsiderable is that working within social care does have an impact on the professional; but could those working in the children's residential settings be at a higher risk (Fenton, 2015)?

The evolving factor out of this study that was not intended but counted to some extend was the resilience and coping strategies that these individuals developed over their time in the field. Especially when many have or would have left. What effects could this have on them professionally but personally also is the next step as an outcome from this study.

5.4: Conclusion

This research embarked on a journey that was essentially trying to answer the topic *'A Different Perspective: An Exploration towards the emancipation of practice within social care'*. This was purposely designed this way as normally as we humans, try to find some sort of entity to blame. This research has shown the flaws and benefits in both fields of Social Care and Social Pedagogy and has incorporated many other intellects' beliefs and/or views of where the professions should or should not go. Equally who or what has caused this profession to be in its current state? Even the researcher answered and has giving their suggestions as to who/what is culpability and an alternative as a planned way out.

Is it the fault of the potential professional who enters the field blindly not knowing what the profession intended or entailed? Is it this person having a lack of awareness of this profession through no fault of their own as the profession is secretive; due to the nature of sensitive material and confidentiality that wider society cannot face to understand or accept some of the revulsions that go on in this profession? We have witnessed some heron accounts from the careers of participants in this study we have read many articles, journals and studies of what conditions people are willing to live and work in.

Throughout this study, we have had multiple suggestions as to what and why has led the profession to this current confused state. However, arguments set out in the literature review and the accounts of the participants have had their very own strong case as to what is the main culprit. Of course, having a different perspective focus such as social pedagogy can empower both the professionals and service users; the data would suggest this and many intellects from before having shown the radical movements of social groups can be successful. However, that is for the social group or service user but what

about the professional? By not allowing the professionals to advocate for themselves really or from what we have witnessed. The participants of this study feel empowered through education and have more say in their profession, yet they have been met exertion at every junction. So, I would ask you the reader, do you believe the social care system in Ireland is operating well? Should we carry on with the term "Don't fix what's not broken"?

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Figure:
- *2.1: Taking into account from the work of Perry Share in 2013*
- *2.2: Conceived from the work of Jacaranda (2001)*

Appendix I:

Social Pedagogy: Empowering Practice within Social Care

Researcher: Jonathan Condon

Consent to take part in research

• I…………………………………… voluntarily agree to participate in this research study.

• I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

 • I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.

• I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

• I understand that participation involves…[outline briefly in simple terms what participation in your research will involve].

• I understand that I will not benefit directly from participating in this research.

• I agree to my interview being audio-recorded.

• I understand that all information I provide for this study will be treated confidentially.

• I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

• I understand that disguised extracts from my interview may be quoted in…[list all forum in which you plan to use the data from the interview: dissertation, conference presentation, published papers etc.].

• I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.

• I understand that signed consent forms and original audio recordings will be retained in [specify location, security arrangements and who has access to data] until [specific relevant period – for students this will be until the exam board confirms the results of their thesis].

• I understand that a transcript of my interview in which all identifying information has been removed will be retained for [specific relevant period – for students this will be two years from the date of the exam board].

• I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time while it is in storage as specified above.

• I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Names, degrees, affiliations and contact details of researchers (and academic supervisors when relevant).

Signature of research participant

_____

Date _____

Signature of researcher

_____

Date _____

I   believe   the   participant   is   giving   informed   consent   to   participate   in   this   study
_____

From: **Jonathan** ~~●●●●●●●●●●●●●●●●●●●●●●●●●~~
Date: Thu 1 Oct 2020, 15:35
Subject: Research Interview
To:

Dear

I'm writing to you to invite you at your own free will, to participate in an interview for the research titled *'Critical Pedagogy: The Radial, the Critical and the Empowering Practice within Social Care'.* You have been chosen on your expertise in your relevant field along with your current role. Your insight and information will be vital and pivotal to the outcome of this research.

The interview should take 45 to 60 minutes approx and can be completed either in person or over Zoom; this is at your own choice due to the current pandemic we find ourselves in. The interview will be recorded on an encrypted device and your identity will be kept anonymous. At any time you are free to pull out from the research and all records will be deleted of your participation. Before submission of the research a copy of the findings will be sent to you to prove that the researcher has kept to their ethical agreement when carrying out this research.

Please find attached a copy of a consent form in which I require you to send back to me either by email or post (my Eircode can be seen below). Once you have sent this back to me completed; I will take it that you are part taking in the research and I will be in touch to arrange a time that suits you best. Also, please find a copy of the interview questions that will be explored. I may ask additional questions but only when relevant to the questions outlined in the document attached.

I look forward to your response, hope all is well and your keeping safe in these difficult times.

Kindest regards

Jonathan Condon

Masters Research Student

Appendix II:

Contact List if seeking Professional advice and support:

SAMARITANS

Longstanding & trusted, Samaritans volunteers provide confidential support, befriending and listening to those in personal crisis, 24 hours a day, 365 days a year. 21 branches across Ireland. Also provide a Self-Help App. to keep track of feelings, get coping recommendations & to stay safe in a crisis.

- Helpline: Freephone 116 123 (callers from Rep of Ireland & N Ireland)
- Email: jo@samaritans.ie (Rep. of Ire) jo@samaritans.org (N Ire) email response issues within 24 hours)
- Web: samaritans.org

pieta

Suicide support service – free helpline & face to face counselling support. For information & branches nationwide, see pieta.ie

- Helpline (24hr): 1800 247 247
- Email: mary@pieta.ie
- Web: pieta.ie

text about it 50808

Confidential messaging support service providing immediate support for anyone going through a mental health or emotional crisis – big or small. Crisis Volunteers are available 24/7 for anonymous text conversations.

- Text 3TS to 50808 to start the conversation;
- Available every day 24 hours a day;
- Standard message rates apply.

Appendix III:

Transcript... Beth

Note the Interviewer is highlighted in red and Participant is highlighted in grey

Alright, yeah Got my diploma in Social Care at the time, and so that would have been in 97. I would expect that and there was three years and then I went on and did a full time 4th year honours degree in walkers and so it was. And then I had four years done. And then I suppose maybe about a year and a half later I started in global warming and I was there for about 30 just short of 12 years. I know, and so I was there have about 11 1/2 years and I did. Pretty much you know, most roles in there. I was team leader, supervisor, key worker, deputy manager, and then I left there and came here. To the **** Retracted Name And that was in 2000, twelve that was in 2012 and at the time and I've met ***Name retracted*** me a Couple of times and loan or Ling and he'd kind of said that he. Was here all starting this part. In South Tipperary. And that's basically all I Knew about us. And he rang me and said hi and. I was like, yeah vaguely and he said, I sent you that I was kind of, you know, starting this project and. Would you be interested in coming down and managing? So, I came down and met him and his wife at the time and they were starting this place off and then I they obviously went through the role with me and all of that and I've been here ever since. And so, I started off as centre manager for ***Retracted Name***. Then I was central manager for ***retracted name of houses*** and then I became service manager. When we got a manager. For each house So, so that's been my social character and he thus far. Quite interestingly as well.

I, I mean, looking old. You know, environment and everything locked and obviously children you know are placed there against their will and you know under High Court detention order. And so, you know they have no choice. They're often you know, brought there on day one by the Guardian. And Literally kicking and screaming. And I suppose you know; I think you know. Special care is probably run a little bit more therapeutically, no. cause we're 10 years. On an old when I was there, there was, you know, virtually no therapeutic input really. For the most part and. You know the. Kids for 99% of the time. Were managed by. A team that were working. And didn't really have any Kind of external supports of any significance and. So, I suppose. You know, and obviously, given the environment and with it being, you know a. Secure her environment. Obviously you're very limited in lots of ways with what you can do, and I think, especially with their frame of mind when you're with them in that kind of environment. I, I suppose you know, comparatively speaking, then you know, here you know, children come, you know, in a virtual comma, so their own free will. Yeah, you know, and I suppose there is some level of boiling and it's in our it's in, you know its parents were admission process that the child must come and visit us and do overnights and essentially agree to come. And we've had kids. Over the years, who calmed down? Even started the transition and halfway through the transition went. Now I'm not. Going here and the social worker would be saying to me, ***name retracted***, you need to Get them here and I'd be. Like, no, I don't, they're 16. They don't want to come. Sorry there's nothing I Can do. And so, I suppose you Know we're very clear that you know. Our child has So come on soul level Either or and then I'll take nurse And you know you have huge freedom here and to strive in as much as possible to be a normal experience for kids in care, and so you don't have any of those limitations that you have in special care and So yeah, that would be kind of. The main difference I Think really, I love the way that you phrased there and just confirm that you said that. And, you're giving them the choice. You're constantly giving them choice of where they want to do, so you're involving them more and more in in their decision-making process and everything. And that's true reflection on the national standards, which is really, as you rightly said, could be more implicated into care.

Obviously guidance and be still in the legislation regulation, but it's it seems to be even there or even your admission that that you're talking about the idea that they can come do. You could be halfway through the admission process and they still have that choice where they can retract and not come, whereas you already said you've heard from social workers. Get him in there and you were like no, so you're being very forward thinking in that side of things. Which isn't quite nice to hear. That goes on and so sorry, so that was off topic.

Me now about when I was 17. So like look. Obviously that is a significantly long time ago, and I mean what sticks out. I suppose I can just tell you. Maybe what sticks out? then we were in the 4th year and we had a module that went on for the whole year about therapeutic work with kids and. OK. It was, I suppose, it's been interesting, really, to reflect that that's the module that sticks out for me the most, because obviously that's what I've ended up. Doing is, you know. We're working in a kind of a therapeutic environment and that we strive to be therapeutic in in our practice, and I feel that I remember the most and that I was the most interested in, and I think looking at kids and their trauma, and you know what happens in those early couple of years with. Developmental trauma and how that impacts you so severely. You know for the rest of your Life and I remember at the time how fabulous it would be to end up doing a job that you tried to kind of interrupt that. And we are trying to kind of heal some of that trauma. I think for me that's what stood out the most.

Online you can use so like in other words, you are going into like this project here in in in ***Name Retracted***. It really infused. Yeah, so obviously that makes a good point that you did found and it's quite good to know that back then. The idea of therapeutic care was going in, but what I'm trying to see there is that even though it was in the education curriculum. It wasn't in practice at that most time in the mainstream. Exactly, yeah, I think that if it was something that they were teaching as an ideal, but it wasn't something that was out there in practice. Yeah, but you can say no at this moment in time from where you are as director services where you are as well that you are practicing a therapeutic plan to the best as you can within these confirms. So yes, that's a good one to have, of course, and I'm not going to ask you about your unbeneficial ones.

There are things that weren't so beneficial I think. Ah no, it might be different now Johnson as well. Exactly 20 years later, but like. I didn't feel that practically. They prepared you very well to being on the. Floor OK and in what way?

I think you. Known cause when I started in ***name Retracted*** And you know. That's probably the most useful way of talking about my college experience, because when I started in journaling, you know how to deal with both. We go to those behaviours that are really in your face, unusual behaviours that most normal people don't ever. Must deal with in their life. And you know when you start there, you know when you exit college and you're 2021 and. Next thing you're dealing with you know, kids slicing their arms open and you know trying to hang themselves, and you know trying to punch you in the face and you know, dealing with those Caught that kind of stuff. I felt totally and utterly unprepared for and the first few months and lonely were traumatic because it was like Oh my God, what? This and kids running away at property damage and all of that, and you know that's a lot of work in residential and when I was in college anyway, they did not prepare you for that and just even things like you know, being verbally abused and being called names, and you know when kids you know pick your weak spots and exploiters and. All those Difficult things you know you're not Prepared for any of that.

Uhm, I can say safely I can't. I can't say for other institutes or other colleges out there, but I can't say in in CIT what we're doing, we are trying to incorporate and that's what Corey was trying to print out. A bit more practicality, but it's still lacking, so a lot of the times you have students even like even in your position you probably students coming out there who don't have two dots. On until they're on their experience and even there, they're probably limited. And what they can do so? Like obviously for insurance reasons they can't be alone. You know, for child protection they can't be alone. They can't drive the car, so even there they're kind of limited, even though they're going to be diminished in when they finish in three years or four years. Whatever it is, there won't be a technical profession. And it's still lacking in that. so, yes, that is very unbeneficial.

Yeah go personal. But I mean, you know I'm not trying to cut the answer short, but I suppose that's not. Part of my removes any more Delegates you delegate down. Yeah, so I mean, I suppose essentially on that score jazz and like you know and our kids, I suppose

initially build a relationship with their pass. Then they build a relationship with you, know the wider team in the House. Then you know they might build a relationship with you, know the manager and Really, as far as it goes. And you know, I think to expect like I'm too Moved bites to have. A relationship with the new kids. I have a relationship with the kids who Exist in our service for the last few years because I would have been obviously much more involved with them backing out, but it's that are coming now Jonathan. I wouldn't have had that. Relationship really no.

Just an impartial level manager or whatever way. I mean, I think, uh, when a kid comes to us, so I think you know, being there at the start is probably, you know the most important thing you know, like a new kid coming on Monday and you know, I've made sure that her past. Is there you know? OK. Based solid and I think having one person. Like the past Who is completely responsible for everything so that the client feels that they want persons who don't have that diffusion of responsibility, which happens in other places And I think you know and that. Person being everything to the child. Marketing and the you know the primary attachment figure. I think that's worked extremely well in our service, whereas obviously. That is diffused in lots of other places, and I think that's a major problem that kids have is living in residential care and having to try and build this pseudo relationship with 30 people. It's just not possible. Yeah, so I guess then you know, we obviously keep the team as small and consistent as possible as well. And to allow that to happen You know, that's good.

They are particularly clear. It is time. It seems to be the big one. There are like the fact that you're saying they're present, they're consistently there. They're there a long period of time throughout their even first week. As you said, the first three days you want to be consistently there for them as well, which is very important, and I don't think you apply pressure on the past. That you don't play pressure that they must build our relationship and you have support networks as well, which is always good to note as well So lovely.

No, that's right.

And I think you know; freedom is probably first word that will. Come in my mind. I think you know when, when, when, you know the kids and similarly ourselves when we feel empowered. I think you have that sense of freedom and I think that you're free to. Uh, uh, ownership over what you're doing Right. And I suppose with that then comes a sense of, I suppose, control over what you're doing if you want to use that Word, and but I think of ownership and kind of freeze already captured. Better because I think you Know for our kids. And I suppose probably was one of our kind of pedagogical meant for us Here is, you know That we don't do far We do it. And we Don't do two, we do it And so you know I think that kids don't feel that we're doing to them. And then, similarly, you don't want to do for them, and so I think it's getting that balance right of, you know, minding them and part of comments, but empowering them at the same time. And I think you know the scheme equally. Feel empowered and very and have a lot of freedom in their roles and so we give a lot. Of responsibility back To the team we all micromanage and you know, we allow that natural Development of rules, and that there's no rush and everything is very slow, so you know when a child comes, you know you use the word natural there a while ago and you know they build a natural relationship with people. It's not forced, it's not rushed, and that's another reason why we're medium to long term Is because you know Dealing with significant attachment issues takes a lot of time and then over that course of that time people end up feeling empowered because And they have ownership over what they're doing. So yeah.

I am support and guidance but I'm glad you didn't use the right supervision because I don't think I ever got supervision in 12 years and guidance. Back never received supervision. In 12 years of special care. I want to say no I don't.

To be honest. Like because supervision is very important. We know how important supervision is now. The statistics and research shows are shows. It's very important like. Yeah, I drive my own thoughts about that, but look we won't. We won't get distracted with That and so you know, like I didn't have any and I turned out all right. You probably got support in order means, so you probably have the informed supervisor, so to speak. Yeah so basically I personally feel I got absolutely buckets of supporting items like we

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had internal and we had a great team. I always had a Good team with. Really good management and you know I had a manager in special care for 10 out of the 11 years. That I was there, and he was fabulous. Uh, so I always felt that I got Loads of support Lines and we had. You know a good laugh as Well, and which is in that kind of environment really, just essential. OK. Uh, and so it was, uh, we can put morale and very. Like when you're working in that environment. As well, you have a very tight knit team. Because, you know, you're working in a dangerous environment. Let's just call a spade a spade it. Is a dangerous environment, so you? End up being very Reliant and close on your team members. Obviously it's just so different to here and. Both, so I always I. Mean I wouldn't have been there. For 11 years if I Was feeling unsupported, unhappy, miserable. You know but farmers supervision can't recall any, which is quiet. Funny it is when you think about it is Because now it's must be noted it has to be logged. You must have made sure you have a record of supervision now apparent person of the national standards, so it just shows you how even though it's not that long ago I know you're discrediting yourself. You're saying that's over 20 years ago? If that's not a serious amount of time like you know, so it's quite interesting to see. But it's good, like, as you rightly said, you pointed out that you know you were there for 11 1/2 years and thought like. So, you wouldn't despite you. When you were there, did you feel that anyone and didn't get that adequate support that you had do you did? Did you see people come and go?

Yeah, I mean, and I think you know you're kind of like at the time I felt I was very kind cut out for that kind Of work and I don't think I would be cut out for it now I would hate to do that work now and like there's just no way I was I would enter into that kind of environment. At this stage, yeah, but at the time all throughout my 20s I was happy there and I loved it. But I saw I mean Uh, countless people come and go, and just they were just not cut out for that kind of work at all. And I would imagine they Wouldn't have got huge support I think you know Once they kind of started struggling and kind of showed their cards that actually they didn't really like cause they were bit unhappy I'd say they Were kind of like that's it Left, whereas now obviously there'd be a lot more work put into helping people, you know. Yeah, and it Just left. I'm like, I know it's very hard to pinpoint it, but if you had to just save the reason why you think people weren't cut out Would there be anything you can presume why they weren't able for it? Was it the shock of the environment that you're going into the not the practicality that you were taught in college? I know it's hard to pinpoint. But if you could sum it up, yeah. Fighting all that I. Think exactly what you say is. And I think special care a Lot of it Like you know, just to be a bit Arbitrary about us. It's kind of a personality thing. Your kind of either kind of like that kind of work, or you're Kind enough and I Think you know, based on your question, then I would say at that time a significant lack of Kind of formal. Support and supervision and formal guidance and training and checking in and debriefs and All of the things that you do know Like all of that. Path would have Been very much lacking then, so I think. You know all of that Adds to staff retention so.

No, I think. That's exactly it, and I think I suppose having a very flat structure is very much a part of what you're talking about as well. And you know, we don't direct from the top down, and so you know we don't have a hierarchical structure. It's very flat And so you know somebody you know goes, you know, starts with a few months ago. Who's you know, saying, you know, for example, a relief You know role Has as much say as you know anyone else and if they're willing to be vocal about us and talk about it and put themselves out there and You know, told me who? Owns the service, doesn't think. That he's any more or less Education about kids though. Anyone and actually he very much has a mantra that, for example, the choice PAT is far more of an expert on that choice, but he is And even though you know he owns service and you know I'm completely going by what the team say And I, you know, and I think our Managers are the same. I think you know our managers obviously guide the team. But in turn their Guides is primarily by the team as well, so you know it's a two-way process and so nobody tells anyone what to do and I think we've done that on purpose. That didn't happen by accident, because when we set it up and I didn't want the team telling the kids what to do. And so basically the managers don't tell the team and I don't tell the managers and the team don't tell the kids, so I think you know that flat structure is from the top down and from the. From the Bot***name retracted*** up so you know and then that is like everyone is at equal.

You had to tell the kids what to do when you're in Special care I mean Like I probably went about things in the same way that I do now, but I suppose the parameters of your worker are so different and because you know in in downloading if you know, try and encourage or trying to do something like leave a room, for example, right? You know you're trying to encourage trying to leave a room. Ultimately, if they don't do it, you don't want to physically remove them.

So, you know your kind of, yeah, you know your parameters of getting to that end goal are very different because you know in special care you must get to that end goal regardless of how you get there. Whereas I suppose here if we don't get there you know we just have to deal with that. That we don't get There, yeah both. I think no. I mean, to be fair, I think you Know as I said, we Had a manager for all of that time with no knowledge And he would have been I would have learned a huge amount from him and I think he I managed very similarly to the way he managed and he would have very kind of into empowering your team Flat structure Them

guiding and leading everything really, and I've done the same here. And if you don't mind me asking, though, we don't mention names of course, or anything like that, but.

And what was his background?

What was his education background? He's an English teacher, so he wasn't from the Social care background at all.

All right? So, he was a teacher.

Yeah, yeah. Well, all right. You know, maybe. He has a natural. Pedagogue look, look on things.

Yeah I would like to think so because social pedagogy and education side of things in the UK and even in Australia and Northern America as well. Pedagogies parent person so I can see you, you really seem to have just been lucky at the times you were there. It really, it seems like. All your path was leading to your current Role as well. But then it's fascinating that you just mentioned Australia, because he worked in Australia as a teacher for about 20 years before he came to blog. And I guarantee you I've just this is me speculating right? And I guarantee you. It was probably like in a Greek Orthodox education side of things. Because a lot of that is stemmed hugely off the. It stems hugely off the pathological framework.

No way.

And I guarantee you, I guarantee you he had an attitude as well. Is that door is always open and load kids inside the office.

Oh God yeah I mean he was totally Inappropriate. It was brilliant. Yes, so there were the matters buying this and again he would probably. I've no doubt he probably was a headmaster as well. At one point we had the same manager as well, because when it comes to Greek Orthodox schools, they have no hierarchy system. The whole idea is from the power for error side of things. That's you're sitting with them and going through its in. Think so I'm Not uncommon to hear about it, so I'm not surprised. Yeah, I mean he has like a close relationship with all the kids in his class and all of that, like totally different, totally different to you. Yeah, can you imagine the night and Irish teacher doing that? No, to be like saying he's feck in weird. Look at him. And so that's great, sorry. I've never thought about All that connection that I ended up. You know that that journey with him and everything, and you know how I you know creations here and there. That I had here That's I never connected all of that before. No, because sometimes one thing you. You will they look. There's always someone in your career, no matter where you were. That kind of catch you in it or kind of gave you that inspiration. And sometimes we don't realize this, and you know, we'll never realize this, but usually there's a reason why we stay in it, and it's either that. We expire or we see or were intrigued. You said at the beginning that you remember the module in particularly, even though that was back in 1997 or 1998, when it happened at therapeutic therapy. So, you're looking at and that teacher or site that manager? Which we're talking about who came from obviously a therapeutic background and his great axe training and so to speak so you can see how that infused with you and equally even answered this pattern. That's why you've been so long because you have people out there in this line of work. Unfortunately, who job hop? And yeah in particular, who job hop? Because they just can't find that inspiration to stay in unless they find that niche. Then they get that inspiration, but then you know it's. That's all circumstantial but sorry without side-track.

So, in your opinion, in your opinion. Or your view. Around the purposes of policies and procedures, so to allow him to load them, do you not like him blessed? What's your opinion about?

I mean, I suppose obviously you know the former practice like obviously, and they you know inform everything we do, and you know I find them kind of interesting. You know, from the aspects that. And it's kind of A kind of a weird. Dicho***name retracted***y with. Policies and procedures. Because I think you know. You weren't very naturally in the moment when you're in this line of work. You know you're up in the Holes you're working with kids. You're dealing with things you're helping to support, managing, directing. You're doing whatever you're doing in the house with the kids, and obviously nobody, as far as I know, and you know, is thinking in their frontal lobes. Follow the policy When they're working and you know, it's probably there in the back of Your mind, and so I think it's something That informs your practice. But it's not something that actually and you're connected to in the moment in any shape or form. I don't think, and you know, obviously our policies, you know can be sitting there in a fire Kind of And you know, like unless you try and you know, keep it as a live topic on the agenda all the time People won't have a clue what's in that folder, but essentially they're still doing it, they just do it naturally and they do it unbeknown to themselves. Yeah, so like as you rightly said there, there is a glade or in farm and speak really and would you would you always recommend as you said the natural approach there that people they don't have it at the forefront. They're naturally doing it.

Do you think that it's OK and sometimes to kind of work those policies into your own benefit?

What do you mean?

So, like, you know there's some policies out there, that say there's a no grade like some, some of them are stemming all towards us. Like saying you can't do this, you can't do that, but there's a focus on what we can't do, but it's not a focus on what we can do .OK so do you think that there's encouragement to focus on what we can do? Or do you think that the policies and procedures mainly focus on what we can't do?

Right? No, no, I think I think I think they do both, I think, And I think there's a pretty even balance, really. I, I think we've tried to kind of You know word our Policies with kind of look these. Are the parameters and You know, and you can you? Know maybe do this

this and this because you know, maybe you know, avoid doing this. This and this, but I. Think they're? They're more. Focused on what you can do, then what you Can do I think and Or I suppose maybe to rephrase, they're focused on what? You should do. Look how much you should do, yeah. Yeah, so I suppose you know. Your kind of should be working and in line with what they say you do Hang up. Yeah, so again, your ten people must do. Yeah, but there isn't a whole. Lot of don't do this, sorry Matt, it's more guidance. As to what you should do.

Uh, my thing for. For our Organization I suppose I'd. Like to see you know, expanding and We have three houses. And now you Know there's a fourth hopes on the cards. In the next 12 months And I suppose you know, in the next 5 to 10 years. And you know, I think you know, maybe some kind of franchise model wouldn't be the worst idea in the world, and I think you know, maybe if there was other like minds of people who were interested in setting up something similar in a different part of the country, I think that'll be fabulous. You know, we're not going to set up a ***name retracted*** in Yeah, but you know, if you. Found people in Monaghan who wants to set up a county clinic there There's all Kind of sister company. I think That'll be great and Because I think you might be able to Kind of broaden your catchment area of kids and offer the service to more kids and. You know, I Think we've kind of nearly ten years. Under our belt at this stage and for the most Part I think what we do we Do well, and we've had some good outcomes. And I Think compared to a lot of other places were pretty good, so I think our problem at the moment is actually we just don't have enough beds and so like I'd like to get more hoses in the next 5 to 10 years or maybe even some kind of sister company. Of the country or something like that.

So, I think. OK, so if you can stretch back to when you were in Special Care and your 20s and so forth, how did you manage your personal and professional life there? They are, sorry your professional and personal life.

It was very different. I suppose uh mean when I was in Garbling. You know you had set shifts. They didn't change and when you were finished at you know 2:00 o'clock in the Wednesday and now back to Friday. Nobody rang you; nobody spoke to you. You didn't hear anything from work, you weren't involved. Please cut off, you would leave work and you wouldn't know anything about the place until you went back in two days later. And here obviously is a completely and utterly different model. And so here we are in communication about work all the time, and even when you're not working and I think generally people manage that pretty well And weirdly enough, actually in my last job, even though I wouldn't have heard anything from when I left or when I went back, I was far more stressed out on my time off. But I am here And so I spend a lot of my time off stressing about going back and whereas and I suppose here obviously you know you don't have that. For the most Part and both here the there's very blurred boundaries. Between professional and Personal time and because we've just created. It that way And you know the kids have our numbers now They're very respectful Of that, for the most part, and both, you know the team or contact us when they're not working and the team will often contact us when they're not working, so it's very much a kind of a An informal arrangement, but it just seems to work. It seems like a community morsel. Exactly and you know, we know that people do lots at home on their time off, so then we're flexible about when they're here, you know, and so it's kind of again, I suppose, from a an empowerment Kind of way And that there's lots of things that sometimes you need. To do when you're Not here and they know If I want to take 1/2 day in lieu of that I'll just head off. Early, because I did several hours on Saturday, but I shouldn't be here at all, So I suppose it's just kind of work cells It's kind of natural. Like again, we're coming down to that idea of his natural like as if this was a family, or if this was a collection of people that were friendly. You know you will be down in between one another but doesn't necessarily Mean that you're all there Like I just like I, I'm quite interested. In fact, you said that even though you had that clear cut off when you finished your shift. You weren't backing for two.

Was it that you didn't know what? You were going into. You know what? Was this I? Think you didn't know what was going on when you weren't there? You were kind of worrying about what was going on when you weren't there you? We're worrying as you said about what? You were heading back into. And you were worried about being short staffed and incidents that were going to happen when you got back and all that and. Because it's quite interesting because in professional you know when you're on your group or impressions, they always tell you leave your feelings at the door you cut off from work. It's very important for your psyche.

Absolutely, and it's fine to say that, but that's not possible. I mean, you know. I think if you're anxious about you know things to do with. Your job and your role and you. Work you know, no matter how many times people. Say leave it at the door like. It's obviously not possible to do that. Whereas here actually I think. It reduces anxiety. That people are involved all the time. And I'm not. In any challenging way. And you know, I wouldn't be getting on to anyone. On their day off about anything challenging.

And but I think you know, I suppose it's we've kind of said you know, the ***name retracted*** and the houses are running kind of a family analogue type.

Kind of. And I suppose you know. As a parent, you're never all. And there's no, there's no half time. There's no downtime and, and I think similarly for everyone working here, it's a little bit like that that you have that sense of commitment and interest. It's you know you want to know what's going on and you want to be involved. In something if you can be and want to be. Of help, whether. You're working or not? And so, I think we've created a very special culture here and that kind. Kind of. Wants people to be involved. And trying to help both. Not only did like again, it, it sounds, it's like even some people would say when it. Comes to social better. As you probably heard, this yourself or even the multi time would be an insult priority, people turn. Around say it's like. A cult or a fight or like. Kind of kumbaya like. They're like who are these people? GM, Yeah, but we know. We know you're lost.

Now you, as you rightly said, the product is that you know kids that have done extremely well out of this with kids who have not done well out of it, but you gave him the optimum.

Chance of. Going out and in this life as well, which is very important. That's what we're here for. And so on to the tank question. You be delayed at all.

So, when it comes to trust, do you think? Your practice allows for trust. To grow it when you're involved. I think you've answered this beautifully and all the other questions you've answered, but do you, in your one opinion? Do you think you're allowed to grow a trust where you are at this moment in time? With your colleagues with the kids. We'll go with just your colleagues cause your position at this moment in time, as you said, like, how would you build up that trust with a new staff member, for instance?

Yeah, United Fighting processors like apart. Right I think it's still one of the most important things and me. I think you know; I suppose you know. Trying to be as transparent as you feel you can be trying to be, you know, honest and open in your communications and I think you know trying to address things in the moment rather than letting them kind of fester. And I think you know if you're concerned or pistol off about something that you thought made some way to say it, and. And not be kind of harbouring things about people and. And I think. I think you also that people are slow to challenge each other crap. Just I think you know, as human beings, we find that naturally quite difficult and I've noticed culturally Irish people. Are not good at that. And like you know, pedagogues will come in, and they're much more direct and from other countries. They're much more comfortable with. Saying how they feel and challenging you about something. I think as Irish people where we have this kind of attitude like everything. Granted you don't complain, say nothing, and so I do think it's a cultural thing. You don't want to upset people, and so I think over the years like I've learned a lot. And from our pedagogues about. That it's OK and you should say stuff. And even though it can be hard. And I think when you. When you try to do that in your practice, it really helps with the trust because. Ah, I think I know I'm working with you Janet, and like I know that you're not going to be put off with me behind my back. You will come and you'll say it to me, and so I. Can trust that that you'll. See us if you have a problem with me and. I think as well like since the very start. I so like in my last job that you can have these pockets of. And clicky nests and pickiness and gossiping and how toxic and poisonous there to a team. And how that? Can spread out and dest***name retracted***. A team and. And when I. Came here and when we started and in the first year we had. Little snippets of that and. I took it extremely seriously. And because I thought. This is going to be a. Cultural thing and if I. Don't stamp this out now. I'm never going to get rid of us. Yeah, so like I had like few conversations with a few people in the first year when we set up this place and I said essentially, if I ever, you know, hear you speaking ill of someone like that again. Like you'll, you'll be you'll. Be you won't be working here like. So, you know we kind of stamped that out early on. And I think no. Nine or ten years later, we. Very, very little of that and. People don't talk about each other. There isn't that kinkiness there. Isn't that an itchiness and gossiping about each other? The team are extremely supportive of each other and. Consequentially, very trusting that when I leave a room, I know well the cheer, not all going to be saying. Bad things. About me yeah, yeah look, it's very important.

I just love the way that you turned around and said that, like, would you think that critique? You know the word critical or critique or anything that you think has a negative spin on it? Do you think that that when you hear that word critical or critique, or do you think people au***name retracted***atically go into a negative space?

That you're critiquing my work rather than just being.. You want to say, yeah, so where? As you rightly said there the social pedagogues they see critical as an opportunity to improve. Yes exactly, whereas we see it as a negative and that is. Like you're attacking me, how dare you care for? Attacking me that. Kind of thing where we should be, even though if you go into the dictionary and see what critical is all about, is just revaluating and that's what it brings down. Yeah, yeah there's no way. Ultimately, we kind of interpret that as a negative. Yeah, well we do. And again, as you rightly said, it's quite refreshing to hear that you've taken. Embrace that on and it seems that it's apparent in your team as well, cause like even you know, as you said you have that lovely flourish of teamwork. And trust, which is very rare to come across. I think so. And I think you know.

If put service to the kids, the kids must feel that that team is in that place, and otherwise it's impossible to do good work with the kids. If the team is fragmented and not. Yeah, of course, and so we ran some question 11 though, along with your experience in your opinion, where do you think improvements need to be made in, say, not your practice where you are? Or you can talk with. Your own practice. I think you answer that a little bit. But for other practice, so like for mainstream, what do you think that Dany from you're watching what you had in the past to where they are now? What you think they need to improve in?

