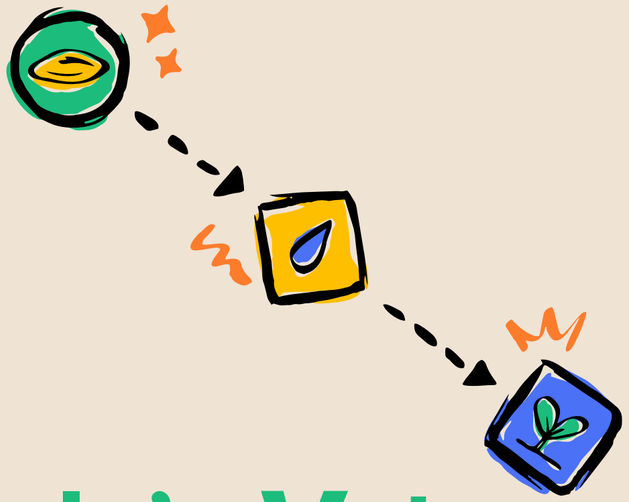


Amplifying Children and Young People's Voices: Participatory Research Approaches in Statutory Systems

Presented By Dr. Jordan White, UNSW
Supervisory Team: Dr. Phillipa Evans & Prof. Ilan Katz, UNSW
Indigenous Advisor & Partnering ACCO: Helen Eason, Nelly's Healing Centre

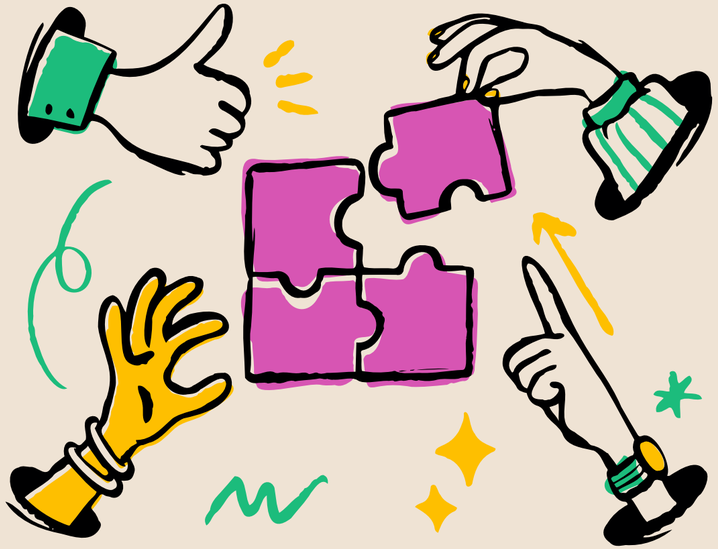
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Acknowledgements

18 children and young people generously shared their time, trust, and experiences

This research was undertaken on unceded Darkinjung, Darug, Tharawal, Bidjigal, and Gadigal lands



YJNSW provided access and supported research that positions those children and young people at the centre of their work. The views expressed in this presentation do not necessarily represent any official views of YJNSW.

AH&MRC & UNSW Ethics approval: 2118/23

This research has been supported by an Australian Government Research Training Program (RTP) Scholarship.

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What don't we (adults) know about these children?

Research Gap

Absence of children and young people's voices.

Research Problem

Ethical blind spot for responsive systems.

Research aim

Explore meaning-making of children and young people.



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Research Questions

‘How do children and young people make meaning of dual-untervention within the statutory out-of-home care and youth justice systems?’ and sub-questions:

1. How do children and young people who experience dual-intervention understand their offending trajectories?

2. How do children and young people who experience dual-intervention experience relational connection within statutory OOHC and YJ systems?

3. How can research with children and young people who experience dual-intervention generate meaningful outcomes which they value?

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How might we do research with children and young people in mandated settings and what might we need to consider?

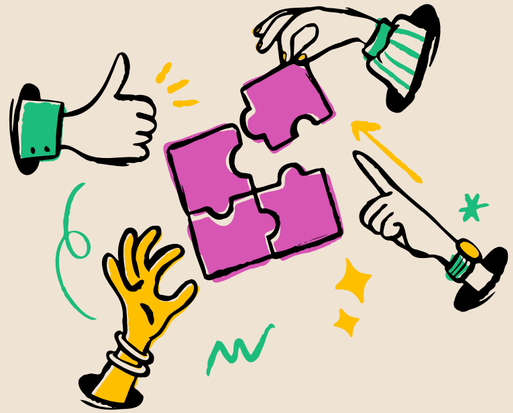
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How?

