

Foster Carer Training Programme

2010

**Harrou Children's Services
Family Placement Service**



Message from the Service Manager

Dear Carers,

I am really pleased to be able to write an introduction to the Foster Carers Training brochure.

Foster carers face difficult challenges on a daily basis and it is important that they are supported to undertake these. Harrow Council is committed to work in partnership with foster carers and provide them with comprehensive support of which training is a key component.

We recently created a new post of Training and Development Officer and recruited Aaron Fennell. Aaron has worked very hard in developing programmes of training relevant to foster carers and linking in with National programmes such as the CWDC. I know Aaron has consulted widely amongst the foster carers to ensure that the training programme covers everyone's needs and requests.

We hope that the training available this year offers you support and guidance and gives you an opportunity to develop your skills and understanding in the complex and challenging world of fostering.

I would like to thank Aaron and all those who have contributed to this brochure and use this opportunity to again thank all Harrow foster carers for the fantastic job they do with Harrow's children.

With kind regards

Peter Tolley
Service Manager
Children's Placements

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Introduction

This year sees an expansion of the training offering from the Harrow Family Placement Service. Previously we have offered carers 12 courses over the year – in 2010 we have 18 courses available to you. To reflect this expanded offering, this brochure has been designed to give you some information about each course we will be running this year, so that you can better choose which training events to attend.

One reason for offering more courses this year is the introduction of the new Fostering Changes Programme. Following DCSF funding, Harrow Family Placement Service now has 3 facilitators trained by the Fostering Changes team to deliver this 12-session programme. Carers will receive maximum benefit from this new programme by attending all 12 sessions. However, we understand that this may not be practical to all Harrow carers, so we are opening 11 of the 12 sessions for you to attend on an individual, one-off basis.

In addition, we are offering 6 Carer Development courses covering a variety of topics. These courses were chosen based on feedback we received from you last year. After identifying the most needed and requested topics for training, the Family Placement Service has acquired specific, professional material to assist with the design and development of each course. We hope that by listening to your requests, and by sourcing professional resources, we will be better able to meet the growing development needs and interests of more of our carers.

After last year's successful programme of workshops for the CWDC Training, Support and Development (TSD) outcomes, most Harrow carers are now well on their way to completing their TSD portfolio. (And well done to those who have finished already!) As such we will only be running one final CWDC workshop this year. It will be held on Saturday 27 February and will address standards 1,2,3 and 4. (See page 20 for more details.) All carers are expected to complete their TSD portfolio, whether you chose to attend the workshops or not. If you still require assistance with completing your portfolio, be sure to discuss the matter with your Supervising Social Worker, or with the Training and Development Officer (phone 020 8736 6971, or email fpu.duty@harrow.gov.uk)

In addition to the 18 courses Harrow Family Placement Service are offering in 2010, this brochure also outlines some other training courses and learning opportunities from external sources that are available to you. Completion of such courses will count towards the mandatory 3 training events each year that Harrow carers are expected to attend.

I hope that this brochure helps you with selecting training events to get the most out of your professional carer development for 2010. I look forward to seeing you all soon.

Aaron Fennell

Training and Development Officer
Family Placement Service

How to apply

Look through this brochure with your supervising social worker and set a plan to meet your training needs this year. Consider:

- which courses you are interested in
- the current needs of the children placed with you
- your strengths as a carer and areas you want to improve
- the recommendations for training from your latest annual review (or your Form F if you are a newly approved carer)

Clearly complete an application form and give it to your supervising social worker or send/email a copy to the Family Placement Service direct (details below). (Please note, there are two application forms: one to register for multiple courses, including the full 12-session Fostering Changes Programme, and one to register for an individual FCP session, or one of the 6 Carer Development courses. Both registration forms can be found on page 34.

Don't delay sending the form to us if the course is to be held within the next few weeks.

Posted applications should be sent to:

Training and Development Officer
Harrow Children's Services, Family Placement Service
429 – 433 Pinner Road
North Harrow
HA1 4HN

Email applications to: fpu.duty@harrow.gov.uk

Please note: Places are allocated on a first come first served basis. This year, the Family Placement Service is offering places on our training courses to all carers within the North West London Fostering Consortium (NWLFC). Therefore, it is important that you submit your application as early as possible. You will receive confirmation of your place two weeks before the start of the course. Please ensure you have a place before you attend.

Be sure you make a note of the course and date in your carer diary.