Uh, you know. I mean, I think. Trying to give the. Kids as normal and experience as possible growing. Up in care. And I think it's probably, you know. Going it maybe 2/2 basically or two simply. But I think you know I. I suppose historically in this country, obviously you know we had huge amount of institutional abuse and as a knee jerk reaction to that, we kind of certainly scrambled for legislation and risk assessments and covering your *** and paperwork and. Not being allowed to do. Anything I'm removing almost the freezer

but working with these kids because it was suddenly Jesus Christ. You know you. You can't do anything though. So, I think that we went from one extreme to another, and I think we're kind of slowly, maybe, hopefully finding our way back to middle ground. And because you know the other day we were we. Had child protection. Training delivered to us the other day. And it's fascinating because trip this that she had worked with her soul organization of the country and they had no touch policy. And I was absolutely horrified. And because I was like these from my point of view, that was that's abuse. Because these children are spending their childhood in your service and they're growing up in your service. And whether you like it or not, you're in a parenting role to them and not be. You know, for example, hugging and kissing the kids is. So wrong, right? Because they're children. I mean, we've seven- and eight-year olds in our service, and I think it off to them for. Them to grow up. In you know, a very. Kind of institutionalized kind of environment where there's an awful lot of professional speak, and you know, for example, and no touch policy and meetings and. You know, rules and I think you know all of that is very, very wrong. And I we must find the balance somewhere. We're trying to give them a normal experience, but obviously having safe practice at the same time and. And I think we've. Managed that well here, but I think in other places. They're still back in that very protective place and I think it will be grace. You know over the next few years. And if they became just a little bit more normative in the experience that the kids have, and I think you know, for example, language is. an important part of that. And you know, no. Child wants to be talking about free time or. Access are, you know, and you know, routing searches or any of those other. Words that we. Bend your vote and I think they must. Have a negative impact on kids. Yeah, yeah. So, I think that just. Finding a place where there's a balance and kids feeling like they're in a normal place that they're not in. You know a very and legislation working. Yeah, and as you rightly said, like you wouldn't have, you wouldn't have that mentioned. But there's so many rules, but it works. As you rightly said or you know it, for some strange reason. It might seem bizarre, and you said we went from one extreme. The other it works. You know, like big white because we're humans and it's natural, which easiest thing.

Ready, you said practically no, simply uhm. So that's why I usually give you that option at the beginning to give you a little introduction, and I probably more questions as well, but you've not nested fired around that you feel that you're satisfied that perfect.

And no, that's lovely. Thank you.

Transcript... Mary...

Note the Interviewer is highlighted in red and Participant is highlighted in grey

Thanks very much Jonathan. I graduated in 2010. I graduated a Level 8 in applied social studies and social care from WITI, then went on to work in a residential centre. Do you want me to? Name the names Bismarck.

Yeah, I think, yeah.

So, I worked in *** retracted*** Residential Services for three years. While they were, I was on a relief panel, then went to a social care worker role. I would have done the keyword control within that. I then went back to relief and that was over. Three-year basis. I then went on to other roles so I would have done an after-school program and bookkeeping. And then returned to social care residential for 2 1/2 for three years as a social care leader within aftercare services. And following that I went on to the ***name retracted*** from 2000 and seventeen, 2019 this summer 2019 and since to summer 2019. I've been a unit manager within ***name retracted***.

And how would you feel about that?

And at the. End, you know.

Manager role was that obviously felt you wanted.

Progress, no, I didn't. I didn't always. Want to progress? I felt that. Given my experience in residential, I didn't think that I could ever stand over being a manager because I didn't agree with. A lot of the standards of the industry, more so organizational standards and the way I suppose the staff force was being treated. Not as such the national standards.

OK, so you're talking more focused on to an organization level that you were there. You didn't feel that you want to progress there, but you looked.

Elsewhere, no overall, like from what I my understanding was of residential, it was pretty much, you know, ten years ago it was pretty much. All the same and. You know, I think we along the way we had all heard the phrase. Of you know it's the nature of the beast. And it just wasn't something that I was ever I ever thought that I would be kind of happy to stand over.

Yeah, it can be quite daunting as well at. Times like I. Suppose, but I'm curious and often it's just to see what what changed that. For you though, I. I know, I know, we lost tracking. Sorry, I was just thinking tree. What we changed you from like you were in a few years.

You didn't want to go far because you had seen other organizational levels also and you just changed it and you went into your manager. I think the industry has changed. In fairness, I think the focus has shifted from. You know the not the young people, but. The staff force is. More, I've vital and it's more celebrated and it's more focused on me. I think the working conditions the pay for example, not that anyone is ever in residential for financial reasons I don't believe so. Anyway, I think you could probably. Gained the same finances in a much less emotionally drained and position, because yeah, the workforce came to the forefront and their conditions and the standards and the attitudes of the organization and staff retention. Huge piece around staff retention. I have, you know the social Care World is quite small. So I had contacts that people who had moved onto unit manager positions that would have been very similar to me in their treat being in how they were treated and how they viewed the role, and they found you know satisfaction within the role they felt the industry would move forward and. Yeah, I think that's the piece that that made me kind of go. OK look, this is something that I can. I can now go into and stand over and be proud of. And you know. What's the word? Advocate for finding companies to advocate. For that I'm.

Very happy in your current position.

Yeah, surprisingly surprisingly, no ladies.. I'm always surprised because I you know it was 10 long years of modified on what was the degree worse.

Oh, and so equally coming into the. First question there. You could see. So, on reflection of your academic learning or training and what have you found beneficial in your opinion, along with what's being unbeneficial? So, in other. Words when you were just saying that you're questioning. Your degree, what they what they do for. And there had to be some benefits over. Your degree or just?

Well, the old people were always the benefit. It was the relationships that you built over the years and you know you were in too deep. It was, it was always an internal struggle of, uh, how? How could I leave these kids that I've put so much time and effort into versus how can I be treated like? You know worst and worse in a dog, like for by certain organizations, so it was always the young people like the. The reasons I went into the degree originally was to help people and to care for people. And maybe, you know, have a very small window of engagement with someone, whether it be a month or a year. Or however long and have made a difference in their lives, and so that was always what kept you in the role. But you know, it was always then that in her struggle. Of it must be a better way. Yeah, I shouldn't be this emotionally drained. I shouldn't be. Suffering leaves the only words. Ten years ago, it was so you were suffering boys. She dated for the kids.

But then you turn around there and you said that big. One for you was the relationship building. Did you find in any time in your academic learning or training that you were introduced to how to build a relationship? Any practicality in that side of things?

We as admitted in my degree, as in in my trade and.

Like was there anything that you took from college or brought in or did? Is good. You feel that. It was all you on. The job you would learn.

It's a. It's a tough one. Because I think in hindsight you can go. Yeah, now I can see what certain lessons were about or certain workshops or certain, you know, lectures. But at the time you're not taking it in because you have no context, you can't apply it. So, you're learning about something that's very. Idealistic or? Or you're learning about something that in theory should work, but until you've been in the on the field, you can't apply the theory. So, I think hindsight is a great thing in this industry. I wish I could go back and do my course again because I think I would get much more benefit from it because it's like, you're, oh, it's like it's. It's like your point. You know you're in the dark. You're being given all this information. It's like it's like being taught how to swim, but. You don't know what water is.

That's lovely that far actually good. And so, like you feel like you're being taught in the darkest are taught to swimming and didn't know what water is and how do you think they can be changed.

I, I suppose, in one way you see it, it's it's a harsh. It would be a harsh piece to say it should be mandatory that you do residential placement in your in your school in your course, because some people may never ever go to residential because like I remember walking into my first residential lab. I did not know what residential was at all. I said oh the kids sleep here like this. Was their home. Had a clue. You know, not a solid story I. I accidentally got the job, but that's that's. Another story, but. They mistook me for someone else and gave me the job.

What sign of like pause? Have you got a job on or mistaken identity is that?

Yeah employee sending this TV, and someone rang me and said we want to offer your job. Come down and sign your contract and that was the first time I'd ever met them, and I was in work three days later.

That's your first time in residential altogether, right first?

Even know what it was, it was the only website that was saying we are hiring all. Sign so I found wet places. It's kind of already set up in the start to start, but yeah, but this will go to show you the standards like that you know. Back in the day, like because it is back in the day. Now, my might seem that angle, but ten years is a big jump in an industry. You know 10. Years before that, I can't. Trying to think when the last modular laundry was or one of those is closed last. One of those schools was closed in 93 I think. Plus, we know. So, when you think like 20 years previous. Where we were, so you know whether 20 years. Yeah, absolutely.

Of learning, but it does stem from a lot, which is. Yeah, but you were talking there about a little bit of internal struggle. If you don't mind me asking, what's that internal struggle? What was coming up for you? What did you find hard?

What I found hard was. The exalt, like the exhaustion was hers. Uhm, they they're pouring from an empty cup as they say, so you're putting you. All into these young people. And it's never like. I would say only on one occasion or two occasions and. I've worked like. 450 kids along the way. On two occasions has ever been the young person. That's been the issue for me. It's always been the. In the organization or the culture or the organizational culture, it's rarely been the only person, so the internal struggle is no one. You can make a difference, but no one. You deserve better in your employment.

Yeah, and you say in organizational culture there what kind of organization, culture and difficulties that you have. Like you you said there now that you know you could do make a difference to a young person. 's life yeah, but you felt that. You were going against. Wind or something like that because of the organization was not seeing what you were.

Seeing no, it's not, even though it was never. Not that. It was like. I said the nature of the beast was always said to us. It's just the nature of the beast. It's the nature of the beast for you to be up for 24 hours straight, and we've got €30 for eight hours. Work, it's the nature. Of the beast to you know you. You know, be beaten or you know, without support its nature of the beast to be sitting on a garden floor, you know station, floor and. Have the director. Of the company come in and step over as they walked up to the disk and not even ask everywhere because they're they're more concerned about the one person they are you and the person was fine. They were more than fine because they're the ones we've beaten yet. They were completely fine. Uhm, so it's it's that it's that struggle of. You know, being treated badly and having very very little support, but really loving what you do.

So, but like so you felt like there was a lack. Of empathy from the managerial side, the. Organization side things.

Not as much empathy because I can understand. I'm no one to them like I'm a nonbreaking. I can understand that. The lack of. I suppose smarts it's merged to have a happy workforce. It wasn't. I don't want particularly care if they if the director is new, my name or knew me personally, or knew if I had kids or not, or I didn't particularly care about that, because if they cared enough about the company. As because it looks like it, it looks like it's off. You could see the degrees or the priorities, or if they've been smart, they to prioritize the workforce.

Any further words?

Not so no, not thought. They were quite happy to recycle like go through. Team after team after team. You know, underqualified, undertrained. And it's you know they they put so much time and money into the welfare of the young person. But, if they report the time and money into this team, they would never have had to worry. About their own person.

Yeah, now you. Can see like again, not put an effective care and support into the team rather than just the young person.

Yeah because the only I know and it's it's. I suppose it is a very business thing to say. Boys as we were talking about, you know organizational the old people. They'll come and go it. They're they're the numbers and I know that's an awful thing to say because they don't see them as numbers. But from an organizational point of view, the young person will come and go, it's. The team that. Will will stay and they're, they're the ones. Doing the work. You know?

Well, thank you so the next question we go into is could you elaborate on how you would go about building a rapport with a new service user? So, like in your experience, like you know you, you talked to you, came across saying. Fart or 50?

Kids so easily.

And the time that you've been here so obviously look human nature is like we get on great with someone, someone who don't. Nope, that's human nature. But like for I know though you were a key worker at some stages throughout. Care as well how? Did you build up? A rapport with them. How did you?

I I think you get better at it over time. It's very much you. You know this role. It's very much an action role. I find you're going, and you put on your mask and I don't mean that to sound fake. It's not to be fake, it's to be whatever the old person needs you to be in that moment. So, if you need to be the you know into sports to have a conversation with them. If you need to be into makeup. If

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you need to go into music. You know the amount of times I've picked up information on something because I know like I was an expert on WWE wrestling at one point because the young person wants this was, you know, and I'd I'd do my little bit of research before going to find out who was on Monday night Raw and who was on Friday night smack down. And you know. Yeah, you know like you. You must put in that. In a bit of effort, but you're I find you build a rapport, best boy. I get right but give it. You know it's not just about giving them time, it's giving them this quote. Given them what they need, giving them whether it's a nurturing wedding or their sister, more of a sister kind of relationship. Whether it's an authoritarian like I've been kind of a mommy to to kids because they that's what they need is that's what they craved, whereas. To others I've been. Very much more laid back, more casual. Because they needed so. Much speech to give out. Oh my God, this is. Life is terrible, yeah? Like you know, so I think the way you build a rapport is you find out from them. Are you trying to figure out what they need or what you can provide to him and? You give it to him.

Yeah, so like you, you're you. We're talking about there that you said that you didn't. Well, it's not. That you wouldn't feel you. Would prepare coming out, but you felt that you didn't know anything about residential. So, in college. There's a huge thing on emphasis. No one incorrectly come down through relationship building, which obviously cause you're only working humans. So far you are convention. There are couple things there you're saying that you you you had an action role. You'd learn job. You had to be invested in it. You had to do. A little bit of research and she did. Every night. As you said you were WWE expert at one point, but so you found that adaptive skills were very important. To your role as well. Were you ever talked about adaptive skill roles and how to change up? And as you rightly said you, you turned around and said, do you give what the child needs you, whether it's a? Manager or the sister role. Where do you think that's in the curriculum when it comes to social care or is it down to your experience as a human being?

I I wouldn't even say it's down to my experience as a human being as such, because I don't think we do that as human beings. I think we're taught to be more. Be yourself and bring to the table for the things you're interested in. In fact, I find her a little bit the opposite of a human being in terms of individuality. When you're doing this role, you're you know you could talk to 10 different kids I've worked with and they'll all tell you on someone different because that's you know someone. Say, gosh like bossy, because they love me being bossy, bossy. She was, you know she was bossy. So, I think it's really a comedian kind of role. But when you were talking about the relationship in in college, was this taught? You know, I think I learned it along the way because, you know? I've worked with 30 or 40 or 50 different kids, which probably means I've worked with 100 a 150 different. Social care workers. So, you pick something from them all the time, like God. How did they manage to get their own person to do that? How do they manage to get them to open? How do they match gets? Clean their room, how? They manage to get me to take that. Bag of crisps. Out of the car and you watch, and you see God. You know you; you pick up approaches. You pick up styles of people and you can you then just take it and run with it. It might not be my personality, but you know when I need to be. I'm authoritarian when I need to be on. I'm very humorous. I think humour is a huge piece of. We are snowed for. Want of a better word I. Find there's there's. Rarely a young person. You find that somewhere along the line humour doesn't work with them. But but in terms of college and teaching. I don't know. If it's something that can be taught again, I think it's an experience piece. I think you you you find like a river. You find the easiest roof, so your kind of no. The easiest rule could be lazy rules, or the easiest route can be The Wanted outcome, so you don't want to find easiest routes lazy, because then you're not putting sanctions and you're turning. A blind eye. But you find the easiest route through the eloquent replacement plans or whatever your hope and your goals are. There are both. Yeah, no, I don't think we had taught us. I don't think, but this is 10 years ago so I don't know. People could be thought it now. It's very.

Hard to teach that it is very hard teacher, but also it's a. Very important part. In your practice is a very integral part. Of your role.

Yeah, you must be.

Adaptive you must be invested inside of it, but yeah, it's very important. You know as well where you thought this, or did you have to go? And do this cause. Not a lot of people would. Have that intimate inside them and they I've. Known that you came across people who. Where like empty vessels who just coming, they come in. They just go through the motions of it and then leave. Yeah, have you ever come across?

People like that oh, absolutely and again. You can't pinpoint it because you don't know what you don't know. Like when I went into his jobs, I was, you know, even now if I was going to hell. So, I can't be standing there day one boys put me in the car with the young person J1 and I'll probably come back. We haven't after having a laugh, but if you're if you're floating around a house and things are happening around you and you come in and the team. We're already cooking dinner and you're going out. You don't know how to start that conversation. I think the one on one is is for. Bush yeah no. There has been like you said, empty vessels and. It it could be numerous things. It could be just personality piece. It could be an anxiety, social anxiety piece. It could be lack of training. It could be lack of induction. It could be a comfort level. It could be lack of confidence, so you know. It's hard to tell whether someone in a different life would differ a different role or a different company with different. W What's the word that variables would do well? You can't say you know someone could mean and could just be. They came into the middle of an incident and that just threw them forever. They couldn't say happened to the young person; they didn't know how to respond to them. There was an over and back of, you know, banter with other staff members that they thought, geez, I never get to that point. And it'll just shut you down, but you could come in on a good day and. Yeah, it's it's a tough one. I don't. It's very hard to teach very, very hard to teach, and even in the unit manager role now I see it the whole time, like I have a a new relief and instantly that like day one. I know it's going to be fantastic. She's singing karaoke in the car with him. She's doing her. Makeup moves. Yeah, she's making him hot chocolate, but then someone else. Against us new relief the same week. Standing there, hands in pockets like couldn't made everyone else feel uncomfortable, let alone the young person, you know.

But like see the way that the way you were talking with your approach and everything, and you say that you're given things to the kids, what they need. You didn't do that. Because your folders, yeah. You naturally felt that you your humanistic ally felt that yeah, agreeing on your relief staff sounds like she would do that if she. Was at home.

Yeah, it's I hate to say like I've because you don't want to write anyone off, but I am a believer. You either have it or you don't to a certain degree. The same way you could be a talented musician. And you know if you're trained then you'll get to a certain level, but I think you just need that little bit of a gift of the gab. A little bit of don't take your turn himself too seriously. You know? There is just something I just don't think everyone has it and I don't know kind of be trained, but it's not for me to say either. cause I think that's not unfair to write someone off at the same time.

Boy, of course and look. Even those people like you know, even though even though she's saying that other person there who's been quite amazing, the paper you know exactly look. There are always two different types, and and so forth, but well, it's just interesting there. When I was liking it pretty much. But your point? Is that there is a lot of you as a person must be brought into this. But if you look. At regulations and if you look at standards as you were talking about earlier. Are you? Proud for nothing.

Like I I think I fared well, I think over the years, I think I fared well to to walk the line of no. Like I said, don't get me wrong. It took years and years, you know, and and even now I could go back on the floor and in five years' time I'd still have five years more experience. I don't never, ever don't want us. You're always holding those skills. There's a line you can walk. Then at the same time I know myself I bent the rules at times because it was just. Right in the moment. It was right to give a hug even if they were told. Probably shouldn't be hugging them. You know you you and that's the part that like you. That's some more of the internal struggle because you're being told. One thing, but you know better because you're the. One who spent. That you're in the room with them when they're. Crying into their pedal. Your you know, so you feel like you have more say, but you the. Least say when it comes to the professionals.

Say he.

You feel like you should have more say. You you see them at their most vulnerable, so you you feel you know what they need best. They need that extra at their job's health. They need that. Extra 15 minutes past give car having to be back into. The centre they. Needs to be listened to music that little bit louder up. They lead you to bring them up at host, even though they're not levelled in their room and you know they need all that in the moment, but. You know someone much. More important than you have decided that. It's not to.

Happen I know. And yeah again I I completely understand where you're coming from here and. That's how things. But do you think there has been a change in that? Or do you think that's the part? And parcel of feeling like. Do you feel like you were like managed? In your experience. See, this is.

A tough one because I do appreciate where. You see, I just really it's. It's it's an. Industry to watch out for. In terms of the curve it's on. I appreciate where we were coming from. When you look back, you're like, you know we weren't that far away from. To call the. Reform houses know what his name was, the schools. So, like ***name retracted*** laundries, yeah, trying to think of the name of them, there's a name.

Oh, sorry alright.

On those and. We weren't that far away from that. We weren't that far away from like sex scandals. All this stuff so I can understand Staffs it needed to be so highly regulated. I gave that I do so. I do think it's it's on a lovely trajectory now. I feel like we're coming back around to the person centred the service user. Yeah, sorry. Another question.

No, no you were just saying that like I was just referring to like did you feel that you were over managed at any point. That's like you are saying that you you found over the years that you were able to bend the rules a little bit because it in the moment and again the reason why I was asking that is because you were talking. We were talking a little bit about that natural approach because let's be honest, life is not easy. It has difficult moments. There are moments, but you you can justify it in the moment. Did you ever feel that support when you came up with those conclusions, conclusions yourself, or did? You feel that you had to hide that.

There was a better hiding it because you see what happens is you need consistency. Consistency across the team. But you don't because you have some people that can break it can bend the rules one day and the other person won't expect it to be bent another day. They can manage their own person they. Can they can kind of? They just have a way with them where if they're not setting the standards and and if the standard was set. Say you were in and you left someone open their previous nice to watch TV and they came to me the next night. I had the rapport, or I had the. Yeah, I suppose the ability to bring back the rule to where it was supposed to be, so I didn't mind a little bit of inconsistency because I felt it was just more natural. It was more meeting their needs at the time, whereas they see consistency is only for the weakest link. When you think about it and it sounds awful, but it is. It's we have consistency because we need to make sure that it's a little bit fool proof and look don't get me wrong there; I'm not talking about the consistency in in parenting or consistency and routine. That's a different consistency. What I'm talking about. Do you know where you change things up a little bit? Because the needs change at the time. Yeah, it's that kind of consistency. I mean or you do feel sometimes like you don't need to be that consistent and you can talk to the young person like they're you know a human and and you don't have to have this rule set in stone the same way you were allowed to. Up on a Friday night late to watch Toy show, even though it wasn't her bedtime, he didn't expect the next night. So, when you asked for a micromanaged. I don't know if you could call it micromanaging because it wasn't micromanaging in this in a day-to-day sense, but the overall role was micromanaged because you had so many different cooks you had gals, social workers, social worker, team leaders. You had your, Umm, your social care leaders. The family of the unpleasant you'd so many people invested in having a say in the young person that of course you fat micromanaged because you could never make one decision on their own. It to a tiny degree. You know those small ones where I said you bend the rules. Yeah you can. You can make those decisions bus. They never cause issue the next night for someone else. Was it worth just like you've set a precedent that someone else can't manage?

But as equally as you refer to their earlier. As well, like. You felt that something you didn't have you weren't able. To make the decision.

Oh no, we couldn't. Decide.

Like no, even though you're the person who works with this person 24-hour 24/7.

That's correct. Just working when you're in those. 24 hours where them. Parents for pairings in them. And you have no decision-making skills.

And then did you ever find though I? Know that a little bit I'll probably. Will come back. Did you ever feel that some? When you were trying to set a precedent, all depends on your relationship and so forth, of course, and they know that if you ever felt that they weren't, kids were probably looking at your kind going well, If you. I'm going to go straight to my social worker.

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Oh, the guys. Yeah like us. It's it's changed since a little bit. Or maybe it's just boundaries that I'm after getting better at setting. But we got like there. Was one where it was every single day. He had to speak to, so he spoke to social work that morning to plan his day. As in what town was he in a boat? And I mean every single morning come up, knock on the door, get my social worker on the phone. They they then he had the phone back. She and they run through the plan of the day. OK, he's got a ghost town there today and he's going to go shopping. He's not logos cork. He's not a logo here. He can go here. He can't see this person. He can't have pocket money and it was. Like right OK thanks.

Are you friends? You see that one with a. It's a weird. One because you feel undermined but at the same time there's a slight bit of relief. He was quite a violent young. Person, so you kind of felt relieved that she was the one delivering the news and you were you weren't even the messenger, you were just, you know you were the facilitator of the day then after that. But there was a nice. Kind of, you know at that point there was a lot of trauma for the teamwork traumatized by this young person. So, you nearly felt relief because you're like she's the bad guy. If she's not, if something not allowed. Happen, but looking back. It was that was the accumulation of lots of bad decisions. Lots of disempowering it, you know. Lots of lack of follow through. We have a young person on our hands who would be extremely violent to get their way and would take out that information. You know you give them bad information that they took it out. You and dash for something we allowed or we. Facilitated in in growing like, you know he didn't come into a stage one doing that somewhere along the line we lost ourselves and we rang the social worker and we probably shouldn't have or they ran off and they changed plans and they shouldn't have boys. It got out of hand and I probably shouldn't have so looking back and see now that that you can see. How step by step? Or being disempowers and you're handing over the power to him or to the social work department, more so to him. And and like, it just wouldn't happen. Now you learn from us plus. Yeah, so it's hard to say where you offend ***name retracted*** managed or was I? Relieved, you know, because yeah, a bit of both. Little bit of borders.

Yeah, yeah, and your day was going to. Go better and. You know, sometimes that was about you were hoping for more so than you know any meaningful relationship from that day like it was safe. There was a safety concern at times and that's instinctively it's usually you were thinking of your safety and when it gets to that.

Oh, all the time. Yeah all the time. And yeah, because because again, that phrase that lovely phrase that seems to explain away everything that was wrong with over here. It's the nature of the beast. It's the nature of the beast to not to not know if I want to come home that night, or you're. Going in hospital. It's the nature of the beast for your, you know your partner to be. If they don't get a call from you to say that you're coming home after. And over if they don't get a text to say you've gone to home, they're worried that you're up all nice and you're ending up in hospital that nice. Like that's the nature of the beast. And it's it was a cop out and it was a very easy way of explaining everything bad about the system without ever actually looking. At it and changing it.

Don't get me wrong, there has been changing. I'm very much talking about. Early on, yeah. During the day.

It's not that long ago. Though you know and you know I'm very lucky in the position. I mean now where I have seen the change, but I don't. Know I can't say has that gone across the? Industry, I'm sure there is people feeling feeling those feelings in situations right now, you know.

Let's actually, oh oh, sorry. Oh yeah, so that's all the pieces that I was talking about. Like the staff retention I I I even think the level of of tolerance for you know, an assault is an assault. Now you you know wait when we were hurt in work while it wasn't called assault.

We were never assaulted, you know that. Was the nature of the beast.

Determined today. It is like this. Are you know if you ever asked a question, it was the nature of the beast and it was just wasn't good? Stuff up so like in that sense, yeah, it's changed it's it's. It's a risky environment to work in, but its risk managed. If there's safety you. You know you. Even even laws around the employer is responsibility. To keep you safe. That's more prominence. So yeah, I think.

No idea, it's hard. To tell because I only have my own experience, but. I think it's. Adequately done, I think employers should be concerned about their employee's safety and welfare. I don't think it should be written off as well. You know what you're getting into? You know, so yeah, so I think it's adequately. I don't see it being taken advantage of as such, like those laws that came in when you know compensation laws, but I don't. I don't think people are taking advantage of the sector in any way. I think it's yeah. I think it's out of it.

That's a. Difficult one. Because you can look at. Its impairment in the in the role as the impairment is an employee. Or you can look at this impairment in the relationship we have with the young person, like I don't think there should be. I think it's good to manage the relationship that we have in some ways. I I wouldn't like free rein in my relationship with a young person. Say that I wouldn't mind it in my, you know it's it's kind that you have to assume that everyone is has the same intentions and the same common sense and the same intellect and you know you have to standardize impairments, which is, you know, it sounds weird, but you can't let people have free reign, so you're empowered with your professional judgments. But you need those. Policies and procedures there to keep that impairment in check. I think and. And then impairment as an employee and. You know it's been valued; it's been heard it's been its changes as much as people hate change. Change shows progress. Change shows that you're being listened to. So, I think that's how you compare the same as you compare in any job. It's it's been hard. Yeah, it's it's making strives to better the the work because. Yeah, it's just such a. Funny one, I suppose. It's it's being trusted. It's been trusted it we track records do. You know you can't. You can't come into this. Job on day one. You're being given that much professional judgments like it's a process you know, that's why experience is so important for these roles. You know you don't usually progress unless you've met your criteria of experience in social care, and I think that's. So, it's a. It's a funny one impairment.

Well, so one situation, 100% ideas. There's been other times. Where, like I've probably overstepped the mark with social workers because. I see.

When, like you know, you get you're passionate about the kids you are passionate about, like you know, maybe it's just me. Maybe I'm like, I guess you know, I'm over the years. You kind of get confident in your role and you feel like you know what's best and then you know you get a little bit more confident and then you start saying what you know is best. And and then you get even more confident and you start realizing the social worker doesn't really know the child at all. And you do know what's best. So, then you kind of start arguing this, uhm? So, you feel this, you know. You feel empowered when you're hers, like I've often being hurt by a social worker. They said look, I don't think it's a great idea, but if you think they're ready for. Us then let's do it with a safety plan. Or let's do it with a risk management or risk assessment. So, you once you start being purged and your opinion starts to matter, then you feel empowers.

I probably did I, I don't think so now because I know part of the role is advocation. But at the time you were made to believe that and look realistically, the social worker is the parental guide. Writing, but you're the parents like and it's apparent you know. If we're describing ourselves as someone who knows what's best for a young person, and you would consider that their parents, someone who spends time with them. Someone who's heard them when they cry and you know, assess their needs and supporting them and and and seeing them at their best and seeing him at their worst, that's apparent. You know, but someone else holds parental rights. It can be very. Difficult because. You do start to really. Care about these kids and really invest yourself in these kids?

Yeah, in legal terms, in basically in every term they could ring in the morning and say they're not to be handed pocket money into their hand anymore, OK? They could say, take that phone off and not not have the full under spotless blocks that triggered you know they're not letting combat any more than we think there might be, you know, mixing with the wrong crowd's OK.

Honestly, it's not scared. Should be shifted a little bit. I don't think the system allows it. Who who do you give that power to come if it if not a social worker, you need one sole responsible person and you need someone? And like Dave, Jesus, they've they've worked hard to get where they are. There's a certain qualification that goes along with that. That means that they have that say. Like I I I. Got enough from the relationships I had with the social experiment in the sense. That I was. Hopefully it was articulated them wash. I thought the kid leaders and I was able to kind of convince them that I could do it safely so that their map is covered. It's all about, it's all about. Back cover, you know? They don't mind an idea being trailed if they're not going to get pulled in front of a judge. That's why. So, if you can go to them and say I think this. Is what's needed. This is how we do it. This is how we do it safely, and this is how we cover our own box. If it goes wrong, they're quiet. Happy to go along. With something, but it's it's a power I don't particularly. Want either, so it's it's a huge responsibility.

I do and I don't, uhm. I do voice calls for for different reasons, but ultimately what I do as a unit manager is I cover my back by making sure every decision has been passed by a social worker because they finally say.

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In other words, I don't know once I.

Say you know like there's a reason I'm. Not a social worker.

The reason why we're all not social workers must be honest and the workload they have just for the record they have. A serious amount of work only.

Oh yeah.

Weekly as well, and we know that and both. I'm sleeping. And I I think you spend a little bit into Question 5 as well ***name retracted*** is that. Do you feel that you received the adequate support and guidance through your difficult times in your workplace over the years? I'm sure there's probably. A bit of. Both and it's a bit of both.

Yeah, it's hard. To so many roles and then like you see again, it's hard to. There's just so many different levels to the road, like real motions for sure. Where you you know, physically supported where you supported by being hurt there. There are so many ways you could. Look at it's in. In terms of difficult times, difficulty within the workplace. You see, you've got the organizational difficulties and then you've. Got the challenging behaviour difficulties they like.

OK, so you set up this view that you said you found most of your internal conflict or internal things was mainly don't. You said you very rarely came across a kid who was a most of your internal conflicts stones the organization. So, when folks on battle for this.

I had to. Quit support well then no. Because if you think of organizational, it's just having enough staff on shift. Like no, we you know up. And now again with adequate sports thrill. True times. Yeah, staffing was kind of always an issue, like up until the last couple of years. I would say the last 3-4 years I would say no, we weren't supported in relation to just having enough college qualified staff on shift.

And if that is the case, then you you're talking about there earlier. You know about decision making and covering them. ***** and all. That how do you think that organizations? Weren't already covered. And is there a lack of staff? Because if we go by the national standards, you always must have adequate staffing.

National standards weren't there then like. I don't remember what we were working under there. Was a difference. How were they covers?

But would you do know? Look again, we can, we can do presuming, or you can do global facts. Do you think that there were?

Silence kind of covers a lot of it. You just didn't kick off the force because it was the nature. Of the beast. It was like, I know. This sounds ridiculous, but the amount of times that things were explained away by someone. Just shrugging them. Shoulders and saying it's the nature of the beast. Yeah, I I get it. I completely know and what? You mean there's no one answer you? Know like I did on. Call as a social care leader. Uh, for 2 1/2 years and I was only saying to someone earlier today, literally earlier today that I think we nearly got called in as much as I was at home when it was uncaught and why. Was I getting? Called in to cover shifts. Because they couldn't, that's it. So that's how their backs were covered because they pulled in on call. But that happened to be the workforce because the managers never were never in on call you. Know it was it just. So, you found that I. Was covering the cracks. Yeah, yeah, like the look I know because it sounds awful like you must like. I loved I really love my job and I love my career, but I am. There's a lot of resentments towards. It because the attitude was just. Oh, you're so disposable. And unlike, you were just the aim of you being in the job was to burn out and just it was just a matter of. Time, so you said the aim of.

You, in the thought that was from above that.

Yeah, from above it was just like see how long it last. Like it wasn't there wasn't particularly like progression trained development plans. Time off. Rest breaks, you know, rest breaks, you know and look. There still isn't to a certain degree, but like they've learned. You know the industry is learned as staff retention staff. That's qualified staff are. You can't put money on either. Invaluable, you cannot. You know, uh qualified, happy staff member. They could manage three kids in incidents on their own after five years. You know you just you just can do it like but having like you get people in our college and they just burn out like you're, you're literally counting down, you know, like we went through we can't stop 17 staff. Members in on a team of nine in. 9 1/2 months. I think it was. Yeah, I can probably go through them. I could probably name them if I had to, but yeah, there's no joke. You can check that there's there's several sources you. that way. And I swear 17.

Oh no. Like I I I see.

Because I I was only in the role. I was in the role. I started in April and they asked me to move up to unit manager or they talked about me moving up to unit manager. Three months later. But I originally applied for social care. Worker Road was given the social care deter Rd before I started. Sorry, no regrets were given the so security roll before it started and within three months they were talking to leaving unit manager. I two years' experience.

Yeah, it's then. You probably obviously show out attributes, so it's like. Taking on that role.

No, no it wasn't that it was just necessity. It was just anyone you know. It was, there was no longevity in.

It no, they so they were like shooting fish in the. Barrel, like anything is. Yeah, it's like Hollywood.

They thought was winning state. Like, uh, no joke, but like look, I feel like this is all negative, but I don't know if you want the do you want the. Pre now I.

