

# Quality Care: Foster Care Training - Orientation

Time	Resources	Method of delivery	Learning outcomes	Assessment
3 hours	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Paper/felt pens</li> </ul>	<p>Lecture, activity.</p> <ul style="list-style-type: none"> <li>• This module can be presented by someone who has Certificate IV (Assessment and Workplace Training), has completed the <i>Quality Care: Foster Care Training – Orientation</i> and is experienced in delivery of <i>Quality Care:Foster Care Training</i>.</li> </ul>	<p>At the end of this module participants will be able to:</p>	<p>The assessment necessary for each participant will be based on:</p>
			<p>1. Prepare for training</p> <ul style="list-style-type: none"> <li>• Understand competency-based learning.</li> <li>• Identify adult learning styles.</li> </ul>	<p>Participation in discussions and training activities; and</p>
			<p>2. Deliver training</p> <ul style="list-style-type: none"> <li>• Identify appropriate delivery methods.</li> <li>• Demonstrate strategies and techniques to</li> </ul>	<p>.</p>

			<p>facilitate learning.</p> <ul style="list-style-type: none"> <li>• Understand the objectives of training and sequence of activities as proposed in <i>Quality Care: Foster Care Training</i>.</li> </ul>	
			<p>3. Participate in assessment of competencies.</p> <ul style="list-style-type: none"> <li>• Understand assessment tasks in relation to each learning outcome.</li> <li>• Collect evidence of participants' knowledge and skills.</li> </ul>	

Time	Content	Resources/Additional comments or questions
15 minutes	<p><b>Welcome.</b></p> <p>Welcome all participants and thank them for coming to this <i>Quality Care: Foster Care Training - Orientation</i>. Introduce the facilitators of today's sessions and their relevant experience. Ask participants to introduce themselves and say where they are from.</p> <p>Explain that the sessions will run for 3 hours. Speak about the following arrangements:</p> <p>Name tags</p> <p>Planned breaks and refreshments.</p> <p>Toilets</p> <p>Fire escapes</p> <p>Mobile phones</p> <p>Discuss groundrules such as participation, respect for others, listening to other opinions and confidentiality.</p> <p>It can be explained that the above process will be followed in all training.</p>	<p>Name tags</p> <p>Pens</p>