Cancellations

If you have been offered a place on a course it is important that you attend. We do realise that circumstances change and emergencies happen, and you may not always be able to participate. In such circumstances, we ask that you inform us (ph: 020 8739 6971; email: fpu.duty@harrow.gov.uk) as early possible so that we can offer your place to another carer who wishes to attend.

Pre-course work

Some courses may require you to complete some work before you attend. In most cases, this will be a small task, such as reading a brief article, answering a few short questions, or making some observations of the behaviour of a child you care for. Pre-course work will be posted or emailed to you when your application is received and your place on the course confirmed. It is important that you do complete this work before attending, as it will guide discussions in each session. More importantly is that research shows that up to 25% of learning takes place before attending a training course, so participating in these small activities will make a big difference to your overall learning experience.

Course Certificates

Carers who attend our courses receive a 'Certificate of Attendance', which can be included in your Training Portfolio. These certificates, along with work produced during the training courses can also be used to evidence the CWDC Training, Support and Development Standards.

Fostering Changes Programme



Fostering Changes Programme: Overview

The Fostering Changes Programme was established in 1999 by the Conduct Disorder, Adoption and Fostering National and Specialist Team at the Maudsley Hospital. It is a behaviourally based programme designed on research into parenting skills, attachment, educational attainment and the academic progression of looked after children who are in foster care. This course is supported by DCSF and noted in Care Matters as a premier course for foster carers. It has been described as a course that supports the longevity and stability of placements. It is hoped that all newly approved foster carers will complete this programme within their first 24 months of caring.

Harrow Family Placement Service has 3 facilitators trained to deliver this programme. The course comprises of 12 sessions that will be held over a 6-month period. Sessions are usually held fortnightly, though there is a break for the summer holiday in August. Below is an overview of the programme. The following pages contain more detail about each individual session.

Session 1: Fundamentals for understanding behaviour	29 April
Session 2: The context of behaviour	13 May
Session 3: Effective praise	27 May
Session 4: Positive attention	10 June
Session 5: Helping children regulate their emotions	24 June
Session 6: The context of education	8 July
Session 7: Reading and rewards	22 July
Summer holiday break	
Session 8: Giving instructions and ignoring	2 September
Session 9: Positive discipline and setting limits	16 September
Session 10: Time-out and Stop, Plan and Go!	30 September
Session 11: Endings and review	14 October
Session 12: Acknowledging positive changes and taking care of yourself	4 November

Two ways to attend the course!

Register for the whole programme

To gain the most benefit from the programme, we encourage carers to register to attend all 12 sessions in the programme. Each session builds on previous sessions in the programme, so this is the best way to participate and enhance your skills and knowledge. It is also a great way to get to know other foster carers.

To register for the whole programme, please complete the top section of the registration form on page 34, and check the box next to “Fostering Changes Programme – all 12 sessions”.

Register for individual sessions

For carers who feel they will only benefit from some of the session topics, or those unable to commit to the full programme, you are able to register to attend any of the individual sessions, except for session 12 (which is a summary session for those attending the full programme).

To register for one individual session, please complete the bottom section of the registration form on page 34. To register for several individual sessions, use the top section of the form on page 34.

FCP 1 – Fundamentals for understanding behaviour

This first session in the programme examines core concepts of improving relationships and managing difficult behaviour of looked after children. We will establish a shared language for understanding and discussing behaviour and focus on how we observe behaviour, so that we become more expert at describing and understanding it.

Session Overview

- How do children thrive?
- Experiences of looked after children
- Developmental stages
- Being clear
- Tracking behaviour

Learning Objectives

By the end of this session, carers will have the knowledge and skills to:

- Describe developmental stages
- Better observe and be clear when describing behaviour
- Track behaviour

FCP 2 – The context of behaviour

This session explores numerous reasons why behaviour occurs, including medical factors, situational factors, family environment (past and present), personality, physical and emotional development, and attachment. We will also consider behaviour from the view of social learning theory, which examines what happens before a before (triggers) and after (pay-offs) certain behaviours.