I want I want honesty and what you're doing at this moment. Time is, you're you're saying the honesty, because unfortunately I would like one thing you got to say in social care. There is a lot of negativity around it, but I would think is that. We perceive this. We're not

we're being critical; we're just talking about it and seeing how we can step forward. As you rightly said there from when you first enter to where you're coming now you do feel there has been. Stress, and the reason why there been strength is because people have had been having these negative. Where I think should be deemed as critical conversations of how we can go planning forward. So, this is what this research is both, so I do apologize that it does kind of portray as a little bit of negativity. It's bringing back to those things, but it's very important that we. Do have these honest conversations and.

Yeah wait, wait like I don't feel I feel I sound angry but I'm not actually negative about it because I've seen the other side. Like I said, I'm very excited to see the trajectory of this industry. Yeah, but also as well that was apparent in your role as well is that you have. And in this industry for over 10 years now, at this point in stays, if you include your educational side of things as well, you've been involved in that side things over 10 years. And you're. Still in it. There's plenty of people who, as you rightly said, promotes and they. Have their burnout which. I think is on average two years. And they go and leave and never come back. Like if that's yeah, but that those two years it's just such a shame because the amount of people that like we, you know the number of good workers and really goes. You know it's the kids that missed out really because you know God like people over ruins. They're ruined from this and they'll never go back to it. They just. Can't like people, there's chat. For more traumatizing, the kids were no joke.

Do it again. It works. So again, I think you stepped into this a little bit. So how would you empower those within the sector? Now I want, since you're a manager at this moment in time, I'm going to ask you how you would feel as you empower your team and you know. So, like how? Would you empower those within the sector if you had the power in order to do so? Regarding with your work, colleagues ignored service users cause as you rightly said, if you have a happy workforce, it's going to work then positively don't see those kids or or service you start. So, as a manager, the new. In fairness here in management what? 18 months? November, right?

Yeah, yeah, it's September 2019, so now, so yeah, coming up.

Yes, so you're a long been a lot longer than some of. The managers I've ever. Come across and so how do you feel that you empower your team?

I think I empower my team. It was a huge trust piece with the team. It was a. It was a hard piece to get my head around when I first started because I am used to knowing the kids and I'm used to knowing how they function. I'm used to knowing how every decision will will. Uh, affects each young person and it's not just an arrogant that I work very hard to be good at that. So, you know, I'm not, it's not an arrogance piece, it's it's just that that was something you needed to know. And it was huge that I now don't spend that much time with young people, so I don't know the kids, so I've trust other people's opinions. And what would happen with those kids? So, me like I said it's a trust how I empower my team is by. Trusting them so. I watched them and I observe them, and I read their logs and me. See how they interact with each other, because I don't see them interact with the kids, so I must type kind of take them at them at their word or take them at their first view and kind of. That's fine. And then it's all about professional judgments. Do I trust their professional judgments enough to put my name at the end of it? Because even though I'm I'm encouraging them to make decisions, live to be. Answered with it. Too, and it's huge. It's huge trustees so. How I do? How empower them is? I I talked to them I I asked for their opinions, I asked. Not just so I asked what they should do, but ask why should we do it that way? What makes you think we should do it that way? What you foresee happening? What football is wrong? How can? We how can. We cover our backs and that unit manager. My job isn't to interact with young people is to make sure the centre is not liable for bad decision making and and it's to empower the team. In making good decisions. So, I empower them with supervision. I empower them role. And you know it's it's. Uhm with praise as well. With encouragement by talking things out though, you know you can really talk things out with a staff member and you. How do you? How do you kind of go on like you know, there's a sanction you give us. I say, you know very easy for me. Off my chair to say right there for us. But you know what we do then is say, well, how will we tell them how you going to tell them? OK, we'll bring mountain to the car. What they say this? What do you do then? OK, would you be better off being in the house for extra support or would you be better off in the car now? I'm confident the car OK, she's deals before or after food. Should you do it before or after they bring their mother? It was like do you want to ask him for their phone. You know? So, you go through the scenario with them to the points. That you've covered. Every single scenario possible because I don't. Know these kids. So, I can't say what's going to have. So, we talk about what could happen and then tell me and and then afterwards. Like I very easily know, the ones that have that good instinct in the code relationship because it played out exactly. As they. Said it was. But then others. It was like this is what I expected, and this is what happened. And then that's a learning moment in themselves. We go back and say, why do you think that happened that way? Though I thought you thought was going to happen this way. Like usually, humour works well with them. They weren't having any of that humour. OK, so why was that? Well, I think it's because of. A B&C. So, you teach like.

So essentially as a role of a manager, you're not doing it for them. No, you're teaching your guide insight.

You're not using here, yeah? Your kind of doing, what if you could do it in college, but you know we spoke about. Can you give? Can you give a head you want your questions was like kind of give basically a heads up to a student as to how we need to? Build a relationship. So, your kind of doing that, but only because I've done it for 10 years. You know, it's easy for me to kind of go now. What are the scenarios what we could play out? What phrase never going to use? Dimension times we talk about phrase and. Like we, we would practice statements in the in the office, right? They're going they're going to come out just going to get into. Your face now and she's going Hey, why the **** is it this way? Why is it that way and what you're going to avoid this word? So, what do you want to say? To avoid this worst.

You know, and I love the way this earlier one through your cause again through your experience. This is a new student. Come on the line. Do you think that they have this embarrassment with their experience? And you're.

Not a student. You see, students, it's different. It's full time race.

Oh no, sorry like so. Say you're so just after graduate you're after getting the contract to work full time, and even though a little experience cause like we say you you were mistaken for someone.

Oh sorry, you're asking me.

Else yeah and. Yeah, you're on your work with this person and you still want me to take off their phone.

Yeah, you see this. See like there was something in one of the previous companies I worked in that I do think, really, it's something I took from. It you're building the first three months of the relationship; you build this relationship and I don't think you can have. Ideally, this is why you need an experienced team, because if you got 10 people have started. In the latter, no, we still say three people who started in the last three months, and they all haven't gone on the one day. They most likely don't have the rapport or the. Relationship in the skills. Yes, to manage a phone being taken for a noise or two or whatever, or just manager chat will just say challenging behaviour in general. Now, if they're armed with two super experience, then go down. Let them be the Guinea pig. Let them kind of test the waters. Porsche as soon as things get too hairy, they can judge out and you've got someone coming with two years relationship with that young person. They can save the date. So, you have the backup. Plan so it's very hard like it's very hard to teach a college student something. And because it's all what ifs and idealistic and it's kind of. It's like you'd have to pretend that the young people aren't. Individual young people. You know they have their own personalities. They have their own. There is no handbook like you know. It's like you can have 100 books on parenting, but most likely you'll only pull a few pages at a few chapters that most won't.

She knows mean it's not one size fits all up because I think it's hard to teach a college student as well because. You you must really say to rice. Here's what you do in three months because you must have the relationship. First you go in your teaching something for someone to use later date. You don't go in; they wouldn't go right. This is how they give sanction because you don't give a sanction, they want. And if you are probably shouldn't be. It's not. It's not a nice situation to be put in inputs. On the back foot instantly. Because you're the only person going who. Are you in me? House and it's not a nice situation.

Yeah, yeah. Is their home. Yeah, but but more than that, people forget it. A lot of people are being trained to forget it. As a new command and you know you know, we lay down the law here. We set the rules. It's like, yeah you do. In six months', time when they know your name, you know. Now stay warm if. You open the.

Like you know it's it's not that you're training is in like an official education it's you're trained as any walking and people are, you know, no, not as much. Where I am because we do very. There's a lot of respect for the young people back in the day it was like. You don't let them speak to you like that. Don't let that 15-year-old speak to you like that. You're the adult. Here you're not driving them anywhere until until they clean up their room. Where they do they do they? Do that and you. Get this false sense of like. Oh yeah, like I must have to, you know, being adults cause you're only 21 your you know you and your and someone. Suddenly, 10 years to be appearing to a. 15-year olds. And if you were closer to a 15-year-old yourself, then you were, you know, and our parents. And it's like this false sense of just go in and tell them they know the rules, and this is what they need to do. And they know what will happen if they don't do it. And it's like you get this. Bravado and then you go in. And you get ****** out of it. How do you walk back to the office and you're like? Yeah, they true like there hamster cage at me, you know or something? Equally as just get out of my health. Yeah and yeah, so it's very it's very false sense that was again more so back in the day. Now, again easy, I'm just very lucky. I have an experienced team so we can really nurture the new staff that are coming. I mean, I'm really do an over and back right. Do you want to go down and say some things are not steady in five minutes and they go down and they save them, but they're not the ones? Taking the sky card. Gifts that someone else or that someone else coming down 5 minutes saying you know some more experience with more relationship.

Yeah no. Well, as you can see, just. Hook we need them. I do think the policies and procedures are more to protect the organization than they are to protect the young. Person so they have the organizations introspects at Harris. Which is fine. You know you can't private organization. course you need to cover your back. I feel like sometimes dumb. 2Yeah, I feel like sometimes there could be. A little bit more. Or I don't know how to put us. Child friendly maybe?

Oh yeah, no. So that would be the organization, as in like the workforce items.

Uhm, well like yeah, that's good.

No, there is the three different entities really isn't there. Yeah, the part when I say they don't protect their own person, I don't mean.

They are. They protect them too much. they're stifling the sterile. Towards the young person towards the employee. Ah, yeah, like. The zones. I don't know why I brought up the word protection. But I'm not. Going to use. That anymore, because I don't know like that's what kind of policies and procedures are but. They're idealistic for the employee as well. It's very idealistic like. It's just. It's hard, not VC have to. Policies and procedures are black and white. There there are documents. Can't be airy fairy and you shouldn't be so that's defeats the purpose. They're very idealistic in terms of the role of the social care worker like there is so many policies and procedures that you're kind of like. You know? This break, no one gets breaks, but like in policies we all get breaks. Like probably selling

documentation today we're getting breaks. It's just an unwritten rule, so like you know, if someone looks at the policy procedures, the organization is protected. The employee is promoters. But, is it happening? Use of the use of your phone, I think through. I think I've seen policies over the year is where it's like not to use your personal phone by night shift. For 24 hours. You know? Like back in the day. Right, yeah, like, but this doesn't. You know some of them I. Think they're idealistic? On paper, yeah, they're exactly what they should be, but.

They're legalistic, but not realistic.

Yeah, not realistic, but they're fine. Like you know, there's not. It's great to have. They're great to have because. It's it's consistency, it's coins. It's all that kind of stuff. I'm I'm glad I have policies and procedures. Both of us take them all at their face value. I think the role would change very much. I think we buy the procedures to kind of only when you're under microscope then you're following your policies, procedures. OK. I think you know.

No, no look. You know when usually when. You hear towards positive procedures people.

Yeah, it's the fall.

Asleep, they don't like the idea of a body. You are right in the sense that they are there, for they have an important role and. Everything but it's just. The I like the way you phrased. It you said that it's realistic. Not realistic which is. You, and so I think you've already. Said this as. Well, both just you know, for the record, in the next 5 to 10 years, what would you like to see within your field of practice that will possibly be beneficial to you as professional? Your colleagues along with? Arms users so like what do you want to see in the next 5-6 years? You said you love to see that you're you're excited. About the trajectory. Of where our profession or the industry is going and in you. If you just. Had to pick one or two where where would you like to see the going? Do you think we should be more down to the kid you were talking about? The child friendly? Should be more down there or do you think there be some more own staff retention as you kind of stand into a little bit there?

Or I see I'm all about my staff retention being honest because. Yeah, because I I suppose I just know. I just know the goals that people can do and like when you're, you know, realistic residential like you're really, you know these young people never get those years back. This is their childhood. Like so if you can have someone there consistently 3-4 or five years of their childhood, you know. They look back on this time in 50 years that it's their only choice. It's the only one that ever have, and so I think it's all about staff retention. If you can keep a relationship with your own person 5-6 years. You're it's invaluable. You'll never. You'll never really recreate it in any other way than having one person that they trust or believe in, like, or that believes in them or whatever it is. So, I am like I said all about me. Staff retention I. I think.

So, we're looking at more of the stability side.

Of things, but it's still. It's like out. Everything improves when you have a young person that has a decent relationship with a staff member. Everything up their school attendance, they're their view of themselves, they're relationships with family because. You have a staff. Member who gets to know their family and they they know they can give insights. They can give you know. Who like who? I know the. Child for a month. Who am I to say or think? You and her mother? Now he could do was having a chat whereas if I say I was, you know you know I know that your mother was the last five years we've we've got it every time I drop you off to access she knows. My dogs' names, you know, like I think if you can have that relationship with the family and with the young person. It's endless. The benefits that it gives.

No, so like thank you. As I said, I I'm feeling you've answered. It a lot of it already so. I I'd love to ask you more questions, but I can't. I can't think of any now. I apologize and so questioning. So, from your experience, how do you balance your professional life along with your personal product life? Because I I know it's probably streaming. As you said there at one point when you were in their place there when you were on. Call, you'll get more calls. If you were going home.

And then now give Me 2 seconds. So that's I'm just writing down, so I don't come back. So, from an emotional point of view, so I think there's two ways to look at this. It's like the organization Slash employee side of it, and then there's literally the emotional side of it. Like how would you balance? You know, caring about a young person and then really caring about you? You know, maybe even more so, depending on the attachment and things and things like that. I think the best thing I've done over the years in relation to my personal, private life is giving myself permission to have a person in a private life. And and not feel guilty about it so. With the young. People like I did struggles begin with. Well, I suppose you know, given you you know it's it's clear that I struggled with some negative aspects of the role at the start, so you'd worry about your your colleagues as well. If you're getting beaten on a shaved, they're most likely getting beaten. On shift, so how would? You sit at home and wonder are people OK? Or gosh, or he left yes this morning and blah blah has putting in a sanction on my behalf because they were gone to bed last night. And are they going to get hurt because of the sanction I put in place? So, there's all that kind of turmoil going on, and guilt not guilty in the role I found to begin with. Yes, but how I manage it now is yeah, I give myself permission. So, with the young person the last four days in where I work directly with the young person, I gave myself permission to why I said to the young person. When I'm here, you will get 100% of me so that I and I gave them 100% every single time I was in. Bush, that meant that my family got 100% of me when it wasn't there, and I did never feel guilty for it because I knew. That I was, you know, like code in the time of course, and you know you want you want the role you want their roles last and you want the relationships last. And there's nothing worse than thought of a burnout or an emotional breakdown. So, for you to continue to give them care, you need to care about yourself, because otherwise they'll just pack. It in someday.

So, I'm like, do you feel like you were saying about the sport there or whatever? That's what. We were talking about. You gave yourself that permission. How did you come to? That how did that? Like where did you get that euphoric moment? Did someone advise you or did you just come to it like saying hang?

On out, I've got to prioritize this. Things just got so bad that you were just like like I remember. There was like Jesus and pneumonia from burnout, and I remember going like there's just no job worth this. And and I would be driving to work like just so upset that I didn't have to go in. And when I get there then it'll be fine. Like the person you find you have a great day, but it was just you said, so underappreciated. And and like you know, you see your friends then and like some of them have gone onto, you know professional

careers or or or specialized careers. And then others are like working and guns. And they're. Much, much happier you'll ever be. I don't know is everyone happy and honest, let's. And you.

Be honest, well like me.

Know I used to work there. As well and. You know, but do you know what I mean, as in, like? It just became not worthless and like you. Our boys in your tone, so much for the young person in terms of the the abuse that you take that you use every single ounce of patience you have in the role. And then when you get home you unleash it on everyone around you. Because you know, you don't have to be patient anymore, so I think yeah, things got so bad that you were like just no job is worth this. And so, we really made you re-evaluate. You know?

Well, I I just like to know, and you don't have to say or anything but like did you come up with that idea yourself to give yourself permission? Or did someone come to you and say try it this afternoon and you just spun it your own way? Or like did you just kind of like make it objective? Hold of it, I'm just curious, sorry. So that's. It's a.

It was kind of like, yeah. I like I have a lot of friends. Over the years, who? Would have worked in the industry as well. So, your kind of like, you know, the way you can give. Advice much. Better than you can take your own advice. So, you kind of say it to other people so much that you were. Kind of after. A while or should I not follow my own advice or something along those lines that you're well able to?

No, yeah.

You know, analyse it for everyone else, and then you're you're you know. But you don't take it yourself, but as well as that. You know, in terms of the permission piece. Things happen personally where you know things get things. Get put put into perspective. I forgot. And and you know, I, I finished a job. The last bad job I had, which you know I finished that job swear and I would never, ever return to mainstream residential because the the job. Previously this one I bought it wasn't mainstream. Residential for as such. And I swore I'd never go back into residential because I started, couldn't stand over it, but I had a relationship with a young person there. They still have now. It's 20 years old now. And I I still have a relationship with him. I met him. Last about 3 days ago to go for a walk the. Dog so it made me realize that if you want, you can make a difference in a young person's life without. Being in a role. If you want and I think that kind of the fact that I was able to maintain that relationship with him over. Time really made me kind of go. Mark the job, must do it at all and the suffering and you know I can just have the good parts you know so.

Well, that's good, thank you. And so, when it comes to trust and you were talking about it, but when it comes to taking my clothes to your team and your billing report, do you? Think your practice. Allows trust to grow being those involved. So, like, obviously you're talking about your, so you obviously instead in your own house at this moment in time. Notable Charleston, you're taking the work first and then his work though well, yeah, go back to and say your previous job.

So, are you talking about between the service user and yourself?

Yes Yep, so I'm going to talk about service user and yourself.

How would you feel that you're building up trust with them? You see, I. Think that's the. That's the catch 22. In that it goes back to the priest about being giving you, allowing yourself the balance you build up trust because you continue to be. There for them. Boys, you won't be there for them if if the if you walk out the door because they're still kissed off about something that's probably isn't even close by then. Do you know what I mean? So, you can. It allows for trust to be built or 100% and allows for it, but it also it can allow for it to be broken very easily. Can make all these promises. But in the moment you mean you really do mean you mean you. Want to be? There for solar 18 and you want to do this, and you want to be there with. Them after care and you want to do all this. But one bad rail with her employer. All that goes out the window and suddenly becomes a a job. And so, I think there must be a bit of give and take. Your employer must allow you to build the trust by giving you the means and the environment and the conditions to build the trust. And then you can build that trust with the service. User, but that's that. The game that's the easy part I find, and it's the part where you're just consistent and it comes back to that mask wearing piece. The number of things that young people have said to me and you know you would never speak to someone again in real life if they spoke to you like that, there's a vagueness. There's an absolute faithfulness to us up bored. You build the trust by going back to them, and it's clearly a false trust in a way, but you need to do it first. You need to. Build that trust. So then that you can role model role, model a relationship. So, for the 1st 100 times they call you a name and you return to. And that's fine. And overtime then you build this lovely relationship and then they call you that name one day and you like let rip it them a very controlled electric. You know you're you're. You're very always in control, and then that's the role model, and that's the piece where you go. You don't talk to me like that or you know you need to apologize when the 1st 100 times in the meeting. So, they're being quite confused. And that's saying that you know you build up the trust by being consistent and being there for them, but you build up the trust further then by by doing them justice and role model in a realistic relationship wants to trust us, but you have to switch at some.

Points yeah, that's the most important thing is it switches because there must be, and I think it goes back to what?

Yeah you have, so yeah.

You were standing there earlier as well. That's your planning for three months' time. You said the boring part is that three months? Is where you loan growth theory. You get to know one another and then also the most important thing is switching.

Yeah, you have to say that.

You follow us. Yeah, it's very important. Or it could. Be like that. Empty vessel will just go along. With it and put you in difficult situations.

Yes, yeah. Hey there so.

Along with your experience and opinion, where do you think improvement needs to be made within your practicing, if any? So again, look it's standing a little bit. You can see why I'm constantly bringing up this idea. Constantly looking to see where you can improve, and I think you you've already turned around since you saw this directory you already saw where you'd like to go when it comes to the workforce, retain the staff. But as we were talking about you. Know the the catch phrase of the day. It must be and the nature of the beast. Do you think that that beast must be tamed, or do you think that beast must be changed? If you go.

Oh, it has been liking yeah, the beast I talked about was like. 2013/2014

Again, not that long week.

Now, it doesn't seem that long ago, but. You like you wouldn't. Believe the change in the industries like I've worked in two of the bigger private residential companies. And I worked in one company. I do. I have it on me. CV I worked in there. Eight years ago, and again eight years later. So, like there, you know, I I saw. A company records. In eight years and again at eight years later. And the change is just phenomenal like. Like it's the opportunity is. For what?

Watching what what, what browsers?

Smarts it's smart to retain staff. It's smart to have a business model. It's smart to see that the only people you know, again, organizationally, I'm not calling them a number. But if you look at something, if we're talking about an organization looking at it as a business, the young people. Are the they're the conveyor belts they're coming in and out, it's the, this team, or the machinery. They're the ones making the products. You know what I mean like? It was a smart thing to do and. You know, like I, I'm a sucker for punishment and if someone like me was was not willing to go back into this, you know this industry after, like totally eight years to kind of really open my eyes before I'm done. And here I am. Back in it again like and have happy where I. Yeah, like it just goes to show it was a smart thing to do or you if I was a company and it's not. Again, not an arrogant piece. I wouldn't have wanted to lose me either and they didn't. They brought; you know they've done what they needed to do to get people back in like, so it was a smart thing to do. So what? When you say, like wash has changed. I see a business they they put a business model onto. This the same way you do at any other industry for some reason they I don't know. Was it a fear? There's a serious fear from the schools from the industrial schools, whatever. Wherever we call them the the marginal laundries, a serious fear of the young person being, you know about claims made against the. Organizations must claim we made with staff, but they brought in the national standards. Her back is covered. Now you've got your qualified workforce. You've got your trained workforce. You've got all your health and safety. You've got your, you know workshops. You've got eight health psychologists? You've got, you know it comes. If the resource. Is there now that even look after people you know you don't have to be tiptoeing around and giving the young people on demand? In case there's a false allegation made for the procedure for that, it's positive procedures you know. So, I think the the the the best thing they ever did was just invest thoughts.

No, it's as you put it bluntly, that investment or speak and listened as most important thing which is always good to hear they do, because life come across people in through this as well who say that they are not necessary stuff and. Yes, yeah.

Yeah, like sleepover rates, I know it sounds ridiculous that sleepover like there's companies. You're already raised for a sleepover when? Oil was paid 20. 7-year-old for 8 hours. And I know like like I said, no one in this for the money.

Post flipping helps.

There are social workers getting maternity leave. Maternity paid like that's. This is only 10 years ago, but these poisons, you know.

That that's not the case in all places, I would say.

No, it lost. It's not the case with some, like I'm talking with the industry.

Yeah yeah yeah yeah.

Like there's different companies doing different things to retain staff.

And do you think should they all kind of band together and say this is how we retain staff? This is how you retain staff. Should we not kind of. Standardized across the board.

Well, if they lower unions then yes.

Do you think they're going to be allowing unions?

Oh nice, you know. OK yeah yeah so. There you go.

That that that's another research piece in those works.

No, they showed they showed you in your eyes. They show like let's be realistic. Residential is going nowhere. In fact, you know let's there's going to be more and more kids coming into recession. We're coming into the age of social media and social autism. Whatever we want to call people, kids are traumatized. You know, residential is going.

So, and working code, thanks. Right now, I need to say. Thanks Corbin as well, but. Little bit thanks.

Oh yeah.

It's not showing the importance. Yeah and and apocalypse could happen in the morning. And certainly, social care workers and take care. So, it's up to them in that so. And you can see that is important. So, it's a good. Thing we run into a positive note. I know it's quite hard this much Carolyn Dunn possible, but I'm.

No, don't get me wrong. It's very about 80s and like you must pin through the negative to see the positive here I'm. Very positive about the future.

Uhm, no, I didn't. I did feel prepared for the. We were prepared in in relation to the type of kids spoke about like you know, sexual abuse and uh, but that was actually more around the what was that class PP personal professional for PPD, so they they would they would talk to you about how to it.

Oh yeah.

It was like exposure. They would tell you about all these horrific things that you're going to see and how would you manage this? And you know, how would you look after yourself and you know we might need to go for supervision, and you might need to go for counselling. But a lot of it. Was very much like trying. To put into perspective, it was it. Was all about. No matter how. How upset you are? They're the ones that happened to us, so they're, you know they're the ones much more upset than you, so it was. It was like it was like this near like exposure therapy that then kind of told you, but you know you're not the victim here, so.

In other words, the nature of the beast.

Nature of these boys. Right? Yeah I did. I didn't expect the parental side of it. No one ever told me you're going to be a parent. Do one up to a 15-year-old or a 16-year-old who's going to absolutely hate your guts and don't? It won't ever see you as a parent and like you won't see yourself as one either, but that's essentially what you're doing. Like it's like you don't love their heads off going in kind of saying, you know if you if you can build the relationship and if you can show care it's OK to give them. You know it's OK to not be yourself. This is, you know, because you're told the whole time to be yourself. Uhm, throughout life, but it's OK to. Go in and be whatever they need you. To be like you know, you don't have to make them like you, but for who you are, you make them like you for we're not for who they wanted to be. And that's fine too. And you know you don't have to be true to yourself in this to a certain degree. You can bring like all bits of your personality and everything, but you're not the be all end all like you can. You can be whatever they need to be. But in terms of like prepares no, I wasn't prepared. I don't think the role prepared me. I did a level 83. In terms of like child development and all that like I did feel lot more prepared when it came to like identifying a young person. Who had maybe venture trauma or who required some sort of resource and in relationship like a learning disability or things like that, you kind of pick up on different things from learn? You know you're the psychology, the psychology courses, but when it came to prepare, you know be in that role and be appearing to someone for 24 hours and Co parents. With the stranger things four hours because I think that's a huge piece. Where you're both parents on, you know it's like you you Co parent these children for 24 hours and you make decisions and you know you try and do your best for the 24th. In terms of that, no we weren't prepared, but. When it came to like. Certain things, social policy and that was good course psychology was good. Sociology was good. The fundamentals were good, but the like I was delighted to hear when I heard there's other colleges doing residential as a as a module because. They just don't touch that. I genuinely like I have no joke, did not. Know what it was. So, it's really reassuring because the amount of people who I felt sorry from your on-shift and. You know new. New girls start in just out of college, and they've Rakim. And you're like you haven't a clue where you are today. You do not know what goes on here and you know it because you had that blank stare as well and you're like here, the car keys you're collecting them. In school, and they're just standing there. Melvin gate. So yeah. Saying look like.

What do they look like?

There's a picture, yeah, and you're like well, oh by the way, you go into the principal. They work off white. Gwen Darren squints or meeting like what do you know? And this is day one day one stuff. So, in terms of in I think there was a question. I meant to say is back there is something you said around adequate support and stuff and induction. I had written it down #6. How would you empower those?

For induction, yeah.

And within the sector, if you had the power in order to do so regarding work colleagues and service users in grass. Induction period you. You do five day day like most companies do, like a five-day induction as like induction to the systems and induction to your medication and PCI training. And that's great. That's fantastic. And you feel so confident going in on shift until you're handed the car keys and tools. Or by the way you're you've to leave now and you haven't had a tour of the house. You don't know what the kids look like. Even if you could have an induction of a day or two. Where you come in and you're the extra person on shift. This is the key piece that I think is missing from I've never seen. And someone come. In as the extra person on shift to be in doctors, you're on, you're either on shift or your you know your or your students' course.

Yeah, yeah. I I don't know in some places that they do offer it, but unpaid and a lot of people don't fail for this. Yeah, I think what you're trying to get at is that you. Are paid on fixed.

Yeah, not with relief as much, because that's fair enough you've got. You could have 10 houses. You can't be inducted into every house. And that, again, is the nature of the beast of relief is you won't know them, and that's fine. Your kind of used to it. If you have a full-time work coming in and you want to give them the best footing and empower them day one, then it's it's an induction.

Induction I completely and utterly agree with you. I really do because I I'm constantly hearing about it as well. There's not that it doesn't seem to be that kind of bridge. The gap between college. Or in other organizations and come into a new place. And you already said someone else. This one so.

Yeah, this today like even even even five hours. Just something where you. Meet the kids you meet.

Not the routine of the hosts.

Yeah, maybe not like just to know what it is like. I you know, know they still get people in and they're like. It's their bedroom like, how often do they stay here? When do they go home? They don't go home. They live here this.

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Yeah, you know.

Yep, perfect.

Thanks,

Transcript... Aoife

Note the Interviewer is highlighted in red and Participant is highlighted in grey

OK, so ***name retracted***, I'm just putting it down beside the phone and don't worry you don't need to worry about that. You just answer questions so look I'm just going to go through a few criteria's that I usually. Must do. At the beginning of every interview. So just to let you know, at any point in time, well, first and foremost thank you very much for participating in this interview. And, as well. Furthermore, you are. You're here at your own free will.1You're not dressed or under any pressure or anything like that, but always know at any point in time. At the duration of the interview or even Aftermath, if you're not happy with anything, you can retract whatever you want, and I must hand it over to it. There is no full attack. I mean, that's. Also, as well during this interview, if you do mention names or locations, do not worry, I will retract them out of the statement as well. Lo and behold, after this as well, what I would be doing when I have all my data gathered and collected, I will be sending out pieces that I used from this interview in my discussion. So, then you can see. I said that or I didn't say. That or you. Know that you can feel that you're happy enough with it, so you don't feel that I've mentioned your identification or identified any places that you've been disclosing with as well. And so that is pretty much that's all the formalities that you need to know now. Usually ***name retracted*** now I always request the participants to. Give a little brief. Introduction to themselves because I have a certain criterion. OK. I have a certain criterion that I need to meet for those for my participants to be eligible to continue. And so, if you wouldn't mind just starting off when you started in college, what your course was, what you graduated as, and then your experience in the field of the social care or social pedagogy to this point in time.

OK perfect so I started College in 20 and I did a batch in psychology and it was three years long and then when I graduated before I graduated from college I started working as relief. In a mental health residential and whom we had. Social pedagogy model here. UM and for the last nine years up that Rd. And so, my only. Experience, I suppose our children residential care, and I suppose the social care sector, has been within my current organization and I've had many rules while I've been here and I've kind of moved up the ranks as they say. And so, he started his relief and then I had the opportunity very quickly. Progressed to be a primary activity. There was a Kentucky worker. And I did that for four or five years and put a couple of kids. And then I had the opportunity to progress into management. And that's where I've been.

How many? How many years are you in management now if you don't mind me asking?

I'm in management four years.

Four years, so you take my box for the criterion of the manager side of things. So perfect you said you have a psychology degree. I how am that they like under those ramifications? How are you allowed to work in this field? If you have that? cause like under the core regulations from what I remember is that you need. A social care qualification or what? What's different with the console psychology?

No, it's I think under kind of all social care now in children's residential in social care or related discipline and psychology falls under that. I suppose we you know the social pedagogy model here. It is about bringing different perspectives and that no one perspective is right, and we have. And as well, the team you know very much multidisciplinary team here and lots of people have very qualifications and varying degrees. And I was like noise all from my own. Experience that's been. Really helpful throughout the years because sometimes you can get very narrow-minded in. And your approach and how you think things should be, and it's great to have all the display to find Challenger perspective and social media. The whole is really challenged. Any perspective oil pots coming into and children residential services and I also see it with lots of. People on the team. You know they comma kind of 1. Idea how children residential should look and you know should be. Should operate and very quickly. There are more insight changes and they start to

explore kind of other ways. Of looking at. The children that we work with, the work that we do. What should be expected of all is what should be expected to them. And so, I've been very fortunate in that end. Am I walking in anyway?

Oh, and that's good to know as well, and so you would have seen a lot of people coming in from say, mainstream residential with predominantly social care background. And I usually say it can be sometimes a little bit narrow minded. You know 'cause it's. One focus and so forth. In your experience. Have you phoned them who come over now? I think you answer a little bit about this. But you put it in a general perspective, unwanted, more focus on social care workers. Did you find when they came into your service did they stroke? Did they find this? You know, I don't know you tell me, sorry.

Yeah, look is most have defined it very difficult. I think the first thing that's very difficult. It may be the lattice structure to the day, and so I found in my experience that when people come from kind of more mainstream children residential services, it almost feels like. Their day is very rostered, very structured, and there's certain things are meant to do with certain aspects of the day, and it feels very well. Place they come and very quickly they're sitting in the kitchen in one of our houses and people are having breakfast together and planning the day very naturally. And they're. They're kind of looking for that structure. What am I supposed to do? How what you know What am I supposed to do throughout? The day. And there's a big focus. On using your own initiative and. You know, take an autonomy and control. Over your own day. And planning your day in a way that you know you feel your day should be planned. Whatever young person you're working in a planning it together with that young person. So, there's no. Prescribed structure today. Obviously kids with routines and stuff and whatever later that there is a big fool cause I'm using your own initiative and using your own interests and that of the young people to plan the date. So initially they struggle with that aspect and they also I think they struggle with and. How it eases the place feels and so I think it can be very exposed and sometimes for people because they've come. And often you find that they have been told a certain way to work created. You know a very agreed plan on how we're going to do things, and when they come here and they must use their own initiative to put themselves forward, like to give power to. Themselves to the rule. That seems very exposed environment initially. And you can see they're kind of struggling with that and continue. It depends. Some people you know, jump. Right in and. Out there straight away and other people it takes more oil to kind of come around and to our approach and to come. Hello in there Gary dealing themselves and the lower part. You know, bringing pasta themselves through the cheer and part of you know their own personality with the team with the kids for a lot of people, that's very anxiety provoking initially.

I you can interest me there, you said they let their guard down. If not, I mean just elaborate a little bit more on that guard. Slide thing what? What kind do you mean their guard down Is it like they're afraid to show who? They are is this or?

