Staff Interview 8 post project APRIL 2024 HB/MS - PAIRED DEPTH - 25 MINS

[Other comments: Due to the respondents' manner of speaking, some speech was unclear as a result.]

**So I guess the first question is just about your general reflections about having been involved in the project and what it's been like for you and for the people here.**

R1: I think for us, it's kind of felt a wee bit bitty because you've got everything else that's going on [?in the book 0:00:17.9] within residential care and then there's been times when the [?arc's 0:00:24.8] been highlighted and we've went in and looked at it and made sure it was up to date and stuff. I think the adults could be taking more responsibility than what they do. We've spoke about it a few times at the team meeting, and people just kind of sit there looking blank. So we need to embed it, I think, more. I notice the new ones, like, the students and that are more into it but it's almost like the older team see it as someone else to be doing. Whereas, the ones that are quite new into the team, like [Z\*], and [N\*], [N\*], [S\*], they're taking a wee bit more responsibility for it.

R2: Aye, they recognise its value.

R1: So I think that'll just take time. I think it's been a good process. I really liked the comparison between Germany and us because when I was doing my degree, a part of my dissertation was on the comparison of social pedagogy in Belgium compared to residential here. At that time we were [unclear words 0:01:19.8] kids and they had houses of like 40 children, and we thought it was too much having six. The comparison just opened my eyes. You could do everything in so many different ways. That's why I like this because we do memory books, we've got files, and folders, and digital stuff, but we had nothing like this. So it's almost like an extra wee bit to practice. The Care Inspectorate liked it. We did a wee conference mind. They really liked it.

**Yes, that was really good for us as well actually, because that was a big audience. It was a big audience.**

R1: Aye, and I think once they roll out to the rest of the houses, I think they'll like it as well. So I think it's been quite a valuable process learning about how to put things up digitally, and to make comments on it, and to put dates in. Because I've got piles of photos, and they've no dates, no names, no comments. It becomes faceless. It's a shame because it's somebody's memories. I think it helped us to actually value the children's journeys and memories a wee bit more.

**That's interesting because I suppose from my point of view coming in here, you guys did already have a kind of practice that was about memory but even though you've had that, so that's different from Germany. They never had any practice that was like that.**

R2: It was sort of me that was doing all that. To be honest, other people weren't really taking responsibility for that either. I ended up doing six books. Rather than that's your key child, could two of youse contribute to that? So it's just getting people get involved is the biggest struggle, I would say, and realising the importance of it because it's really important to the kids. I think the kids, they love it already. [D\*] comes to look at her photos and things like that. [C\*] actually asked me the other day what it was. I was like, '[C\*]'. 'Oh aye!' [Laughs] When I reminded him, he was like, 'Oh, I see.' [M\*] actually seemed quite impressed with it, because he was involved in that conversation with [C\*]. I was like, 'We could put yours up as well,' because we've got loads of old photos as well, and then ones of [M\*]. They knew that [C\*] and [M\*] have that link. They are like brothers. So it would be nice to have all their photos up there as well.

**Yes, and you can set up the folder who has access and that. So you could set up one just for [C\*] and [M\*] if you wanted to, if that's what they want, to be able to go on and have a shared place where they do that together.**

R1: How valuable is it when a kid leaves here, and they get all their stuff, and there's black lines through everything, but then when they leave and they get that archive stuff, they can see who they thought was their brothers. That must be really powerful because in the past it would just have been all lined out.

R2: I think as well, the memory books and that and the photos are all really valuable, but they know what happens sometimes if a bairn is distressed, but you can't really destroy the archive. It's going to be there forever. So I think that's quite a good thing. We could get the photos back off of that again if they want to destroy anything else that they had that was hard.

R1: We've not really deleted them off our files, the ones we've put up. It's kind of a wee backup.

**So they'll be in there as well. You obviously put pictures in Dynamics as well, didn't you?**

R1: But we can't put many on.

R2: What it does it, it open up a link [A\*]. So when they print all that out, they're not going to go see those photographs on Dynamics. They're sitting somewhere else. So that to me is invaluable because it's just a hyperlink that's going to come up. Whereas with that you can see the images.

R1: The one-liners like, wasn't it funny when you fell off the swing, or whatever happened that day. That one bit that made youse laugh together. I think, because they get their wee lines in.

R2: Aye, it makes it even more valuable than just the image. It's a right memory, yes.

