

The Practice Framework

Children and Learning



The
Camden
Centre
For Relational Practice

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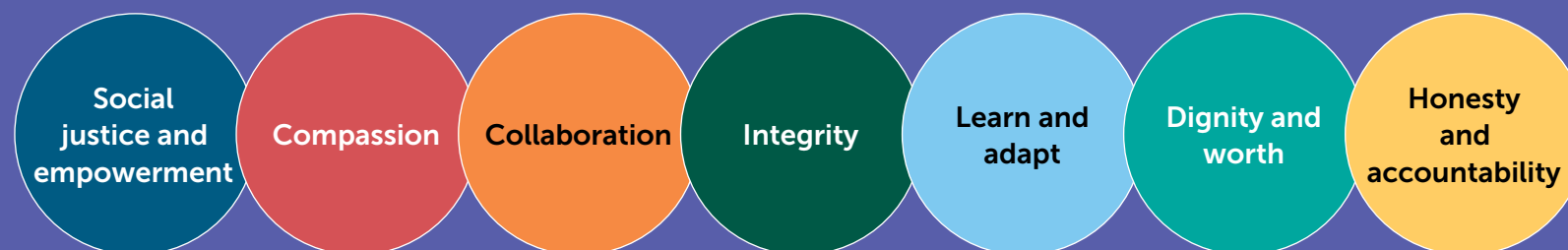
Welcome to our Practice Framework

This framework sets out our beliefs and values, and how we translate those into everyday practice with those we serve in Camden and with each other.

We know that being relational is at the heart of everything we do. We are always in relationships with each other, our environments and our society. Relationships have a profound impact on our experiences in the world, and act as a resource in times of need.

Being relational means Camden children, young people, parents and carers, networks, residents and communities experience a workforce that is curious, kind, courageous, honest and collaborative. We are committed to developing an infrastructure that helps us live these values:

Values we live by



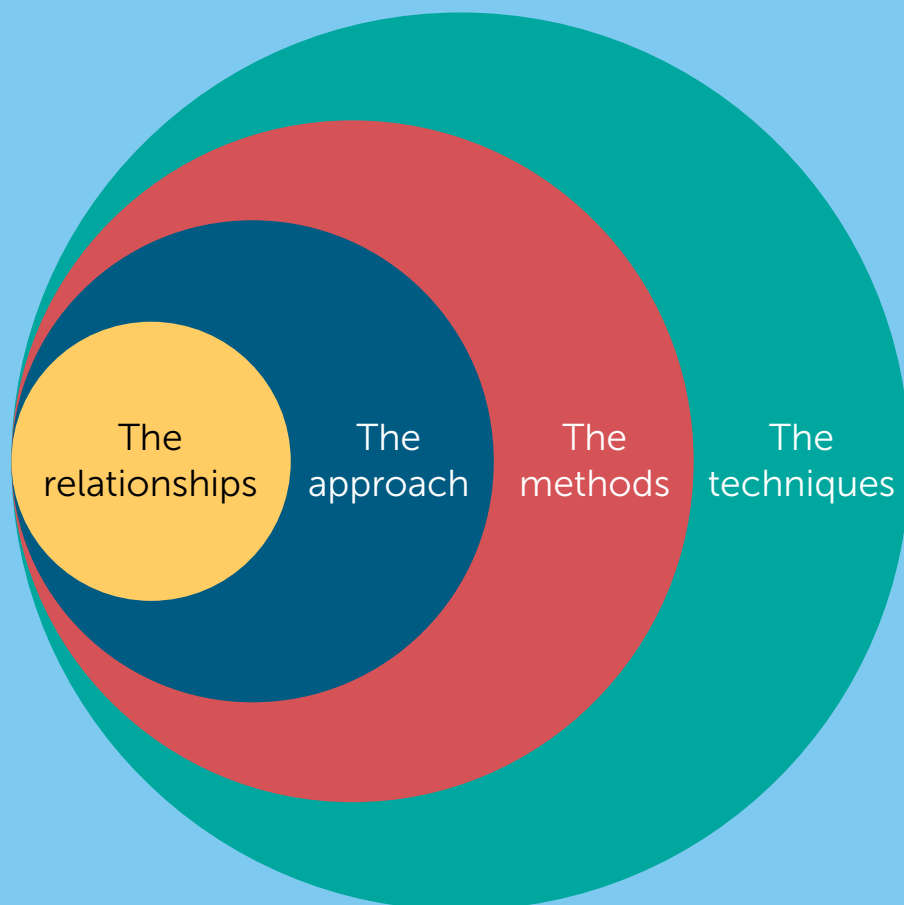
Camden recognises the adverse impact of structural inequalities and disproportionality for residents. We are committed to creating a practice context where each of us takes an active role championing rights and tackling discrimination.

