

FRAMING IDEAS FOR Impactful Partnership

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

Revision

Helpers and parents care about different things, even when they are working together on a shared problem. Recognising these differences and making them explicit can produce a valuable resource that enables impactful partnership to unfold in a way that is acceptable to parents and secures their commitment to taking on challenges and persisting with unfamiliar strategies. Helper expertise is needed to solicit what matters to parents, to make what matters to them as helpers explicit, and to align their responses accordingly.

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 each aspect of what matters between helper and parent involves, and make connections to the framing ideas for impactful partnership where you can:

What matters to parent:

What matters to helper:

Common knowledge between helper and parent about what matters to each:

2. Linking ideas to practice

Now you have the concepts in mind, the next step is to connect them to your practice:

Concept	How it relates to my practice
What matters to parent	
What matters to helper	
Common knowledge between helper and parent about what matters to each	

3. Understanding the diagram

The diagram below represents the relationships between what matters to parents and helpers trying to work in impactful partnership. Common knowledge of what matters can be used as a resource for interventions that move beyond working towards shared goals alone.

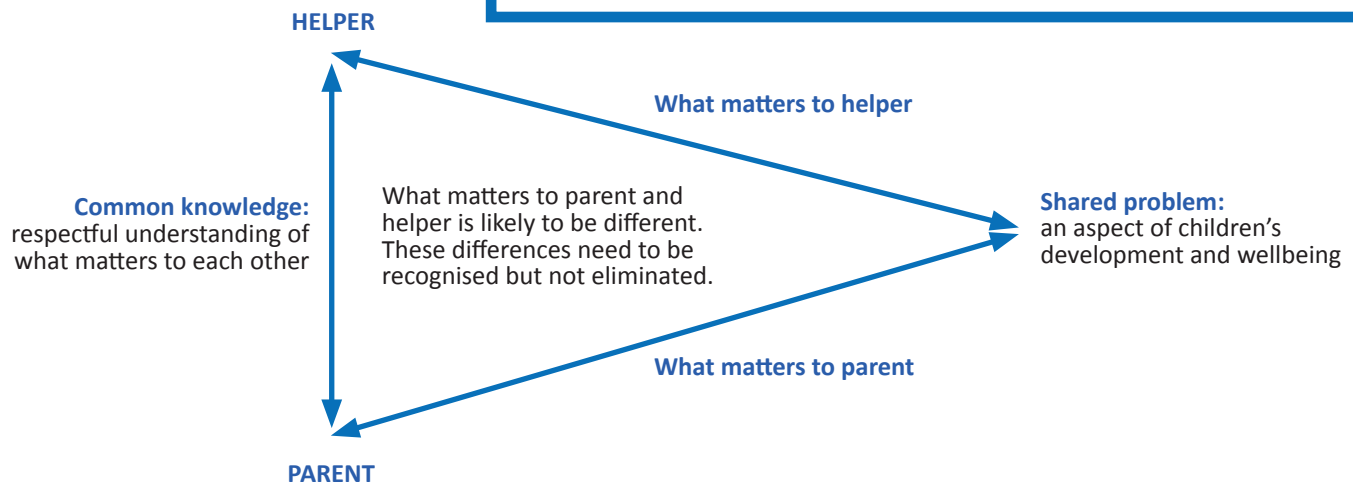
If this diagram doesn't make sense to you, draw something that captures the ways in which helpers' understanding of what matters to parents contributes to impactful partnership on a separate sheet.

Key concept: common knowledge (helper-parent)

Common knowledge, in the sense used here, is made up of what matters to helpers and parents, the motives that shape and take impactful partnership practice forward. Put most simply, common knowledge is a respectful understanding of others' motives.

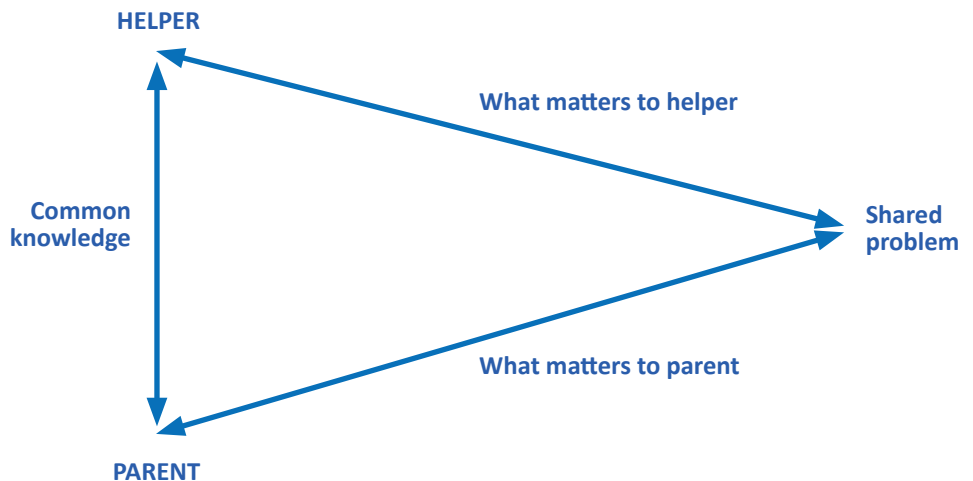
Common knowledge is important because it can represent differences between people working together, and enable them to consider the consequences of these differences for how they should proceed.

See (1) Edwards, A. (2017). Revealing relational work. In A. Edwards (Ed.), *Working relationally in and across practices: cultural-historical approaches to collaboration* (pp. 1–21). Cambridge: Cambridge University Press.
 (2) Carlile, P. R. (2004). Transferring, translating and transforming: an integrative framework for managing knowledge across boundaries. *Organization Science*, 15(5), 555–568. doi:10.1287/orsc.1040.0094



4. Working with the diagram

Think of a family you are working with currently or have worked with previously. Complete the blank diagram (see right) or use a separate sheet if you need more space, in relation to one key problem or issue that you worked on together – this is the 'shared problem'. Once you have written what mattered to you and to the parent in the relevant places, write what the 'common knowledge' made possible.



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

- What do I know about what matters to parents in relation to the problem we are working on?
- What worked well in the past to ensure my suggestions were aligned with what mattered to parents?
- How can I be sure that the help I'm offering aligns with what matters to these parents?

QUESTIONS TO ADAPT AND ASK WITH PARENTS

- What is important to you about this issue / problem?
- What boundaries or criteria would you want to have in place in terms of strategies we might use?
- If we were to be successful in our work on this problem, what would success look like, in detail?