15 mins	<p><b>Introduction.</b></p> <p>Explain that this Orientation will assist the people in the room prepare and deliver foster care training. (Handout learning outcomes for today).</p> <p>Explain that foster care training is designed to equip foster carer applicants carry out the role of looking after children.</p> <p>Brainstorm. (Ask participants why it is important for foster carers to have training)?</p> <p>Increasingly foster carers must meet stringent standards dictated by legislation and policy, and in order to do this they must receive adequate training and be assessed as able to carry out this task.</p> <p>It is therefore important as trainers that we can make appropriate preparations for training, deliver it in a way that ensures participants can develop the skills required, and assess whether they can demonstrate those skills at the end of training.</p> <p>Explain that this brainstorming activity is one of the types of activities that they will be using to deliver the training.</p>	
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<p>15 mins</p>	<p><b>Prepare for training. This is the First learning outcome.</b></p> <p><i>Quality Care: Foster Care Training</i> outlines the things that carers need to be able to know and do, in order to perform their role as foster carers (these are called learning outcomes). In preparing to present training, you as trainers will need to have an understanding of the importance of learning outcomes. You will need to know some of the principles of how adults learn, and what makes a good learning environment.</p> <p><i>What are the importance of learning outcomes?</i> Ask participants to think about the need most of us have had to learn to drive a car. Ask them to identify what drivers need to be able to do in order to be a competent driver? These are the learning outcomes. Point out that this then allows us to break down the tasks that need to be assessed.</p> <p>In the same way, the foster care training identifies a series of learning outcomes for each module – trainers will need to keep these in mind when preparing for each session. Training is not about just presenting relevant material – it is about ensuring that participants can demonstrate certain skills and knowledge before undertaking their future role.</p> <p>To be truly competent it is not enough to perform a task in isolation. There also needs to be an ability to apply these skills in different situations. For example – a participant may be able to demonstrate communication skills in listening to a child, but they also need to be able to use those skills in managing challenging behaviours.</p>	
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<p>20 mins</p>	<p><i>How do adults learn?</i></p> <p>Activity. Distribute Learning Activity. Ask participants to consider the questions individually and feedback to the larger group. Note key themes on whiteboard.</p> <p>As a trainer you will be working with adults. It is important to know some things about adults in a training situation, including how adults learn. Brainstorm – How do adults learn? Ensure the following is covered.</p> <ol style="list-style-type: none"> <li>1. Adults need to know the relevance of the learning – why do I need to learn this?</li> <li>2. Adults bring a wealth of life experience to training and this needs to be acknowledged. New situations can be related to past experiences.</li> <li>3. Adults prefer to see the immediate practical application of what they learn.</li> <li>4. Adults have generally developed a high level of responsibility for making their own decisions. Trainers must respect this and involve participants in all aspects of the training process.</li> <li>5. The most powerful motivation for adults is internal pressure (higher self esteem, job satisfaction). Good training will ensure that this is promoted in the program.</li> </ol>	<p>Handout following Learning Activity.</p> <p>Think about a particular situation in which you learned something new.</p> <p>Answer the following questions.</p> <ol style="list-style-type: none"> <li>1. What was it that you learnt?</li> <li>2. How did you learn it?</li> <li>3. Where did you learn it?</li> <li>4. Was it a formal or informal process?</li> <li>5. How successfully did you learn?</li> <li>6. What made it easier for you to learn?</li> <li>7. What made it harder for you to learn?</li> <li>8. How do you know you really learnt it?</li> </ol>
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<p>10 mins</p>	<p>The other thing to remember is that people have different learning styles. Refer back to the previous activity. Ask the group the following questions:</p> <p>Who learnt by needing to see something?</p> <p>Who learnt by listening?</p> <p>Who learnt by touching?</p> <p>Visual learners need to see what is going on. They need poster, charts, handouts.</p> <p>Auditory learners learn by listening. They like lectures, discussion groups.</p> <p>Kinesthetic learners learn by doing. They like team activities, role plays, hands on experience.</p> <p>Use the example of choosing a desk from IKEA – then having to assemble it out of a box. Visual learners will read the instruction book, auditory will ask the sales assistant how to do it, and kinesthetic will open the box and feel their way through it.</p> <p>It is important in training to provide a variety of ways for people to learn, in order to keep the attention of the group.</p> <p><b>15 Minute tea break.</b></p>	
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<p>20 mins</p>	<p><b>Deliver Training. This is the second learning outcome.</b></p> <p><i>What are some commonly used delivery methods for training?</i></p> <p>1. Presenting information.</p> <p>There is always part of your training session that involves new information. The following is important:</p> <p>Present information in small chunks – overloading will lose interest.</p> <p>Use a variety of presentation methods and resources eg use a case study, video.</p> <p>Create interest – link information with participant’s experiences.</p> <p>Get participants to practice new information eg scenarios, role plays.</p> <p>Check that information is understood.</p>	
	<p>2. Role Plays.</p> <p>This can be useful as a demonstration of an appropriate technique – where the trainer plays the key role.</p> <p>Participants can also simulate real life situations to demonstrate knowledge gained. eg as an exercise in demonstrating communication skills. Demonstrate a role play where a volunteer from within the group plays the part of a young person who is upset after a visit to a family member. Presenter to demonstrate good communication techniques.</p>	

	<p>3. Group discussions/brainstorming.</p> <p>Brainstorming is a good way to encourage input from all group members.</p> <p>Small group discussion promotes active peer learning by encouraging in depth discussion of key questions. Ensure that the groups stay on the topic and that all participants have a turn at expressing their ideas.</p> <p>It is important that trainers be aware of the difficult and sensitive nature of the content and the effect this may have on some participants. They should be comfortable in advising participants that the content may trigger emotions for them and that they should discuss this in private with trainers so that support can be arranged. Trainers must be able to monitor group processes to guide discussion in productive ways.</p>	
	<p>4. Case Studies.</p>	<p>Presentation of scenario to illustrate new information and allow practical application to a simulated real life situation. Show case studies that will be used in the training.</p>
	<p>5. Work based learning.</p> <p>Practical observation of performance on the job. This will occur as part of the total package of <i>Quality Care: Foster Care Training</i>.</p> <p>Key learning outcomes identified in training will be assessed as carers undertake their role. (Show one of the Learning Journals from the training to illustrate this).</p>	