Our partners, community and neighbourhoods are integral to this framework. We want to do more than just work together; we aspire to shared communities of practice. It is vital that as a group of Council services and partnerships, we all understand our relational approach and apply it in practice.



What is the Framework?

Relational Camden is a unique practice framework that helps us live our values and help people well. We use a simple combination of approach, method and technique, derived from John Burnham in the systemic field:

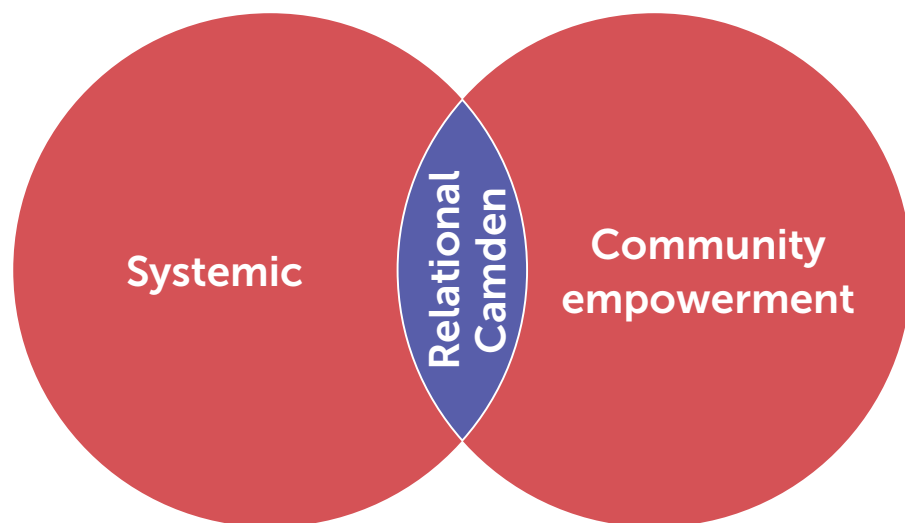


Our approach is systemic thinking. Our methods – mentalisation, anti-racism, participation and restorative – help us think and act in a systemic and relational way. Our techniques give us practical tools to use in our work. When approach, method and technique are practiced together, they help us live our values. All parts of our framework are rooted in theory, evidence and ethical principles.



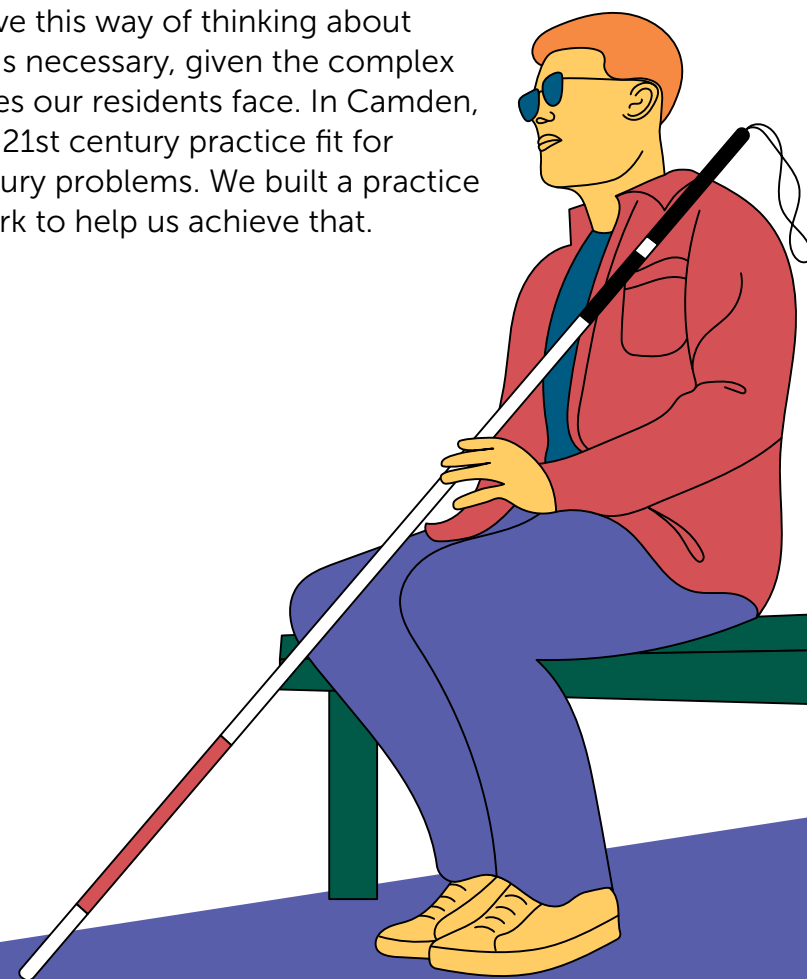
What Makes our Practice Framework Different?