**So it sounds like the project, we don't know obviously, how things are going to go or whatever else, but it sounds like it might have created opportunities for conversations about this stuff.**

R2: Yes, definitely and conversations about the past. Something that I find with [C\*], [C\*] loves looking through photographs and he will always go to you, 'Do you remember that day when…' He will always do that. It's something that he loves doing, so I think that's really good.

R1: He's lived more than 50 per cent of his childhood with [unclear word 0:05:36.5]. How many kids can say they've been in one place for 50 per cent of their childhood? Not a lot of them in Scotland.

**It's not something you see in residential. I think quite interestingly here, from my perspective, is that you had a wee cohort, as you say, that were like brothers and sisters who were here for a long time. [M\*], [C\*], [S\*], that lived a long time together as well as children and young people.**

R2: That's it. So it is nice for them to sort of have that link there. Even if they do lose connections in the future, they've got that link there. It's quite nice.

R1: [M\*] was 21 on Friday. He was eight when he came here.

**I guess that's really the nub of what we were thinking is that might not be in a case file that, you know, the group living with the other children.**

R2: That's exactly it because it would be individual photos a lot of the time.

**The last place I did research, the thing I noticed walking in was the way the pictures were up on the wall, and it was great they had pictures up of all the wains and that, but there weren't any of them together. They were all single pictures. I thought, they're worried about data protection here, aren't they?**

R1: Whereas we took pictures on Friday when we went to [M\*'s] new place and we were going to add them up because that would be part of the continuing journey, especially for [C\*] and [M\*].

R2: [C\*'s] in the photos. [Over speaking 0:06:58.8] like a brother.

**Well, if they're like brothers. There's no data protection issue, I know who he is! [Laughs]**

R2: Aye, that's it. Data protection's went away, and it will swing back, and it will stop in the middle somewhere. But at this moment in time, it went from there to there, like everything else.

**Absolutely, yes, it's not quite fitting with how things work here. You know it's maybe all right for individual social work records or something like that. Even then it's problematic as well. Let me check these ones. So did it turn out as you imagined and expected at the start?**

R2: I think it's simpler to use than I expected it to be, but it would be nice if we had a way up on the screen rather than having to scroll through your bookmarks.

**Yes. I think there is a way you can put a website on as an app, like, as an icon on your phone and stuff like that. I'll look into that for you. Hold on, where's my pen.**

R1: That would be really good.

R2: If there was an app as well, I think the kids would use it more because they're so attached to phones rather than laptops.

R1: They are because it's just like a wee square thing that you click.

R2: Aye, I think you're totally right because they're looking for the quick fix.

**It is a web-based thing, but you can potentially put a wee icon on your phone or on your computer where you just click that rather than searching through things and it will open up the website. There is a way of doing that. I'll find it and I'll do a wee guide for you, and I'll email it up to you, so you know how to do that.**

R1: That would be good because if you had that on the laptops through there, I think they'd be more inclined just to quickly go in and upload stuff from their phones. They're not supposed to have it on their phone, so if they take a photo…

R2: No, they're all sending them to me. I'm like [?hold on the now, guys - laughing 0:08:44.7].

R1: We don't want to miss an opportunity when you're out. You're out at the market or bouncing a ball. All you've got is your main phone. Quickly take a picture.

R2: But the thing is they're sending them to my phone. I'm like, there's no point in you taking photos and sending them to my phone.

R1: Email the phone.

R2: But it's not. I'm like, email them to yourself. You can't share them with me. I keep meaning to tell folk.

R1: I thought they were sending them to your work phone.

R2: No.

R1: That's not good.

R2: So you don't want to lose opportunities, but you still can't be taking photos of bairns and keeping them on your own phone. So if they had this wee icon, I was thinking they would be able to come back, plug it in, upload them, job done, delete.

**Put the information in as you mentioned before I think, [A\*]. That you were there, you know who was there, when it was taken, what was going on. So you're the person that can add in the, what they call in technical terms the metadata. It's called metadata apparently.**

R1: That's the important bit though.

**Well, it is because there's seeing the image and then there's knowing who - exactly, so you don't end up in the situation you've got with their photos. You don't know who's in them, or where they were taken, or when they were taken.**

R1: It's a shame because they were my boss's boss's photos and [G\*] had his whole office filled with photos of the bairns because he was there for the bairns, and he was a good person, a big heart. He knew every one of them, but then when he went, that all faded because it's not passed down.

**He's holding all the meta data, aye.**

R1: He's got all that, aye, and it was never shared. At least this way we can make sure we're sharing it and it's no' gonnae get lost.

