ViewPOINT

Participation Wheel

Evaluation

Regular reporting of collective information from children and young people identifying both what is going well and not so well is important. Effective measures of service quality rely on the perceptions of service users. Literature shows that children provide self-information that is reliable. Ensuring young people in contributing their views to individual plans also inform key wellbeing outcomes ensures data is readily available.

Leadership

Chief officers and leaderships teams have a key role to play. The Leadership Team should be able to explain the benefits of participation to the wellbeing of young people, receive and review regular feedback from young people and demonstrate that this information is being used to inform service performance and development.
They should promote working environments that encourage relationship-based

Engagement and follow through

Children and young people experience a relationship of trust and stability within which they feel able to share positive and not so positive aspects of their lives and work on these in collaboration with their worker to identify their desired outcomes and how to achieve these.
This process of engagement and follow through with young people provides an ethical framework for asking young people to share their views and for recording this information to maintain a collective data flow.
Young people share personal information primarily to benefit themselves, to improve their wellbeing, and as a result the views of many young people become available.

Supervision

Regular supervision of practice staff is important for their wellbeing and professional development. Supervision can model reflective practice the essence of the relationship between a practitioner and young person. Supervision can identify areas for development, and **ensure that practitioners are engaging young people effectively**, identifying what's going well and not so well, agreeing goals and ways to achieve these. Where possible supervisors should have access to records of children's views, for example Viewpoint web reports, so that the 'child's voice' is present and practitioner responses can be reflected on.

Practice knowledge, skills and tools

Children and young people are consistently clear that the quality of the relationship with the practitioner matters significantly.
Practitioners need knowledge and understanding about the value of relationship-based practice. Practitioners also need encouragement and opportunities to develop reflective and responsive practice skills.

Practitioners need to understand how to integrate recognised tools, such as Viewpoint ACASI, into their practice so that young people are helped to share their views, wishes and feelings.

©TVO Knowledge 2022