Session Overview

Specific topics the session will address are:

- Causes of behaviour problems
- Development of attachment – child and carer
- Social learning theory – Triggers and pay-offs
- Practising observational skills

Learning Objectives

By the end of this course, carers will have the knowledge and skills to:

- Understand how attachment affects you and your child
- Understand core principles of social learning theory
- Notice how behaviour is affected by:
 - What happens before (triggers)
 - What happens after (pay-offs)

FCP 3 – Effective praise

Session Overview

Carers will learn about how they can use praise and positive attention to enhance children's self-esteem and social skills and to encourage positive skills and behaviours. For many children these strategies alone can be amazingly effective in turning around behaviour, and diminishing levels of "misbehaviour". Most children respond to a positive, responsive and rewarding environment that provides ample and consistent praise, encouragement and positive attention. This kind of environment helps to establish a foundation of greater trust, affection and "positive regard" between the carer and the child, without which disciplinary strategies are likely to flounder.

Specific topics the session will address are:

- Needs and behaviour
- Positive strategies
- Praise
- Targeting an alternative behaviour

Learning Objectives

By the end of this session, carers will have the knowledge and skills to:

- Identify the need underlying a behaviour
- Understand praise and affirmation

FCP 4 – Positive attention

Session Overview

This session is all about positive attention. We will be focussing on a strategy called "attending", which involves carers in using their attention to encourage and reward appropriate behaviour. This brings about improvements in the relationship between the child and the carer as well as increased levels of compliance and self-esteem in the child.

While the session focuses on play as a means for providing positive attention, we also discuss "attending" in its wider context, and acknowledge the host of varied yet fundamental ways in which carers can provide attention to children in their care.

Specific topics the session will address are:

- Praise to support learning
- Praise for being and doing
- Play
- Poor attention
- Introduction to attending

Learning Objectives and Benefits for Carers

By the end of this course, carers will have the knowledge and skills to:

- Use praise to support learning
- Re-think the purpose and value of play and the carer's role in play
- Use the "attending" strategy – how to give positive attention through play

FCP 5 – Helping children regulate their emotions

Session Overview

Communication is a powerful tool carers can use to help regulate a child's emotional state. As a child gets older the focus moves to the carer helping the child to learn to regulate their own emotions. This session helps carers understand the key role they play in the positive development of a child's emotional well being and social competence. Carers who are able to attune to a child's feelings will be better able to build a secure attachment. The session also identifies skills involved in good listening and sensitive responding.

Specific topics the session will address are:

- Communicating with looked after children
- Identifying communication skills
- Helping children regulate their emotions
- When listening is difficult
- Reflective listening and questions

Learning Objectives

By the end of this session, carers will have the knowledge and skills to:

- Help children regulate their emotions
- Examine their own communication styles
- Use reflective listening

FCP 6 – The context of education

Session Overview

This session looks at children's feelings and wishes about their educational experiences, as well as the statistics which demonstrate how we are failing Looked after children in educational terms. We look at how carers can provide the right environment and approach to support both learning and homework. Carers will be involved in exploring how they can transform negative and self-defeating patterns of thought into something that is more affirming and empowering. This in turn will assist them in responding to children in their care in a more positive and enabling manner.

Specific topics the session will address are:

- Context of education
- Creating a good learning environment
- Supporting homework
- Positive strategies

Learning Objectives

By the end of this session, carers will have the knowledge and skills to:

- Explore the best ways to help children and young people learn
- Explore how the way you think affects how you feel and behave
- Work with thought processes to make these more positive and affirming
- Develop positive statements for use in stressful situations

FCP 7 – Reading and rewards

Session Overview

This session continues our focus on education through considerations of reading and learning styles. Carers will have an opportunity to consider their own learning style and apply this understanding to assist the learning of children in their care. As we move focus to reading, we ask carers to apply the principles of “attending” and learning styles to enhance a child’s reading experience. We also examine social rewards, praise and attention as powerful incentives for children to acquire new skills and behaviours.

Specific topics the session will address are:

- Helping children regulate their emotions: Expressing feelings
- Learning styles
- Encouraging reading
- Rewards and reinforcement

Learning Objectives

By the end of this session, carers will have the knowledge and skills to:

- Explain how reinforcement operates, and think creatively to identify rewards
- Explore new approaches to supporting children with reading
- Target a positive behaviour and work with children by using a reward chart

FCP 8 – Giving instructions and ignoring

Session Overview

This session covers two different strategies. The first involves the giving of instructions. The way in which adults communicate with children when they want something is very important and has an impact on how the child responds. Carers can increase the likelihood that children will behave compliantly and appropriately by giving calm, clear and polite instructions. The second strategy we cover is selective ignoring. This strategy diminishes the likelihood that children will behave inappropriately by withdrawing the attention they receive for these behaviours. The first strategy works by changing the triggers, and the second by changing the consequence or pay-off.