**How do you think it might develop in the future? Do you think it'll develop in the future? You mentioned it might to the other houses.**

R2: Maybe that would be a lovely development in the future, like we're saying, for the kids. A lot of them as well - when they move out, they're not gonnae have a laptop, unless they've got one the now. They're expensive things, but they've all got a phone. It's very likely, you ken, so I do think that would be a good thing.

R1: So do I. [Unclear words 0:10:36.5] on their own.

R2: Yes, and I think it would be valuable if they could link with each other through it and keep connection. As I say, that would be really nice.

R1: They could add wee comments and talk to each other through it, talk to each other. Or if it was linked to the cloud and the photos they take, they could choose from the library, the gallery, to add them to that account.

R2: Yes.

R1: We're getting technical here.

R2: Aye.

**Yes, I think you should be able to do that. I suppose the only thing is I know there is a limitation in terms of the number of photographs you can upload at the one time.**

R2: Aye.

**Somebody was mentioning here that they were doing it and he said it would be useful if…**

R1: You don't know if they want it [unclear words 0:11:12.2].

**Yes, if you could put more up.**

R1: Aye, you cannae.

**Maybe you're…**

R1: You can add four or five at a time with that one.

R2: It'd depend how it's working at the time, I suppose.

**Yes, with the Wi-Fi.**

Yes. [x 2]

R2: No. Like I said before, if they lose, say, a photobook - you have a house fire - you've still got all they memories there. I think that's a good benefit from it for the kids.

R1: It'd be a good thing to get put into all new houses when they open. [O\*] is open end of this month, May. It would be good if that was built in from the beginning and the new adults that join the house as a staff team…

**It's just part of the job.**

R1: It's a part of the job, aye.

R2: Aye.

**So you're no' trying to do the practice shift where folk are like that, hunting it.**

R1: We're all getting moved, so it should work for us all to do it that way.

R2: Yes.

**Are youse all getting moved?**

R1: Aye, we're all getting moved to wee houses, three-bedroomed houses. [V\*]'s house was already built and ready for me to move in. It's in [M\*] at [O\*] just across the [A\*]. So we're moving in there in about a month's time with three kids. [Unclear words 0:12:23.1] here.

**They'll just work through.**

R2: Aye, we're last.

**Saving the best till last.**

R2: Well, we're trying not to move at all. We've got all the bairns that have chosen to live here with us. They've picked us. We can't just go away and go, 'See youse later, then.' Aye, but that's been listened to.

R1: It has been, aye.

R2: Aye, so I think if they could just knock down this and build us a nice new building or something like that… [Chuckles]

**Well, this is probably worth a lot of money now.**

R2: Oh aye.

R1: Just move us out to the [H\*] and give us a new wee smallholding and we'll bring our kids up with chickens.

R2: Aye. [Chuckles]

**Get them growing stuff.**

R1: Yes.

**I think that would be great. Therapeutic.**

R2: Yes.

R1: Well, I've put that to the CEO. We'll see what happens. Very therapeutic.

**Budding horticulturalists. [Chuckles]**

R1: Yes, and she's like, 'Ask them for a campervan,' to me. [Laughter] 'Get a campervan.' Aye.

**[Aside discussion re question list 0:13:26.3] Do you think it's generally a good thing for residential care, this kind of thing?**

R2: Yes.

**It sounds like that's what you're saying.**

R2: It's a great thing for residential care.

R1: I think it's a great thing even for families.

R2: Yes.

R1: Do you know what I mean? My mum has got some photos; my aunty has got some photos. They're just scattered all over the family. Quite often I'll go to my sister or whatever. We'll bring along our photos and we'll have a Sunday with Mum with all the photos, because I don't ken who half the people are. Whereas if they were on something like that with the wee comments and dates, I think it would be great.

R2: Aye, yes.

R1: Do you know what I mean? Instead of putting them on Facebook - I don't do Facebook.

**Nor do I.**

R1: So they're just saved up with me. We could just all put them into the one space.

**Yes, like a family place.**

Yes. [x 2]

**It's actually your place as well, I guess, rather than a public…**

R2: Yes.

R1: It's no' public. Aye, just your family.

**You wouldnae go on Times Gone By and put pictures of your wains in the Post Office one day for everybody to see. [Chuckles]**

R1: You do it on Facebook, though.