Yeah, it's like them. Come for. All the world like they come haven't. Had a script but this Is what it means to be a? Social care record. You know, so they've been given this job description or these scripts, and this is what they're supposed to do, and you don't deviate from us, and it's very impersonal. You know? So, everybody what you know is deemed good social care worker. And you know that that sense of individuality, or that allowance stand that exceptions to just be who you are and to bring your own interest in your own strengths and your own personality traits to the rule. So, they come, you know, and you know they hear other people on the team sharing. You know that they have they're picking up their husband laser and the kids know who their husband is by name, and they know they have a child and them. Know where they live. But you know, they know aspects of their personal life and you can see the looks and the you know the worry on their faces. When they first come and. So, it takes sorry you don't take time to help them understand that point, but I think very quickly once they start to leave their guard down and they see that subsequent children that they work with, they see the benefits out with them. But it does take. Time for lots of people and I think they've. Been like that, you know? Your kind of tools. Here and marry the social care record, but that is.

There's no other.

Aspect of marry that you are just married social care record. Whereas you know here we have. You can just be married. In social care work, if you're just married and you. Know you have. Your professional self, but you also have your price movements and you know in order to get the young people that we work with open afterwards you must be relatable, and you must give a little to get. A little back up.

You say it takes a bit of time. Has there ever been a case that you come across in your in your time? There that some people have just said. It's not for me. I can't. I can't adapt and they don't stay. Or, you know, do you find? That they like.

More I no often they adapt, and you know they want to adapt it generally. And when people come to us, they come to us because they want a new way of working. You know that they've heard that we do something a little bit differently, and they want to try something new, so they come into. With an idea that you know it's run very differently here, and that we have a very different model of care, I think it just. Takes time to lose. A lot of those restrictions that have been put on you know you feel like nearly like you're going against what? You've been told. To do for so long and. So, we. Get you there are not kind of works anywhere else. The journey for them is a lot shorter. They kind of adapt very quickly, and then it's the only sense of kind of social care that they have and we're trying to little bit longer is if you have someone who's worked in all their residential centres. You know for a long time. And they've learned to almost disengage themselves upon the rule and what you're asking them to do is to just be themselves. And I think it just takes time for to retrain yourself. To you know to work a different way.

Yeah, yeah, and you said you said it worked there they learned how to disengage themselves from work. What would be different from the disengagement that you would have where you are now at this moment in time?

Yeah, sure. And you know, even from the interview process you know. I don't want to. Know you know. What theories they have, what train and they have? I just want to know who they are as a person, what they're going. To bring to. The role and because that's what. For me, that's the most important part and. I think you know. You must be simple, and you must be compassionate, and you must be impatient and for me that's the most important aspect of our rule is that you can relate and. So, I think, uh. That yeah, so for me that's not always the case. That's not always, you know. But also talking. To social care managers and all that. You know how we interview and how maybe they need to use very different. They can focus on your experience on your qualifications. You know what you're going to bring to the road in terms of knowledge, but not so much in terms of personality. You know why your own hobbies and interests, but you know, are you going? To bring to. The rule that maybe marry beside you can. Bring to the rule. So, I think that's a big focus for us. Are you know family gig, or we wanted to feel very different and we want to feel that? It's about you as. A person

and. Not you, as just a professional. And so, we want. Obviously we want to know about your professional experience studies. But more importantly, I think for us it's who you. Are as a person.

Yeah, no, no, that's very good and we haven't even gone into the questions, yes, but you have given loads of info. So sorry. We'll look, we'll. Start no other questions but thank you very much. For that and yeah, I. Love the way you. You say that you're looking for the human in the profession, really, you're not. Yeah, and you said. The personality which. Is important and as you said, sometimes. You know, sometimes you feel like could be lacking at times in all crossword says boss look OK, so question one on reflection of your academic. Training or learning? What have you found beneficial in your opinion and we watch you and what an equally what have you phone on it beneficial? So, if you can think back to like you said, you started work in in GCC and. While you were still. Doing your undergrad at the time? Did you find anything in your training? In your psychology background, that was very useful in your field. Or did you find other aspects that were equally not beneficial?

I screwed up through me like my undergrad gave me the foundation. So, we gave me. We did a lot. Of work on. Developmental like an attachment theory. So, I had the family, but I didn't know how to apply it. I didn't know what it meant in practice, so I had the history attachment theory. I had the history of relevance in psychology, but I didn't know what it meant in practice. And what? I meant to work with somebody who had attachment difficulties or what it meant to support somebody who had attachment difficulties, and it was only really when I started it in the field that I, I learned that and. So, when me. Undergrad it gave me the foundations that when. You know, I was here, and attachment theory came up. You know I had a, uh, pinged offers like I know something about that, but I knew very little. I knew very little or didn't have any practical skills a while. It was very theory based and it was very tangible. I didn't feel like there was anything I learned and. In my undergrad that helped me in my room. The foundation. Would you do it if we don't come into? This line of. Work with them. Skills and the information that you need. Being family only bad ideas.

No no no, no, no, and again you're not the only one to kind of be. Saying and there seems. To be a growing trend, an awful lot. There's there's a lot of theoretical basis when you're in, you're on the ground and not lacking that practicality. So, it's quite interesting to see across different perspectives, like in the psychology side of things that you feel that. The same as well, which is very good to come across. So, thank you and was there anything so you were saying that's the lack of practices that would be unbeneficial side of things if you're learning it was just more the theory sites and so that's perfect. No better. So, we'll go on to question two and so. Which will. So, could you elaborate? How would you go about building report to the service user? Now, in fairness, I think you've. Answered this a little. Bit already and.

OK. Building up a report, but do you think you can further elaborate anymore like so? Like how do you as a professional right? So how would you as ***name retracted***le build up a rapport with say, a new? Young person coming into the house for first time. How do you do that? Yeah, I think for me. And always to remember that they are adopted. Often leads to come with a backlog of labels. And you know. You're talking. So much about the kids put on a very negative perspective. It's so early for their challenges. These are their difficulties and you're not. Is not enough. Of a reminder that the. Average of children. And you know, within our we have kids as young as seven comments. And if I was to, you know. Stable version that you know. These choices have sold to people and property damage, and dose doe DD. You know I'd be very anxious going into that relationship, so I think the right thing for me is to remember that they are just children. And not and to look beyond labels that they've been given and, and I think that the second thing it's important to meet them where they're at and recognize what your needs in it. And while there's and you know so, I think you must have an understanding that. You know, for lots of kids, make meeting new people and building relationships is scary and as much as I want that relationship to go very well from the outfit. That's very anxiety. Provoking for them. You know, and I found myself in in situations where I've tried to move too quickly with a young person, and they've pulled back and I've made them very. And you know. So, I think me. And then where the rash is important. And recognizing that it's going to take time, you know, no relationship is going to be built in a short space of time and. So, for me, being patient with them is a big thing and meeting them where they're at, you know, Irvine? I suppose really overwhelming and really want this relationship to happen quickly and they're avoidant and they're anxious. You know I'm going to overwhelm and flood them, and I'm going to, you know, dust***name retracted*** any chance of building a relationship with them. So, I do think you need to recognize what your own needs and wants theirs and meet them where they are. I was the older thing that we try and do, and I think is important is to be yourself and to be genuine in your approach and to be to give them a sense of who you are. You know when I meet young person for the first time, I went to little stranger, but I would you know, possibly 2030 adults. That they've mentioned a short space of time and you know they've been. Left in with. So many times, with so many people. But I want. To from the outset, show them. That this is different. And so, I, you know, I try to be very genuine in words. I try to share with them. Bits of who I am as. A person and I'm like but with no expectation. I think that's the big thing. So, you know this is who I am. I'm playing my character on the table and you know, but you don't have to give me anything back. I'm just giving you a sense of who I am. Without, you don't. Do that and you know I want them to open to me and tell me all about them, but I'm not willing to share any parts of myself. With them, so I think you know being genuine and authentic as to who I am, you know, and I think giving them a sense of who I am. I suppose the other. Thing that I always tell. I am to start each day a new day. Uh, you know, don't carry yesterday's difficulties into today. You know, I think we've been here. In a relationship with a young person, you must recognize that they don't have the ability. To be in a relationship, the way that you want them to be. You know, so they're going to struggle. They're going to push you away. They're going to be challenged. In effect, they're going to be mistrustful, and I think you need to come in every day and say that's OK. What happened yesterday is OK. I'm still here. So, I'm kind of trying to take the mindset that every day. Is a new date and. And then I think what I would try and do is find. Some common ground. Find something that they're interested in, that all you could be interested in, and. And like activities are greeting to use in terms of building a relationship because we remove the intensity of feeling like we need to be faced to face and talk so. Let's grab keyboard you like football. I will kick the ball of you, and I might not know. How to kick a ball. I might not be knowledgeable in football at all, but. I think that. Only works to your advantage because them. They are confident. Then it's an area of strength for them, so it off and try and find an activity that they feel confident in so often you know. That they really. Like football or they really like hurting it. So that's where I would start there and you know, I think they're teaching you is really good, you know. Me and then where they're most confident. And then you know, that's where they're less anxious and you're just trying to have positive experiences that that's all you're trying at. The start is to show them that it doesn't need to be scary and just here at your pace at your level. So, I think, yeah, I think that's what I. Try and keep in mind. Well, I just love them.

Fact that you turned around at start and not only did you focus their needs, but you said your needs as well because I think at times people forget about their own needs. As you rightly said and you elaborated further on it, like saying that some people could be overwhelming because they really want this relationship to go further, because what they're. Thinking in a professional manner rather than not thinking of the individual itself, so I really, I really appreciate that you highlighted that. So, thank you for that. So, so I'll go on to the next question here in question three and so like I know you've only been in NGC, but I still think you can answer this very,

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The gently silly resistance, added. ***name retracted*** silly. Resistant, but I would. Say we may be reset. I would say it would be. With that. I think when you do something a little different and when you are doing something alternative and. People struggle to understand it and that's all it is. Is a lack of understanding and what we do can be very hard to explain? So social pedagogy as a model of care can be very hard to explain, and it can be very, you know, difficult to articulate, and I think because. Rock social pedagogy means that our model of care is going to be very different for what it means for another organizations model of care. We have similar principles, so the principles of social pedagogy remain the same, but I think how you adapt them to your service is, you know, unique. So, we've adopted social pedagogy, but how? All your organizations might adopt. It is very different. I think that's one of the reasons it's very hard to for people to understand. It's almost one of those things you need to kind of experience to fully understand it, and I think it. Slowly move in trying to understand this, and I know initially when we started those, and we were being inspected. You know the inspector's minds were blown. It was like you know, oh my God, I can't believe you do that. Why do you do it like this? What about this? And over the years, you know, they've kind of come around to OK, yeah? I can understand. The way you do things like that, you know you have been here from and kind of expected in social records. Now about an airman. And they're more interested in, you know they. Want to know more about? It now and as the time has gone. On so I don't think there has been a slight change. I think you know it's one of those things that's. Probably going to take years and years and years. To be somewhat understood and somewhat accepted, but I. Think we're on. A path and we're taking baby steps. But I do think. All you know when I started it was me. You know you couldn't talk about this. Who played my therapist? It was pirated. 3 people thought we were kind of alien. It was. The concept of. Love and the concept of family. Within a residential site. And I think you know when people would hear that the kids would tell us they loved us. And you know that that was reciprocated or that we spoke about it as one big family. I think people really struggle. I understand that but you know over the last couple of years I've been at conferences and love has been. Far more talked. About again, it's. Baby steps. You know, and it's going to remain baby steps because you need to help people understand why it's important, and you know when you're changing someone's mind frame, it takes a long time. So yeah, I think. Like the voice of the choice. Is becoming more important and. But I think. You know? And at the same time, it's becoming far more regulated and you know, there's been the introduction of farm of lots of more paperwork and the expectations that are on. I think you know social care workers now. They're nearly like administrative staff. The amount of paperwork that they're expected to do. Nice buzzword in our service is something that we're constantly talking about because we don't want to have reams of paperwork. You know our focus is on spending time with the kids, but it's something that you need to be conscious of as an organization because you need to. I think really don't fix the paperwork that you that you're supposed to do and find a way that you can do with that doesn't take away from the trying. To spend with. The kids, and so I think. You know when I think back for eight years ago we had. You know? Lot less paperwork than we do now. But over the course of the. Last five years and more paperwork has been in. I am fine. To not prioritize it, then actually the priority remains the time spent with the children and then actually the paperwork is a secondary to that.

And why do you think why? In your opinion, why do you think they're putting more emphasis on regulating the service, and they're trying to put a prioritization on paper? Well like you said there now that you feel that a social care workers role is more of an administered world and a lot of people would agree with you in that sense as well I mean like. You know that you must spend at least two or three hours and your shift just doing paperwork alone. And why do you think they're trying to do that?

Probably now they're trying to professionalize the sector, and they're trying to professionalize social care. So, we know with that more regulations with that comes more paperwork. You know more standards and. I always go over, you know, the last. However, many years there's been numerous, you know, scandals or and. You know things. Happen this should never happen, and I think that people have knee jerk reaction to stuff like that. And it's like, oh my God, that was so bad we need to make sure that never happens again. Let's lodge it with all. Of these regulations. So, I think that plays a part in it, and I do think that trying to professionalize the social care sector or someplace in other parts. But I think in trying to professionalize the sector and then trying to give clarity to other social care workers rules and you know to ensure. That you know every young person. An adult within this sector is kept safe. You must allow for normative experience. You must allow for flexibility, and you must remember that these are people Lloyds and that needs to take priority above all else and so do you think there's been a lot of kind of knee jerk reactions to kind of scandals. And along with trying to professionalize social care. So, I think it's kind. Of a mixture of both.

I think, uh, you know when people come out of college and they do. You know, there's lots of people who have done so. Nobody knows what it is you know. So, people are, you know, they're learning all these social theories and they're lying about social care in college. But they come out then. Into to work in this sector and people get allowed. People have no idea what it is, and you know they're not OPS. What those who carry and what it means to be a social care work and. So, I think that you know maybe the work is going into the wrong places. You know they're trying to overregulate organization paperwork in organizations, so people have clarity about what their role is, but I think they need to start at the foundations and teach people about. In theory.

OK so empowerment I think for me it's. Giving power to and it's recognizing that one shoe doesn't fit all and shouldn't, and I think you know. For me, I'm not trying to put our young people or my colleagues into. One box. You know, I think you. Need to recognize that everybody has their own strengths. Everybody has their own abilities and what you're trying to. Do, isn't it? That, and I think that's what empowerment means is. To for me it's giving people the skills and creating opportunities more so than anything else where you can build on their confidence and you can give them autonomy and you can give them power over their own. Lights you know with young people and in our here or you don't want to decide about their lights. But they're not involved. In you know they need to be empowered to that you know, and I think that's A big team. And within social care. And you know, as I said earlier, I think getting Steven to shift. But you must recognize it. And so, when they turn 18, they're the only people making decisions. Lives and need to. Empower them throughout their journey within social care to have this. Do that. So yeah, I think for me it's meeting people where they're at and recognizing that actually shouldn't be A1 shoe fits all, which is why for me you know the only thing as social care workers should have his compassion, patience, empathy, not good, report writing skills, or you know, lots of training and a lot

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of knowledge, because actually. It's important to the young people that we work with that's not. What's important in this role and? So yeah, I think it's just about meeting them where they're at, whether it's a young person you work with or when your colleagues and creating opportunities. For them to grow. But I think. Within that you must have an acceptance that they're going to make mistakes and that mistakes. Are OK, you know? Nobody learns from my mistakes, only me. And you know. Nobody is going to learn from anyone else's makes, but you must create an environment where it's OK to make mistakes. It's OK to get things done. You know you're not expecting everybody to be at. A standard that. Is an achievable for lots of people and what? I'm good at. The pricing, despite we can't be good at, but they're good at something else and we all complement each other. So yeah, I think you need to create an environment that allows people. To be themselves. And to make mistakes and learn to grow within. You know? Your service.

And you know, for me, they. Either want to make decisions on the teams' behalf, I want to be there as more like. A sounding board. But actually in common they can ask me for advice, but only together we're making the decision and there's a lot of and. Autonomy on them to grow within their role, and if they want to try something, and as the manager, I know it's been tried 10 times before. You know, I don't necessarily need to say. That I'm just going to. Allow that person to you know. To T***name retracted*** what approach they feel will work for them at that time? Because just because it hasn't worked for me 10 times before, it doesn't mean it's not going to work for Mary because she's going to deliver it in a totally different way. So, they give them to, you know, find what works best for them and. Allowing them make mistakes and allowing them try things that you know when it might not necessarily. Go well or work. But, they feel like they have the support to do that.

Yeah I do I. I don't think anyone can say 100%. I always felt really support in England budgets, because I think I'd be lying if I said that, but I think for most of my time, I've always felt really supported. And you know, while I always, you know, as competent in my rule as I am now, no, I'm about to take on a new role. Am I going to be confident? In that new, but I'm I anxious going into it. Yes, but not all reactions because I know I'm going to have this base to make that rule in my own and to struggle within that rule and to grow within that rule and to have. I think we have a very flat structure, though you know, I feel I'm as important as April and that you know. Making mistakes is OK, and they've all I ask, they've always felt very supportive and it's conversational. It's never felt like it's been punitive. You know you didn't. Do that well and I felt like I've been punished. It's more like we didn't do that well. Let's explore where it went wrong. And you know what I found? Is everybody takes responsibility for their part in it? You know, so maybe if I made a mistake with the young person I worked with, you know, often my manager would have said maybe I didn't support you enough. Maybe actually I played a role in that as well. And so yeah, I, I think you know often. And I voted that really supports it within my role.

Yeah, so I am taking on and. It's a service manager role, so it's more of an oversight role, so I no longer manage. The team. I don't understand your manager. I know I'm going to move into rule where I manage the centre managers and.

And you know, it's a little less remote. It's a little more removed than I'd be used to in terms of, uh, the work with the kids and the team, but I think that you know, I know. Concept later, but that's something that we want to focus, not trying to find a way to marry. That new rule would what important to me I? I don't feel like I'm going to. Do it like the current service manager. Does it because she's totally different to me? So, I cannot do. It like and you know, I think I've been very honest about that from the start, so we're not going to throw. It isn't going to look the same. That we're different, but I have the support to be able to make the rule what it is and what it needs to be for me and. So, I think that.

What I would like. To do is I would like to take away this societal expectation and the norms that people think they need to strive towards. You know, so like they currently you know I work alongside two other centre managers and you know. We are managed very differently and that's OK and I want that to trickle down and throughout the service, but there's no one way of working and. You know, I think particularly you know, for our young people, they come here with labels and they come with expectations that they're supposed to meet. So, they're supposed to be in school. You know they're supposed to have a good routine. They're supposed to get on with their peers, but. ***name retracted*** is not the priority. What is the priority that they're in school? Because society says they need to be in school. You know we had a young person here who came from a strong matching background and was aggressive really struggling in relationship was really scared of people and grew up in a very challenging. Yeah, environment. I came to go into school and throughout his placement with us everything changed for him and he learned to accept who he was. He felt different ways of managing his emotions. He found different ways of being in relationship. He didn't need to be angry and aggressive. He was able to speak support, but he. Couldn't go to. School and that was all that was. Focused on was yeah, all that stuff is great that he's learning to do in relationships, and he's changed his life for the better and he's happier and favouring himself. But we're school, so I would like. To remove a lot of those expectations. I'm really individualized and everything about our service, you know, and that is as it was already in C. Two, but I want to ensure that that remains actually, you know, one centre manager doesn't feel they need to be the same as the next centre manager. And just because you know. Mary is the centre manager, is warm and nice and good at paperwork. It's OK for ***name retracted*** not to be good at paperwork. Can be organized cause they have another set of skills to

that rule, and that's important. And I think the whole year open your organization you go that gets lost. I think we're good at looking after young people like that. You know, as managers were really look good at making sure our team feed like that. But as manager is I think you forget that it's OK not to be good at every aspect of your role and for me. What I want to look at is that every tear your imagination feels like it's OK to be individual within their role.

You must have policies in place, right? No during necessary to ensure safe practice and they're necessary to ensure that there is a standard of care provided to the young people that we work with. Exactly, so I think they are important in that sense, but they gave everybody a framework of what expected of them, and that's what they should be. It's a framework, not a stick, to beat people with. You know, I think they you know your policies and proceed. Serious writer, very different to lots of other organizations, cause either reflective of what we what we do, and our policies and procedures have grown as we've grown as an organization. So, there's pains in our policies and procedures when we first started that weren't reflective of what we did it because they were ideals that we restore even towards, and I think that you have. To review your policies and procedures. In line with what you do and. Well, I know they're important, but I think their part I think they need to allow for risk. They need to allow for normative experiences. You know that they need to allow for learning. They need to, you know they can't be so stringent and so black and white that you take away the normative experiences. You know people should have and. So, I think yeah, they set the bar and their framework, but I think you need to adapt them to your variables. You need to. Adapt it to your young people to your service users and you need to allow for flexibility within the because otherwise you find yourself uh, where the work that we do feels more like. Checklist of things we need to do, and you lose the human element of your role because you're focused on I must do it like this. You're very black and white and you can't be creative in you. Role, so I think they need to allow for flexibility.

I think so.

I would like for it to be accepted a little bit more. I would like for it to there to be. An understanding of its and. Really, what I would like is for a culture of open mindedness and within adding social care as a profession in general and that we move away from all this regulations and policies and procedures and paperwork and you know. Restriction and limitation value rule and we develop an open night and they were willing to, you know, go back to what the roots of you know social care should be, which is, you know essentially, caring for other people and I think you know. And I know I'm obviously biased. But I do think social pedagogy create. The platform for that. And you know, there's that element of social. Padick like import. And you know, the three peas are an element in pedagogy which and gives a framework to worry. It's important to be allowed to be yourself within your relationships with the people that. You work with. And you know. And it's not just you know, being you tell them everything and there's no kind of parameters and that the three peas gave you a real sense so. What it what your professional self looks like, what your personal self looks like and they want you. Private senses And obviously, you know you're probably, but prior to use the path you only share with your nearest and dearest and you don't bring to work But it highlights the important value personal, and I think for people to learn those elements of social pedagogy. I mean, you know, when people hear, apparently they think oh people live in the house with the kids. You know, I don't want to do that, I. Don't want to know anything about that? But it's so much broader. Then that, and I think that the focus. Should be on. The elements of social pedagogy that everybody can apply in their service without having to change it dramatically. And so, for me you would include the social care sector. That's what I would like and open mindedness you know, I suppose. Here I would like us to be able to deliver it. Training and workshops and help. I think there's also care professional to understand and you know what we've grown to understand. You know when we started. They there was powerful social pedagogy that we thought were really, important and we prioritize their impact. And as we grow and we realize know, that part is more important than this character. You know the three peas is one of the biggest parts, and we never gave it enough credits throughout the early years. And now you know, it's what we. Talk about all the time. So, it's good. Yeah, so for me I would like us to be able to share that information with other people in a way that didn't feel very overwhelming or amended. They had to change their service as a whole or the way they operate. As a whole.

I think when I started out, you know as a social character, I didn't know, but I didn't know what was to be considered private and what was to. Be considered personal. Because coming in today is. Like how much one of that? Right, but that'll work. Has considered sorry, but. I can't send them anything. But very quickly, either if that wasn't the case, and you know. Bring in your personalities bringing who you are as. A person not. Important to you, know your own likes and interests, your own hobbies. Who you? Are who you're. Going home to. You know who you are as an all-round price, you know we don't come to work and just be ***name retracted***le, Social care manager. I'm John ***name retracted***le. And I don't want. Be known by my title. I want to be known by

my name and who I am. As a person. And you know, there's obviously experiences that we've all had in our lives and relationships that we have in our life that we wouldn't share with, you know, the young people in our care, or with our colleagues. But, I can get to know. Who my colleague is? As a person, whatever happened to share her deepest darkest secrets with me? And so, I think you know that is important. And I suppose in terms of trying to balance my personal and my personal life. To me, that's a bit as well. I don't in lots of ways, but for me I don't view. My role as. Work, and I think that's probably a consequence of here, so I don't come here, and I don't have teams' separate lives. I don't have ***name retracted***le at work and ***name retracted***le at home. You know my work is just an extension of who I am and. So, for me. Those boundaries aren't as clearly defined as people make it. They should be, and you know so for me, when I come here, I come here and the people that I spend time with here and like the kids. So wherever in the team that I work with. They become a part of my life, my broader life. Uh, so I don't have very clearly defined personal professional boundaries, but I think you know. Where did he come in extension? Of my life, yeah.

Well, I'm not, I think it is the. And the acceptance, I think that part with acceptance and support. You know from our director down; you know there's these things that we're on the same page. OK, everything you know. Do you pathologizing things now for the kids that we work with enough for the team? You know there's no set way you need to be, and I think that's how people burnout because there is an expectation on them all the time that they struggle to meet and struggles to maintain here. The expectation is to just come and be yourself, you know, and be obviously professional in your approach, but remember to be yourself and nobody always expects him to be a confident social care worker. And it's OK to struggle and I think for me, that's why. I never reached a point where I felt burnt out because I feel comfortable that I can see it and say I'm really struggling. Bad for me was hard and then I'm not It's not punitive. I'm not going to be an. You know, in trouble over struggling. Or I'm not, I don't. Have these huge targets or pressures that I. Need to meet. And so yeah, I think that the culture that we have here is very invoicing. And its levels. And you, you know the team will open detail there about, you know, look, I found that hard. In your shoes, before it for me, I really struggled and. And I want people to. You know I want the kids we struggle to. I want people to struggle. You don't. Grow unless you stroke.

After you must struggle to grow with and you know to get confident in in your approach, you must struggle initially and overcome that. So, I want people to struggle and struggle.

We don't have very professional language here, you know. So how we communicate to the team then is how they're going to communicate to the kids, and so you know it is very normal and we all talk to each other very normally, and so I. Would say yeah like that I wouldn't.

Yeah, so we don't use things like societies in French class. We don't have any offices in the heads because the House is their home. It's not a woman place, it's their home, and that's why the language comes in because it's there who feel like there's nobody in outside of you know as well as residential. Talking about freedom, you know I. Don't go home to my 10-year-old and say hey you can have free. Time for o'clock today. I can say you could even want to meet your friends, you know, so why would it be any different for the young people that we work with? So, it's about normalizing their experience. You know they're already feel inferior to their peers. They already feel different, you know. Why would we want to add? To that our role. Is to normalize things for them to normalize how they feel. Help them understand how they got. At this point. Not to help them become even more marriage in lights by using words like free time like access. You know like people in jail go out of free time, you know, not kid. You know? Yeah, you know what? Their parents like, so they're restricted from their parents every other time. They're allowed access to them. You know they're going to see their mounds. They're going to see. Their brothers and. Sisters, you know the same way that you know every other child goes to see the weekend or their nanny or something. You know it's the same for our kids. So, I think. A reading about what we try and do is to try and normalize the care experience for the young people who come into our service and not. You know, I suppose add to their feelings of being different.

 No, I think look if. You don't have trust you have. Nothing, and I think you know as a manager it's a priority for me that my team feel like I trust them and they have my trust back and I think that comes back to the whole aspect of the three P's and being authentic in you. Relationships with people. You know, if I'm not genuine in my approach with my team and they feel like I'm, you know. Supporting them just because I feel like I must or I'm saying things because it's. The right thing to say. They're not going to come to me and feel like they're going to get a genuine response, and in the same way they're not then going to adopt that way of thinking. Into their wreck. So, I think if you. Don't have trust, you know you don't have anything and so for me it is a priority and. And I think regardless of. Your rule you know. You must have a different that we work with people and you need to treat people as people you know just because they're social care workers doesn't make a robot. You know they don't lose their, you know feelings and you know. The minute that. They walk into, you know I'm talking into work at 9:00 o'clock and feelings, you're gone personality you are gone. You know, I'm now in robot mode. That that doesn't happen. You know you must treat people and you know just because children end up in the. Care system. Doesn't remove all that humanistic side for them either. And if you have forefront of your mind and you're allowed within your organization to do that, I think that's. The big thing is you. Must be allowed to do that. There must be an acceptance and a culture within your organization and it. Because you know you have the. The people at the. Top must understand how important the humanistic part of our role. Is to then be able to instil that in their team and give them the permission to be themselves and permission to struggle, which then they are going to give to the young people in their care. Information to be themselves and their permission to struggle.

I think you must look at. What's going on for that person? You know, I think if a person is continuing to. And you need. To me as well, like I think I can feel like I'm being supported, but if my team are poison that they don't feel supported by not doing it right, you know they sound. I think. You know, and I can't be defensive than that. I might feel like I'm giving 150%, but maybe I'm giving it in the wrong way. Maybe I'm focusing on the wrong things, you know? So, I need to re-evaluate how I beat supporting that person. And maybe it's a combination of me and that person. You know, maybe they. Haven't been to that person. Struggles and I need to look. At my approach in trying to support that person. Bring you also need to recognize that you know. There are certain aspects. Of this role and of. This job the people are. Always going to. Point at, you know I need. There needs to be an acceptance for that too, so I think you know people I've really had, and I'm exhausted from saying, can I please get back? Can I please get that? And I'm still not. Then I need to put support systems in place to help that person be able to manage paperwork. A little bit better, you know. I don't want to have that person to get off to the standard that may be married. That's inside them can do because that's not the way it's going to be, and you must. Allow for personality differences. But I think you know if I know that ***name retracted*** client speak really hard, and I know that I have a report that I need for him on Friday and I haven't gotten that requires ever then, you know I need to make them with ***name retracted*** on Monday and go through the report. And you know, with their reports and find out from him what aspects. Of the report. Is it the top or something is that he doesn't know what? To write in. It is it that. It needs to be broken up. But just wanted. You know, I think you need to work with the person who's struggling and try and identify what those struggles their and. And see if there is support systems that you can't put in place for that person you know and there is going to people on your team who require far more support than other people. But again, there's lots of people in general who are need more support. Then other people, but I don't think. That's removed within you.

I think you know when you get to a point, ***name retracted***, where you think you're at your best. That's when you're failing most because I think every day in school, and I think you. Nobody knows at. All, and just because you know, we run social pedagogy as a model of care Do you want to know everything about those who pedagogy? No, you know. Even I might feel. Very confident in it, but I can always learn more and I think. You never very well, I think, and I think that's important and you must lay back and you experience new challenges and that with that comes new learning. You know, I think for all of us. Here and. Within social pedagogy. I would say our organization. What I would like to see enhanced over the next layer is the Community element. I think you. Known within social pedagogy there's a strong and there's some belonging to a community and you know within here we have. As set up the end. Our service that we have kind of a hub and then our holes are though darted around that, and that you know the holes are that alien teacher you know, so they're all they all need all the time to do activities the team know each other. The kids know each other and COVID has kind of impacted that where the houses over the last year have felt a bit more individualized. And, we've seen the impacts that that have had friended unafraid young person that she's important for them, that they belong to a community that they have, that sense of belonging and. But there's lots of learning that happens in the community, like laughed and the young people in that care will struggle with peer relationships and might here with similar age within the house that they live in. But there might be 2 within the other hoses and been able to meet with them, allows them to develop a template for pure relationships, allows them to develop the skills that they need that they carry out into activities. And into school. So, for me, I suppose this theory is focusing on the community element and bringing that back and looking for me. That's a really. Ha ha.

Word critical it means when I hear your critical in general I think alarm and I think that's a scary word. For lots of people, it's like it's an abstract where the people won't understand. When I hear the word critical, it's like, Oh my God important really, really, important. And. I think. Kind of intangibility. And so, for me, when I hear the word critical, I think it almost has a negative association for me. I think.

Note the Interviewer is highlighted in red and Participant is highlighted in grey

On reflection of your academic learning/training, what have you found beneficial in your opinion along with what you found unbeneficial in your practice to date?

Academically the courses I took were very beneficial the 'Psychotherapy… That really brought me into the field of trauma…I belief its really core to what we do… Social studies in UCC was quite brought, flag it as OK not beneficial as the psychotherapy…We would have cover modules on Government in social studies that I never used when I think about it now…Where the psychotherapy brought me right into the field of empathy and open mindedness… To walk the walk with young people I worked with…The most unhelpful training that we received and what was rammed down our throats was TCI…. I think the learning and theory in TCI is brilliant, but I think the physical side of the training was overused in my time…It created bluff lines for staff and caused a lot of hurt and injury for staff… The theoretical side of TCI was brilliant where here I'm focusing on the physical side where there was belief physically go in hold an individual down who wasn't abiding to the rules. The techniques were forward thinking in my view. These techniques were very beneficial but when we moved into the physical the theory didn't reflect practice. So, your expected to know the physical restraints n training that can meet all requires needs whereas when your meeting an enrage 17-year-old boy or man who is towering over you it doesn't work…

So, have you never been in difficult situation where you didn't feel the training was enough?

Many times, but his onetime where I was out of work for six weeks… Had to have an operation on my nose as my septum was completely ripped from the base of my nose…

Did you feel you were supported throughout that event from the team?

No…The thinking behind was if we had used the techniques properly or differently. It wouldn't have escalated, and I suppose when I moved from house one to house two (special care) I brought different thinking around that because we needed to re-focus our thinking around the use of TCI…

You said there you brought around a different change was this stem from your training /studies in psychotherapy or was it from the experience gone through up until then?

Mainly a lot of experiences up to that point like experiencing overuse of power and authority… And the young people being victims to that… And the staff as well…

You said an overuse of power where did you witness this specifically to staff and young people?

Three different teams to come and meet one child… In the day there was a course of 21 staff to 5 or 6 kids… When you break that down staff have different ways of modelling, thinking and approaching life and work… Unfortunately, some staff members way of approaching life and work is in authorative way… That's more vindictive than helpful… I would have seen kids physically moved unnecessarily… one sticks out in my mind this young girl wouldn't leave go of her yoga map… And she was physically moved down to what was called the quiet area…

If you don't mind me asking but why was she moved?

She was moved as she wouldn't' comply by giving up her yoga mat… This was her one bit of comfort and they physically moved her from her bedroom to the quiet area to have a think about… And the yoga mat was taking away from her…

To that event what was your managements view on it?

Didn't really investigate and people weren't disciplined… Now if this was a knife or any weapon I can see the reasoning behind this, but this was defiance from the teenager's part and the staff members were not having any of it…

Was this action accepted within the culture there at that time?