Many practice models draw on systemic and relational approaches. In Camden, we combine systemic practice with the principle of community power. Camden believes that everyone can contribute to helping, and that all contributions should be valued. The way we practice should reflect this.



The practice framework focusses on systems and bringing people together across systems. It encourages relationships of reciprocity, recognition and respect. It values social justice and equity as much as relationships of trust, honesty and compassion.

We believe this way of thinking about practice is necessary, given the complex challenges our residents face. In Camden, we need 21st century practice fit for 21st century problems. We built a practice framework to help us achieve that.



What you will learn in the Framework and how you can learn it

There are a range of ways for you to learn the practice framework across the Council. These are delivered by the Camden Centre for Relational Practice. All entry points will introduce you to the approach-method-technique framework, the theory behind it and how to apply it in practice.

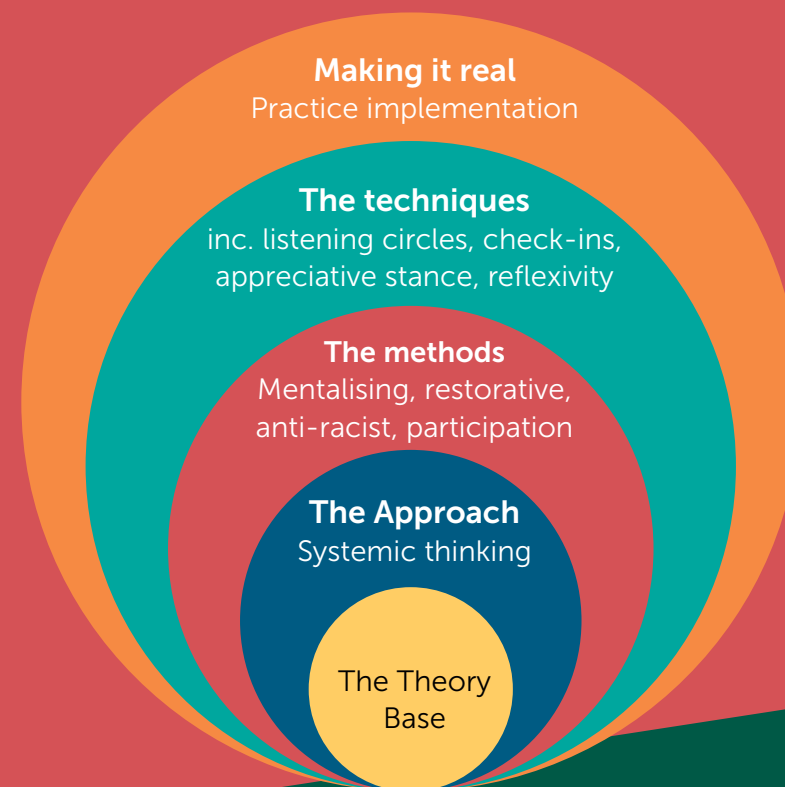
After your training with the Centre, your service will support you to implement the framework. They will also support you to develop the other technical skills, knowledge and capabilities you need in your role. There will be opportunities to develop enhanced practice framework skills through our advanced practitioner route, including recognised qualifications.