Specific topics the session will address are:

- Giving good instructions
- Ignoring – guidelines
- Assertiveness

Learning Objectives

By the end of this session, carers will have the knowledge and skills to:

- Reflect on the way they give instructions to children and young people
- Give calm, clear and polite instructions
- Plan how to use selective ignoring

FCP 9 – Positive discipline and setting limits

Session Overview

As children grow they need to learn how to behave in ways that take account of their own needs and desires, but which are not to the detriment of the people and environment around them. Carers need to be able to model positive and assertive behaviour in situations of conflict with the child. This session will explore how carers can use a broad approach to discipline which is respectful of a child's rights and needs, but which provides a clear and firm set of limits and boundaries. This includes using "family rules" to clarify expectations in the home, as well as using "I" messages to manage and communicate feelings in an assertive and constructive way. We will also explore the consequences of misbehaviour, and what carers can do when a child "misbehaves".

Specific topics the session will address are:

- Positive discipline
- Family rules
- When rules are broken
- Natural and logical consequences

Learning Objectives

By the end of this session, carers will have the knowledge and skills to:

- Explore the possibility of providing discipline that is both warm and firm
- Use family rules to provide clear expectations that encourage co-operation
- Use natural and logical consequences for managing minor and recurrent behaviour

FCP 10 – Time-out and problem solving

Session Overview

Many looked after children will have come from disrupted, chaotic, neglectful and even harmful backgrounds, and will not have experienced stable, affirming and predictable environments. Once they have learned that life can be more predictable and pleasant, then the withdrawal of positive attention stands as a marked contrast: it experienced as mildly punishing. Thus "time-out from positive reinforcement" signals to the child that their behaviour is not acceptable. This session explores the use of "time-out from positive reinforcement", and a problem solving approach "Stop, Plan and Go!".

Specific topics the session will address are:

- Time-out
- Attending to more than one child
- Problem solving – Stop, Plan and Go!

Learning Objectives

By the end of this session, carers will have the knowledge and skills to:

- Manage conflict in a calm and authoritative way
- Use the "time-out" strategy
- Use a framework for thinking through problems in a structured and systematic way

FCP 11 – Endings and review

Session Overview

Cares inevitably have to support children through the experiences of separation and ending, and so it is useful to think about these experiences and consider what carers can do to make these experiences as positive and affirming as possible. This session reviews some of the skills learnt throughout the programme, to enhance carers' competence for moving forward after a placement ends.

Specific topics the session will address are:

- Capturing a child's time with you
- Precious things
- Facilitating positive endings
- Attending recap – attending to more than one child

Learning Objectives

By the end of this session, carers will have the knowledge and skills to:

- Acknowledge different feelings about "endings"
- Capture a child's time and experience in their care
- Review strategies and discuss any difficulties

FCP 12 – Relaxation and going forward

Session Overview

This last session explores what carers can do on a more practical level to nurture and care for themselves and ensure that they have the resources to do their job. Carers will reflect on the changes that have taken place during the course of the programme. (As such, this session is only open to carers who have attend the full programme, and cannot be attended as an individual course.) We will look at changes that have occurred for the carers themselves, as well as the children they care for.

Specific topics the session will address are:

- Recognising stress
- Taking care of yourself
- Stop, Plan and Go! – future strategies
- Appreciation and relaxation

Learning Objectives

By the end of this session, carers will have the knowledge and skills to:

- Acknowledge their own achievements
- Think about how to take care of them self
- Prepare for future challenges

Carer Development Training



Carer Development Training Overview

Carer Development Training (CDT) courses are primarily aimed at carers who have been approved for longer than 24 months, to provide them with a variety of topics to broaden their knowledge of care practice.

However, as some new carers will be approved after the Fostering Changes Programme commences, CDT courses have also been designed to be suitable for new carers to attend. Therefore, new carers won't have to wait until the next Fostering Changes Programme begins, nor will they have to worry about not understanding the content of the CDT courses.

The topics for CDT courses this year have been chosen based on carer feedback, and a review of carers' training needs from annual review reports. The courses for 2010 are:

- Attachment and the parenting cycle
- Building Identity 1: Identity and child development
- Caring for asylum seeking and refugee children
- Safer Caring – Assessing and managing risks
- Managing unplanned transitions and endings
- Promoting healthy care and well-being

The content of each CDT course comes from training materials published by organisations such as BAAF, The Fostering Network or the National Children's Bureau, showing our commitment to providing quality training for carers.