Yes… However, over time that change a group I was mainly with were nick-named the 'Therapy Heads' as we challenged the status quo and a lot of the staff members than who couldn't handle think outside the box and exploring other options by not using their authoritative figures left…

Can you put a timeframe on when that change came about for you with 'old ideologies left'?

The only and main reason it changed was the then manager moved to a new complete job and the incoming manager came in with a different mind-set. He was very open to reflective practice, empathy and walking around and outside of the policies and procedures that were rammed down our throats previously to stick too…He encouraged us to look from a different perspective… Got the support and direction from manager to explore other options…

What kind of background did that manager have?

School Teacher… To teenagers for the best of his career… Mainly taught in Australia in the 'Greek style schools' which were the less favourable schools… Worked mainly with marginalized kids in society over there…

Would these like the 'Steiner Schools?'

Yes…A lot of these kids would been from difficult background and he found a way through his experience and then approach of engaging the kids with respect and trust… All the keys aspects needed to work with a teenager in my view…Not authority, power and bullying in a dictation in approach… Timing was key with this manager coming as there was changeover of staff where those who remained were of the thought there needs to be a change to this…

Sounds like a revolutionary time for you all was it interesting from your experience?

Yes, were bending the policies a little in ways to make life for everyone manageable… For example, cigarettes the policy before was no smoking whatsoever and the kids couldn't touch a fag without receiving a consequence… Or you would witness a kid smoke 10 fags at once as they knew the second they walked in they would be taking off them…stupid rules like that was changed…I suppose mainly we went outside the perimeters of the policies and procedures really and started to be more creative about how we can use the polices to our benefit and the kids as well… We started seeing that these policies were not written in stone but there as a guide…

You and your team to accept this new way of working with kids from the direction of this new ethos and why do you think that rather than before?

It was more human… Or humanistic I should be saying but it was more organic and relatable approach… What was very significant was that he didn't keep himself locked in an office… And was more present on the floor…Now he had to have a balance at times and would always apologized to the kids and staff members when he had to go to the office and he had an open door policy with the office where he would encourage the kids to come in a chat and staff as well which would have never been the case before…We were developing a more therapeutic community within the confines' of special care… This was difficult due to policies and the actual building itself was in conjunctive to any therapeutic work… We were strong team, those who stayed; more educated to the therapeutic side of things but most importantly was the timing of everybody getting together… Counselling & Therapy was new in CIT at that time so new concepts were on the increase… Mainly the down fall for some of the 'old stock' staff was that you didn't need a qualification to work with these kids… We were employing 'Housewives' in special care which is unheard of now but really lack of structure played a part back than…

I have no doubt some had to return to college/courses back than surely?

Yes, they did but there was one staff member who in my view never needed a qualification as she brought the natural mother within her…

Did you find the kids were drawing to her more?

Oh 100%, both the kids and the staff were drawing as she was the organizer, carer, planner, focal point overall the mother or parent of the house and was natural with everybody… Nobody was treated differently in anyway whether you were staff or kids or management treated the same and the kids loved that… I found more difficulty when students first came thinking they knew it all… There was rigidity that came with them saying 'I meant to do this or that'…. The surge of social care workers coming out of college that time were heavily thought in policy and procedure and governance rather the practically of the job… In special care I felt you needed people who had life experience not students… Some it works but the majority it scarred and traumatized them for life I have no doubt… They couldn't understand why there wasn't more punishment for the actions in there rather than exploring why someone was acting a certain way…If a kid told them to 'fuck off' it was their view that everything should stop for that kid… That consequences will shape and make people change behaviour…

You brought policies and procedures there, I would love to know your view on them?

I think they're very important and they're there for our guidance and benefit…. But when shit hits the fan it's to have that ability to be creative and adaptive around them to work best for you and the young person… Like with the smoking we got the policy changed around that we could have a smoking area…There was a huge emphasis placed upon policies and procedures from looking from a social studies sides of things and listening to my colleagues that creativity was rare or not encouraged…

Do you think that over emphasizes on policies and procedures has change in the present practice?

There has been more improvement and evolved but not fully there… For instant more recently we had an inspection from HIQA and the there was panic in the office and it became a tick-box exercise to make sure we have everything in place…On reflection we do

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see the guidance but the old ideology of getting something wrong is a fear factor in our practice… For instance, in aftercare we have a finance policy that a young person may be entitled to their disability and clothing allowance together is near enough to €500 euro that were to give that to them immediately… Where we had to re-write or re-think, right if we give this over to the young person, they may not be able to handle that amount of money and spend it on drugs or alcohol so we technically have to hold back on that for their best interest… But in the eyes of the inspectors we are in breach of that policy…

It's really both… When they announce they're coming management kick in an extra gear with the mind set we must get everything in order we cannot fall on anything… For example, when we get a referral from a social worker of when a kid is coming into aftercare the referral form must be signed by the young person… 9 times out of 10 the young person hasn't signed it… So, from that point of view the young person isn't aware that the referral has gone in… We know this is a resource issue but nonetheless we accept them in and start the process…So management panicked and asked us to follow up and get the young person sign this document even though they were in the aftercare service at this point but it's so they couldn't have any negative to say back through there inspection…I dug my heels in and said I'm not doing that as this is camouflaging an issue we have in the process and we should not be covering for other people's errors…And now we have begun to push back to social work department and have not accepted these referrals without the signatures… Whereas before we were… I don't want to be bad mouthing the social work department because in all were all in it for the same reason but this is a simple piece to be done and we shouldn't be 'pc' or sensitive of asking people to do the right thing in regards to their work…So in regards to the inspection there was energy put into place about getting the files in order but on reflection that is not what is happening and we shouldn't fear the inspectors… But management are fearful of getting something wrong rather having a pragmatic approach and open mindedness to improvement… The policies bring about pressure and getting things right rather than being there as a guide… We're trying to portray that it 'busy but manageable' where its' busy and non-manageable'… This should never be the case… There is no perfect system or service…

So overall, building rapport or relationships with the young person is very different from when I first entered the floor of special care and now as an aftercare worker… Because one l was in a team than where now I work mainly on my own…With being on the floor I would hope that I was honest with the young people and got them involved in their planning… What was very important that I learned later was the encouragement of their family involvement as a lot of the time family involvement gets pushed to one side… Since then I always used the families involvement as when a young person comes into care there is that segregation and importance was placed upon on the social worker and GAL rather than the views of the family…I carried that with me throughout my career and even when we get a referral now I always ask is the family involved at some level even though we don't have to…

I do, I think it's a collective approach and the reality of a care leaver… There's no magic of when you leave care you're the same as everybody else only thing is that you have a care history and shit load of unresolved issued to carry…For example, I spent last Friday for 3 hours with a kid who was in residential care for the best part of four years crying for over an hour due to the fact that her keyworker who became her other significant person in her life hadn't made contact with her since she left… Sorry one phone call was made but no visit or any sort of contact made…In reality this was never going to happen but the young person was fed we will always be in touch and I'm always here for you…Overall, I simply tell them the truth, I be clear and say it as is…

In context, if they asked me are you married or do you have children I would have no problem telling them that but I wouldn't be going out of my way to say this…Having that natural chat and discussion always allows the relationships to build and organically grow…

Ok don't want to sound feminist, my experience and my view is that a change in leadership at management level has dramatically changed regarding the sexes… Now there seems to be more females in positions of power…I think woman leadership energy has growing whereas before it was heavily male oriented. The physical training was always done by a male trainer and from a male's perspective, so the authority figure was prominent… Without that famine touch and I know that sounds discriminatory… I find a lot of the now managers are not enmeshed in power and lose sight of themselves whereas when it came to men/male's authority was extremely dogmatic and extremely authoritarian… A lot of manager now days are coming from experience of the floor where before the managers had no real experience on the floor, and you had that constant battle of trying to get them to understand what was going on the floor… For instance, when I was leaving Special Care House 2, the then male manager turn around and said that I'm undoing everything you have done so he can portray to the team that I'm in charge and you can get off your high horse like..

Obviously, I have come across females who would be similar but more with males…It wouldn't be my experience now… I think there is more females in leadership positions, and this has brought about more change… As they are more open-minded, empathic, flexible and have a different approach…Now there has been a shift with males as well as they not like what I experience with before… I feel there has been a delusion of male dominance…

Knowledge is empowerment… It's not a verb to abused… I empower myself through knowledge, experience and reflecting on that experience…

It's something of a more current of an energy that is encouraged in my practice… When I first started 'empowerment' was dirty term… As it was viewed that if you were empowering yourself you were act in ways that weren't helpful by simply thinking outside the box…It's not the right thing to do… For instance, we had a young girl who was a mute and never spoke to anyone but did have a pet hamster…She had an outburst in the unit one night, where she started speaking and shouting towards staff…Where I came in thinking this is great is speaking and using her voice… granted not in a valid way but still progress… However, as a consequence they took the hamster off her instead of looking at this fact that she talked…She got the hamster back eventually but it wasn't viewed at that time that that form of communication was appropriate and they disempowered her by taking the one thing important to her for her to comply and listen… I find many people think that they're leaders whereas they follow…We follow direction from governance and managers… You find your niche in the team and you stay there… So, when you find yourself standing outside of that click in the team that follow by ill-management it's a very lonely place for you…

Ok, at times overly depended on the team rather than manager and at others times the other way round… Different manager brought different support whether that was through their direction or management of the team…But there was this one time where I had to bring the HSE to court for bullying and harassment… If it wasn't for the than HR Manager supporting me through that time I wouldn't be where I am today… She had listened, been empathic but constructive also… If I hadn't this individual there my mental health would have reduce dramatically…

Oh 10 times over…. Supported, listened and respected…

Work colleagues…we have this thing called informal supervision… that may or may not be seeing as empowering in a nutshell but being constantly observant of each other were offering that support and room for someone to say what is on their minds… And that you're not alone… We take this naturally upon ourselves its being in tune with your surroundings and feelings…Were kind of like a family in one retrospect… We know our strengths and weaknesses and not afraid to own them…Service user… keeping things real, honest, doing things with them rather for them… Beautifully, aftercare is voluntary which always helps…

100%...When you mention to them that this voluntary and they have a choice in engaging they find it shocking…So its clears out that part of their brain that they feel that is been done to them…Their powered with choice of their lives so this is why they have a positive response.

No happy with what I said they're guideline not written in stone and we must be more creative around them…

The biggest challenge is resources…. What I wish to see is an aftercare service office have 30 staff rather than 10…The structure to be reviewed and that there is a dedicated team to each jurisdiction…Change in the policy whereas the a child geography placed in the present that they can access an aftercare there rather than the way they have it now…

For example, I was allocated a child who was initially in care in Mallow but then moved to Special Care House 3 in Dublin and then later to another house in Meath… And now that is where she planning to remain and go to college in Dundalk… However, I'm still her allocated aftercare worker in Cork even though were 4.5 hours away from one another… All because her initial social worker was based in Cork…More important what needs to be introduced is a step-down care home to better prepare for aftercare rather than throwing them over the edge when they turn 18…Whether that is physically attached or near to current placement until they're at least 19 before entering the aftercare services…

From your account so, its sounds like you're doing a lot of groundwork with the young person… Do you feel they're not prepared enough for the aftercare service?

In a nutshell…. No not prepare its sink or swim scenario…

So, most services introduce the aftercare service to young people at the age of 16, do you think that should be introduced sooner?

I think 16 is ok… But I don't think they're ready to leave care at 18…

And why do you think this is so?

A lot of them are getting prepared for the leaving cert…I'm finding now more and more service users doing the leaving at 20 years old and cognitively a lot of these kids are at a level of 14 years rather than a 18 year old because of the structure in place…We need to have more input into the understanding of brain development and incorporate that into the residential centre's… As the current situation is that they're not able to cope or manage… I have a child there who not ready to go, like the team know it and the child knows it but management are saying she has to go when she is 18 we can't hold the bed for… Rather than thinking this has been her home for the last three years lack of compassion there…

Do you believe there is a lack of compassion in the service?

The majority understand and can show on the face some elements of it but in the end of the day they have a business to run… There is a financial gain there by simply 'get them in…get them out'….

From your experience, how do you balance your professional life along with your personal/private life?

I put on music on the way home… switch off… radio comes on the phone is turned off on the way home… Its testing at times… I see the importance of downtime and I must allow myself that time in order to return to work and be there for my family… What I found hard to grasp before was that I am indispensable and can be replaced… Were all a number in the end of the day…

That's in the present and now but were you always like this or sorry I will put it this way… What advice would you give younger ***** when entering her first day into Social Care…

I had so many occasions of work burnout… However, for me it was the educational side of things gave a realize so when I returned to do my Psychotherapy it encourage constant reflection in my practice which I felt was lacking in practice up until then…Help me put in boundaries or break down and try not to be the people pleaser whereas before I would have followed the group… Even though inside I would have this conflict with not agreeing with what I saw or was doing but didn't have that encouragement or believe to stop or change it…There are times where I will go above and beyond the call of duty but now it's my choice rather pressure from the team and management…This would help if we could have a more flexible rota approach where we could build up time…

So, your proposing introducing evening and weekend work to suit the service users more?

Would love for it to come in…

Why do you think there is resistance towards that?

I think people are comfortable with the 9 to 5 Monday to Friday and I enjoy that as well but I think we need to develop the aftercare program into a 24hour service rather the set hours…We in the team always talk about the Friday call at 5pm… the service user is about to be evicted or their having dispute and your there 'well its Friday I talk to you Monday, you know'….Its bonkers when you say it like that but that the way it is…You can guide them what to do next but they want that contact and want that connection but the current services has a schedule on that…

When it comes to trust, do you think your practice allows for trust to grow between those involved? You answered some elements of question earlier by saying you trust your team in the now, but I want to refer to when you were in Special Care House 1?

Not initially… For me trust grow with safety and I didn't feel safe on the floor or within the team… I felt very used and misguided and didn't always receive support from any level…Really took a back step, wouldn't make a decision left others have the say on how things were operated and didn't feel safe to speak up…With that couldn't trust in myself to make a decision and followed others lead…

There was a harsh disciplinary mentally… I remember my one of my first things I was pulled up on… I was asked to monitor a child in the quiet area… At the time didn't know what monitoring was or no one informed me what I was exactly to do…Sure I was talking away to the young person and having a good conversation but then all of a sudden I was getting hand signals to come out… and was asked 'what are you doing talking? There's no talking!!!'… Constantly having that conflict inside myself and nothing was explained in induction or equality from my education nothing really prepared me for that… I would like to think that has changed and I believe it has but I don't know if its case that I went through that so I can see it sometimes in new staff workers I don't know but I do feel it is encouraged more now to talk and reflect…

Most the timing element of when there was management style brought to the unit and with that the old stock of staff members leaving…100% that was it for me…

Very difficult in special care as there was a feeling of them and us… Expected to have a rigid approach all times towards the kids… They saw you a part of a collective group rather than an individual and that if they disclosed anything to you that you were talking about as others in the team… The change of management help but more importantly the involvement of them encouraged trust… No involvement was the main reason for us there that trust was to grow during that time…

Continuing to evolve… Build more relationship… Transparency… We must have a bit a 'fucking' laugh vibe to it as there is enough misery out there we need to have a laugh…

No…… No preparation… Was interviewed at 12pm on Friday and was offered the job at 2pm and then asked to come in that night!!! It was bizarre wasn't given much of an induction was basically told to shadow staff…Was appalled and shock of everything that was going on…

Oh, it was on reflection should have run for the hills than but what it was for me than was for me at the time that I wanted the job…'A real job' that I was willing to turn a blind eye to it… Even when you're coming up to the unit and the kids were shouting out to what they were going to do to you, but it was ok because 'I'm now a social care worker'… Somehow that was going to protect… But I really wanted to prove myself… I was a lot younger and I wanted to be the best that anyone witnessed…I wanted to prove to others that I could do it…

Ya I know my family life took a hit alright… Shift work didn't help working most weekends… On reflection there isn't a lot I would change but maybe wait until my kids were a little older… I learned my way by asking questions, studying, reading and trying to figure things out… Brought a pro-active approach to my practice… I wouldn't have lasted without that…

Oh yes….and they didn't last the pace…. I supervised this one staff member who was academically brilliant knew all the theories and was very intelligent… But I had to tell him go out onto floor and talk with the kids the books don't talk back!!! Where is now the induction process is far superior than before… More open-door policy… We still prepare new staff them when they come in rather than being prepared to enter the field…

Well it's hard to put bluntly like that but if we didn't have an extensive induction and left them to their own devices… They would burnout far quicker, more mistakes would be made and there would be an extreme high turnover of staff….

Note the Interviewer is highlighted in red and Participant is highlighted in grey

Completed on location with Pat using the OneDrive Transcribe Option. Pat was on a tight time frame as currently on shift so prior to commencing the interview both agreed to stick to the direct questions. Highlighted in red is from the Interview....

Right so I graduated oh CIT in 2010 with my 11 ace degree in social care I started working in the field straight away through an agency worker mainly with children in residential centres the odd time in the disability sector that led me to work in fresh start and I worked there for two years which didn't have fun memories there and has led me to my current employer my current role who I've been with for many years now I was promoted to team leader about three years ago and have had a range of children from the ages of 12 to 18 years old and the children will be considered one to one ratio basis mainly delegation applications for the other twelves are not made by this private organisation as they're not teams quick turnover for this company.

On reflection of your academic learning/training, what have you found beneficial in your opinion along with what you found unbeneficial in your practice to date?

On reflection college I enjoy college enjoyed an awful loss would I think anything was beneficial course white module eyes not an awful loss and I quite enjoyed sociology I quite enjoyed aspects of law as well could I remember most of them no most of my learning was done on the job placements word more beneficial I find all the pending work placement urine. otherwise not the only training I could say that would have been more beneficial than iPhone beneficial to my practise was TCI Anne yeah TCI would have been would have been the best one I've come across gives me techniques other than that just started using my own side of things as well didn't feel there was a lot of practicality in the course. I got a copy of the assignments from a person at I shared a house with from two years ahead of me insane course of course the same questions were worth from word the exact same so just copied not word from word of course obviously but would have been caught but always contact mark.

Could you elaborate how you would go about building a rapport with a new service user? You can use previous experiences.

There were four was with a young person look there's some people you will get on with and there's some people you will not get on with that's part and parcel of this iPhone for me I was OK I got on really well with lads who are very supportive or like sports teams in particular um young people were mad into gaming are games I got on one of the certain extent not always case the ones who were into like some rap music would not struggle but would find it difficult to find that commonality or common thing. I found working with young females to be quite daunting and difficult at times because there are certain conversations you have to be quite conscious of you know that they might be able to go in and talk about because you know they might be comfortable being with a male and equally all you didn't feel comfortable talking about it as well at times. but you have to be there for the young person building up a relationship wanting in particular that I just can't get over that a lot of people don't really seem to think about is time we hear about it we hear about it and bus sometimes it's not really emphasised that time is very important. I think of children as energy bulbs you wait for them to warm up rather than you coming down to them leave them showing rather than you shine because if you shine brighter than them then there's no energy for them that's what I usually come up with my conclusion. Yeah

Do you think that your field of practice has changed or developed over the time since your entry into the sector?

Do I think practises changed or developed overtime well I have? I had to adapt I had to learn how to look out for myself sometimes you over exceed yourself for a young person I or even over exceed for the team as well there was this gift that you have round the team that you feel that if off I don't go in today I'm leaving them in the **** where I shouldn't be the case you should be able to look out for yourself. it's hard it's hard like I said earlier that the ball pit would have after a couple of days that it was a real ball of anxiety inside your s***name retracted***ach and you know if you are in a dark place you know that that was something like especially my early years in social care I as I said like I would have been in the pub I would spend more time when I was off in the pub rather than looking for activities

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outside of this or looking for things that recharge my batteries or something that would you know benefit me to help them. and unfortunately I have this work ethic or I said I got from my parents that's you know I want to do well I want strike well probably wondering main reasons lamps probably still in this profession is because I know that I'm quite good at what I do I know that it suits me but that's because I see I realised that it I released that in order for me to start working and photography working in here is that I have to learn myself into the role without myself be who I want to be in the role I didn't I didn't I wasn't this robot you know if I was ****** *** I'd say it. has it changed overtime I don't think so? I think some aspects I think some aspects have changed policy and procedures that they change like the weather that changed quote so many times it's ridiculous I already believe in them but they do they are there for a purpose and I understand their purpose bus already believe in them and I know I'm not the only one who's who was in the same boat as that. inspections are a big thing though that I've seen over the last 10 years inspections are more plentiful more frequent and well obviously June Corbett and through other things as Well and that there wasn't many but they even adapted that to like you know you have your you have your interview over the phone right around person as well and that in itself is actually quite daunting because you know you know the answer you know you know your job Bush when they ask you it's out of context or sometimes you take it over context and it's quite daunting and you're worried in case you get the wrong question or you get it wrong and it's quite worrying it's quite it's quite horrible and all I can say Alex at the moment is that as a person in the field for quite some move to time now at this point in time I'm experienced I know that this would pass the defying would be grand or not conclusive stone but if I was a parcel coming out of college for the first time I can see why inspections are very careful I can see why there are horrible I can see why people **** their pants for it.

Empowerments PowerPoints is education show and so on what to do rather than doing it for them does it happen in care now no power it doesn't happen we disabled people rather than enable people. Parliament's when I think of empowerment educate it um is a big one it's big one educated as a big one also encouraged to try and fail…

Do I feel that I cost adequate support when I first started those first two years no not at all no guidance very little but I was quite fortunate I was quite fortunate that the kids that were there at that time were not as challenging the staff themselves in that place I was were partners they will come to the end themselves. a big part of the culture that would have been inside the house at the time was a lot of ********** or pointing out what other people did wrong no mistaking their own responsibility no one was looking at themselves or reflect another cell source speak I'm not like doing me but if I'm going to be truthful I was young I was naive I was green that's what I would say support start a common for me when I started asking for it and I start seeking first. I'll never forget the first time I actually came across a manager who asked me was I OK I think it was four years into the incident professionally I was often even I start in the new place and I wasn't there I was there about a year and I wasn't in a good place first knife was not in great place at the time you know I was heavily drinking off lots and few other things as well was going on but I wasn't in a great place but I'm still going to motions come into work if you ask me who are the kids there at the time I say I can name one because they stayed on afterwards before thus having to and I'm sure it was two or three kids that were there at that point in time Anne the voice the manager asked me was I OK I remember kind of looking at him kind going yeah I'm OK but this was a different are you OK? when she asked that I kind of tossed no I'm not OK and then when I said that I was like OK I'd start looking for help. I never forget it she turned her own she's like right OK let's go for a coffee now we were able to there is there is the kids were in school at the time and so forth and she had a lot of paperwork as I know not to listen and I stop do as well but there she was like not forget it just drop it let's go and get a cup coffee so we went down to the local coffee shop and what ended up to be probably one of my first proper super vision's even though she was my supervisor at the time habit and I learned more out of that one hour sitting with the manager there at that point in time then I learned in that would have been within the three or four years in the field and then four years in college so that would be six or seven or seven or eight years in social care alarm or not over than I ever learned I'm changing that was because to start looking at orders needs once and so forth start looking at your own as well to help you which was missed… Do I guess support now guidance yes we do thankfully both we have a good team at the moment task can do their fairly experienced there they can do it themselves we trust in them to do it themselves um we haven't had a difficult time no in a while so it's quite if things happened was there be any way difference I'd like to think I'm confident in the team I'm confident. I come across times where I have been told from people above my position saying fill that shift with a body not a person a body what about the working claims actor would ask an awful lot of time don't care at this point just finished that's what they would say you are a person calling your den the person calling for staff to fill the shift because if they won't you will have two more than likely have to fill it your stash lodger self so you will use every start tactic you can to fill that techniques I've used in the past is the kids ask for you specially

are for relief staff this could really help your status or encourage the chances of you get a full time contract of later you help us now will help you later tackling tactics were used anything once it got the shift convert all you like that I'm not going to lie about that.

How would you empower those within the sector if you had the power in order to do so regarding your work colleagues and the service users you come across?

Was in power doors trust in them. no there's more to it of course as well there's trust has to be built there's showing that rather than doing things from for instance I for me I hate the fact that I still have to go and watch a Childs cause our actual child a 17 18 year old who is about to go into aftercare and I have to go wash their clothes there is no learning skills and that there is no life skills there's not empowering that's Foster and dependency they just you know it's so frustrating and that sense. we have to do it ahead and like in times we have to do it because it's a hidden safety things you know cause cleanest hygiene so far there's a huge emphasis on that if say someone is unhygienic were depriving them of Verizon were being neglectful abusive or something like that and it shows first active we don't want without me shorter hygienically clean or so far so that's why you might have to go into their bedroom clean and watch the polls and aw it's so for me that's not how are you actually think we're actually doing about the service and assets. However there is a bigger focus on what you have done wrong rather than what you have done rice your remembered on your last mistake I've seen create staff members being stripped of their position due to a misjudgement or paperwork not up to speed it happened to me once when I misjudged the call of the young person having a phone call at 1:00 AM to their parents to defuse the situation I was informed that handle her to following warning that this was not protocol and that there will be an investigation in my malpractice from previous records. I had a meeting sat down with the regional manager and discussion was hard um now thankfully it didn't lead anywhere but it was on my record as a disciplinary factor and it was done as written record. In professional meetings they just ask questions around what you have done to this point but really don't take into consideration your opinion about what should be the plan going forwards sometimes they take on boards other times not really I would say that they are listening to a point of your view and will dress it up that they are taking it on board but in reality when you peel back what they're saying is your plan is really their initial idea at times and I feel like **** it what's the point at times have often come out of a meeting and going well that was a waste of time.

What is your opinion or views around the purpose of policies and procedures in your field of practice?

Policies and procedures as I said already I don't trust him I know they serve a purpose they do serve a purpose there's no two ways of voters put the weight do I feel like get benefited with their purpose and service no because as I said they changed the goal so many times they move it so many times that alternative changes there's an amendment made her arts although to piece of legislation apparently some the station that we don't really like it's not relevant I find sometimes they're not realistic on the floor point in case another site nicely has to be completed within 24 hours after a serious incident. so you're telling me that after a child is after breaking a window or potentially after assaulting you saw another person a young person or whatever their rage during all the same things and you are going to go and cheque them and used a LS oi formatting so that they can learn from this behaviour? no that's not realistic especially if it happens late at night plus as well you the person yourself are actually spent you are you're wrecked your you're knackered and you're expected to go and have a civil conversation with a person who's been calling you everything underneath the sun at that point in time probably punched kicked bitten everything whatever you want to put and you expect the turn Roman state want to learn this off notice. and like I said before like I said before you will guarantee you better get it done because if you don't the following morning that would be the first thing we asked where is it is there and I will say I'm doing my manager at the service and that it's not always my manager who is kind of like that I would say that honestly truthfully it's more of a social work department would be like that every the ones like saying where's the other side where is the plan word to practise words the working on the side of things as well so in that regard I think that policy procedures need to be reviewed an awful lot and looked at a lot more. I've had to do paperwork at two or three in the morning after serious incident because it says in our policies plus I know that the first thing that would be saw how far in the morning is a record of it so I couldn't be asked not to do it just want to get it over the way know how are you or are you OK but where is the seen this is something that I would have really come across an awful lot and in particular my first two years where I worked currently where I am recently I've witnessed it I've seen it have I been that type of person as a team leader I have I've gone in that way because over my head they would be looking for it as well but I would like to think I don't give that off but I hide witness yes. They changed the position of the call so many times I don't even really know what to do so usually still go in my judgement and usually seek guidance from those I trust down the team if needs be even refer to policies but that is a rarity and to be honest I right I trust them because they changed the author they now even when it comes to a student combination for the

first time I leave and guide him towards a policy and yes this is what do but I still give a voice of lots of corrective procedure and not always show them how to cover their *** that's usually a bigger one I usually show have covered her ass that's a big one.

For its 10 years I would like to see I would like to see people give him more of an opportunity to trial things without a fair of there being punishment. there is an accountability that constantly ringing through our areas risk assessments risk of forces and so forth and yes they are very important and yes we use list if they utilised property there beneficent but we're encouraging people to depend on a system that is flawed depend on the system that those have cracked that those have issues an assistant that can be quite times very rigid although we need the grey we need we need the flexibility and with flexibility you have to trust in the people on the floor as equally those we work for our work with. And clear guidance…. If you ask me which department they work on the right now I would say all depends on the day our situation so erase I could be linked in with the education department if my key child I'm ringing the school or following up on their education programme or if they were looking into the aftercare process and so forth along with the judicial system I could equally be linking into child protection if I fill out see part or if the kid is after stealing how are nice representing Court of course I should say yeah could be any under anyone of those departments.

My professional life and personal life. when I entered into the field for first time we were told freshen boundaries professional boundaries professional boundaries and professional bones were don't talk about your own personal life with the kids don't give him too much about you don't tell him what's going on in your day to day live you have the kids that's it they're not here for you. and I get that and I understand that we're here for them and Anne are rightly too but if we want to build up a good relationship with a young person or any person it doesn't matter who doesn't have to be a young person there has to be a give and take we're told in TCI that there has to be reciprocate with the person as we give and take and you know if we talk about other aspects just like another thing that they did training would also is called positive behaviour support that you know you have to get credits in the bank and we're supposed to be important positivity into their motional bank account rather than taking up deficits or are made money out of it supposed to be so then that I'm off where they have to conflict and deal with things that they have more positivity in them and that's why I understand another boat what about you for me my emotional bank account was empty and empty very quickly I've seen people emptied and emptied over again and it's a killer I've seen many good staff leave I've seen many staff be ridiculed or put down or for pretty much good stupid stuff. When you finish shifts it's a great feeling or matter what had happened and if you are going into a tree or four day stint off its brilliant it's like a mini holiday however when you're on your final day of your time off and you have a pool in your s***name retracted***ach that you believe you are sick like physically sick I often when driving to work some days I prayed that there would be any reason for me prolonging my journey or reduce my actual time there on the floor with the children wishing there was a crash on the road roadworks at delay that way or even if I had crashed myself up so I wouldn't get gone are we going I'm not serious of course but any fuse often thought of us. I just finished handover at 11:00 AM even though my shift just be finished attending yet but be home roughly for 12:15 and would be in my local pub which was in the city centre at the time at 1:00 PM and will be there after closing especially if I had a next day off and even if I didn't what still pushed out a little bit maybe. For me it was when I start it after that meeting with that manager that I started looking into myself and looking after myself that I was allowed to bring aspects of me because I'm a good person I've interested in tarts and beans and you know I've life experiences well that could have the kid or help anyone especially certain needs so I start bring that in but then you have control over that you don't have to tell the child everything about him like I'm originally from cork so I have a strong cark accent when I first came out in the field I was headed bent on telling the button or where I was from that when the young person's her insert all your from car can I be like no I'm not. but they would say yes you wear you from car coming to your accents and you would like no I'm not from work don't try to it and I'll try and mask the accent how is that a real relationship. as I said earlier at times I felt I was quote emotions I felt like a robot a lot of kids I remember the ones I had good relationships with some of them we did not have good relationships with both their other kids stop I have no affiliation with I have no idea what to do where they are and not that I don't care but it was because that time in my life is that I was a robot just going through the motions.

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Is trust allowed to crawl no on an individual basis there could be some ways I can say yeah it was successfully trust was another girl and usually there to successful cases there's also extra cases I've come across are where trust was allowed time was given there was trial and error you know trust was given would I say this across the board no as I said we were in a place where you know like we don't trust the kids don't trust the kids a lot of the time for me I'm very pessimistic because of this profession I'd like to say I was a very optimistic person voice it's off to make me into a very pessimistic person there's a little dark since you were in social care as well that you know your little dark and that's why I think as well but its parent parcel. We want the children to trust in us for year we cannot give any trust back to them it's ridiculous it's not fair it's not real like will I trust someone who didn't trust me no so why do we expect them to trust us but yet we give nothing back it's something that's always been something is being something that's been inside I'd like to think I give a lot more trust than I actually believe in transport yeah it trust is a big problem a big part of our line of work.

I think more exposure to what is going on in this planet work them out students who have come across who still don't have a clue what it's like in the field or a clue what like in residential in particular I think that's a huge one more modules need to be more practicality that they need to be more suitable to the field I understand some theoretical aspects I understand why there's some modules there I get that but like all honesty all honesty I kind of asked for life of me understand why there wasn't more emphasis on practical skills such as TCI professional development supervision when we had like psychotherapy psychology's like whatever they had so many cycles there was more emphasis on those theoretical side things rather than the practical side things other than for me the practise of practicality is more beneficial.

Do I feel I was prepared no as I said my placements gave me a good night of what I was potentially going into the courses are the modules or the subjects that did they do that no not at all I felt in personal or professional development whatever it was called then and that was that had an opportunity to give us good tools of how to look out for ourselves I will admit at that time I didn't take it seriously I thought our circle group circuit class whatever way they wanted to I didn't like it I thought it was evasive they're asking you certain things that I didn't want to be sharing with the group I'll never forget one time in particular that the person who's lead at the lecture said that if we had not shared that was fine that is okay if you're not in the chair will move on and no I'm a person who will happily say what's on their mind but if I feel that there's not that I don't see the point in saying it or just repeating myself so I was like alright this could be work this could be quite good I'm awesome there's been statements and I look and there she is looking at me saying do you want to add anything and I never forget it was the first time I actually raised my voice my reacted and I just said I just told you I have nothing to say you want me to say something for the sake of it so it takes your box tell me to do that but order not leave everyone said everything that's on our mind I've nothing to say and then she started asking me about my anger issues and so far and I was like I have no English but I said this place ****** me off so yeah I just think more practicality side of things should be more sense looking out for one says or having someone who can actually facilitate proper group supervision that would be good person.

Transcript... Ruth...