R2: Even with things like Facebook and that, there's a danger there. I wouldnae put - I've no' put any of my nieces or nephews or anything on Facebook because I'm like, no. I ken what can happen. [Unclear words 0:14:26.4] that somebody could take their photo. [Aside discussion re dangers of public photos and AI 0:14:30.9]

**So what do you think has gone well from this experience overall? What has been the challenges?**

R1: I think what's gone well is - I really liked it when the kids were involved as well because that's taking a wee bit of ownership. [S\*] and [D\*] [unclear words 0:15:11.5] still have access, if they wanted, to the photos. I think they've all processed quite well. At first, I was thinking, where's the digital archive?

**Me too.**

R1: I didnae have a Scooby what it was like, the purpose or the aim. Now, when you're at the end of it and you see how valuable it could be to the kids, I think - even though it was about two years. It was quite a long process as well. When you cram it all together, it made sense. Actually, you've achieved something at the end of it. Even if you didnae achieve something, it would have been a valuable tool for your research and stuff. I think what was hard was because it was so long, the in-between times you weren't focusing because you would have still been - but you were just busy doing everything else.

**Getting on with your day-to-day job. Aye, of course.**

R1: Aye, so I suppose if you'd have maybe crammed it in a bit more, I don't know if it'd have worked the same, but it would have kept it more alive for us.

**Aye, a more intense kind of project where it's running - yes, that's a good point, actually.**

R1: Yes, and I think it's the reason that [S\*] got a wee job at the end of it. For one of our kids to contribute to a project where - in the end, to actually get some paid work, I think was just the icing on the cake with it.

**She's also cited in that presentation.**

R1: Is she?

**Publication, I mean, by [B\*] and [F\*], 2021.**

R2: Aw. [Chuckles]

**I'll need to tell her. She'll no' know that.**

R2: I wonder if you're going to be on the front page in the book as well. I am.

**Is she writing a book?**

R2: She's writing a book, aye.

R1: She's writing a book.

R2: Some of us are on the front page. I reckon you'll be added as well. I'm like, 'Watch what you're saying, [S\*].'

**Aye, I want consent for the photograph. [Laughter] I suppose you've mentioned practice issues there as well. Any other barriers to using the archive? It'd be good to have an app, you've mentioned.**

R2: I think an app, aye.

R1: I think an app. I also think to myself sometimes, would it be ethical for some of the families that are appropriate to have contact with the children to be able to see what their children's photos are as well? I thought, how do we do that? How do we allow, say, [W\*]'s sister to be able to look at [W\*]'s timeline? Then I think, well, is that for [W\*] to do when he's older? Or would she like to see it now? I do send her some pictures. Before I put them on the [?hard/i: 0:17:35.4] drive, I send her pictures. So I was thinking about that as well, how families can be involved when the kid leaves and maybe got contact.

**I think that's a really interesting question. Just from my learning on this project, there's a few things about consent and whether that's all in place and whether [W\*] wants his sister to have access. I think technically you could do it, in the sense that you'd maybe need to set up an individual folder for her and give her access to it and then nobody else has got access to that. What you can do with the photos that are already up of [W\*], is just to let ones go into the folder.**

R1: Let the good ones go in, aye.

**Yes, potentially. I suppose that's what I'm trying to say. Technically, I think you could do that. I think the more complicated thing is the other side of it, with the process and the consent.**

R1: Yes, and the moral dilemmas.

**Is it ethical, as you were thinking about there? They're the trickier things to…**

R1: There's not a lot of families that are involved with the children, but the ones that are and are genuine loving relationships, they're the ones that I was thinking.

R2: It would be lovely, like you're saying, for them to see that timeline as it was happening.

**I suppose there's ways you could involve [W\*]. 'What ones do you want to send to your sister?'**

Yes. [x 2]

**If he was picking the ones, 'Oh, that one when I'm at the market and this one when I'm at the thing,' then that - and if all the other consent stuff is sorted out, then I think that could be doable, aye. Just set her up as a particular user that only has access to that and doesnae have access to any of your other folders.**

Yes. [x 2]

R1: I think she would love that.

R2: Aye, I think so as well.

R1: Especially when you've missed so much.

R2: Aye, missed a lot.

R1: Missed a lot of his life. Fill her in a wee bit.

**Is she just a young lassie as well?**

Aye. [x 2]

R2: Twenty-one, I think. No, one is 21 and one is maybe 23, 24.

R1: [A\*] is the younger, eh?

R2: [L\*] is the younger.

R1: [L\*] is the younger?

R2: Aye. She's 21.

R1: Full sibling.