E-learning
introductory
module for
everyone

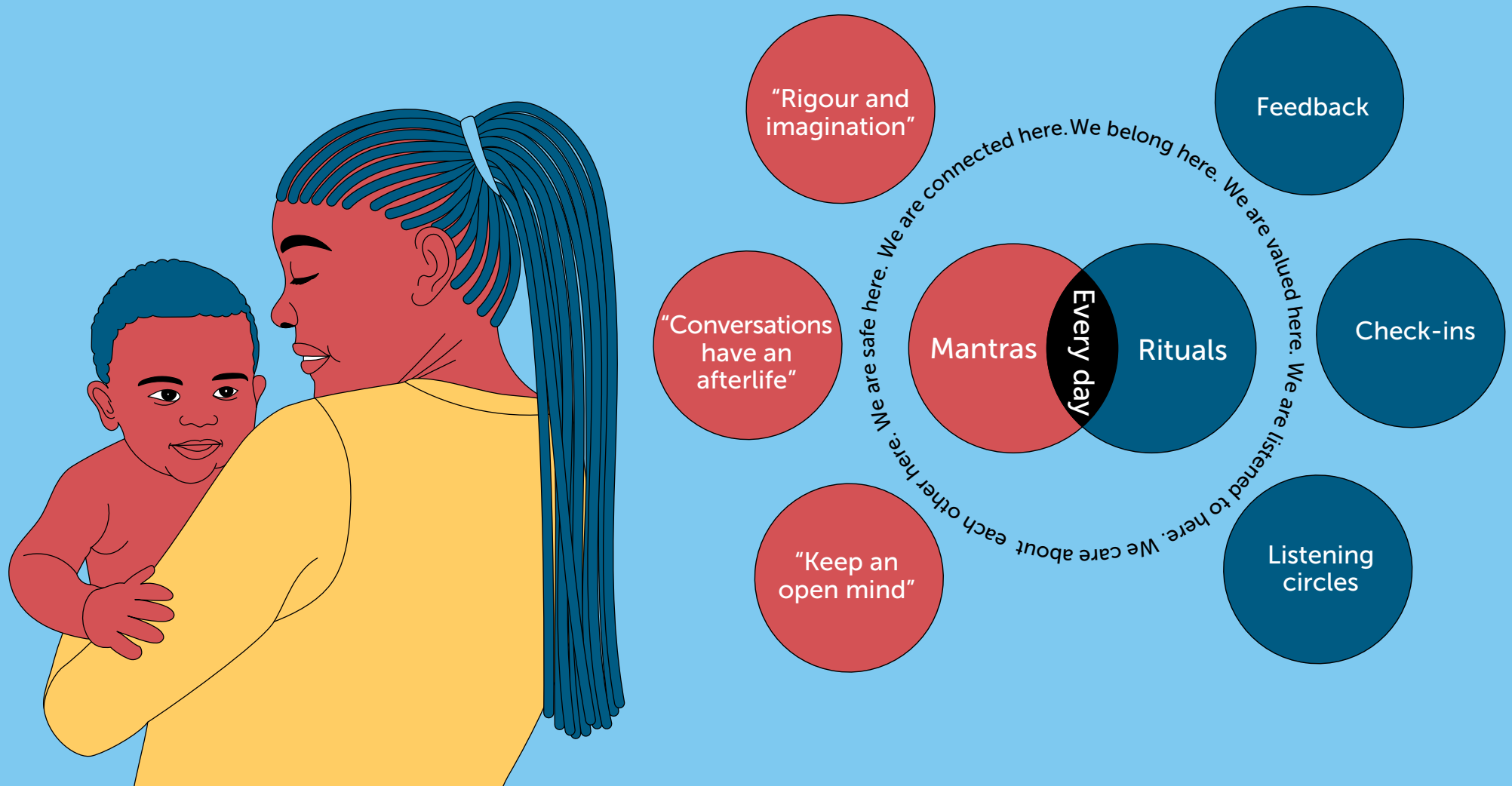
5-day
course for
front-facing
practitioners

Advanced
practitioner
options



Everyday Rituals and Mantras in our Framework

We ask everyone to adopt a set of simple rituals and mantras into their everyday working lives. Practiced regularly, these give us repeated signals that human connection and care are part of the oxygen in our culture, where relationships really are the priority.



What the Framework seeks to achieve

When practitioners bring approach, method and technique together, this gives them a clear orientation to practice, increasing confidence and skills to help and empower people. They will be living Camden's values in every interaction, every day. And they will be making a positive, lasting difference to the futures of Camden children, families, residents and communities.