Note the Interviewer is highlighted in red and Participant is highlighted in grey

So, thank you very much Stacy for coming on this interview with myself. It's just for me. Research in masters and I've sent you on the consent form and you find out there's no better just want. To remind you as well at any point. In time that you. Want to retract from this So thank you very much ***name retracted*** for coming on this interview with myself. It's just for me. Research in masters and I've sent you on the consent form and you find out there's no better just want. To remind you as well at any point. In time that you. Want to retract from this interview process? You have total authority over. That even after the interview. If you're not happy with it, you can at any point in. Time you can. Retract and take away. Whatever you discuss here as well also knows as well that no matter what means or companies or organizations that you had treasure, experience, that name will au***name retracted***atically be retracted from us. And also wanted to make you further clarification before I submit my process or money and my thesis or anything I will be giving you a copy of what is being discussed and anything that you've been used will be highlighted as well to make sure that you're happy with what is being said as well later on. So usually ***name retracted*** just make sure that you're here under your own free. So, you're not under here under any duress. If you could confirm for the record.

I can confirm for the records.

But also, as well as there's usually at this. So usually I have I've my 12 questions I've set up. That's where I'm going. Goals or I do ask probing questions after that now. We don't mean. To we hear the word probable question. It's just that if I see that there's any team that's more benefit and I'd like to see if there's anymore. If you want to disclose at that point in telling you where you can if you want, and the only reason that I don't have any of those extra questions added in is because I can't predict what's going to come up and. Also, as well, and yeah, pretty much that is usually at the start of these interviews. I usually ask for the record just to show you that I have my criterion mess that I have set out in this research that you need those criteria. Can you please just give a little brief description? Where you start to treat your education placements to your first time in social care over your current role as well. If you. Wouldn't mind ***name retracted***.

OK, that's 20 something years. OK, so where do I start right? So, I enrolled in. High school studies in social care in CIT back. In 97 was the year that I started. Yeah, so and I would have obviously done the three years there cause at the time it was a three year and then year 4I would've transferred over to WIT so I. Finished my degree WIC and because it was parasite. So, so it's usually better. cause I was able to work at that. Time this was going to start working in the. Fields in 1990. 8 and have started off in the disability sector. So, we worked in a. Respite Centre for. Children with disabilities, and so for younger children with disabilities, and it was basically settled with the goals of charity and I would have done weekends. Work kind of there at start and then shortly after that. Tesla Battery once into that I was I was joking. Two jobs. So, they started the group. Homes in. Fetish, which is obviously the mainstream residential, so they had they had three different kind of services there, so they had two mainstream residential and then they had. One high score juice and soda start up in the mainstream residential there and then progress up to the kind of. High support unit and. Yeah, so that was kind of that's where I started. I stayed there for about 7 years and so that was kind of the first part of my social care journey. In terms of that, and I obviously would join the fast food places attracted to college, that's my first year. Patient was an absolute disaster, so so it would have been. In in, in very doesn't come in and I. Was very new, as in it was, you know it was the January he did the six-week placement in the January for your first year and I would have been put into the senior unit in. In fairness, at the time some kids were about a year younger than me, so I find that very challenging. And just even in terms of the amount of supports and supervision like offs as students left and left on my own with kids and things. Like that just. So, I would have considered dropping out. Fix some stuff stored under the course after that. So, in that. Case the supervisor at the time he was. All new to Russia and the. School start with her kind of four at the end of the year. She would have encouraged me to take on less. In basement in second year, as in the disability sector. So, I I would have done my secondary patient there for three months in the Nirvana Centre in Park and without disabilities was. Like a workshop day. Thing over here really enjoys house and so I didn't end up dropping out. Of course, perjured in my placement was facilitation in the rules, and so we've all seen in college. You know X amount of days per week and the rest of my kind of placement errors in the reports and where I was employed or whatever, and So yeah, I did. Double edged group homes for base and after seven years and I did a year in decision services for adults because I wanted to travel, and the money was great. As a host, parents there again find that very challenging in terms of you're in the House on your own. With, you know, six mail out of up. With, you know quite literally, this was the first major thing would have opened as part of parody. So yeah, so it's very much trial and error Kind of with them. And again, as I say, you have been working on your own and they got quite challenging. It was into the first three months of US and them or those who came to the house. They would have given me an assistance and that we worked with me.

Kind of in evening so they would work through tonight with me every evening. And then assistance or another Congress, yeah, but this system was. That, like a qualified social care. Worker so I don't know.

Yeah, and so yeah, he was nurse. Yeah, so they would have been placed him and he was a specific heat, so he works five days a week basically. So, in the Evening Times, just to help, kind of with the person here and things like. That cause obviously it was all female staff and so he was a lot of personal care pieces. So yeah, I enjoy this fast, but it wouldn't have been a long-term thing for the weekends. Very difficult. I mean, you went in at 3:00 o'clock in the. Afternoon Friday didn't. See the location of the.
Monday morning, like and you were there by yourself all weekend.

Well, yeah. Like I, I suppose you're on your own 7 Presidents, yeah? Like how did you manage that like? How how did you? Like get out in the boat how?

When I had the space. Space wagon, so let's say. It was very structured as. Well, for the weekends there in terms of like Friday evening, you come in two hours importing or finished workshop. So, they went to a workshop every day in two hours. For that you got finished

and we get the. Shotgun for a week. You know you get all this piece. That you know this and maybe she was treated and would have gone home to different people.

OK.

And we can. See, you wouldn't have the whole lot of them for the weekend, or you have them in drips and drabs depending on what their access arrangements were. And you know, and then like Friday nights they had, there was no proof. That they were going to take food and drink or anything like that. In English and yeah, they go down. They have the gas is setting. Up, they all have their own little Parcels and money and whatever. So, you sit there, and you get food with it for a few hours. That was kind of frightening sale carried and says, well, very good to organize events for them at the beginning. So, they might have a disco on a Saturday night. They might have a large team meeting already. This is the result of something organized because it wasn't the only house that we made house, but they load the female sister houses around stone garden. And so, there's always something. And then on a Sunday then it would be a case of they know where did not stay away from me really on a Sunday because by Sunday. I mean. My tolerance level wasn't fantastic. So, Sunday again, it was always like. They all have their own kind of tours whenever Sunday morning tours you do the big roll student kind of on the Sunday and then we head off then for the afternoon Sunday. Afternoon, so that could be a trip to the beach and back in the day before. Or all the legislation or the. Positive procedures, whatever they would have all been in the back of the space like I'm going to my mother father size for a barbeque or dad to. Bring my pet, soccer or whatever you know and then passion feet.

And then. She was like that and. How did you find that?

As I find that race in terms of because my dad worked in the same sector so was garbage was whatever I was ***name retracted***d with them. I could sit in. My mother's kitchen by myself without the.

Merge button

Then we head back. We get them ready kind of get their stuff packed up close radio thing for kind of. Workshop and they have their showering routine. And things like that, so yeah, it. Was very hard going with every second weekend.

Yeah, that's very hard, but like you you said there now that you found it beneficial because you know you had a long slog or in there from Friday afternoon and you're on a Sunday, you're born. It's kind of like you're involving them in. Your family and you're. Kind of having that Community kind of base over there, but what was their response when them?

Once here around like would they get excited that pill? They love just absolutely love. Just and they love sales meeting people in general. They're all very kind of. You know there will be even less. I mean, none of them are very severe in terms of the presentation, so they just left the company lot and didn't have any family left. So, the ones that we lifted again didn't have anywhere to go to, so for them it Was like when are we going to see? Your dad or we you know, and they would have loved it, you know? Barbecue barbecue. I like it, you know.

Don't get involved.

Yeah, they were very much involved in defence. Very much part of. Because after my mom doesn't have visitors on Sunday so they meet. My aunts and. Uncles or you know that things race, and they don't come back then and that would be their story from what you did in the weekend workshop on Monday, you know, and then I you know, I don't know. Why aren't you ready guys? Thanks for sharing with Yahoo like everybody.

You know, I.

Didn't do it every weekend, you know? I mean, we plan different things and different things and you know they get and sometimes they get their disability allowance, whatever they. Might want to get new clothes. So, you might want to offer chaplain for the day or. Things like that. Or what we do sometimes is linking. With sister House and they organize, joins, Picnic or something like that so. Yeah, so so they depended on the weather as well as you know I mean so it was shaking like they didn't do well in kind of rain. Or, you know, the limited. Options in terms of what you. Could do Bush and there was good times and bad things, right?

Of course, they can, but like so you did that and then I sorry I didn't hear the news story because you were there, and they put across. I'm so sorry. So, you left that disability place. And you went into mainstream so.

I went to Australia with frustrated for I got a visa for 12 months. I lasted 6. Now I worked in social care in Australia as well. And so, my first job would have been in a Casa slope, which was right beside the beach, so again, it was. A rest right Centre for. Kids with disabilities and they treat different units there, so one of them obviously with the high dependency unit. That's where all the nurses would work, so I wouldn't have worked there per say, but we worked in two others. And again, you have your regular kids that will come in in different days, different weekends, things like that. There were two or three residents that lived there, and you know there was like night staff there. The one. Thing I didn't like about that in Australia it was. That state has other dinners were brought in in cartoons. There's no food in the house, so surely you have cereal for breakfast at station. You might have a few bits there like fruits and stuff for snack children that you must wait. It was at a set time every day.

Find free.

Yeah, and it should open a big general. Teaching abroad and plastic containers. It's just.

Well, why didn't give any reason?

I don't know.

Why you started doing?

Didn't give any reason, you know. And again, it was limited in terms of what you could do there. They had a lot of stuff on site. They said that their own outdoor kind of. Sensory area did their indoor. Kind of play area, things like that.

What I mean, even taking the Delaware costs, which was the toilet, mostly more wheelchair bound, so they would have been very severe. In terms of disabilities and stuff, so I. Would have Given three months in.

OK.

That in there because you obviously were not. Whenever they can't work any longer three months. But when I left there, they applied. They asked me to apply to the agency that the youth agency staff, so I was employed by the agencies. Mostly continues to work there for two months, and then I did home health furbish Which is also.

This all. So sorry I, I just must. Ask how did. You like obviously, once people hold out. Is this Australia still? And you. So, did you ever come across and I noticed a little bit off topic. Did you ever come across people like go back home patina or anything? They were all lovely. That's right. OK.

It was a. Lot of old men invoice that needed. Personal care and stuff and. Yeah, it was just last not nice job. I lasted about four weeks and that I couldn't. You know I had me. Own regular financing whenever Bush. Like I was sent into all people phones. Basically, that's you know they they they've gone out to work whatever new coming for the covers over there like. There were women. That couldn't talk to there was women that spoke. Italian that didn't. Understand what you realize that I mean just. Yeah yeah there was like Italian people. There was one woman. She's. Italian, she's gets really distressed and should be trying to take off her bra. That's very stressful like this. The ships might have only been about. Four or five. Hours, but I first thought.

It was like I'm just curiously over in Australia. When you went there and you had your qualification, will you recognize this social care worker over, or you alight let's go. And so, you were in Australia, you came back. And where did you? End up.

So, I came back from Australia and I ended up back. In the group home, so that's what I thought. Well, this reform is only doing really from the group homes. Then it needs to carry the. Then I came back and I did my 7. Year sit in. Finished angles.

OK, and then better than that onto your current organization during no is this.

No, so feathers are defended for seven years. The director of services and federal sister any developed us own private company and came and hit 100,000,000 for a deputy manager position in a new house in his opening, hitting Kenny and so it's up.

OK.

There is the deputy. Manager, so the DM there for all girls by two years. Then the unit manager. She was always in a flash, ready for retirement. Age really should be around a long time and so she was leaving I. I went for the image posts. And didn't get us and they there was another sister house that's closing, so they transferred the unit manager off down there. Then he went into liquidation. So, the service was botched by Keys childcare in Northern Ireland and they weren't very nice to work for.

OK.

And again, this new unit manager came in and she just didn't generate the team, didn't gel with me. I resigned on the Stack, resigned. And so, they came down from Belfast. The headline came down for breakfast, sit down not for me. The position only for a 6. Week period and then someone else. So, I told her where to go. They came back to me again. Not just. By getting more money, Bill. Blair, we're very sorry we should just ask Outreach Lab. Lab should be. In your position. So, stay there anyway as the unit manager for a bit. It went on maternity leave and was going to turn it. He sent another manager down the whole place went to put as he went into crisis. All the. Kids went nuts. Inspectors all over it. So, heads down so I know how. To come after them so then. I played ***name retracted***.

I mean, if you don't mind. Me just for the record where. Is your current position in ***name retracted*** right now at this moment?

Micro service. For monster

And would you highly recommend them?

I would never recommend anybody.

Well, in fairness, ***name retracted***. Thank you so much for document that an introduction to. Your career so far. I'm very colourful and extensive fair play and you're still here. This is. I see here. Hopefully over the coming consideration, but look, we'll we'll dive in and look even with your description that you've given of where you've gone. Doing this. You've even answered some of the questions are already in it, so that's why I usually ask that as well. But anyway, I had a reflection of your academic so question. Number one, we're going to take on reflection of your academic learning and training and what have you found beneficial in your opinion and unbeneficial as well in your practice? So, like if you can remember back to 1987 when you started in C and then went out to WT and then. You started off. Senior placements and so forth. What did you think was beneficial? When you're in.

Right, so First off, when I signed up to do the course, I only wanted to work with kids. That was always me. Last thing. I knew social care had something to do with that, but I. Didn't know what. Social care about. So, I signed up for a course that I did not know what I was. Signing up for. Basically, it wasn't clear enough, it wasn't. Specific, I didn't know it's going to be. Working in residential care I. Thought more of a Schoolcraft setting. You know, we wouldn't change the world and whatever. Because my other alternative was teaching which I got offered and got away because it was so far away from home and I was a whole merge, I decided I take social care. Nothing better. Well, I did regret that I have to say. So, like in terms of even the sale in CIT as being a branding person going into college. Wherever I I struggled with. The special busy I see in general because the the students in CIC for social care or in is

extra. Jill, I don't remember. What letter was and I feel safe college. So, you were very much segregated from the rest of the college. In terms of what was going on, it was awful I think I had two letters in the whole week that were in the main college, and I thought you were paying it across the park to get there. I'm fine. Yeah, we're stuck over in G block with the wreckage that they're the only people that capitalize on basically, and it was very much unless you put yourself out there to kind of, you know, even go across the canteen like was it was adorable, and so even turns the setup. We were very much isolated from the rest of. The college and. I found I find that choice to be honest, in CS all my friends that I was living within ***name retracted*** More based in the main cottage. I mean they remain. Open between Castle, never like Donuts. 10 minutes. You know, yeah? So, I did find out the schedule wasn't fantastic.

Second part.

And it wasn't. Your typical you think you go to college? You see all the movies and lecture keys or whatever. Then we're sitting fast with like disks that you'd be sitting in in prefabs back in your secondary school. And like this is no. Difference to me in school and. We saw people over there has been decaying Steven US cause the. Nurses based over. Tennessee strange Baseball pitcher opened. Up the same faces all.

Day every day.

Uh, in terms of like the I can't remember to subject my earn in terms of why I know I really enjoyed the subject to play in social studies and I can't remember what it was. I think it was called applied social studies and. That was the.

I know.

Only one I finished that I got any benefit. Of it that was relevant to the. Course in terms of talking about that I. Like the psychology elements of things in terms of like. You know the profile of kids and there was always kind of been stuff. They were really the only two subjects I I like I. Mean I didn't see the point in doing politics law. I know you must understand the legislation whenever I think it was way too bothersome right now, so this should be way more practical elements to watch. Like it didn't tell me what residential care was. Didn't do a modulus supervision and. You know what I mean? Like it, it will just be sent out then in January with very little education up to that point, right? Choose replacement so you. Must choose replacement. Sure, I don't know what it is. And ***name retracted***. OK, OK, I know very best something to do with. Self-care I just win there. My God. I was the only. One that did a basement like that in my year. Everybody added crashes or you know, and and I was like stressed. Out coming off. Of my placement and everybody is like oh, but the great experience went bad like sitting there crying in on interocean. Faithful why am I? He did that in there. She's like no space. That's really exploded. Still scared wanting to share your experience, but fenced it segregated from that. Zone in terms of maybe only do. Yeah yeah. So, in terms of learning ways like us, that's the only module I enjoyed. Beyblade social citizens psychology which is. Related to what we? Do, whereas the rest of those.

Segments and you think it was because of that lack awareness that you like not that viewed. Annoyed that sort of many people who were the same that when you heard the term social care you taught au***name retracted***atically us caring. It's kind of like it's more of a teaching role. Rather than what it's essentially right, do you think there needs to be more hierarchy of what the role is speaking?

Yeah, yeah, 100% like people don't understand. What they're getting themselves in for anybody. That has cooked since then, like. Nice is I know it's like my cousins wherever, yeah, thinking soldier. Told don't have. Recommended this one person that's asked me. But just.

But one of the practical elements you said that it's lacking a lot of practicality insider. Like you, you worked in many places over the years, and if you could, if I turn to, you know, ***name retracted*** saying, yeah, you have an option to put a module inside or a suggestion of what? What kind of practical elements would you like to? Put into a core?

So, bring me. In somebody from ***name retracted*** that we explain to me why daily life the social care worker is. What do we do? What does the residential unit look? Like you know, the fact that it's. Supposed to be a home, it's supposed to be whatever you know. Procedures like talk to me about how to. Solve and what are? The kind of things that I need to know, like none of us. None of that I think. I mean, I got to make. Includes modular training. I was doing homework for meetings. I don't need to learn how to cook. Times I know how to do that. How is that relevance? So now I know. It does come into the fact. That if you are working in residential union but you. See sold carers coming at college. Now and you're like. And you clean and they're looking at you like going well and that element of it is missing in terms of. And I know it was different back then. Turns the residential units weren't as homely as they are now. They were very. Much institutions if you like and. That has a value changed over. Time, but it was nobody. Yeah, no, nothing that I didn't plan for prepare. For walking in door of a residential home, you know.

Yeah, well and again look pretty much for the trend of all the interviews. A lot of people are greens which is like lacking the practicality, you know, and then you come around that lack of clarity of the position. What is it like you still have people come out and you rightly said who don't know what as much care workers about people?

They don't know the profited kids they want wherever I go. See more case studies. One right here is the journey through basement. Of Johnny and someone coming in explaining that. Or, you know. Like TCI, for example, TCI map whatever you know, like nobody told me that I'd be physically restraining kids.

Yeah, no, you're dead rice.

You know, I, I never knew that I'd be physically my kids running for everybody safety. Nobody told me that the behaviours were going to be the way that they were going to be.

I was not prepared for that. No no no. I'm like you. You're not the only one to be saying that. And they're saying that there should be a huge need for these to be introduced. Right? And you are completely not agreeing. And So, what about question two? I think you've got into a little bit about this off stage. It's telling me about how you build a rapport with the when you were indisposed sector pronounce her family, which. Was nice. But just for the record. How could you elaborate how? You go about building rapport with a new service user, and if you use our previous experience like how you would get to get on their sites, and we've come across an awful lot of people.

So, I'm going to use me. Two brothers down with you as an example. So, when I start the view manager. I mean, will you as Bradley teams brand new House, was opened specifically for these two siblings who were feral and they didn't trust the system, didn't trust that and all they could see was their mother was still very heavily involved. We were taking our ********** the lottery. Basically, I don't. Want to do it she? We're going to make your life hell that they didn't know. How to regulate it and how to identify emotions? Six years old. one year she didn't want him, obviously. Taken off her ever.

Since the main piece in terms of Business Report with them is to develop the trust with them, but what they? Needed to see was. I had moments ice, so my goal there. In terms of. Building rapport with those two was to build a relationship with mum and how I did that was daily phone calls. ***name retracted***orrow updates on everything that was happening, and she would have been a regular. Visitor to the. Unit we had no other kids in the units were able to facilitate that keep. In fact, they were brothers so she would.

Have made every Tuesday every Thursday. Every Sunday and we would make a big full service on there and. Sunday dinner getting kids involved. And she's very heavily involved. Another brother, his letter would have arranged for him to stay overnight in the house. Things like that. So, my go to there in terms of vision. There trusting relationship with him was. Please and and that was to treat with them in terms of them. Secondary convinced high school, right? They're all on the same page here. Or they. Might ask me or. You will forgive me or whatever. And it was just a consistent response. I talked to Mum, then they'll be able to validate them until she. Did talk to you. Do you know what I mean it? Was just about getting them on the same page. As to say we're. Here's me. Everybody life better. We're here to work towards reunification with your mom and but this is the work that you need to do. And I was always very clear. With anyone, it's not just about you, it's about my mom has work to do too. She's just like collaborative kind of approach to them, and I suppose that's about it over time in terms of it was the. Case that they were. Bypassing everybody else to come to me because they trust. Was so good there. Then the next step of that, then, in terms of building. The report was stupid that down to the staff team in terms of the approaches to them.

Because there are monster all the time like I want to tell my mom and my mom used to do this. To the extent of where we do. The shopping when my mom goes on her shopping. Maddie early on Tesco's and I caught up very early on. The first thing right. This is significant and the reason that the opposite ends cause across the road from their house and was able to walk out shopping. And so maybe next time. It was probably like so there was another manager in there with them before me. I was there disaster. Social workers were on our status in terms of. They can't manage. These two boys' inspectors had been noticed that Christmas. Beforehand thing won't shut down. Hands me all of that. So, I had a point to prove with everybody. Place was until I had the kids inside, there was no fighting worry about social. It's calling these servers. To like me and trust me before. Anything else will. Find it happens so they must do. Without thinking about how do we? Do that. There was also lost after they didn't like the two kids and my first task was to get rid of those stuff. You know to look at redeployment options. For them in terms. Of there was a priest and said they were. In there about. Two months before I took over as unit manager. There was two months of destructive work, kind of done that needed to be repaired. In terms of you. Know incidents and you know, and it was about the response to the instances at least. So that's. Very much would win for restraint if the labs were get started get escalated as opposed to trying to use the behaviour management techniques, whereas I would have come from a high support unit in federal square. That was our life was behaviour management techniques.

Thing you want to do with going through strange would be sitting there for hours inside the white. Room and. Whatever, and so that's. What I try to do to appeal? The greater the big piece with the two of them in terms of was separating them. So, moving at all it's. Always group them together, calling with very different scheme and calling was the hardest.

Crack was very closed off that things that bit older. Just don't get any anything that he wants to know about everybody knowing exactly. 10 years, so this was focusing on. Him and then. I did what he was telling me to engage column. Uhm, little bit. It was a hard one. It was. It was a hard one and I. Had clips and. They had a breakdown and I got a solid, so they got. You know they tires in my car and I. Wrecked my car. And they did. All those countries were about remaining unconditionally supposed. And that's when I get this onwards. You don't always know when to get it going. At least I can't drive to work, but you have to workspaces like the weather after. Reckon we carry on as I said I can't I have to. Wait, if someone could let me every morning before, which dealers and? She's right, I'm out on Tuesday and she sit down with me in front of. The truth and. Now she she'd say it all around. Intentions only when she support you in this, so it was about just enhancing that. I mean, that's that's the story of the Christmas tree is ready for the first year when Fruit tree Christmas trees ended up out in the front lawn. Year 2 ladies would like to decorate Christmas Tree Christmas tree instead of Christmas.

Oh no, there's many. Challenges in terms of reports says there's. Another kid that convinced. Him that I just this one kid. I could not. I couldn't work or I just was not able to physically separate myself from to be able to work with this. And Amy would have aimed was

very behaviour at times. That's how I said maybe complimenting her. I'm very therapeutic. She's very warm and this card was nonverbal.

OK.

Next was nervous. Didn't speak. The data speech feature.

OK.

Very, very traumatized fires and the first night that she came into the house I was terrified to scare her because. She was black. Should be white eyes. She was, you know, and she sat on. The bot***name retracted*** of the stairs for the entire night. Refusing to alter refused well stairs wait for Sanford goes toilet was just so Oh my God, it was just every traumatic experience to watch.

It was started first.

Now Angel even about 11:00 o'clock that night sitting at the bot***name retracted***. Best headset and things like ***name retracted***. Sure, I just stay. Here this is linking me. English translation came back anymore. She was sitting on the bot***name retracted*** of the stairs. We tried. Everything at this point, now controlling her bring. Her sitting beside her and everything. So, I ended up bringing my leg. Under that morning I just I. I'm not also says to try being authoritarian with her and I was like this is scared. I'm sitting at the edge of the stairs, right, just like just. Try it. Just trust me, just go out right. So dynamic I went off this now. Get off Sears now. You know it wouldn't be my normal. Protein effects all afternoon. Whenever any user cheese and I'm like why. Would you try that?

We must.

cause that is you? She looks so terrified she was so scared. When I come back then. I think she. Knew she was the trigger for me because it Was just the way that she carried on, just quite sexually. And when she did talk like she does this in front of such multifaced scrap, he could just not even for things like that you know, I mean, I just came downstairs one morning as well and Larry was on shift. I'm sitting inside the office and everything. Busting through the door ringing. The face he's like I can't. Yeah, she hasn't come from Chile. Opens the office door and she was outside in the hall sack makers which is a pair of. Red Doc marten boots on him. Yeah, so she was that kind of tight in.

Yeah yeah, yeah.

My pants I just lost the table and. So, I find her very, very difficult.

Sorry I couldn't pick up a report newish, so she's sick. You're just managing your stress levels. So, it would like if no, here's the thing that happens like you were probably like what 1215 years in the field? That point? If that happened back when you first came into the field, would you think? How do you say would? You would you stay with that person that wrote, that's fine.

Probably would've worked through because of the experience that I have. For one, I know we don't have. A tolerance for this. I don't I like I when I was in the disability. Sector for a certain amount of time. I like this, but. It wasn't for me I. I like. I don't do in the personal care thing. I don't, I can't. I'm I'm. More of a give me a kiss that she told me again. Over the disabilities I had.

And you have people at the office, and here's what would you recommend that everyone should try something at least once before they make a conclusion, rather than saying no.

Yeah no I haven't.

It's not for me.

Yeah, no I did not. I deal with kids in severe disabilities. I did it with you know your mainstream kids that can function fairly. Normally or whatever. And I did it with the adults. I did the Fed. She's very little snow, yeah

I'm jealous. Yeah, like you know, a lot of challenges along the way, but a lot of happy memories as well in here for me as well, because like even there where you always kind of seem to like when you talk about even the negative. Stories there, you know. They said two boys that we're talking about their fairer but he's so he's. Saying this, charming. Way that you were mad about him as well. Exactly, so it's. Lovely to hear that as well, and I think that's probably why you're still in it. Even though I started this you were like, I'm still here. You obviously see for good inside that. But everyone to question three and again I think you've answered a little bit. But just for clarification, do you think in your field of practice it has? Changed or developed? Over the time, since you've entered and I think you already answered, you said there has gone more homely. It's more therapeutic compared to where it was in C institutional settings.

Some more regulated channels and that's the change. So, it's more regulated, it's all about regulations. It's all about standards. It's all about policies and procedures. We thought about to stop. It's all about. At this moment in. Time it's all about how can we? Get you over time. You can see that it's become more regulated. I mean, I remember when there were inspectors coming into me in keystroke errors. I never had what was his name, so Murphy, Eddie Murphy? Was his name this from? My first nicest man you'll ever meet in the world. Like when you look at the stuff that I had in place and there compared to what we have in place now. I mean, I just really wanted to know like the kids were out back smoking weed slowly as the guy yelling, they'll come back in when they want, like in terms of even notifications around stuff which is like Jesus Christ. And I think back to the days that we were like I think that's in my time in. The group Homes and FedEx, where I had eight kids in high school. To stop. You know it's just over. It's very highly randomness and the rights and the kids have changed. And like we've managed 8 kids inside the rules. No problem all into the bus. On Sunday that's buffered sister vessel. For today we have picnic with fish, and we do whatever now. It's like 1 to one. Our children are big behaviours and the kids like very like I work on the group homes for years. Yes, I did do a lot of restraints, but that's only when it moved over to the highest portion because of their needs. But in north. Main Street I, I say I was in the group homes. I'd say about 18 months before I saw a strange.

So, are you saying with the over regulations you think? It's been beneficial, or it's.

The regulations they do. For you need to be in place, but. I do feel that the the kids are. The type of kids so I don't know why they're not intervening quick enough. Or is it? The wrong places. They're putting them into like faster. Like me. I don't know if they invested a little bit more and faster and in terms of how they do other pieces, I think now it's. It's just, ultimately they're not really trying in. Terms of its like right? With residential to know to mean like they're rather more of an emphasis on faster and even the group homes. Well, it was a residential unit. It was more like a foster setting in terms of like lot of kid's families lived in 10 minutes, so they really want sleep. It wasn't the be at home all day, it was just. Plus, you know anymore as I think there's more emphasis now on. When the behaviour gets so bad, it's just. Residential that they won't try any other options.

Like separate them from the family. Take away walking.

Yeah, yeah, it's yeah. It's just so even though I think they need to kind of look at the prior to coming into residential if you like and but the sector has changed. In terms of the regulate regulators piece.

Like even put it this way, you said there when you know when you were displaced. Response from parents, basically.

Yeah right no no no Jesus no.

You won't be lonely about it. I'm not sure.

That's a disciplinary offence. You can get software that can get stroke up for nothing. We're on a register. Right? Like that could dust***name retracted*** you. Dust***name retracted*** your career in terms of it being a CPO, correct basically. Yeah. So, like even doing something like that so humanely and its great incentive. And even though there's right, there's more justifications like that. It could wreck your queries, right? Seven core comes in and. So far, but you turned around there. And you said, and when it came to regulations overcame regarding total inspectors. You said commentary like saying how? Can we get you? Is it you like? What do you think do? You think the inspectors are? Always trying to catch you out. It has. It wasn't my experience. Up until maybe I moved to regional manager management role so and I include. It rolls. It could be a personal thing for me in terms of what we're experiencing with the inspectors at the Minister that's fresh in my mind, but I think. Back to the times right. When I had regular managers, son they changed obviously assistance. We just have a manager coming in once a month, sit down and have coffee. If I am. Do do I ever right?

With any action blah blah blah great. Shifts pick up. The phone would be ringing him like hearing the sole person queer doesn't. Last night, so I did. All that and you know, and it was all brands and great rapport with any of the managers that I worked with. Even before coming to passive care. Never an. Issue and then as soon as. He hit regional managers It's like I remember sitting down past when I'm being promoted. Screening is going to be taking over and he was like. I'm happy for you. ***name retracted*** would have been devastated now for the House. I don't know how this is going. To cope without you. That's still managed to maintain. The relationship with him as a regional manager because my house is for debut, I had the great managers. He loved all my managers, whatever. And then delivery came. Feed into that and this is very underhanded stuff that he did so that kind of annoyed him and then they would associate back with senior management in passive here and it all went downhill after that. So yeah, I. Think that like since they changed the monitoring, we don't have the most contact with the inspectors anymore because you just have my kids. They're my quicken is your point of contact. Send updates so I don't. I would people asking numbers before I get paid more for and ask the question. Wouldn't think about that captions. Have not record conversation you'd recommend something to you or whatever. There's nothing that's gone.

So, you think the human element has gone into service and you see because over regulation that when it does come to inspections that it's kind of like tick the box and like how do? We catch you out of.

Yeah, yes, that's what can. We find yeah. As opposed to what he did, which is.

What can we find this version? So, we also get the negative aspect. What can we find this wrong? Yeah, and like as you rightly said, like this is human beings, there is going to be. Negativity, you know, like and. You do think that the inspector should be there more of. A support role like how? Can we support? You through this rather than, as you already said. Let's go there quite often.

I think that's a great thing. Joining the private care thing.

Using their anti-privacy care Yeah yeah, work for. I'm bored.

Privacy, and I think that's what their interpretation is, so you know we're there to make profits off this as opposed to their own. Hated the answers. And whatever, and I think. cause they read if you read any inspection reports online, you need private sector framed completely differently too. That was that was, you know, so there's. There's a lot of. Consistency across the board in terms.

Of what they are expected to be honest. Well, flying again look there's always that divide between public and private. And you know what the public needs the private because to Jesus Can you imagine? Like the non-public.

Yeah, yeah.

Well, anyway, so going across before and I.I think you can. Descend into a. Little bit boss just for record. What does the term empowerment mean for you when it comes to mind?

Apparent means giving confidence to people, I think. And not for services is this. Was me, you know? For staff for. I think everybody tends to focus on the. Negative all the time and it. Says like you. Know what someone said to me. When I come. Your first exactly. Just like you're only as good. As your last mistake, ***name retracted*** and. That was part of my induction ***name retracted***. Yeah, so you're only as good as your last mistake, so it's like it doesn't matter about all 50 million people that lived on race and she cemented

that when she didn't pass my probation because of the colour of the curtains in the sitting room and. Right? No, she didn't pass migration based on. The decor of this.

The decor of the list.

Yeah, that's why she gave migration. Still, check your past, not just do it. How I? Manage my staff team nothing this decor of this.

So, as you were to say there earlier. Looking at the negative not only in folks on the table, but what can I get you on or what can I see what's wrong?

Yeah yes. So, for me to empower somebody is to give them confidence, right translate even in supervision. Training this morning was like it's about feedback house. You give feedback. It's about that sandwich effect. It's looking at positive. Thing alright, let's look at what went wrong and how we can fix it. How we can support you to fix it? And learn from it, moving forward as opposed to right. You're going to be disciplined for that to know I. Mean it's like you know there's no learning this. There's no doubt about it. Sitting there with fear guys waiting for that phone call that even comes true, but I'm in trouble now. You know, for making a mistake as opposed to being supported and empowered to learn from us and. Builds the confidence around. So, for me, impairments for kids, our staff. Is about them.

Getting confidence and support them to be confident in what they do. Yeah, it's here or saying like your role will be more of being a safety NIST. Allow people to make. Mistakes, and it's not that they're going to make mistakes, it's just that if you do your human that's most part brilliant. So, go another question for you there now and. I think your kind of. Stand into a little bit there. You said you didn't feel you had a huge amount of sports. Coming into the profession. For for simply did not understand what was about or wasn't. It's not that you didn't understand, it's just it wasn't clarified. Let's be honest. And even through so do you feel as you received adequate support and guidance through your times of difficulty within the workplace?

Just a flat blank crossword.

The flag. No, I mean, why did you think that was the case? Is it kind of stemming into that like we just talked about there a little bit? You think it sounds like? cause someone so not that are out to get you but is this accountability line that seems to be creeping into us.