Attachment and the parenting cycle

Course Overview

Attachment theory provides a vital developmental framework for making sense of the behaviour that looked after children bring from their complex backgrounds, and offers a valuable resource for understanding how carers can enable children to feel more trusting, confident and secure.

This course, adapted from training resources by Beek and Schofield (BAAF) and The Fostering Network, will combine discussions and practical exercises to explore the basic concepts of attachment theory and how they apply to fostering. To help carers better understand attachment, and to start building their skills to address attachment issues of looked after children, the course also examines the five dimensions of parenting and the parenting cycle.

Specific topics the course will address are:

- Background of attachment theory
- The arousal-relaxation cycle
- Four types of attachment
- The parenting cycle
- Dimensions of parenting – five components of developing a secure attachment
- Factors affecting attachment
- The impact of abuse on attachment and development

Learning Objectives and Benefits for Carers

By the end of this course, carers will have the knowledge and skills to:

- Describe the basic concepts of attachment
- Understand how children develop different types of attachment
- Describe how attachment impacts on a child's behaviour
- Be able to explain how their care impacts on a child's attachment
- Describe the four stages of the parenting cycle
- Understand how the parenting cycle is applied to each of the five dimensions of parenting

Course Details

Dates: Tuesday 9 February 2010

Time: 9:30am to 1:00pm

Venue: Sangat Centre Board Room (Upstairs)
Sancroft Road, Wealdstone, Harrow, HA3 7NS

Building Identity 1: Identity and child development

Course Overview

Many children in care have experienced abuse, neglect, rejection or separation. Such experiences can have far-reaching effects on the way children see themselves and relate to other people, and can cause long-term damage to their sense of identity and their self-esteem.

This course, the first in a series of four from “Building Identity” by Cairns and Fursland, will examine the basic elements of forming an identity, and how a child’s experiences impact on the way they see themselves and their place in the world.

Specific topics the course will address are:

- Identification, differentiation and diversity
- Identity and attachment
- Core assumptions for identity
- Unmet needs and the impact on identity
- Developing a sense of self
- Resilience and identity – including the six domains of resilience
- The unique individual and their heritage

Learning Objectives and Benefits for Carers

By the end of this course, carers will have the knowledge and skills to:

- Explain the importance of identification and differentiation
- Understand why the attachment process is key to the child’s sense of identity
- Understand how unmet attachment needs impact on a child’s identity
- Understand the effect of diversity issues on identity formation
- Help children and young people celebrate diversity to promote the development of a positive identity

Course Details

Dates: Saturday 6 March 2010

Time: 9:30am to 1:00pm

Venue: Sangat Centre Board Room (Upstairs)
Sancroft Road, Wealdstone, Harrow, HA3 7NS

Caring for asylum seeking and refugee children

Course Overview

There are nearly 10,000 unaccompanied asylum-seeking and refugee children in the UK. These children have survived the consequences of conflict and persecution – trauma, injury, pain, loss and separation. As an increasing number are being placed in foster care, this course will help prepare foster carers for the complex task of caring for these children.

A condensed version adapted from the BAAF training resource by Kidane and Amarena, the course is designed to familiarise carers with the issues surrounding the children's situation and the realities of looking after unaccompanied asylum-seeking and refugee children.

Specific topics the course will address are:

- Unaccompanied refugee children – where they come from and why
- Understanding the experiences, feelings and needs of refugee children
- Helping unaccompanied refugee children build resilience
- Meeting their practical needs

Learning Objectives and Benefits for Carers

By the end of this course, carers will have:

- Improved understanding of the experiences of unaccompanied asylum-seeking and refugee children;
- Increased awareness of the needs of unaccompanied asylum-seeking and refugee children;
- Improved their skills to meet the needs of unaccompanied asylum-seeking and refugee children.

Course Details

Dates: Saturday 15 May 2010

Time: 9:30am to 1:00pm

Venue: Sangat Centre Board Room (Upstairs)
Sancroft Road, Wealdstone, Harrow, HA3 7NS

Safer Caring – Assessing and managing risks

Course Overview

Traumatised children pose challenges and complex risks that do not occur in most families. Safer caring involves assessing and managing these risks and understanding how they affect looked after children, foster carers and families, as well as other children, adults and agencies involved with caring for looked after children.