Young Person Steering Committee



Interview group



Relational Praxis

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Group Agreement
Young Person Steering Committee



Be Respectful



Speak up if someone is not respectful



Keeping it confidential



Jordan and Nelly's to listen to young people's ideas

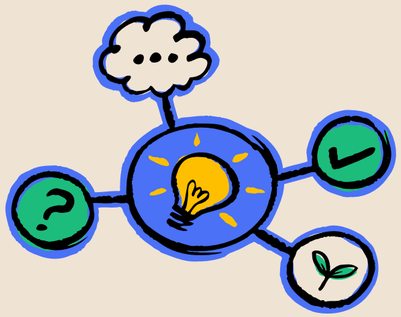


Say something to Jordan if we don't like

or don't want to do an activity



Don't pressure other people



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Systems that Define: 'If they've got no one in care that supports them, they'll end up coming in and out of juvie – then after a while I got used to it and it felt like home'
Family and Systems Histories Meet: 'How would I know any better?'
Asymmetric Knowledges: 'Think about how I'm feeling, not how you're feeling'
Helpless to History: 'I'm going back in the system, I'm not free'

Beau


Knowing my Rights: Access to Safety and Learning
Connection Provides Purpose: Family, Culture, and Masculinity
Sharing is Caring:
'I wish I got the help, instead I'm stuck in here'

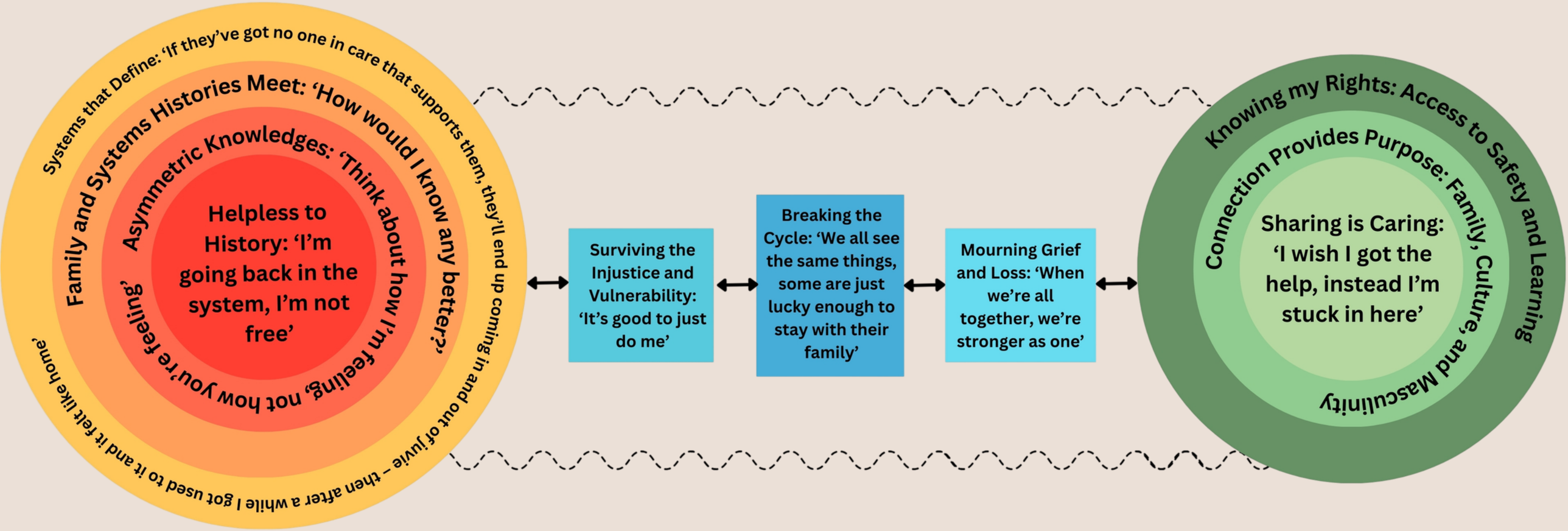
Frank


Surviving the Injustice and Vulnerability: ‘It’s good to just do me’
Breaking the Cycle: ‘We all see the same things, some are just lucky enough to stay with their family’
Mourning Grief and Loss: ‘When we’re all together, we’re stronger as one’

Lucas

Paul

Putting this together



Implications for your practice

System Dynamics

- Knowledge gatekeeping.
- Balancing intergenerational trauma and strong familial bonds.
- Compounding impacts of labelling.

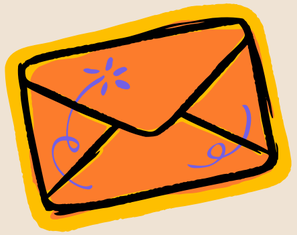
Navigating and Adapting

- Adopting anti-social, pro-criminal, and violent values to survive.
- Meaning-Making of Grief and Loss.

Individual Agency and Development

- Working with or against adolescent development.
- Complexity and reciprocity increase capacity for agency.

Questions



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