Like in terms of supports, everybody with ***name retracted*** and very supportive. And you know when everything will rise and then I find when something goes wrong, it's a pointer finger exercise. Do it not just in passive here. It's my experience in any of. The services that I've worked in meetings. You know the resolution even when I'm working hardly by two lads been found in the bedroom together within say 5 minutes or whatever. Nothing happened. Joining, but it's like where? Were you know about? I mean, it has the focus setting set services is, so I mean I had it once on the Bible. In the kitchen. It was a 5-minute window. I followed up and like. Half them not almost happened, but. It was still like. Grateful for you. Know I mean and they're like there's no. Learning from that. And it's like nobody. Rolls in it and it depends on who the. Person is as well. Depends on whether you're right or you're not my server. We sport we don't support you and you know, especially when making houses are in periods of crisis, like with what's gone wrong, what she does, and you know where his manager Shannon asked for that. She hasn't asked. For that like, instead of going, what do you need? Do you know what I mean? So, it's very much a. Blame culture, I think. Because we work with people and people are so unpredictable. Kind of like it always must. Be someone fought in foster care.

That's right, that's right.

Yeah, he's insane. Yeah, but it is, yeah. I'm like do you think actually because of that plane cultural thing that's. Where people don't trust. Usual dentist and in double not. Just ***name retracted***. But the whole system itself? Yeah, yeah. These very good people from. From the sector because.

And do you think that contributes to the burnout, the case? And but then? As you said, there are. People like yourself who are still here.

So again, we're trying Fisher wives. We'll probably never come collusion. That's not. That's not that's. Not what this is about anyway, it was more. Both stories like I'd be striking out of this code anyways, they door anyway, so six anyway, so how would you empower those within the 2nd? I think you. Already did that, given that confidence is supportive. If you had the power to do some regarding your colleagues and stuff, I think you've already asked that. You've answered that as well. Like you said, they're just giving confidence. Given that safety nest.

That it can make. Takes don't even flag them. They're going to make mistakes. Just say look if there's anything you come to me but then that's taking on an extreme amount of pressure for you. How do you manage that? You know, like if you sometimes come back to your city, I don't want to. I don't want to. I don't want to. There's only amount of time that you can keep doing if your own pressures you don't work. How do you manage that?

Is that because it's very empowering? So, identify what it. Is that they can't deal with most of time they can do is like using Lehman example today. I think he's on the phone, freaking out. I mean you know this and then he said, yeah, I do. Why am I ringing you freaking? Out you know. I mean, it's. Kind of reflecting that back to people. Now there are times where people. He asked me for something, but score. We have showed you 10 times. Already, I can't cook told. Me and there are times where I just I. I can I can back for? People and I can go no. Enough then you do. We drain straight and I do find that every time someone comes into a senior position in ***name retracted*** because of my knowledge of the system, because like everybody go to person, it's just au***name retracted***atically. Crash course and then I feel pressure in terms of I don't think this properly. It comes back to me, but then I have this overwhelming hang up. I feel so sorry for anything that comes on board and I went right ahead because I know what it's like cause when you don't get the support she doesn't. Mean I'm so proud. Bring a lot of valley.

To be honest. But like even that says there, if you do, you see like that even though you're offering your certainly you know you're doing it in the right place, but you're incorporating that foster dependency and even another disappointment that points to. So how would you get? To that limit where you're like as. You said you you back. You can turn around Right? cause right now that is, you're on your own. How do you get to that one? What would you change right? Is it that you must wait until there's a certain multiple pressure, or can you foresee this comment?

I'm getting better after seeing so cool and so how do I help desk with these things in the past as I got resigned at least once a year. In this one anyway, I have resigned at least three times since I've. Come on board was secure. And all three occasions. Has been declined, but I have that's that's where I get. I guess the point where I shut down and I go, I can't do this anymore and I am. I lose that stone weighs. I don't sleep I don't ease. I opt to absolute 90 and I just get find very break every you know I got I'm resigning I sent her an email she's need email.

OK. Do you feel trapped, please?

Yeah, Oh yeah, this place. This place is like. And never forget Derma Berry, left here and hold these after he's looking for a book of reference requests from Mary, right? Snakes eating myself. Whatever I'm like, how are you getting on? As I say, I'm not being balanced, it's like. I'm after coming out of. An abusive relationship and always resonates with me going right. Feel like that if I left here. But as we said effect, like I said, it's just like a weird stuff. Much older said, I'm working in a place now. He says somebody asked me for something like right wing watch ***name retracted***orrow and he's like no like. In a months' time, whereas today it's like.

I mean, I'm like, do you?

Can hear it.

Feel like you can never leave.

At this moment in time, I feel a bit trapped. Yeah, I like I, you know I did go for an injury there recently and I messed it up big time and because my husband is really and the feedback I got, I was like Oh my God, it turned into, you know, like the history. That was the feedback and I just like Oh my gosh. Well, I'm meeting with myself, so I think I I. Learned a lot from that was about five months ago and I changed my approach to things. Since then, because I was very hard hitting the parents. In the interim. You missed a few bits there or whatever you know, so yeah, like. It's a fear of moving on. More so than turns out. My cable up because I'm so ingrained here now.

Yeah, like and do you think? Do you think that's just on the organization basis, or do you think that's? The overall system. Like you, you said there's a care of. Difference between public and private, we know. That, but still the whole idea. The national standards are supposed to be there. Everyone supposed to be applying to them. Everyone has legislation, regulation out there is. Do you think its different organizations, or do you think? It's across the board.

I think it's across the board radio. You think the pressures for are there for everybody in terms of the regulation pieces and having said your standards and whatever I need, hear stories about people who come from and enough difference. Alexei must carry is unique in that way in terms we provide this. That and the other yes we do to a certain extent, but. I mean everybody. Experiencing the same thing. Everybody gets to the point or just like. We need to place. In this and the expectations in passive care terms of on from unit manager debt to manage. Without words are very high. You know, and I think we. We always we get that bit more pressure because we're the biggest so they always start with those so you know everybody else will get the pressures that we've had for the last five months now in the next 12 months. But we're. All this personal experience, and that's what you're thinking. Tony would like. Not just be easier, you know, and. I haven't said why not just step back down into the universe. My job, my life would be easier, you know.

But you keep saying, thus your resignations declined.

Yeah, everything. I don't think she could. I don't think she'd leave me stay if. I resigned from this sport.

OK, but like Eden isn't your choice. Must be important to that as well. cause you're supposed to be able to exercise you. Own free choice doesn't have to be necessarily full.

No, absolutely that's me. I get the balls to see. My confidence has been. Knocked off here here John. Everything else is not. Everything stays great. Season this pitiful person stays or whatever, but I'm consistently told. But I'm not with us, that's that's the focus here. It's like what you're not. Going outside, yeah, you win. You win their initial, anybody any? Systems you put any reports should. Be able to hold your own and blah blah. I'm like right. There was one meeting I made sure I didn't speak because I was very intimidated by the crowd that was sitting there plus. Your mom was only after. Interviewing for just the job and I was really after focus. Offensive line senior manager sitting here needing find ** **** So I didn't speak much. And all I got was. You know you're not very well; you know. But I like I like to bite my tiny cause I like to reach the rumour. Let's see what my question is. Just jumping the show-off his tongue, that's his. Strange, but I am. Consistently told him my feedback that me. I'm not. Not very happy. So, you know, overall you think not just organization. Would you think this is a car across the board in most places and then it's just kind of heavily emphasized in the organization side of things like that. It's all about that plane point finger. This is what we're not good at. I think every organization is very. They'll always you'd always hear something about something negative, you very sad and see emails built around. Here, but something positive. No, I mean please do it to my managers because all you would like done to me.

Food Greece.

Not that I ever get anything like that and so it's something that I made a point of doing, like crises specific piece of work that's been done in the house whenever I will email the person that's on the piece of work. I see. Manager, regional manager. Or, you know for example. Shawnee wanted to leave. Asked you and ***name retracted*** sent an email transfer that should be great. Oh my gosh, it's amazing you can't lose or let's look at blood and there were all these emails floating around himself and ***name retracted*** went on Jesus Christ and what we want to do. And we can't lose. Andy had too much on just like just just. Thought you'd like. To see what people are saying about. You know, for somebody on the floor, but there's just not enough.

I'm waiting. Just not for that.

cause everybody so busy also focusing on the next. And to start coming to. Get us and you know.

But that's even. Though there's no proactive approach to things, I think everything is there is a reaction to something. I mean, even there yesterday afternoon, take care of it and it was a reaction to. Something but they. Made it a whole analysis of succession planning in the entire region, and I can't request I have the people that I used to pull my finger out and start enhancing and whatever. So, there's a whole banner up there yesterday on the back of for clears even, but it's it's a reactive piece. It should have been a proactive piece in terms of you know, and again, it's not someone resigns that we go back on that counter after we do this. So that was like why aren't we doing this anyway?

Yeah, yeah.

Why are you getting to the level are? You look at regional manager role. And like I've stated, for the way that I manage ***name retracted*** because I was friends with ***name retracted*** and I was never going to be able to separate myself from that. So, I was going to always be on the back foot because I'd always be covering for India or I've always picked up the slack for ***name retracted***. So, I mean I got stick down last year like with ***name retracted*** and go. Right after change there. Manager, so I'm doing something that I don't agree with because. I was being judged because I'm her friend basically and I can't. Now I can't separate myself that I don't have conversations with windy outside of whatever she's not supposed. To know but. The opinion was you had.

And again, it's coming from more senior, but again it gives the system. That's kind of like putting these professional boundaries you know, rather than looking entity. As you rightly said, product or wait until the point until someone right break. That's it. I must leave.

Yes, but getting heads. Which don't mean you just look at the turnover in higher management, and it's just like regions is. How many regions? And we've lost about four regional managers five years, and I'm sorry in the last two years.

Yeah, well. Not painting a pretty picture.

No, it's not, and the. Higher up you go, the worse. It gets because it's all about. Regulations it's all. About so you don't need the people news.

Any critique? And that leads us. On to the next question, which is your favourite topic? I've no doubt in your opinion and your views around. Purpose of policies and procedures.

Great purpose of policies and procedures. Best thing we ever did was dropped in his doing for cus***name retracted***ers there was huge gaping holes in our policies and procedures and if they were to come out as the way they are at the minute in terms of inspections in terms of style and errors in terms of triangulation effect and we have some naturally be in dire straits to be honest and.

OK.

It was a great piece to be part of in terms of development of the mapping days, and you know, like for me, I've never known policy procedures in any organization that I worked in as well. As I do here and. Like I suppose to give the example of poor as though you know whatever I mean. The first thing you did was she's on the road on my way to see grown, she explains what happened. So, we needed to get under Portland. Memory obviously is dealing with that, but that was her first goal and after doing everything that our policy said.

Right and look at boomers.

And it took you. Inside I need to get up here and make sure everybody. ***name retracted***, my God portrayed whatever like tech policy I have. I don't. Ever know supposed? To do you. Know and so sometimes I do think it takes. The human element answers in. Terms of you know people are only human again. They where they have, they might. They might have it as index in on this idea of policies and procedures that they. Do know what? The guidance pieces are around us and but just people reinforce like administer when you know you're supposed to be inspected against your policies because they're so coral now they're going through the window trying to quote or misstep. That show.

And that, and that's it as well. Like your sense, taking the human out of it because they're like the whole human behaviour is to be able. To make a little bit. Mistake making ever you know so would you say that positive procedures are trying to encourage people to be more like a robot?

Yeah, then yeah yeah. I mean there are sanctions. Don't get me wrong, they are absolutely. Essential and as I say, I'm very fond of our policies and procedures. I do think. There's no room for black and white illness, but that takes away the human elements then. In terms of the mistakes, I think that's where. The culture comes from then in terms of like you're not allowed to make mistakes. So, I mean for the larger cushions and I so.

Right? Yeah, again, as you're saying like focus on the negative. Rather than proactive. And so, then in. The next 5 to 10 years and. If you're still here. What did I say it would be? What would you like to see within your field of practice that would possibly be beneficial to you as a professional? Your colleagues, along with the service user as well? OK.

So, I would like to see hey graph coming.

OK.

I would like to try to go. Away I would like. He crafts coming because it's black and white. You have it, you don't have it. There are no preconceived notions. There's no. I won't go digging to try and catch it out, it's just they're going digging to make sure you have everything that you. Need to. There's not that there's no. Or I don't know there's no agenda we hit, right? So, they're

independent. Nothing to do with your coming in, they're just saying, right guys, this is where you're lacking in. This is what you're doing great and just focus on the lacking and that's it. Yeah, where you feel with Tusla. It's because you're in the private sector. You're taking expenses away from the public sector that they're. Like, right? Yeah, so hey guys, welcome back. I hope that the sooner the better. When we get worse and special reports probably, but at least it should be based on what they're found as opposed to asking trick questions when they run inspections or trying to catch it out or. You know these email chains that go? Around you know what you're really asking. For you know. It could just be black and white if we like working with. See for other. Words they are coming. Yes, everybody has the fear. Of God in between. It's not so much the. Reports is black and white. You know, I mean, it's like it wasn't there or it was there or this. Is what our QA key is. That's it. You know what I mean. And I just think, yeah, I welcome. That I think just the tools or relationships. Are gone or shot here and we're just having a huge impact. Let's see.

And we think as. Well, as you said that they might have that. They have we got. That, across to the private sector as well. So, you know you don't know what this like going on the public. Side of things and we can. Only judge by the report force, you know. Still online you think in Hick was much better set up because it's completely and utterly independent, because you already said there's no vagueness, there's no. Agenda is. Likewise, perfect and and then from your experience, I think. You already answered. So, we went through for your experience. How do you balance your professional life with your personal slash?

Yeah, we're presently so. First, speak to and it's very hard to balance professional. The only time I ever switch off from here is when I'm running even I. Can turn my phone physically off and it. Takes me a. Good three to four days before I can stop. Thinking about work and then two days. Prior coming. Back I think about work, so I got maybe Thursday and Friday of last week.

OK. So, this is now in senior management, right? Very stressful and so far I might. Want to ask about going back to the? Floor would you would you? Still have 10 same things.

Yes, so for example. In use my. Key worker for kids in the high supporters in fish and like he worked him for four years and ***name retracted*** was over seniors. Yes, and his approach was all about the therapeutic relationship. So, you when. You signed on to be a key or over there you signed onto the relationship basically. So, when I take, say 2 weeks holidays, remember the first holidays opening keyworker Turkey for our partners. Like during the training, once a week for my holidays and I send postcards. And for both and when I came back or the work was saved up for me then, because. He wouldn't. Talk to anybody else. So, I spent the whole time first for the first few days trying to catch up on right. I hope they've. Done this for Jordan. Hope they've done that. For Ron and then in the in the run up to coming back. Got and then he taught when you talked on. The phone, so until his brother. Had X number of instances like that on their bodies. Price, so you're on holidays and you're hearing about what's going back and so throughout the course of you know, a senior unit manager. You're off, I mean I've had experiences of taking time off here. As a regional manager and just being fun. I had my regionality Boo. Whatever nice I've settled into the role is like right? This is me now with finite 4 lovely houses, four city managers. And this is our full occupancy ***name retracted*** that was ongoing for about six months after the holidays were not informed enough playing. It is raining. I wasn't you back from Viva. So yeah, we never knew this bringing me out my personal not my workflow. My Chrysler one. I'm basically trying to reach the end of my high-level right. I need you to. Be the first lender. And you just came. Right? You don't have to race, right? That's fine if. I don't end up.

It's hot. You don't listen.

Yeah, but that's why you slept on it. So, I mean, and I said that for a night, for the first I. Struggle with my sister. Bring this rich guy said don't like it. I should have stayed in my regional Rd. Was in her first easy once like I was like breaking my side. I mean, terrible. So, what is it we do care, you know? And I was like I said, he sent me on a JavaScript here. It makes no sense to me what's difference to the regional role, and he was like I don't know. But if you find out any. I can only never for now.

Yeah, yeah, well I've. Seen there is obviously referencing your importance to be. There that you wouldn't be. Willing to be captain like or even still here. But one thing I was trying to say is that when, so you had your separation, so you had to rundown of coming under ***name retracted***. When you. Coming back, say from annual leave, would you feel anxiety built in October?

Or up to 90 over to actual nights. Like I had the fear last Wednesday for no reason whatsoever. And like I was not getting any snaps from. ***name retracted*** or sharing this with someone work. The bot***name retracted*** side, do you? Know anybody I do, I get anxiety. I get the fear I come home and. Sleep the night before I come back to work. It's just and. Then when I walked in on Monday and it's like. 1313 it's hard to beat his demons. You know, and you know. And you sit there all-day Monday. Then your email and she followed this. I did not know. So, all my work was still. There I came back, you know, but the anxiety. So, I guess I've got some weekend. Like my phones, they were often, so I still be thinking through my phone, right? What instance of one over the weekend? But you can't, there's. No doubt, like my kids wouldn't pass the comment on my own and you leave, it will take at least three days before I become a nice person. They're like, oh, you must. Go back to work. You're so much nicer when you're not more. Even Stevens as such and he's like you're just so much more relaxed. You're not me taking, you're not looking great. She or not, whatever I'm making tires are in place, I'll check.

And do you feel like as? Well, like when it comes to. The volumes that they've. Put in resignations and so far nothing. How far do you think it's going to go until? You come to that point where like.

My easy so I engaged in this program now. Last year, that's nutrition program that I was doing but was. More about your mindset than. It was about the extra food. You know and. All my responses, everything that was. Kind of saying we. Can we? He's filling these surveys sent back you. Know why are. You off track. Blah blah every time I. Was off track it was. Because it was a bad day work and him. He just said to me is like, you know, say look at the industry, I'm just saying.

Last four months.

Work seems to. Be very tough. I think she turned off and that was I resigned. I resigned shortly after that. I remember I remember even when I'm after resigning. And I did. So, I felt like a. Weight was lifted off my shoulders and then. That was quite bashful some. But I did. I was like a different person and like yeah, I. totally then resigned to everything you can't like if you like. It's just a stage where I can't. And so, this was only coming back to me. Then I was like walk up to this point kind of thing. It's but that lasts for about. A month and then it goes back to. again do. You mean there is no work life balance? You can. It's not when you work. And I found that even as the unit managers value very sentence, which often there's an expectation. mean like if I was still online at home, I could be

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doing something for myself on my computer like he gets. Very close run at 8 at night. I think it was. The middle of the day. Do you know what? I mean as karyolitic. Me ***name retracted*** were on a salary. We're not on the roster. Do you know what I mean? But I think there must be some.

Really asking.

You know what? I mean, and that's the thing. We just don't. Can switch off.

And do you feel that you're not a split personality anymore? You don't have personal ***name retracted*** and. Professional states that you, if you're migrated into this professional Physiology, there's no switch off.

No, no, there is no. Whatever, that's like. Saying like even trying to, you know I sit down every Sunday and I do my blood thinner and I might want to go walk and I want to go run and they. Want to do whatever and then you need to work on Monday and that's my window. You know, because you just look at your schedule for me now. Yes, that's right. Actually, let's do it for next week when you need to get your **** together says it's going through my schedule for next week. I have it all planned out and I guarantee it. So, we're just demanding why not lobby?

Yeah, well, I know it can happen and that happens. In life as well. But you know? But this happens consistently to me every week. And so, coming on to the next question. And I I say you've tackled is abundantly boss. When it comes to trust. Do you think your practice not not not yours? No, but looking at the system, do you think you're practicing those trusted roles? And between those involved? So, like you know you you talked about. Parliament you talked about there about, you know you feel that pointing the finger and. Everything do you think trust is allowed?

2 seconds I like promoters because of my own experience so I would like to trust what God is saying to me.
So, like I would often have to send that stuff and I would always bring them in advance when I'm about to send you. An email races. There's no hidden agenda. There's no pointing finger. You're not communicating with me effectively enough, so I don't know the information. I just need you to send me back the information so that. I know that. You know where before I was sent or received an email. And I learned over saying that I don't like receiving that kind. stuff when it's. Very active kind of thing, you know, and I often ask that feedback. Very full board colon. We're having a few wines when you're tired or whatever, and large straight years. But yeah, sometimes like hand approach things badly. You know, and I know people have a perception of New year in the organization for different things that have happened. Whenever I don't let that bother me on zoom is I try. I try to work with people I try to support people as best I can without turning. Into the like I I said was for somebody as opposed to see someone who. Get drunk. Which has got me in trouble.

OK, so you're trying to say that you're trying to reduce the power struggles and power or boundaries socially cap.

Yeah, for my own team like I would like to think that my managers will seek after coming to me if they weren't getting what they needed from ***name retracted*** ***name retracted*** I mean. I'm happy to pick up the phone look. I'm not pitching about blah blah blah. I think you know what I mean, but I want to go back to ***name retracted***. And Grayslake ********** you do show. But again, is it because we're in that negative among says thanks to the system that every time that we're looking at something, it's seamless negative rather than the whole idea is that we're all in the same boat.

We're trying to improve, can we just?

I've taken just send him the two. Girls and email through the business every Friday. Thanks very much for this week. We survived Jesus. This was good. Whatever. Enjoy your wine tonight. Thanks a million blaster 2V kind of thing and they get one of those maybe every 2nd Friday. Because or not just get your emails. All week every. Week so nice. It's nice to get an email. Geez, like laughing at your fair play or like I came back manually even was able to get onto the two-fundamental feedback from the zoo. He was unreal for me that you were. Willing is managing brands. Pretty Josh.

So again, like even though I want to question 11 like along with your experience in your opinion, where do you think the improvement needs to be made within the system? And I think you're saying it's brought back to positive ITI from back to human.

Need to start from the bot***name retracted***.

OK explainer.

Yeah, So what? Happens is all these higher-level discussions happen. And everybody is farming opinion about whatever, and I really love what we have to do with unit manages them in terms of they never have voice dynamic cut there's two-unit managers, refs, anything that. We want to. Change goes to them before it's changed, whereas before. It was like. Right, this has changed that change. People can't people. And they're not angry when she moves. Stuff that they don't believe. It so I am like keys go to the bot***name retracted***. Floor like they used to do years. Ago when I came on board here. As they caught. Our regional meeting and they get sack reps from. Each house and you know, will travel down. From TfL and this book hotel, and every launch needs to do a a yearly kind of meeting them where we have everybody being voices and we do a review of the last treatment. All that's gone out the window and it used to be good. For staff even to have a. Face to a name on the site.

Yeah, see.

I mean I have people do now. You know, and that is the biggest. He's never looked at talking. You know she's been. People need that they don't need before making my heart, but it's still nice and CEO to have a bit of visibility with people and she always tends to ruin when there's an emergency or it's a reactive piece. Again, do you know what I mean? Like she worked very closely with ***name retracted*** team or through his death spotted up. Other than that, she wouldn't help you know. I do I. Think she's trying to change the? Culture yes, and I'm in constant with ***name retracted*** come when I'm bored. I'd like to think I was, but. I mean I. Think its common word form and lastly. I don't know.

Honestly, I'm striking out from the record. No, no, not like you're pointing question.

Listen here.

I'll leave it. At that, I promise you, and I think you. Kind of answered. This abundantly at the beginning. Did you feel that? You were prepared for your profession when you. Entered this sector.

You see somebody ringing the bell at the Falcon? During the hottest, don't do it. Don't do it. No, I know, and I know other people that work in different sectors in social care and they don't know to mean like they absolutely don't like youth and community or being a youth worker. There are people that have gone. On with their Social Security and them. Lecturing and you know, there's other. Avenues that you could explore as well. I just got stuck in. The role of residential care and. I have made a significant difference, so a lot of young people. In my 20 years, you know, like attendee all about them, I know already or that. I mean, I have had kids that have contacted me on Facebook that I haven't seen them like that. That's right, so I used to ring when I was on my holidays in Turkey. Like I'm friends with him on Facebook, like he's around to come in. Doctors see American banks in the polls and stuff like that, you know. I mean that kind of stuff is priceless.

Oh yeah,

You have. No wonder they're not in service. He must be careful.

But no, but here's the thing is, as you said, it's starting to become overregulated a little bit. Even with, that's because the records stay on record from for regular life. Technically you're supposed to professional responsibility link. Now we're losing the human element.

Well it is. I mean, I worked with young president in federal. And group homes. Analogy with doing my shopping there by six months ago. And he's on the teams didn't recognize him Luke and he would beep, beep and get stared at me or whatever. I'm busy. See yeah. Not really.

Oh my God.

No, he is remembering his own kids now and joining. He wasn't the worst case that we. Had like. cause we need more than just see like me. Made a difference there, like filming. I was one of the. First case. I work for it and she's in. Dire see I. Find a lot of contact when they're in dyers and nobody must go to like it's just rang me a few months. Ago, like just homeless both in. I don't know. Can we do that?

Yeah, but like you're like. As you said, there are one retrospect. You're trying to build up this false you're building up the Census trust, but in the end it is professional. When they. Do leave. Us your they're trying to increase their coats and you're trying to build the. Relationship and you're like. Trust me, I you know I'll be there for you. I mean the best interest, when when they leave.

Yes, I know.

You know those? And it isn't that in itself really. In the system, really. Damning and it's. Not actually further actually. Yeah, making the job more difficult.

They can do so fair. Great, now I can be reading several modules for separate pieces of social care connects. There should be a. Residential care module I think.

And well, I can. I can tell from being in there with stuff that they asked to do it.

OK.

There are certain to because the core regulations know that you need to have. And equally like your staff ratios here you must have lecture ratios now of over 75% of them have to have at least a minimum of 11 seven in social care, so they must be working in that. And now the curriculum was going towards that. Right? And so, it is. Very cool and as well you got to remember, and I'll stop recording office and retract everything about this as well. You got to remember as well. There's a lot of lectures inside every 10 year and they are not ******* moving simple acts. So, with that you do have a system pretty much what you're saying. Like is it? Detrimental you've you've an education curriculum that is not matching what's out there. You have reality who's not applicable to. The need is and the reason why this research is kind of integral to that along with many other pieces of research is getting the opinion from people from the fields and trying to. Bring that back in.

That says, like the lecture is how we experience. So, I mean, I remember when I first trip I ever did, the group was the finish line. I didn't cancel and he. Was a staff on shift and then he's the coordinator. Blown away here whatever the business coordinator or whatever you know, I think the worry for me in all that time he really goes with the kids really goes on the floor and I can like when. I see him coming in and like yeah, great cause you know. Yeah, you know. I mean, you. Know what you're talking about, cause you've. Experienced first time we've gone through with you being. There you've done that. You're not talking through your back flights, so I mean, I think that's that's. Lacking in terms of like I. Don't know modules with. People that was people like like. Sentiment is a recruitment. ***name retracted*** and Trudy. I see there a few years ago I found it was great, so we didn't even read out the slides. It was very much of this is. What we do? In a safe place and the. Interesting generators and I see a lot. More like nothing like that. Nothing like that was ever done in college.

Right?

No like that.

Right and I I just got to end this now. Thank you very much for attending and loader. Always remember you have the you can always retract at any. Point in time, but please don't.

Note the Interviewer is highlighted in red and Participant is highlighted in grey

Hi I'm ***name retracted*** I've worked in social care for going on 11 years now I would have first experience social care work in secondary school where I worked in a nursing home and then I had three college placements one in disability one in mental health and worn in secure care um I got my first full time job in a mainstream residential service where I then progressed to social care leader I was sort of cheerleader then for 3 1/2 years and then I moved from that to a setting where sort of pedagogy is the main model of care and I am Noah centre manager over the last am year and a half.

OK ***name retracted*** so I see that you are in mainstream social care what made you get into it I said I heard that you said that you did in secondary school and not a lot of people usually here both social care and secondary schools so how did you hear about it in secondary school if you don't mind me asking . On reflection of your academic learning/training, what have you found beneficial in your opinion along with what you found unbeneficial in your practice to date?

how I got into it wise I wanted to work with people so I originally wanted to work in journalism but as part of her transition year we had to do a placement out community and my placement was in a nursing home Anne and I spoke to my career guidance teacher Ann she told me did I ever hear of social care and she said it's where I can work in a variety of settings and all different types of people and that's kind of where I first heard of social care .

OK so what's quite interesting for me is that you studied in Ireland you qualified you graduated on kindly notice CIT CAS from cork and so on you worry mainstream why leave mainstream and going to think on social pedagogy and cause it's not quite a common facility here in Ireland or you know it's not commonly heard here on earnings Ann would you like to elaborate further on that please

yeah I know you're right it is not common in Ireland I think there is originally there was two companies I think potentially note is going to be 3 I worked wish the director of services before and in other jobs and I liked his mannerisms and his way of working with young people I had a friend at the time who worked in social pedagogy am who was a manager at the time and made their whole eat *** and way of working sound really great that it is like a family home and thus is boy got into social care in the first place so that's why I went into it. I couldn't pronounce it when going for my interview let alone understand what it was about. I heard that they did things differently here and that was music to my ears as anywhere was better from where I was working at the time ***name retracted***

OK that's fantastic I let's get on to the first question already coz I can see we're going to end up answering all my questions here first so we'll start with the first one OK ***name retracted******name retracted*** when I meant by your train and more focus on what you found beneficial at your earlier errors when you entered when you left college and you started work in the mainstream residential what did you find in your academic or training as well that you found beneficial or unbeneficial just out a point of interest

I suppose beneficial I suppose in in college would have been maybe the legal side and you know learn to advocate for clients those kind of classes psychology learning about different attachment styles that's quite applicable to the work that I do and you know all work in social care settings however I found most all of the lecturers had very nickel practical experience in what I do and sword basically you know reading from books and not from actual first-hand experience which is very different I obviously am I college yes you're right Janet and I did you know graduation CIT and each year I had to do a placement those placements were probably where I got most of my learning and most of my training so that's what I found most benefic ent but on beneficial then would be lack of the lecturers understanding of the sector and first hand and lack of understanding of paperwork and you know there different types of training for different sectors that would be very beneficial to be taught in college or even mentioned and there not and so I think that's very unhelpful or on beneficial .

OK you said that there are certain there's two things I got to ask further first of all you said that you felt that the lectures did not have any in the field experience how did you get that vibe off of him if you don't want to ask him .

I suppose the lectures were mainly in or paper based book based and that's how I got the vibe off them I suppose and then when I went out on placement and returned to college for classes and their knowledge base around what I learned during my placement was very limited you know again it was referring to books in order to very draconian way of teaching and based off of you know old theories an where is in place when she know its first hand and its new theories so I suppose that's how I would have got the impression that my lectures were more academic based than practical .

OK fair enough that's understandable and the other point that I want to come back to you about is the fact that you turned around and say that you felt that or certain types of training in certain sectors can you library further on what type of training do you think should be added in about you can think of .

yeah I can I suppose he quit training would be very beneficial that's across all sectors disability working with young people mental health and so that would be worn farmer training that I think could be applied and potentially therapeutic rice information in for intervention RTC I as it's known and again that's usually is in the lash of residential settings map training is well that's used in area I work in currently and also is used in disability I know there's other forms like love and things like that I suppose a variety of different trainings practical and these can be run like an aid course they don't have to be long but if they were implemented into their criteria or academic year academic year or scheduled I suppose it would be really beneficial an to get knowledge of the paperwork in order to be informed about what you're writing about these clients and how to best write it in professional yet you know sensitive and kind way would definitely be beneficial to be implemented into the academic schedule and you know a class focused mainly on that would be great ...

so ***name retracted******name retracted*** why do you think these trainings are these extra courses these day courses you said is not particularly long what do you think they're not indoor or not in the academic schedule or dear like if you had to give a guess why do you think that's the case

I'm not sure I mean is it down to funding I'm not sure cause obviously you know I've done these courses I would manage her know I'm aware of the costings of them but I mean even if they were to be a separate entity to the cottage you know it should still be something that's offered to students you know that you can pay for it maybe the cottage with subsidise it I'm sure they would get discounts his you know obviously there be such large numbers attending these trainings I'm not sure but it's definitely would be helpful as you know you're kind of going in blind so it would be really helpful even for stage things like that really basic you know courses would be really helpful to have in .college

but do you not think that some of the modules that you had at the time had some elements of that training in it or do you think it was as you said draconian it was old it was not modern at this moment in time or do you think it should really be ramped up .

Yeah I suppose elements of it yeah but it's certainly not enough so ramped up or increased definitely because they didn't definitely don't have enough there are elements and some modules but not in all of them and not in the ones that you'd expect so for example in psychology you'd expect there to be more examples of interventions you know we clients but there never was it was more along the basis of all terrorists like Bowlby and Mary Ainsworth and all that and why last really beneficial an there is not really real life examples of how you could apply it in modern society our modern care settings .

Could you elaborate how you would go about building a rapport with a new service user? You can use previous experiences.

OK so thank you for that time we're going to move on to the second question then I think you've on sort of good number of this Bush just for the record.

I suppose that ***name retracted*** skill that's learned overtime the one thing I did found though when I was you know young and starting out only you know 21 22 the lack of understanding of actually what was happening in their service and the being green is what they called us used to kind of beak somewhat appealing to the service user because I was being read and I was being myself because I didn't know anywhere any other way to be where is the longer in the setting depending on where you work they can teach you not to do that and I think that hinders how you build rapport so his voice as your question what I've learned is to let declining to see a bit of yourself which isn't necessarily encourage in this line of work but that's the best way I think to build rapport wish .

service user you said it's are not allowed to be yourself or as you said they teach you not to be like that can you elaborate a little further unlocking give me an example.

