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| Fieldnote Note | 28 | Date | 28/9/21 |
| Locations | Campus | Weather | Wet and cold |
| Child interactions | Red, [one of the children], [one of the children], Eva, Dennis | Staff Interactions | Donald, Casey, Duncan, Andy (handover group – multiple, mini interactions) |
| Times | 12noon – 3.30pm | Total Time in field | 3.5 hours |

Up on campus today to undertake a planned interview with Donald, which went well. Took the opportunity to meet with Casey and discuss her specialist role – she is becoming a Theraplay trainer and DDP PACE trainer as well. She agreed to set up some activities at the school where we can try and capture children’s voices in terms of the project and also agreed to be interviewed. Her main role is really about trying to make everyday care therapeutic through the use of play specifically and so it should be a really interesting/relevant interview. She showed me some materials that she has been developing around care planning and changing some of the recording forms etc to help staff to be more reflective. She has undertaken some stuff with the children on their understandings of love, which are really lovely, so she is well placed (and willing) to help me with this aspect of the project.

After this, I spent a little time in Bungalow 3 eating my lunch and chatting to Peter. The handover meeting seemed a little bit less organised today – it seemed there were a few unknowns and the senior on (Florence) was disrupted via a few phone calls. About halfway through the meeting, a stag walked by the window of the kitchen – I was totally surprised by this but, while they noted it, the staff just said ‘oh’ and then got on with the meeting – I made a quick note of a question – what does the unremarkable deer say about the physical environment here? (not sure if this is something to come back to or just my noticing of it).

I decided to position myself outside of Bungalow 1 to see the children as they arrive back from school in staggered groups (this has been planned as always and today is Bungalow 2, then Bungalow 1, then Bungalow 3). I have limited time today and so thought this was a way to see (and be seen by) most of the children. As they arrived back and headed into their respective bungalows, I decided to remain outside and see what this different viewpoint would offer. I could hear conversations going on in bungalow 1 initially and then could see everyone in the kitchen of Bungalow 2 and started imagining the different scenes in each of the houses.

A worker from an advocacy agency came by and chatted to me (I’ve met her many times before) and I ended up explaining what was happening (or planned to happen) in each of the bungalows and she decided the order she would go into them based on this information. I was thinking about how easily I take in information at the handover now that I know all the kids, staff and bungalows really well – I am a pseudo member of this community of practice now.

After a very short time, Red and [one of the children] came out with Hailey with their helmets on for some biking on campus. Red was being very sweet with [one of the children] when they came out initially, winding them up/chasing them in a very cute way. Once the bikes were retrieved, they went down to the ramp that Red had made with Simone yesterday – Red flew over it and [one of the children] wanted to take it apart as it was too high for them to go over and this created some tension between them.

[picture saved separately]

There was some interaction between [one of the children] and some of the children from Bungalow 2 who were in a car getting ready to go away with Millerton. Some choice language and hand gestures were exchanged. Red was doing long skids down the road, which were very impressive. I think because I was impressed and saying this to him, Red continued on this for a while, doing bigger and better skids – I remembered the psychologist saying he likes to do things he’s good at and I started to think about how information about children is filtered and stored and then comes to the fore in the experience of it.

Junior arrived out on his scooter and wanted his bike back, which [one of the children] was on. This caused some tensions and Hailey and another staff member ended up chasing them down the front road to eventually resolve the situation and get them back.

In the middle bit between Bungalow 1 and 2 there were now a number of children from across campus and staff – bikes, scooters, skids and carry on were the order of the day. I learned that two workers are on with [one of the children] this evening as they have been struggling and these workers want to manage the behaviour at home rather than always taking them out as they felt it’s unrealistic to manage their behaviour with constant off-campus activities. This meant when the kids split, staff had to follow so I called out my goodbyes and left.