

POST GRADUATE CERTIFICATE IN FGC COORDINATION LEARNING TOOLKIT

This learning toolkit contains some useful tools that may assist you in organising your thoughts when completing work for the certificate. All of the attached tools are optional and you do not have to use them to meet the course criteria.

You may include them however in your submitted work as appendix items to demonstrate your learning.

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SOME GUIDELINES FOR WRITING A REFLECTIVE JOURNAL

- The journal is a personal document, there is no right or wrong way of writing it
- Trust the direction and authority of your writing
- Writing is a gift to yourself
- Forget about grammar, syntax, spelling – they may potentially block the creative and inspirational flow
- The writing does not need to follow a format like a story it can be a ramble, be supplemented by drawings, poem, doodle, responses to happenings
- Have a positive approach to the journal, treat it as a friend not an enemy
- Be honest in your entries, write it as it is rather than how you think it should be
- Use your own words – do not try and get it right
- Focus on issues that are important to you
- As you feel more confident you could explore sharing your journal with others
- Include your 5 senses and experiment e.g. using a reflective model, writing from another's perspective
- Reflect on the entries – leave some spaces to go back and see on reading if any more thoughts are stimulated.
- Look for connections and patterns which emerge
- You don't have to come to an answer or a question.

Clare Hopkinson based on the work of Boud, D., Keogh, R., Walker, D. (1985) Reflection: Turning Experience into Learning London: Kogan Page Bolton, G.. (2001) Reflective Practice Writing and Professional Development: London: Paul Chapman Publishers Ltd

USING RESEARCH AND READING

This tool can be used when you are reading or doing research.

Name of article or book/ research. Author, publisher and date:

Key Points from the book:

What struck me most from my reading / what I have learned:

How this changes the way I look at a piece of work I have done:

How I will use this learning with current pieces of work:

An aspect of my coordinator practice that will change or I will think about differently as a result of this reading:

ENQUIRY AND ACTION LEARNING WORKSHEET

Complete the following after you have been allocated an FGC case and before any action is taken.

Knowledge Base

What areas of knowledge (i.e. theory, legislation, policies, research, anti-oppressive practice, etc) are required to be?

What do you already know and feel in command of that is relevant to this particular case:

What are the areas of priority in terms of progressing with this case and how have you decided upon these?

Skills Base

What skills are needed to work on the situation?

What skills do you already have?

What can you do to acquire and practice those skills that you will need to deal with situation but do not yet have?

Values Base

What is the wider context of the situation? Are there any organisational, legal, resource, political or ethical issues that should be considered?

Are there any anti-discriminatory or anti-oppressive aspects of the situation to be explored?

Does the situation raise any personal issues for you? If so, how should these be dealt with and by whom?

After completion of the intervention

Review your own notes above. What is your present perception of the situation and does this differ from your initial perception above?

What are the key learning points for you?

What do you now feel confident about with regard to your practice?

What areas of your practice with regard to knowledge, skills and values do you need to further develop?
and how might you get the opportunity to do this?

What gaps are there in your knowledge and skills that you still need to explore that you feel you did not have the opportunity to do, or were not relevant to that particular situation?

How did the experience fit into the overall pattern of your learning, and help you relate theory to practice?

PLANNING A PIECE OF WORK

Before you begin a new piece of work with a family, take time to plan your work.

In what ways may the service users experience of services effect how they perceive me and the idea of having a FGC?

How will I attempt to address this?

What is the legal context for this work? Which agency policies will I be working to?

From the information I have, what new knowledge will I need to enable the process to progress? What steps will I take to gain this knowledge?

GUIDELINES FOR STRUCTURED REFLECTION

Context

Set out the circumstances in which you came to be involved in the piece of work you are discussing. How did your agency come to be involved with this work? What information did you have about the identity and circumstances of the service users (or others) you were to work with. What information did you have about their concerns? What other people or agencies were involved at this stage? How and why did you decide to take it on?

Purpose and Plan

In beginning the work how did you plan your involvement? How did you decide this? How did you decide you could best achieve this? What legal and policy frameworks informed your purpose and plans? What previous experience, other knowledge did you draw on? What other information or preparation did you think you needed?

Process

Discuss what happened in implementing your plans – what you did, what others did, how you responded to them, how you worked together. Say what you felt in the course of the work and how this affected your thinking, purpose and plans (i.e say something about the process of your reflection *in action*).

Evaluation

How effective was your work? Say what you know about the opinions of different parties in the work – yourself, the service user, the agency, anyone else who seems relevant. What was achieved or not achieved and why? How does this relate to your original purpose and plan, or any revision of it? Distinguish between the work you were responsible for and that which was carried out by others.

Reflection

Use this section to reflect *on action*. Discuss what you learnt from this piece of work, and reflect on you own intervention – in particular, your use of values, theory, methods and strategies etc. This might refer to a discussion of your own practice, and areas for development that the work has suggested to you, as well as issues around policy and practice that were highlighted for you.