R2: I thought [L\*] was about 14. She's really young looking. Quite excited. [?Hair stretched, like 0:19:35.3]. They were like, 'Oh, she's 21.' I was like, 'Wow.' [Chuckles]

R1: She's no' seen her brother for, like, six years, though, eh?

R2: Aye.

**When they're young like that, that's a big chunk because they grow up so quick.**

R2: They're going to things like Laser Quest. He's actually no' met [L\*]. Having something like that in the archive where that's your first time meeting your sister, how lovely would that be to keep on watching?

**They could potentially upload photos of themselves into that and then he could see them at this side as well.**

R2: Aye, which would be really nice as well, so he's getting a timeline of their life.

R1: For the wain as well, it's really nice. They'd feel more involved in somebody's life, I would think. That's a good thing.

R2: Aye.

R1: So you're no' just seeing me; I could see you as well.

R2: I could see you too, yes.

R1: That's a good idea, eh?

**Yes, a two-way thing.**

R2: It would maybe make the bairns feel a wee bit better because I feel like they often feel like they're under a microscope, but it's like, 'Actually, it's sharing. It's no' just about you; it's about family.'

R1: Sharing lives.

R2: Aye, so that would maybe be nice.

R1: We should maybe call it that: sharing lives.

R2: Yes, sharing lives. [Laughter]

**Originally, we were thinking that you guys, as the adults, the caregivers here, would be part of this group and would have access to this archive. I know you do have access to it the now, but I guess there was a thinking - speaking to care-experienced adults about them wanting to keep connections with the adults that looked after them as well, there was quite interesting variability in the adults' responses to that about whether they should have access. How do you feel about that? If you were to retire or move on, would you still want to be able to access this archive? Do you think that's appropriate?**

R2: I would be happy enough if there was photos of me somewhere on the archive, for example, to give access to the bairns that we ken the now. Then if I did retire, I dinnae need to give access to other bairns, but it would still be there. I'd be happy enough. That's what they're sharing and all, like wee activities that you've done with them. You're putting it all in a wee folder for them to look at in the future. I think that would be really nice.

R1: I'd be happy to share from the time I came here to the time I retire. Also, when I retire, I would like the opportunity to put a photo up saying, 'This is me in Japan. This is me in - this is my big massive beautiful leek,' just to keep - so they could still see a wee bit about my life as well.

**They could comment on your picture and say, 'Oh…'**

R2: It's like, '[A\*]'s no' actually gone; she's still here and that means she's still part of your life.'

R1: Tell me, when you go off for a fortnight's holidays, I know at least every day you think, oh, [C\*] would have loved that.

R2: Aye, I do it all the time.

R1: Oh, I'll get that for my [?wee bairn 0:22:19.1].

R2: Aye. Oh, [D\*] would love that. Do you know what I mean?

R1: It's just like - you had them in your heart. Even when you retire, you're no' gonnae sever they relationships. The ones that you've got the now, new ones will come in and they'll be neither here nor there for me, but the ones that you got to see through to a good outcome, I would still like to be able to be…

R2: Part of that.

R1: …a part of that in a small way.

R2: Me too.

**What do you think now, when you're looking at the archive and the content in the archive about what's in there and whether you think there's anything missing or anything like that? How do you feel about the content that you've got on there just now?**

R1: I think it's simplistic. There's nae frills, nae bells. It does what it says on the tin and it's easy to navigate. The only thing, like we say, would be a quick - add a click-on…

R2: I've no' tried this yet, but can you put videos on it?

**You can, yes.**

R2: Right, okay, aye, because I've got a video there of [D\*] doing a school performance.

R1: That's right, yes.

R2: So I'd like to put that on, aye. [Chuckles]

**You can, and audio files as well or text. I think you could be able to put text up, like if you wanted to add a story or another thing or whatever.**

R2: It would be nice - say things like that, like they drew you a picture. Take a wee photo of it, put that up as well and it's like, 'You did that when you were eight,' and elaborate on what you were doing a bit, rather than it just being photos all the time. Maybe even school certificates. Take a photo of the school certificate. 'That's the day that you achieved that.' That would maybe be quite nice.

R1: Or you're away on holiday - and I want to go to Iceland - then you press the wee app, press audio, and go, 'Hi guys. This is me in Iceland. See you soon.' Stuff like that.

**Yes, or sing a song together or whatever it is.**

R1: I think it's just about being a wee bit more creative, really, on our side. [Interruption 0:24:04.4]

**[Closes interview]**

**[END OF TRANSCRIPT]**