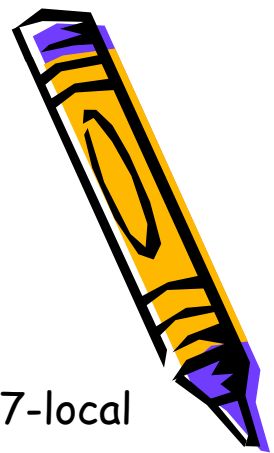


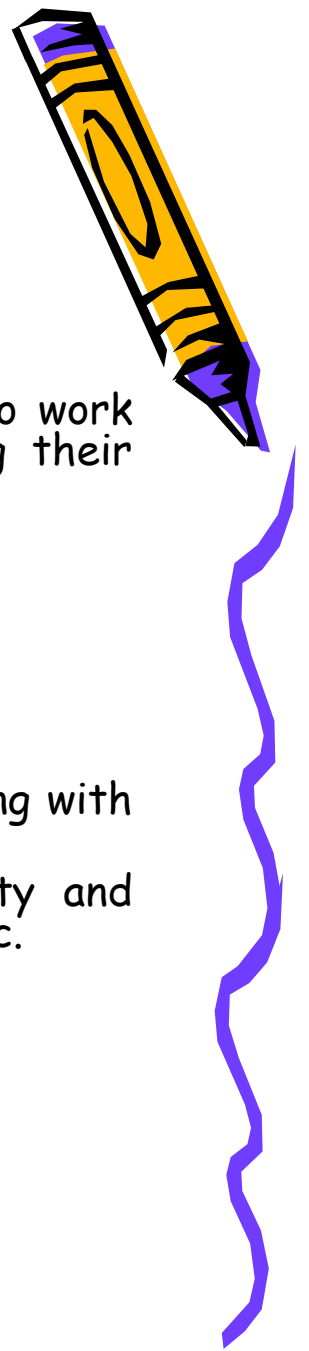
Mounttown Neighbourhood Youth & Family Project



- Established as a limited company with charitable status in 1997-local community and CDP lobbied for a service
- Management Committee representing community, statutory and voluntary organisations
- Moved into a refurbished building in December 2000 - disused classrooms in the ground of Holy Family Primary School on foot of a license agreement
- Targets 50 young people, the majority in the school setting considered to be in need of additional support. (At time of writing 3-12 years)
- Offers therapeutic group work and individual work to young people and support to families
- Funded by the Health Services Executive (194,000 euro per annum at the time of writing)
- Drugs Task Force and School Completion Programme provide additionally (20,000 and 20,000 euro)
- Three full-time staff positions



Main Focus



- Bringing our professional knowledge, skills and insights together to work with targeted children by identifying their needs and supporting their development in partnership with their parents and school
- Child centred collaboration leading to a learning organisation
- Influenced by psychoanalytic theories of development
- Using the Marte Meo approach to underline the ethos of the project
- Establishing supportive relationships with families
- Providing therapeutic work to young people and their families
- Networking with community groups and projects who are also working with families and their contacts
- Working at a wider macro level in relation to issues of poverty and exclusion-Southside Partnership, Community Development Project etc.



Creation of a culture pertinent to the work



- 'Good enough' - D. W. Winnicott creation of a 'holding environment'
- The importance of providing 'containment' - W. Bion
- 'A secure base' J. Bowlby
- Leadership-- modelling collaboration not splits
- Providing scaffolding at group and individual level helps young people to achieve resilience-in the arena of work in which we are based it is inevitable that we act out the projections of our clients if we do not pay close attention to what we are doing. Feeding into the wider culture available to the child to effect change around what Trutz Haase calls the 'neighbourhood or clustering' effect
- Building on what is in place - initiative for the Project came from the Local Community Development Project in conjunction with local HSE Community Worker. Using Community Development Principles
- A two-way mirroring of School's and Project's work in our approach to providing a particular nurturing environment for young people in school
- Staff chosen to fit in with existing established ethos-a mix of backgrounds and training a willingness to multi-task



Work with School



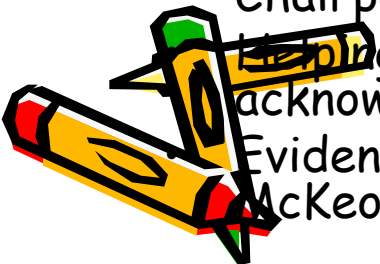
Historical:

- School Principal and Staff open to new initiatives
- Home School Community Liaison Scheme recently introduced to school and Early Start Programme- early intervention
- School has participated in a Southside Partnership training for school staff supporting positive interactions in school

On-going:

- Building an alliance with the school, particularly through developing a close working relationship with Principal and teachers in the school
- Working towards an integrated service with the school whilst preserving our differing cultures and approaches
- Project Manager on School Board of Management & member of School Completion Programme (smaller) Management Committee
- Chairperson of the NYP is an integral member of the school staff
- Helping school staff to understand NYP approach whilst acknowledging different roles and responsibilities

Evidence-based evaluation of the Project's work by Dr. Kieran McKeown involving teachers as well as NYP staff



Wider Policy Arena



- Important to pay attention to wider policy arena , policy has a huge impact on the work-Toward 2016, NESC-Developmental Welfare State-life cycle approach, DEIS, School Completion Programme Community Development Programme, Children First, Our Vision for Change etc.
- Paper presented by Dr. Maureen Gaffney - Chairperson of the NESF April 2008 The role of the NESF in the study of policy implementation : 'there is a need for a deeper understanding of the so-called "softer" issues, which are organisational culture, organisational capacity particularly learning capacity'
- Paper presented by Sylva Langford OMC at CAAB Conference Kilkenny 2007-an overarching vision
- Working at a macro as well as a micro level-not either/ or but both



Becoming a Learning Organisation



- Investment in training and commitment to sharing the learning
- From the outset, an emphasis on employing highly qualified staff with complementary skill and who share an ethos of supporting children and families in a range of ways
- Agreeing a shared vision for the way we work on the Project
- Introducing the Marte Meo method as the basis for our work
- Built-in consultancy around the work at Organisational, Project Manager and Team level
- School and local community involvement in consultation days
- Teacher/ Child and Adolescent Psychoanalytic Psychotherapist forged strong links with school staff
- Introduction of Marte Meo method to the school
- Students from DBS Psychoanalytic Psychotherapy training add to the culture
- Providing training in the wider community environment-In Touch With Children Course
- Invite teachers for lunch at the end of the school year and ask them for feedback



Conclusion

'No such thing as perfection' - D. W. Winnicott

No one service has the answer- drawing on the strengths of different services and approaches. Recognising the hugely important role school has in this setting and the type of structure and support it offers to young people-not just an educational in a narrow sense but introducing the child to a wider world and offering a scaffolding to the child