I suppose it depended on this setting but a lot of the services that I worked in would have been of the opinion that the service user even to use that word now feeds radiating to me because where I work at the moment we don't talk like that and we don't use any sort of professional language however that was all that was spoken in the other care settings I worked in am I supposed to go back to your question how that how I was taught not to be myself was to keep my private life very private you know when I talk with my family not answering from not necessarily maybe talk about things I've struggled with in my own life and that would have been beneficial to the service user to give an example you know if they had a bereavement just of an uncle to say I had a breathing dove and uncle I know what it's like I know what you're going through and that would have been encouraged you know I lost my brother a service user might say and I could you know I wouldn't be encouraged to say I also lost my brother I suppose the rationale behind the service encouraging me not to do that was the surface user would potentially use it against me in some shape or form which is actually totally ridiculous at this point an if they did use it against me you know so be it that's natural that's normal that's totally OK if they did and you know you learn not to maybe share as much with that particular service user but yeah to be talked to keep everything very black and white you know I'm not ***name retracted******name retracted*** I'm staff it's quite sad but that's what you're talking a lot of social care settings

I'm staff okay so you said I'm staff rather than ***name retracted******name retracted*** so you said that this is what it used to be like before but where you are no that's not the case how is that beneficial or better or in your opinion you don't let me ask .

I mean it's very hard to explain but actually you know these kids that are young people our clients are service users that people you know are in these social care settings because of some crisis of lack of support they've had by you giving them a sense of reality and a sense of realism and a sense of you know you being you the impact that has is actually profound not lock and stuff away not

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treating them like this problem I suppose an has been incredibly beneficial and you and I suppose I've vast experience in all settings and to see the change in service users when they are treated like people and not clients are service users you know our patients or whatever word you want to use for them that you're just treated like ***name retracted*** ***name retracted*** yeah I have problems yeah I have issues yeah I have trauma yeah he struggled and explains it but to be you know trees is like just a person has a profound effects are very positive effect on them . Like as a centre manager now I'm lucky the team I have are good so can't say it's too difficult but that is because of the setup we have under social pedagogy.

you said that when you were in your mainstream session that it was thought of you not to be ***name retracted*** so to speak rather be a staff member as we already pointed out do you believe social pedagogy allows you to save forward to be a staff member or what was different? Am I supposed to answer your question is as I said earlier you said I keep answering the questions as we go ahead and so to answer that I suppose they're not using professional language and in comparison to mainstream residential everything would be knocked away you know we are staff it is a eunuch it is not a house the cars are unique cars it is the units property nothing belongs to the service users it belongs to the organisation so they feed very much like there in a clinical setting and that is very robotic for want of a better word however sorted pedagogy discredits all that kind of attitude and encourages you to be as I said ***name retracted*** I am not a staff member it is a house that we live in not a unit Anne were encouraged to talk about our lives our own difficulties as professionals you know there is kind of the trifecta that you know we live by breaking up frequently in my supervision with my team there is the privacy the personal and the freshness and obviously the profession is the one that you have to keep to yourself you know legislation were dictated you know we have to be careful around the area the private would be my private life which would be encouraged to share for example you know I lost my brother my brother died you know that's very hard if a service user you know had a family member passed away I'd be encouraged to share that I have two kids Anne you know any kind of difficulties I've had I been hard to share with the service user Tim trying empathise and understand where they're coming from Anne backing away if that makes sense I suppose that it mean difference of social pedagogy too mainstream residential social care settings

yeah so I suppose private person can crossover because I suppose saying that person is also private and is wash de mainstream residential is where I first are stoat would have said not to do professional then would be you know things that wouldn't be appropriate to share with the service user an exposure it is a profession and there is no way to sweep around that Hick walker all them it is a profession at the end of the day and there are professional boundaries that have to be opened at all times confidentiality things like that things that just wouldn't be appropriate to share or to bring to the workplace however social pedagogy would encourage private and personal to crossover am so is boys dare the mean that's what I mean by the trifecta and did the main differences

what is poison so much the pedagogy we use the term had tongue which means authenticity and originality and yourself and I suppose if I'm coming an IB in ***name retracted*** and I been rely been authentic and I mean somebody the surf user could relate to it would mean a staff member if I been you know is that the title I have I'm removing myself I am being very far removed from the reality that is you know their life you know it becomes a workplace then and it becomes very much a job which is certainly not why I got into social care it's more a vocation it's more of I got in so scared to help people not to be removed from them not to be disconnected from them so yes by being real and being original and by being myself of course that's going to be report because you as human beings we want people to be genuine with us and not be something that they're not and if I'm coming being a staff member with no family no problems no issues perfect just here to help and serve and you know fix the kids of the world fixed this idols of the world you know that's not being real so yeah I do think it helps with reporting massively .

it's hard to say I suppose my experience has been vast but I worked in an organisation where actually had twelve houses it worked for teenagers but actually house to house depended on how each team worked it was it never worked collectively as a unit so in some of the houses it seemed to function really well although it was quite clinical quite professional the team members were a bit warmer and a bit more experienced I suppose whereas in some of the houses then it wasn't has it improved massively I mean I'd like to think it has I mean I have been out of mainstream now going on for years I suppose I still hear stories back that actually in fact it hasn't it's still as clinical as ever as in all black and white as ever as cold as ever as professional as ever and you're still told very much so to avoid being yourself so I don't think it has in a lot of ways which makes me quite sad actually because you'd like to think a sector which progress and move on if I was to be totally honest I think that mainstream offers a lot of lip service So what are setting they're not actually providing so allowed the training you do in mainstream would suggest it there very warm you know it's a family and you know we treat the kids are which treat the service users like there one of her own when in fact in reality when you're in there that's not the case and that's really said and they actually feel really sad for future social care workers because there been sold alloy essentially .

so, you're saying that it's a lip service like that it's a falsification it's not what it says on the tin so to speak can you give me an example of why you think that or why you're saying this.

yes I'll happily elaborate on that I suppose an example would be there's a dearth Derby certain trainings that would specify that you would you know that you that you would work under a model of a family an however when you get in there then it never is the work that you do is never allowed to happen organically it's almost forced upon its a tick the box did you compete that session with the service user and if you didn't complete that session with the sort of service user then it was an issue and it was never about meeting the service user were there at it was all it was always about impressing higher powers he quack Tusla CORU am on paper on paper on paper on paper however you know if he sat down or if they came in and observed potentially did say actually you're not providing what you're seeing you're providing add on so it's a stark reality but like I said that might be one house out of the 15 that I've worked in and it was always the team that implemented the sense of family the sense of realism and neither did need the training their own that they learned but they're being sold a lie I suppose is the is the way that you're actually treated yourself as assorted curb freshman bath alloy .

sorry you said there thus it's the team that implements a family source speaking in the house so you're saying that you went against the rules that she pushed against what you were taught by the organisation not to be sorry no just a little bit that's all I want to know or do I pick you up wrong .

not necessarily I don't know did you pick me up wrong but I suppose you made your teachings your own so I suppose if you were told I need that session done wish ex-service user by next Monday and you as a person who's working on the floor beside them day in day out new that they weren't in the place to complete that session you would do it in your own way now that exposes from my experience and that's what I tried to do I've obviously observed social care workers be very ticked the box and be very black and white in their approaches with service users and that would obviously impressed then the higher powers in the higher management in the larger companies of mainstream but if you sat in their training sessions you will be told that it I'd operates very organically when in fact in reality it operates very clinically .

OK so just thank you thank you for that so just to go back to the second part of that I asked you believe that mainstream had developed and changed overtime now that was first mainstream now we're going to social pedagogy so you said you will be involved in the released four years at this stage now having seen any further developments or would you think it could be 10 beneficial for say mainstream residential I know that's pushing it out there but you're a person who is experienced both sides of the fence so to speak so will be good to hear from you .

yeah so I suppose coming from both sides of social care coming from mainstream typical residential services into social pedagogy I think it would be fantastic if all these organisations would sit in a room together and you know be really real and take approaches from one other because obviously social pedagogy unfortunately wouldn't necessarily always meet the black and white that is he queer or ****** or crew and so we've had to learn and adapt and I've seen my service do that over the last year and we try to do it though in such a way that doesn't impact our ethos or our model of care but yet we've had to bring in things we've had to bring in more paperwork which was never our focus but yet it hasn't necessarily been a bad thing but we're acutely aware that it doesn't become our focus yet we're acutely aware that it is important to have written records in order to have more accountability you know in that forum am where is mainstream residential would make paperwork its main focus and that's obviously their problem so obviously they could learn from social pedagogy in the sense Tash yes it is important to meet standards and have accountability through paperwork however it is equally important to work with these people you know that in social care and that paperwork doesn't become your main focus all the time I've watched my service struggle with the idea of introducing more paperwork over concern that it would take away from the quality time that team members spend with our service users again eyes I said Janet and I really don't like using that word maybe if I could say the people that we work with however there adapting in their train to create ways in which they can incorporate what crew or Hick was requiring of us Wale again keeping our model in place I suppose we're service that fights all the time and advocates all the time we wouldn't welcome or accept unnecessary paperwork or guidance from hic well without justification an inspection we've argued with inspectors about the need to introduce extra paperwork or extra you know I don't know how to phrase it but extra criteria into our service that isn't necessary or that we know would have an impact on our service and are the people we work with an and I think that's where it mainstream social care goes down their main focus they never they forget if they had an awareness that yes we have to have paperwork yes be after accountability but let's not get lost in it and that's what happens they had completely lost it when I was in mainstream residential the amount of repetitiveness I had I would write it a piece of paper report and that report then would be duplicated in four different areas that's a massive waste of resources it's a massive waste of time you know that could be spent with the people that I work with and dare brilliant at Esther you know they look fantastic on paper these mainstream services but what they could learn is to be a bit more aware of .

So ***name retracted*** you see the next question there it says the term empowerment now you've covered an awful lot of things that could classify is empowerment from your different variations of fields and so far but just in layman terms in just in simple words what does empowerment mean to you .

impairment means meeting the people we work with and where there ash I'm not forcing our thoughts or beliefs our morals and sharing them with them of course and maybe encouraging what we feed would help them but ultimately it's about meeting them where they're at and empowering them to make their own decisions and that's done true variety of ways you know you know encourage encouraging them to be part of all decision making you know encouraging free part of how we help them not telling them how we should have them and how we should save them and asking them was that helpful what you think we should do I'm I have a person I work with at the moment and you know which he gets distressed has asked to be left alone previous mainstream residential would force different strategies and techniques behaviour modification on them saying Oh no this is actually what you need whether

you realise it or not and will probably go through maybe 10 of them before they realise these aren't really working are they and then you know you might actually then get to the chorus whereas to empower and to make someone feel like they are in control you involved from the very beginning and as much as possible .

sorry you said there not to force something down someone's true with our soul force something upon someone alright new said that towards services would you believe that apartment should be applied to you as a sort like you as a person working on the floor at staff over ***name retracted*** or whatever it is you know even though you said earlier on you felt the mainstream that you were taught not to be you would you feel that was disempowering or you know what you think you know the evil isn't it funny that you actually turned around and started going out about the young person this serves user the client when I asked you just a term of empowerment for you but you direct it to the young person is it you would you say that's down to your training that's down to your talk process that or are you being moulded and shaped it into being a social care worker ***name retracted***orrow that you always have to fixate on the people you work with rather than you coz I the question was empowerment to you sorry just if you would mind

well ***name retracted*** I'm really glad you brought that up and something I haven't really notice to myself and it's ironic because what you've highlighted there is my whole approach as a manager is the importance to mind your team or mind your staff AM because essentially if the team is not OK if the staff is not OK and doesn't feel empowered then that's going to have massive implications on the service users and clients so yes I think it's really important that me as a centre manager team members staff members feed empowered and again I suppose yes we are being programmed and structured to believe the main focus is the service user the staff our second and that's actually not the right approach at all because we make the weather so we're not in a good place as a team I'm not in a good place as a manager I don't feel empowered I don't feel listened to that's going to have a massive impact on how I work with the people who need me so how I feel power empowered is similar to what I said actually practically the same I like to be involved in all the decisions about what I do as a centre manager I like to be asked about what approaches work well with me for example how I take back constructive criticism for example some people are happy for that to be given in a variety of ways how I like to work on my team how I like to organise my paperwork I like to be involved in that that makes me feel empowered I like to learn with as opposed to being told what to do I like to mirror I like to observe an and that makes me feel empowered I like trees I like to be praised when I'm doing a good job Ann I think that's something that's lacking in authorises really an it's a real pity because the impact of positive reinforcement for the team myself you know it reckons from down from the top I'm really lucky where I am at the moment I do feel appreciated I do feel heard an intern I suppose that makes me feel empowered in my role and empowered to look after my team be a good role model to my team and in turn my team then are a good role model to the people they look after and empower them and advocate on their behalf .

OK so you lovely answer in that situation and thank you very much for that but you always refer to as centre manager that this is how I feel important powered when you weren't is centre manager did you feel the exact same that you are being appreciated you're going to be listened that you were involved in decision making or do you feel that when you're on the floor in social pedagogy that you are not involved in the decision making just out of curiosity .

when working in the floor and social pedagogy yes I did feel damn heard I did feel that I was part decision making is the whole ethos of the organisation I work for an in comparison to the mainstream residential where I was you know social care leader you know I was a key worker no I most certainly wouldn't have felt in powers I would have felt very suppressed I suppose by upper management and that I had no say no control lack of any kind of authority over myself and the role that I had where is insolvent pedagogy 100% again it's encouraged.

So ***name retracted***tine we're on to the fifth question do you feel that you can see this right in front if you feel that you receive adequate support or guidance even in times of difficulty no focus on ask us again you're on full size is fence here focus on when it was like when you were in mainstream which I think you've already answered I know so will go for a previous did you feel as you receive adequate support and guidance in times of difficulty

that's very selective that that very dependent on where I was an overall 70% yes 30% no with that RG percent had a very negative impact on my health while being and the support came from my team never came from the organisation itself never came from upper management so that's that are 2% this 70% is my team that you know did their best to support me in situations that were very difficult with the resource is that they had which was their personalities their rapport with me you know their report with the service users and the 30% where I absolutely felt unsupported came from senior management where they were very removed from me in my role didn't want to know about me and my difficulties and .okay

OK I'm so if we say that that was when you were a mainstream now where you're at now in social pedagogy do you feel that you receive the adequate with support and guidance in even times in difficulty as well.

And yes I do why do you think I received adequate support always an again I was encouraged to be myself so even when I wasn't feeling supported or you could vocalise it and not feel like I would be reprimanded or there was a backlash I could see it and I felt heard and I felt understood and I felt like that something would be done about it an which goes back to your empowerment peace and I suppose that's the type of manager that I am with someone who can speak of but advocating talk but yeah there at Antonio difficulty I did feel supported absolutely .

you said that when you were in your mainstream session that it was thought of you not to be ***name retracted*** so to speak rather be a staff member as we already pointed out do you believe social pedagogy allows you to save forward to be a staff member or what was different?

Am I supposed to answer your question is as I said earlier you said I keep answering the questions as we go ahead and so to answer that I suppose they're not using professional language and in comparison to mainstream residential everything would be knocked away you know we are staff it is a eunuch it is not a house the cars are unique cars it is the units property nothing belongs to the service users it belongs to the organisation so they feed very much like there in a clinical setting and that is very robotic for want of a better word however sorted pedagogy discredits all that kind of attitude and encourages you to be as I said ***name retracted*** I am not a staff member it is a house that we live in not a unit Anne were encouraged to talk about our lives our own difficulties as professionals you know there is kind of the trifecta that you know we live by breaking up frequently in my supervision with my team there is the privacy the personal and the freshness and obviously the profession is the one that you have to keep to yourself you know legislation were dictated you know we have to be careful around the area the private would be my private life which would be encouraged to share for example you know I lost my brother my brother died you know that's very hard if a service user you know had a family member passed away I'd be encouraged to share that I have two kids Anne you know any kind of difficulties I've had I been hard to share with the service user Tim trying empathise and understand where they're coming from Anne backing away if that makes sense I suppose that it mean difference of social pedagogy too mainstream residential social care settings

yeah so I suppose private person can crossover because I suppose saying that person is also private and is wash de mainstream residential is where I first are stoat would have said not to do professional then would be you know things that wouldn't be appropriate to share with the service user an exposure it is a profession and there is no way to sweep around that Hick walker all them it is a profession at the end of the day and there are professional boundaries that have to be opened at all times confidentiality things like that things that just wouldn't be appropriate to share or to bring to the workplace however social pedagogy would encourage private and personal to crossover am so is boys dare the mean that's what I mean by the trifecta and did the main differences

what is poison so much the pedagogy we use the term had tongue which means authenticity and originality and yourself and I suppose if I'm coming an IB in ***name retracted*** and I been rely been authentic and I mean somebody the surf user could relate to it would mean a staff member if I been you know is that the title I have I'm removing myself I am being very far removed from the reality that is you know their life you know it becomes a workplace then and it becomes very much a job which is certainly not why I got into social care it's more a vocation it's more of I got in so scared to help people not to be removed from them not to be disconnected from them so yes by being real and being original and by being myself of course that's going to be report because you as human beings we want people to be genuine with us and not be something that they're not and if I'm coming being a staff member with no family no problems no issues perfect just here to help and serve and you know fix the kids of the world fixed this idols of the world you know that's not being real so yeah I do think it helps with reporting massively .

it's hard to say I suppose my experience has been vast but I worked in an organisation where actually had twelve houses it worked for teenagers but actually house to house depended on how each team worked it was it never worked collectively as a unit so in some of the houses it seemed to function really well although it was quite clinical quite professional the team members were a bit warmer and a bit more experienced I suppose whereas in some of the houses then it wasn't has it improved massively I mean I'd like to think it has I mean I have been out of mainstream now going on for years I suppose I still hear stories back that actually in fact it hasn't it's still as clinical as ever as in all black and white as ever as cold as ever as professional as ever and you're still told very much so to avoid being yourself so I don't think it has in a lot of ways which makes me quite sad actually because you'd like to think a sector which progress and move on if I was to be totally honest I think that mainstream offers a lot of lip service So what are setting they're not actually providing so allowed the training you do in mainstream would suggest it there very warm you know it's a family and you know we treat the kids are which treat the service users like there one of her own when in fact in reality when you're in there that's not the case and that's really said and they actually feel really sad for future social care workers because there been sold alloy essentially .

yes I'll happily elaborate on that I suppose an example would be there's a dearth Derby certain trainings that would specify that you would you know that you that you would work under a model of a family an however when you get in there then it never is the work that you do is never allowed to happen organically it's almost forced upon its a tick the box did you compete that session with the service user and if you didn't complete that session with the sort of service user then it was an issue and it was never about meeting the service user were there at it was all it was always about impressing higher powers he quack Tusla coru am on paper on paper on paper on paper however you know if he sat down or if they came in and observed potentially did say actually you're not providing what you're seeing you're providing add on so it's a stark reality but like I said that might be one house out of the 15 that I've worked in and it was always the team that implemented the sense of family the sense of realism and neither did need the training their own

that they learned but they're being sold a lie I suppose is the is the way that you're actually treated yourself as assorted curb freshman bath alloy .

sorry you said there thus it's the team that implements a family source speaking in the house so you're saying that you went against the rules that she pushed against what you were taught by the organisation not to be sorry no just a little bit that's all I want to know or do I pick you up wrong .

not necessarily I don't know did you pick me up wrong but I suppose you made your teachings your own so I suppose if you were told I need that session done wish ex-service user by next Monday and you as a person who's working on the floor beside them day in day out new that they weren't in the place to complete that session you would do it in your own way now that exposes from my experience and that's what I tried to do I've obviously observed social care workers be very ticked the box and be very black and white in their approaches with service users and that would obviously impressed then the higher powers in the higher management in the larger companies of mainstream but if you sat in their training sessions you will be told that it I'd operates very organically when in fact in reality it operates very clinically .

OK so just thank you thank you for that so just to go back to the second part of that I asked you believe that mainstream had developed and changed overtime now that was first mainstream now we're going to social pedagogy so you said you will be involved in the released four years at this stage now having seen any further developments or would you think it could be 10 beneficial for say mainstream residential I know that's pushing it out there but you're a person who is experienced both sides of the fence so to speak so will be good to hear from you .

yeah so I suppose coming from both sides of social care coming from mainstream typical residential services into social pedagogy I think it would be fantastic if all these organisations would sit in a room together and you know be really real and take approaches from one other because obviously social pedagogy unfortunately wouldn't necessarily always meet the black and white that is he queer or ****** or crew and so we've had to learn and adapt and I've seen my service do that over the last year and we try to do it though in such a way that doesn't impact our ethos or our model of care but yet we've had to bring in things we've had to bring in more paperwork which was never our focus but yet it hasn't necessarily been a bad thing but we're acutely aware that it doesn't become our focus yet we're acutely aware that it is important to have written records in order to have more accountability you know in that forum am where is mainstream residential would make paperwork its main focus and that's obviously their problem so obviously they could learn from social pedagogy in the sense Tash yes it is important to meet standards and have accountability through paperwork however it is equally important to work with these people you know that in social care and that paperwork doesn't become your main focus all the time I've watched my service struggle with the idea of introducing more paperwork over concern that it would take away from the quality time that team members spend with our service users again eyes I said Janet and I really don't like using that word maybe if I could say the people that we work with however there adapting in their train to create ways in which they can incorporate what crew or Hick was requiring of us Wale again keeping our model in place I suppose we're service that fights all the time and advocates all the time we wouldn't welcome or accept unnecessary paperwork or guidance from hic well without justification an inspection we've argued with inspectors about the need to introduce extra paperwork or extra you know I don't know how to phrase it but extra criteria into our service that isn't necessary or that we know would have an impact on our service and are the people we work with an and I think that's where it mainstream social care goes down their main focus they never they forget if they had an awareness that yes we have to have paperwork yes be after accountability but let's not get lost in it and that's what happens they had completely lost it when I was in mainstream residential the amount of repetitiveness I had I would write it a piece of paper report and that report then would be duplicated in four different areas that's a massive waste of resources it's a massive waste of time you know that could be spent with the people that I work with and dare brilliant at Esther you know they look fantastic on paper these mainstream services but what they could learn is to be a bit more aware of .

What does the term empowerment mean for you when it comes to mind So ***name retracted*** you see the next question there it says the term empowerment now you've covered an awful lot of things that could classify is empowerment from your different variations of fields and so far but just in layman terms in just in simple words what does empowerment mean to you .

impairment means meeting the people we work with and where there ash I'm not forcing our thoughts or beliefs our morals and sharing them with them of course and maybe encouraging what we feed would help them but ultimately it's about meeting them where they're at and empowering them to make their own decisions and that's done true variety of ways you know you know encourage encouraging them to be part of all decision making you know encouraging free part of how we help them not telling them how we should have them and how we should save them and asking them was that helpful what you think we should do I'm I have a person I work with at the moment and you know which he gets distressed has asked to be left alone previous mainstream residential would force different strategies and techniques behaviour modification on them saying Oh no this is actually what you need whether you realise it or not and will probably go through maybe 10 of them before they realise these aren't really working are they and then you know you might actually then get to the chorus whereas to empower and to make someone feel like they are in control you involved from the very beginning and as much as possible .

sorry you said there not to force something down someone's true with our soul force something upon someone alright new said that towards services would you believe that apartment should be applied to you as a sort like you as a person working on the floor at staff over ***name retracted*** or whatever it is you know even though you said earlier on you felt the mainstream that you were taught not to be you would you feel that was disempowering or you know what you think you know the evil isn't it funny that you actually turned around and started going out about the young person this serves user the client when I asked you just a term of empowerment for you but you direct it to the young person is it you would you say that's down to your training that's down to your

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well ***name retracted*** I'm really glad you brought that up and something I haven't really notice to myself and it's ironic because what you've highlighted there is my whole approach as a manager is the importance to mind your team or mind your staff AM because essentially if the team is not OK if the staff is not OK and doesn't feel empowered then that's going to have massive implications on the service users and clients so yes I think it's really important that me as a centre manager team members staff members feed empowered and again I suppose yes we are being programmed and structured to believe the main focus is the service user the staff our second and that's actually not the right approach at all because we make the weather so we're not in a good place as a team I'm not in a good place as a manager I don't feel empowered I don't feel listened to that's going to have a massive impact on how I work with the people who need me so how I feel power empowered is similar to what I said actually practically the same I like to be involved in all the decisions about what I do as a centre manager I like to be asked about what approaches work well with me for example how I take back constructive criticism for example some people are happy for that to be given in a variety of ways how I like to work on my team how I like to organise my paperwork I like to be involved in that that makes me feel empowered I like to learn with as opposed to being told what to do I like to mirror I like to observe an and that makes me feel empowered I like trees I like to be praised when I'm doing a good job Ann I think that's something that's lacking in authorises really an it's a real pity because the impact of positive reinforcement for the team myself you know it reckons from down from the top I'm really lucky where I am at the moment I do feel appreciated I do feel heard an intern I suppose that makes me feel empowered in my role and empowered to look after my team be a good role model to my team and in turn my team then are a good role model to the people they look after and empower them and advocate on their behalf .

when working in the floor and social pedagogy yes I did feel damn heard I did feel that I was part decision making is the whole ethos of the organisation I work for an in comparison to the mainstream residential where I was you know social care leader you know I was a key worker no I most certainly wouldn't have felt in powers I would have felt very suppressed I suppose by upper management and that I had no say no control lack of any kind of authority over myself and the role that I had where is insolvent pedagogy 100% again it's encouraged.

Do you feel that you received the adequate support and guidance through times of difficulty within the workplace? So ***name retracted***tine we're on to the fifth question do you feel that you can see this right in front if you feel that you receive adequate support or guidance even in times of difficulty no focus on ask us again you're on full size is fence here focus on when it was like when you were in mainstream which I think you've already answered I know so will go for a previous did you feel as you receive adequate support and guidance in times of difficulty

that's very selective that that very dependent on where I was an overall 70% yes 30% no with that RG percent had a very negative impact on my health while being and the support came from my team never came from the organisation itself never came from upper management so that's that are 2% this 70% is my team that you know did their best to support me in situations that were very difficult with the resource is that they had which was their personalities their rapport with me you know their report with the service users and the 30% where I absolutely felt unsupported came from senior management where they were very removed from me in my role didn't want to know about me and my difficulties and .okay

And yes I do why do you think I received adequate support always an again I was encouraged to be myself so even when I wasn't feeling supported or you could vocalise it and not feel like I would be reprimanded or there was a backlash I could see it and I felt heard and I felt understood and I felt like that something would be done about it an which goes back to your empowerment peace and I suppose that's the type of manager that I am with someone who can speak of but advocating talk but yeah there at Antonio difficulty I did feel supported absolutely . I found it hard to settle here after first joining the house. The idea of no office to go to and that it was a house/home… Like it felt homely from what I was used too was unnerving at the start… The first few weeks were hard, and I even thought about leaving because I felt that I wasn't doing anything… Some mornings I came in at 8am, drop the kid off to school and went back to the house until 3ish… With no checklist or paperwork to fill out… For one morning when asked 'How am I getting on?' I said 'grand but dunno what I'm supposed to do… I was asked 'what would you do if you were at home?'… And I had no answer… It was only after that that I started to realise 'ok I don't need someone to tell me what to do'… I fill my days with the child at it focus… So, if that meant have the house cleaned or get the shopping done or a meal prepared while they are away so be it… Pretty much like what was done at home for me when I was a child…

Again I suppose it goes back to what I can he said previously it's all about the decision making process it's all about involving him in every aspect of their care similar to a team is involved in every aspect of how they work with the service users it's not telling them what to do it's collectively coming up with what we should do how we should do it how we get better how we make the service user

feed better how we have to move forward from their difficulties how we have team members over to overcome their own difficulties they have with the service users an occasion that's how you empower you power people you work with that's how are you in power service users and again I think it's really underrated it comes down to positive reinforcement praise you know acknowledgement awareness of how difficult this job can be and acknowledging when something is done really well learning from where things haven't gone well and that's how I speak to service users that's always speak to my team what can we do better guys what have we learned from what we've done what approaches have worked well what decisions need to be done and that empowers them cause they feel in control and they feel hard and they feel they have a voice and that's how you empower people

I truly believe, people don't understand what it is we do here but its every simple… Raise a child!!! I had a social worker who was constantly looking for audits and incidents report (monthly) that went towards the child in care review (every 6 months)… Asking things like 'how many incidents this month' and 'what was the risk assessment on this to reduce the possible risk'… Now after months and months of explaining that we approach things more hands on and yes behaviour can be challenging but questioned the social worker aren't all adolescents challenging at this point as part of their development. Also, taking this into mind that we only classify incident report of when it's something of serious consequence… That simple move reduced the incident report issued by 80% (approx.) for a child I worked with in one year!!! Now that doesn't mean his behaviours altered completely but we weren't viewing him as a bad child with a list of incidents but a child who needs extra support from time to time

I feel they are essential in they do play a very vital role across all services it goes back to accountability having a structure having a platform having guidelines having standards that you go boy are crucial so that's how I feel about policies and procedures they do play a role and however again I'm lucky where I work at present we are acutely aware of the potential impact that these will have on our service and we try to implement them as organically as naturally as possible so that there they are implemented there adhere to their followed am but they don't impact on the ethos and the model of the service however it is essential that policies and procedures exist for her .accountability .

it depends on what you mean by get in the way I mean if it's not essential there are more as a tick the box and it serves no purpose only to exist then of course you can get in the way but overall no I think you know my previous experience from mainstream would definitely point out there is a need for a structure to follow a policy of procedure for guidance instruction for how a service should run and standards that it should meet .I understand why they are there, and they have importance. I see them as a guide rather than something that tells me what to do. We have policies set up to suit all of us within and abiding to the national standards and law in a round way… Meaning every time we get an inspection, they do question why we do something a certain why but show them by saying were not doing anything outside of what has been asked. Risk is part of life and if we totally control that for the child, then where is the learning in that? Having that as part of your framework is taking the 'life' out of living

honestly I would like to see some pedagogy have a greater influence on all social care sectors would be my greatest you know hope for over the next five to 10 years I really think that mainstream sort of care your typical social care settings could learn a lot from us and what we do because as you said I've seen both side of the fence is so I've seen very much in mainstream social care what does not work and what does work I like to see mainstream sort care become less professionalised in a lot of ways an again as I refer back to the tree peas I definitely like to see that whole model incorporated more across the sectors

Honestly I didn't very poorly in fact and when I was in mainstream the job totally took over an I became barn tosh I lost a lot of weight and I wasn't supported I was classy worried about the team members I worked with Cassie worried that I'd get into trouble for not doing something correctly not ticking a box not writing a report so honestly it really hindered my personal life and the balance was off so 90% of myself was divorces to my job and 10% were daughter myself and I became very unwed because of it so the balance wasn't good I didn't mind myself fighting protect myself I did an advocate for myself um so yeah the balance wasn't there in mainstream .

honestly both my role as team leader again this goes back to potentially being sold Lee I essentially was social care leader team member and centre manager or rolled into one the pressure you can imagine of dash was unbelievable when I wasn't in work I was on call when I wasn't on call I was in work so there was never a break an worried about my team I suppose it could be a personality trait maybe other people can separate or the professions can separate better than I am it was a massive learning curve for me. Yeah

I suppose a massive learning curve for me says they taught the organisation would appreciate if I gave 90% of myself I didn't ever stop working if I was always present always available or was there from my team but it never came I was never appreciated I never got the recognition are the Gold Star I felt I deserved so that was the learning curve Ann for me

When it comes to trust, do you think your practice allows for trust to grow between those involved? Again ***name retracted*** here when it comes to trust for the first part of the answer focus on when you are in mainstream about trust was it encouraged where you load to have that within the team or for as you said senior management and then for the second part more towards your last four years in social pedagogy if you would know please .

so I suppose trust was I encouraged to trust within the organisation that I worked for that is I'm assuming watching me by that question trust in what they told me they would provide trust me in what they told me they'd support mu it trust me what they said mainstream not so much because when everything was good everything was rosy everything was saying that long I could trust them then when I when things were difficult when things were a bit rocky when I needed more support they weren't necessarily always there for example I was left alone in a house on Christmas Eve and new admission came in Ann and I had no management available to me to support me which isn't something I thought or felt would happen so they were different coverage trust there and I was put on with a lot of people that I never worked with before and he would never work per service before so there would have been a lot of trust broken from the onset cause I was only working and want at that point in their service so from the mainstream perspective trust was broken quite a lot and I wouldn't have had a lot of trust going forward in what they were offering .

Perfect thank you very much Kris***name retracted*** so if you go on about trust now in social pedagogy please.

massive trust in social pedagogy and a service that I work in currently as the absolutely delivered on what they promised they promised you would have your voice heard they promised you would feed empowered they promised you would feel appreciated they promised you would be supported an absolutely do they deliver and so trust is very much at the forum of social pedagogy and I wish that that has been and will be in the future across the board in mainstream social care

Along with your experience and opinion, where do you think improvement needs to be made within your practice if any? So, in fairness you're already after answering a lot of this already so I would like to see from your point of view how could social pedagogy improve or what does it need to improve here in Ireland.

thanks ***name retracted*** I think it's still kind of in its infancy is still quite knew I'm in the sense well we're only here I think we're here 10 years now actually what were quite small and work where there's only two services in the whole of Ireland so I suppose how it could improve it would be lovely to see sorted pay garage services across Ireland and it became very popular for want of a better word in ardent Anne so that our holy task could and modelled could be spread across the country and that perhaps we could teach other services about her model and how well it works because it doesn't there's lots of evidence that we work really well I suppose we do have to introduce and we do have to learn from mainstream that's how we could improve ourselves as a service we do have to learn about policies procedures what cruise asking from us what us Liz what he quiz and train adapter service to meet the standards in our own way but still ensure that's being met and that does unfortunately involve perhaps more paperwork for accountability so I suppose we do need to improve in that form .

Did you feel you were prepared for the work when you entered the sector after graduating from college/university?

I'm I suppose partially yes partial and depended very much on the modules and whether or not there was any sense of preparation I suppose the placement element obviously would have prepared me because it's very practical S ray real that's frontline experience the modules again not so much because they come from an academic place another practical place an again you know not to sound too harsh in the lecturers they're very educated very well versed people but obviously they've never had frontline experience working with service users experiencing the challenges experiencing difficulties experiencing the different types of training that's required of us so to be completely honest absolutely 100% not prepared leaving college .

thank you very much ***name retracted***tine always remember at any point in time you are more than welcome to retract your piece towards research and thank you very much for your time.

thank you very much ***name retracted***.