Adapted from the training programme by Cairns and Fursland, specific topics the course will address are:

- Hazards, risks and vulnerabilities
- Who is at risk
- Assessing risk
- Managing risk
- General and specific risks
- Safe caring protocols

Learning Objectives and Benefits for Carers

By the end of this course, carers will have the knowledge and skills to:

- Understand the concepts of hazards, risk and vulnerabilities
- Understand the hazards of living and working with traumatised children
- Understand how to assess risk to the child, carers and others

Course Details

Dates: Tuesday 7 September 2010

Time: 9:30am to 1:00pm

Venue: Sangat Centre Board Room (Upstairs)
Sancroft Road, Wealdstone, Harrow, HA3 7NS

Managing unplanned transitions and endings

Course Overview

For both children and carers, it is essential to manage transitions and placement endings well and prevent them from turning into destructive life events. Understanding the effects of transitions and endings can give carers an insight into why these times may be difficult for the child and for themselves, and give carers knowledge to help the child, themselves and their family successfully come through the difficult time of an unplanned placement ending.

Specific topics the course will address are:

- Lack of resilience and negative scripts
- How messages become scripts
- Working with the child in mind
- Explaining unplanned transitions
- Managing unplanned endings positively

This course comes from the BAAF training package by Cairns and Fursland, *Transitions and Endings*.

Learning Objectives and Benefits for Carers

By the end of this course, carers will have the knowledge and skills to:

- Recognise the importance of a child's "script" or narrative, and how it is formed
- Help a child to create a positive script around transitions and endings
- Understand how the support network can manage transitions and disruptions as effectively as possible

Course Details

Dates: Saturday 2 October 2010

Time: 9:30am to 1:00pm

Venue: Sangat Centre Board Room (Upstairs)
Sancroft Road, Wealdstone, Harrow, HA3 7NS

Promoting healthy care and well-being

Course Overview

This course is designed to be practical and participatory, and to build on the existing knowledge and skills of carers. The course will address:

- Definitions and perspectives of health and well-being
- Factors effecting health and well-being
- What makes a healthy care environment
- Models of health
- The health of looked after children
- The carer's role in promoting the health and well-being of looked after children and young people
- Perspectives of health from the media
- Promoting self esteem and well-being

Learning Objectives and Benefits for Carers

By the end of this course, carers will:

- Have a greater awareness of health and well-being
- Have greater confidence in initiating health-promoting activities
- Be able to take an active part in improving the health of looked after children and young people, by developing their own role as carers
- Be able to help build the self-esteem and resilience of looked after children and young people

Course Details

Dates: Wednesday 1 December 2010

Time: 9:30am to 1:00pm

Venue: Sangat Centre Board Room (Upstairs)
Sancroft Road, Wealdstone, Harrow, HA3 7NS

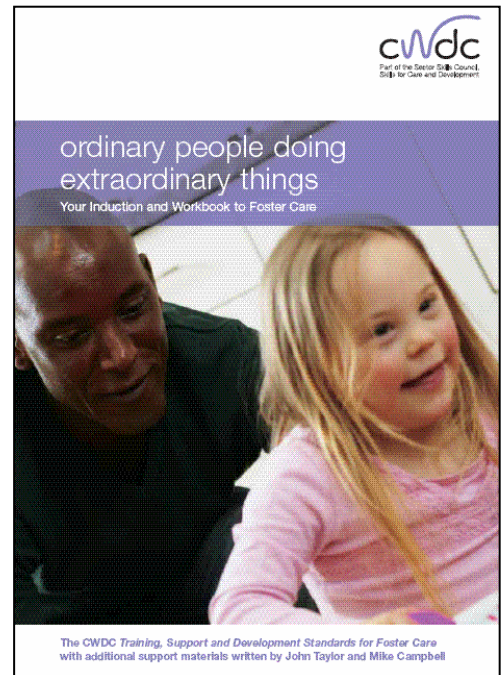
CWDC Evidencing Workshop: Standards 1 - 4

Workshop Outline

This workshop, designed and facilitated by our new Training and Development Officer, is designed to help you **produce actual evidence** to use to sign off the 4 of the 7 standards in the *CWDC Training, Support and Development Standards*.

