

FRAMING IDEAS FOR Impactful Partnership

Diverse impacts
Small things with big effects
Mind-expanding
Intimate outsiders
Evolving art

Revision

Impactful partnership often if not always leads to children's learning on one or more domains. The study found that security, opportunity and children's agency were crucial conditions for this learning to take place. Therefore, a key role for the helper is to help ensure these conditions are in place, and to support parents in understanding why they matter and what they can do to bring them about. Explicitly discussing these conditions and the learning outcomes can serve multiple uses in partnership work.

For more information on the key concepts and findings relating to this worksheet see: [creating-better-futures.org/](https://www.creating-better-futures.org/)

To claim a certificate on completed worksheets see: <https://www.creating-better-futures.org/claim-your-certificate/>

**CREATING
BETTER
FUTURES**

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1. Key concepts – check your understanding

In your own words, explain what of the three conditions means, and make connections to the framing ideas for impactful partnership where you can:

Security:

Opportunity:

Agency:

2. Linking ideas to practice

Now you have the concepts in mind, the next step is to connect them to your practice. When filling out the table below, make connections to the learning domains represented on the circle diagram where you can.

Concept	How it relates to my practice
Security	
Opportunity	
Agency	

3. Understanding the diagram

The diagram below represents children's learning outcomes when helpers establish the three conditions of security, opportunity and agency in impactful partnership by helping parents understand what they can do to foster their child's learning.

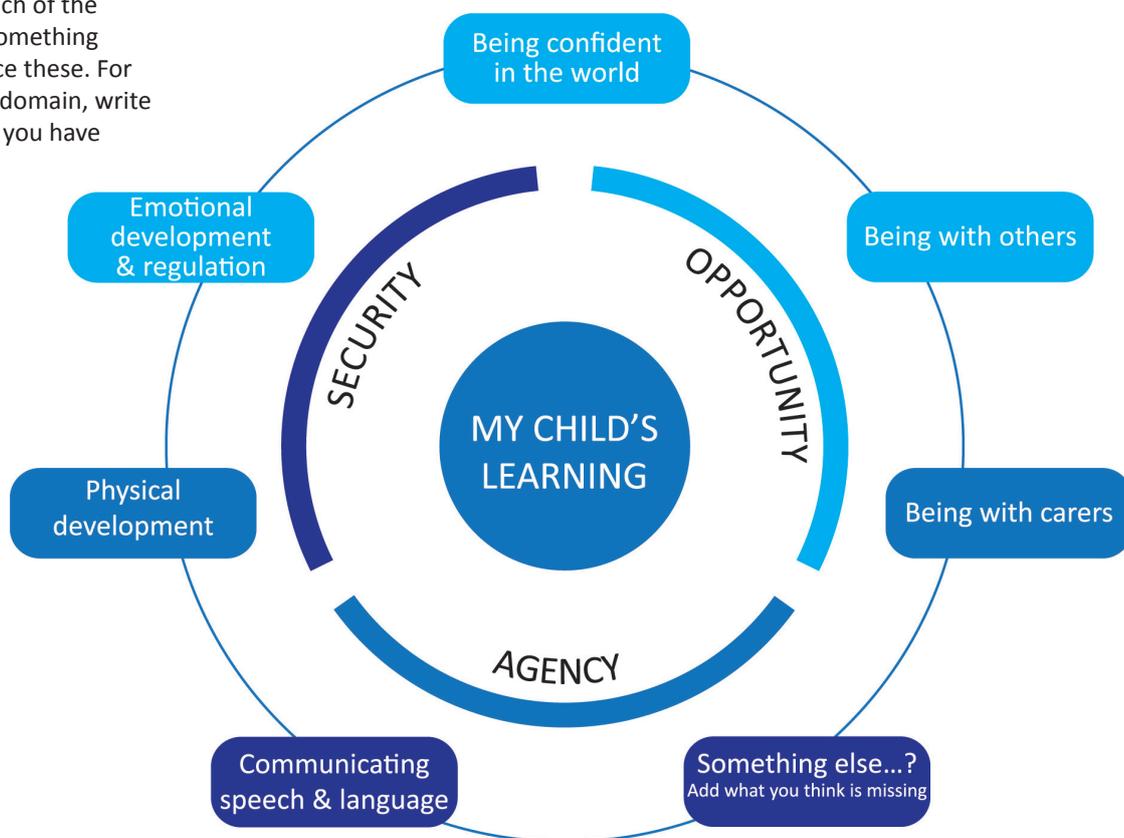
If this diagram doesn't make sense to you, draw something that captures the ways in which parents' understanding of what their children are learning contributes to impactful partnership on a separate sheet.

Uses of the learning outcomes map:

<ol style="list-style-type: none"> 1. As a map to define future directions, identify priorities 2. As a way to solicit what matters to parents (see Working with what matters to parents) 3. As a way to help make progress visible to parents – signs of 	<ol style="list-style-type: none"> 4. learning in these domains may be visible before a goal has been accomplished (and helper expertise is needed to recognise these signs) 4. As a way to chart outcomes of the partnership when it ends.
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4. Working with the diagram

Think of a family you are working with currently or have worked with in the recent past. For each of the three conditions, write something you have done to enhance these. For each applicable learning domain, write something concrete that you have noticed in the child.



5. Enhancing your practice

On a separate sheet:

1. Choose two of the *Questions for reflective practice* (see right) and write your answer on a separate piece of paper. If they don't quite work you can adapt them.
2. Look at the *Questions to adapt and ask with parents* (see right). Think of a family you are working with or have recently finished working with. Choose two questions you think you could use or adapt to ask the parents, and explain why these might be important, and what you think they might say in response.

QUESTIONS FOR REFLECTIVE PRACTICE	<p>What have I done to create conditions of security, opportunity and agency for the child?</p> <hr/> <p>What worked well in the past to foster the child's learning in relation to one or more of the seven domains?</p> <hr/> <p>What does my expertise tell me might be the most important domain or domains to focus on next?</p>
QUESTIONS TO ADAPT AND ASK WITH PARENTS	<p>What do you do to help your child feel safe, to help him or her try new things, and to give him or her a say?</p> <hr/> <p>What do you think it was that you did to help your child be so... (eg. confident, good with others, communicative...)</p> <hr/> <p>What should we focus on next so that you feel more confident helping your child learn?</p>