<p>10 mins</p>	<p><i>What strategies and techniques facilitate learning?</i></p> <p>What makes an effective trainer?</p> <ul style="list-style-type: none"> <li>• The first step is to develop a sense of mutual respect and trust - establish a supportive, respectful atmosphere and indicate that you value the individual abilities and experience of every person in the group. This acknowledges that everyone has something from which others can learn.</li> <li>• Effective communication. Take time to listen and respond to participants clearly. Avoid long words or jargon. Be aware of how you say things as this may change the meaning.</li> <li>• Arouse interest – by relating to the experiences of the group, or posing questions to create debate.</li> <li>• Be well organised and give clear presentations.</li> <li>• Show how learning in one situation can be transferred to another situation.</li> <li>• Know your subject well.</li> </ul> <p>Concentrate on a learner centred approach rather than trainer centred instruction. Encourage group process to elicit ideas. Avoid continual lecture style presentation.</p>	
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	<p><i>How do you deal with participants who challenge the group's process?</i></p> <p>Rather than focusing on the individual immediately, the following is suggested:</p> <ul style="list-style-type: none"><li>• Stress good communication and sound personal relationships in the training environment.</li><li>• Avoid anxiety about control of the group. Good trainers don't focus on control.</li><li>• Encourage involvement of the group in setting rules and planning.</li><li>• Project confidence and good humour and try to respond to negative feedback in a positive way.</li><li>• Show participants you have high expectations of them.</li><li>• Demonstrate that this learning is a two way process and you are willing to learn too as a result of the group experience.</li></ul>	
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<p>40 mins</p>	<p><i>Understand the objectives of training and sequencing of activities as proposed in Quality Care: Foster Care Training. (This is where you give an overview of this training)</i></p> <p>1. Overview of the package.</p> <p>This training package for foster carers has been developed in consultation with workers, peak organisations and foster carers. It replaces <i>Sharing the Care</i>, and reflects recent developments in foster care training interstate and overseas. It is consistent with Child Protection legislation introduced in 2000 in Queensland. <i>Quality Care: Foster Care</i> training is a complete training package that provides ongoing skill development for carers. There are three levels of training:</p> <p>(i) Pre- service training – 12 hours. Participants take part in training activities and complete worksheet questions. They complete Personal Reflections forms.</p> <p>(ii) Standard training – 9 hours. Carers will participate in a minimum of 3 further training sessions during the first 12 months after completing pre-service training. Worksheet questions will be completed and they will also complete a Learning Journal to reflect practical application of knowledge gained in pre-service training. These are part of the requirements for renewal of authority at the end of 12 months.</p> <p>(iii) Advanced training. Each carer will have an Individualised Learning Plan which is included in the Foster Care Agreement. Participation in a minimum of 2 training activities per year is one of the requirements for renewal of authority every 2 years.</p> <hr/>	
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	<p><i>Learning Outcomes.</i></p> <p>Explain that at the completion of training foster care applicants should be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an awareness of why children and young people require out-of-home placements, how children come into care and the impact this process has on children and young people.</li> <li>2. Demonstrate an understanding of the past issues affecting a child or young person in an out-of-home placement.</li> <li>3. Develop the knowledge and skills to meet the physical, emotional and social needs of children and young people subject to statutory intervention and develop an understanding of the importance of participation by children and young people and their families in decision making.</li> <li>4. Demonstrate an understanding of the partnerships that exist between children, their families, foster carers and workers, (both in the government and non-government sectors), and their roles and responsibilities of working together as a team.</li> </ol>	
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	<p>Training Team.</p> <p>A training team must include a key trainer who holds a Certificate IV Assessment and Workplace Training or equivalent and who has completed an <i>Orientation to Quality Care: Foster Care Training</i>.</p> <p>Co-trainers will present under the direct supervision of the key trainer and must have attended an <i>Orientation to Quality Care: Foster Care Training</i>.</p> <p>One co-trainer must be a foster carer who has been an active carer for at least three years. In exceptional circumstances eg in remote areas, there may be flexibility around this requirement in accordance with the recommendation of the key trainer, and subject to the Service Centre Manager’s approval. They must also have attended the above mentioned Orientation.</p> <p>Each member of the training team will be actively involved in preparations for training and will assist in delivery and group facilitation. They will also participate in assessment activities.</p>	
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	<p>2. Overview of pre-service training.</p> <p><i>Modules of training.</i></p> <p>There are 4 modules of pre-service training to be presented in a total of 12 hours.</p> <ul style="list-style-type: none"> <li>a) Context of Foster Care: This module seeks to give prospective carers an understanding of why children may need to come into care, how the department arranges this, and what are the roles and responsibilities of carers in meeting children’s needs. Three case studies are introduced to illustrate these needs and the process of departmental intervention.</li> <li>b) Understanding the past for a child or young person: This module aims to give carers some knowledge about the experiences of abuse and the impact these may have on children or young people. It covers developmental stages, the types of abuse including sexual abuse, attachment issues, loss and grief reactions, and the importance of family and community connections for a child. These factors are considered in each of the three case studies.</li> <li>c) Early days in a placement: This module focuses on skill development in the areas of decision making, deciding whether to accept a placement, building relationships with children or young people, encouraging a sense of safety and identity for a child or young person, and developing supports.</li> </ul>	<p>Handout copies of each of the modules.</p>
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	<p>d) Quality Care: Working together. This module aims to develop further skills - communication, responding to challenging behaviours, advocacy, working in partnership with other key players, and saying goodbye to a child or young person.</p>	
	<p><i>Use of case studies.</i></p> <p>The case studies are in four parts. Part one presents a background to a child or young person’s situation, leading up to Departmental intervention. Part two presents some information on the experiences of the child or young person , and the way they may respond to those experiences. Part three follows the story of the young people as their placement progresses and Part four shows the placement coming to a conclusion.</p>	<p>Handout three Case studies (four parts each)</p>
	<p><i>Examples of activities.</i></p> <p>The following activities could be demonstrated to illustrate different activities within the training. Highlight the things the trainer would be do to facilitate these activities.</p> <p>String sculpture can be used (activity in module one) to demonstrate the number of stakeholders in alternative care and their roles.</p>	<p>Role play activity (in module two). Demonstrate role play of what to do if a child or young person discloses abuse to a foster carer.</p> <p><i>Activity Applying the Statement of standards</i> - Module three to demonstrate ways to meet required standards.</p>