The workshop consists of discussions and small exercises that directly address the outcomes needing to be evidenced. As CWDC require a minimum of 3-4 different types of evidence for each standard, exercises have been designed with this in mind to take as much pressure off carers in meeting the CWDC requirements. To assist with the process, the Training and Development Officer has also designed a short workbook for each standard that guides the activities and assists you in identifying and recording the right type of evidence with as little writing as possible.

By the end of the workshop carers will have completed the workbook and they can immediately include it in their portfolio as evidence for 80–90% of the outcomes in each standard. The remaining 10-20% of outcomes will be evidenced by witness statements you will receive from the Training and Development Officer as part of being involved in the workshop.



Course Details

Date: Saturday, 27 Febraury, 2010
Time: 9:30am to 4:30pm
Venue: Sangat Centre Board Room (Upstairs)
 Sancroft Road, Wealdstone
 Harrow, HA3 7NS

Facilitator: Aaron Fennell (FPS Training and Development Officer)

External Training Opportunities

The following pages outline training events conducted by external agencies. While these courses are not associated with Harrow FPS, completion of these courses can still count towards your yearly training requirements.

Before registering for an external course, it is important that you have a discussion with your SSW to determine if attending the course will meet your expectations and your development needs.

The training courses outlined below are offered by these agencies:

- North West London Fostering Consortium (NWLFC)
- Harrow Teenage Pregnancy Team
- Harrow Local Safeguarding Children's Board (LSCB)
- H.O.P.E. (Harrow)

North West London Fostering Consortium

Established in 2006, the North West London Fostering Consortium (NWLFC) consists of a number of local authority fostering services that recognise the value of working collaboratively to deliver better foster placements more efficiently. Sharing of foster carer training across boroughs is one way that the consortium is working to provide a greater service offering to more carers.

Training events on offer across the NWLFC can be viewed on the website: www.nwlfc.org.uk and should be updated on a regular basis following each consortium meeting.

At the time of printing, courses advertised on the NWLFC website (other than those offered by Harrow FPS that appear in this brochure) were:

- | | |
|--|---------------|
| • Men in Foster Care | 20 March 2010 |
| • Training Day for Sons and Daughters of Foster Carers | 4 June 2010 |

Both of these courses are being facilitated by Ealing Children's Services, and as such, will be held at a venue in Ealing. The contact person for both of these courses is Judy Butlin (email: butlinj@ealing.gov.uk).

Harrow Teenage Pregnancy Team

The Teenage Pregnancy Team are running a course designed to help you develop skills for talking to young people about sex and sexual health.

Course:	Young People and Sex	
Dates:	Friday 15 January 2010;	Tuesday 9 March 2010
Time:	9:30am – 4:30pm	
Venue:	Harrow Civic Centre	

Harrow Local Safeguarding Children's Board

The below courses conducted by Harrow LSCB are multi-agency training events. As such, participants on these courses will include not only foster carers, but professionals from other fields working with children throughout Harrow. (This may include staff from hospitals, Education, Police, Children's Services, Child Abuse Investigation Team, Probation Services, Family Court, and other services.)

All courses conducted by Harrow LSCB are held at the Harrow Teachers Centre, Tudor Road, Wealdstone, HA3 5PQ.

Safeguarding Children: An Introduction to Multi-Agency Working (Level II)

This course is suitable if you have never attended multi-agency training on safeguarding children before, or you wish to be familiarised with the London Child Protection Procedures.

The course aims to:

- raise awareness of the importance of working together to safeguard children, and
- ensure attendees have a clear, basic understanding of local safeguarding arrangements and the London Child Protection Procedures

Learning Objectives

By the end of the day, participants will have learned about:

- Clinical and social features associated with child abuse and concerns
- Referral procedures
- Sharing information and confidentiality
- Where to go for help and advice

Course Date	Time
Thursday 11 February 2010	9:30am – 4:00pm
Thursday 17 June 2010	9:30am – 4:00pm

Child Trafficking Training (Level II)

This is an introductory course that aims to explore the subject of child trafficking and help participants develop skills to enable better identification, referral and working with trafficked children.

Learning Objectives

- To understand the concept of child trafficking and a general background on the issue of trafficking
- To understand trafficking within a child protection context
- The impact of trafficking on victims
- Indicators of trafficking
- Obstacles to identification
- To help participants be aware of how existing legislation can be used to protect trafficked children
- How Harrow Children's Services respond to a suspected case of Child Trafficking

Course Date	Time
Thursday 4 February 2010	9:30am – 12:30pm

Sex Offenders and Children

This course aims to increase participants' knowledge about child sex offenders.