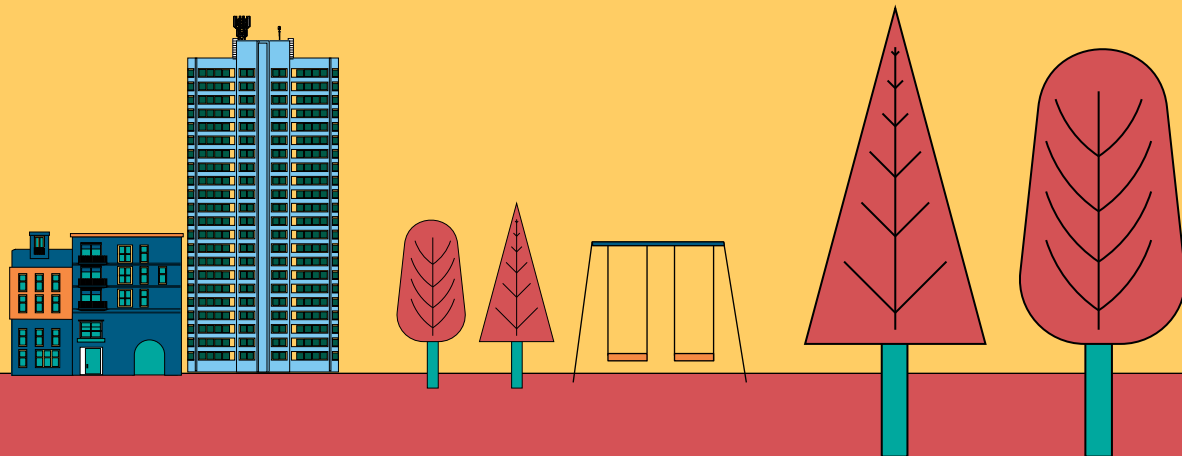
When we work alongside Camden citizens in this way, we hope they will say:



The relationship was of value to me

The relationship helped me with something and it made a difference to my life

The person I worked with was honest, helpful and compassionate



Learning

Our practice framework will have a governance structure to ensure that the implementation and transformation meets with the expectations for those we serve and colleagues. The governance will ensure scrutiny regarding training, whether this is internally or externally commissioned. All training must chime with the values of our practice framework. Our quality assurance activity will provide significant feedback to help us ensure that the story we tell ourselves about practice is the story lived by those who receive our help and support.

The family and systemic psychotherapy service will be key in supporting the embedment of the practice framework through modelling, workshops, consultations, and joint work; alongside other colleagues who have been trained in the modalities outlined. The training implementation for all colleagues of this practice framework will be over a 1–2-year timeframe. The practice framework will be continually revised, to ensure that it is iterative to the needs of our children, families, and workforce.

Supervision

Supervision is integral to ensuring a culture of rigour and imagination. Supervision must enable practitioners to bring their personal and professional identities, recognising they are intertwined in all aspects of our practice. We expect supervisors to model curiosity, attend to power, difference, and intersectionality. These skills must be demonstrated towards supervisees and those we serve. We should be able

to clearly articulate the purpose of our involvement, and our theory of change, using a range of systemic concepts and techniques. These include safe uncertainty, group supervision, and isomorphism. Isomorphism teaches us that patterns repeat themselves in other spaces, so how we interact with each other, will be replicated in the way we interact with those we serve.

Check Ins

We want to ensure that everyone in a meeting has an opportunity to be heard and contribute. A check in, helps us to ensure that every voice is validated, and supports our ability to connect with each other. These should take place at the beginning of a meeting, before attending the meeting itself. Ideas for questions include, what do you have planned this week, where

you might need support? How are you showing up today, is there anything that can be offered to support? What was the last act of kindness you received/ gave? Asking questions such as these, can help develop a richness of connectivity and understanding, of the context that colleagues are in.



Practice tools with families/assessments

We want to ensure that colleagues are using a range of systemic tools and techniques to assist with enabling families to remain experts in their lives. Tools that can be expansive, increasing understanding of family life and understanding family life cycles. We know transition points such as the birth of a baby, divorce, unemployment, illness, and adolescence, can be hard transitions, particularly when there are strong narratives in our society that can influence how we cope. Other techniques include the social GRRACCEESS, using chronologies to elicit patterns,

and asking questions as an intervention, such as circular and miracle questions. An example of a circular question, if you made the changes you would like, who would notice, first, what would they say, and how would this make you feel. A miracle question, if you could have the relationship you would like with your daughter tomorrow, when you wake up, what would you be doing, what would be your daughters' reaction, how would this make you feel, and who would help you maintain progress.



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