	<p>3. Overview of standard training.</p> <p><i>Modules of training.</i></p> <p>There are three modules of standard training that each carer should complete in the first 12 months.</p> <p>(a) Promoting positive behaviours. This module aims to build awareness of the links between children’s feelings and behaviours, and the need to reflect on our own beliefs and attitudes about different behaviours. Positive strategies are discussed to promote positive behaviours.</p> <p>(b) Caring for a child or young person who has experienced sexual abuse. This module aims to enhance the carer’s understanding of the impact of sexual abuse and how a child may behave if they have experienced sexual abuse. It includes skills required to provide care and identify support services. <i>To assist future facilitators of this session you should ensure that there is full understanding of the sensitive nature of this material and the need to provide a safe environment for participants. You should also develop a list of local referral networks together.</i></p>	<p>Handout copies of the modules.</p> <p><i>An example of brainstorming activity from the module can be demonstrated, including ways that the trainer can elicit responses and record on whiteboard.</i></p>
	<p>(c) Support, Advocacy and Self care. This module aims to provide potential foster carers with skills and information needed to care for their own needs while they continue to provide a high standard of care for children and young people. <i>Facilitators of the training need to know the critical importance of carer’s being aware of their own needs and developing support networks. An exercise might be to ask the group to identify what those support needs might be, and how they may be met.</i></p>	

	<p>4. Overview of advanced training.</p> <p>All carers must complete a minimum of two workshops per year to meet requirements of renewal every two years. At this stage it is envisaged that this will be negotiated with individual carers when a support worker develops a learning plan with them. No specific modules have been written and carers may attend any relevant workshops in the community (or workshops provided in support groups).</p>	
20 mins	<b>Participation in assessment of competency</b>	



	<p>Co-trainers are expected to:</p> <ul style="list-style-type: none"> <li>• Familiarise themselves with the content of the package and learning outcomes.</li> <li>• Pro-actively observe each participant throughout the presentation of the training.</li> <li>• Make links between the participants demonstrated skills and ability to provide a quality caring environment for a child or young person.</li> <li>• Contribute constructively to a panel that will review the participants progress, acknowledging the input of other panel members.</li> </ul>	
	<p><b>Conclusion.</b></p>	
	<p>Trainers need to be team players and be supportive and respectful of each other in the presentation of training.</p> <p>It is important that each trainer has a good understanding of the whole package, even though they may agree to facilitate certain parts individually.</p> <p>It is also important that there be a shared understanding and acceptance of the key learning outcomes for <i>Quality Care: Foster Care Training</i>.</p>	

## Handout: Learning outcomes.

At the end of this session participants will be able to:

### 1. Prepare for training.

- Understand outcomes based learning.
- Identify adult learning styles.

### 2. Deliver training

- Identify appropriate delivery methods.
- Demonstrate strategies and techniques to facilitate learning.
- Understand the objectives of training and sequence of activities as proposed in *Quality Care Foster Care Training*.

### 3. Participate in assessment of competencies.

- Understand assessment tasks in relation to each learning outcome.
- Collect evidence of participant's knowledge and skill.
- Review participant's performance.

Part of the reference material for the Orientation Training includes the [Quality Care: Foster Care Training \(Pre-Service\) - Learning outcomes assessment](#) form.