Learning Objectives

- To make professionals aware of the features of sex offenders with relation to child victims
- To explain how offenders begin to offend
- To discuss case examples from Harrow experience
- To give practitioners guidance for best practice

Course Date

Wednesday 24 February 2010

Time

9:30am – 12:30pm

H.O.P.E. (Harrow)

H.O.P.E. (Harrow) offers a wide-ranging service providing courses and workshops that aim to improve parenting skills both for families and for those who feel that they could benefit from general support and advice. All facilitators are parents themselves who have undergone extensive accredited professional training.

If you are interested in attending any of the H.O.P.E. (Harrow) courses, please discuss this with your supervising social worker. Some H.O.P.E. (Harrow) courses are free to attend. In these instances, it will be your responsibility to arrange your own registration. For courses with an attendance fee, the Training and Development Officer will arrange your registration once approval has been given for your attendance.

At the time of printing, H.O.P.E. (Harrow) was offering the below courses. For a description of each course/workshop, and to check updated times and venues, go to www.hopeharrow.org.uk.

The Power of Positive Parenting

8-week programme commencing Monday 22 February 2010

11am – 1pm (with creche)

Speakeasy with your Child about Sexual Health Relationships

7-week course commencing Thursday 4 February 2010

11am – 1:15pm

Anger Management (for you and your child)

Date and time TBC

Coping with Post Separation Parenting

10am – 12pm

Date TBC

Build a Better Relationship with your Teenager

10am – 12pm

Dates TBC

Bereavement Workshop

10am – 12pm

Date TBC

Sibling Rivalry Workshop

Date and time TBC

Bullying Workshop

Date and time TBC

Social Care Institute for Excellence (SCIE)

SCIE is an independent charity, funded by the Department of Health and the devolved administrations in Wales and Northern Ireland. SCIE identifies and disseminates the knowledge base for good practice in all aspects of social care throughout the United Kingdom.

SCIE have a long list of online training courses that cover a range of social care topics. These can be found at www.scie.org.uk/publications/elearning/index.asp. Not all of the courses are suitable for foster carers, so it is important you have a discussion with your SSW before starting the course, otherwise it may not be counted towards your yearly training quota. It is also important to choose a course that meets your current carer development needs. (Of course, this doesn't mean that you can't do the course out of your own interest.)

Below are some courses that were available on the SCIE website at the time of printing. Courses are listed in purple text, and can be found under broader categories (listed in orange).

An introduction to inter-professional and inter-agency collaboration

- Building relationships, establishing trust and negotiating with other workers
- Working together to assess needs, strengths and risks

Law and Social Work

- Social work intervention

Communication Skills

- Overview of communication skills in social work (professional)
- Barriers to communication
- Particular communication needs (disability)
- Using play and the creative arts to communicate with children and young people
- Communication across cultural and social differences

Children of prisoners

- Children of prisoners: an introduction
- The pathway from arrest to release
- Approaches to practice with children of prisoners

Poverty, parenting and social exclusion

- Choices... what choices?

Reflective Learning Log

To assist carers with evidencing what they have learned from training courses or online learning, a reflective learning log (RLL) is available for carers to complete after they have completed a course. This is a short, simple process that will help carers review and remember what they have learned, and also produce evidence they can include in their CWDC TSD portfolio.

Completing a RLL is only mandatory after attending a training course that is not facilitated by a staff member from the Harrow Family Placement Team, or after completing an online learning module. Carers who attend a training course delivered by FPS (Fostering Changes courses and Carer Development Training) do not have to complete these logs, although it is recommended they still do so, as it assists in the learning process.

The reflective learning log can be found on the following pages. Copies can be provided by your SSW or by contacting the Training and Development Officer, or Duty. When completing these logs, you do not have to fill the whole box, as long as you give sufficient information for your SSW to understand what happened.



An electronic copy of the RLL is also available. Please contact the Training and Development Officer by emailing fpu.duty@harrow.gov.uk if you would like a copy.

Foster Carer's Training Reflective Learning Log (RLL)

This should be completed as soon as practical following the training course or learning event, and once you have had a chance to try out some of the ideas/concepts with the child/ren you care for.

Name:

SSW:

Training Course:

Date:

Facilitator:

Organisation:

1. **WHAT DID YOU LEARN?** You need to think about what you have gained from the session - this can be major or minor but should be something which was either brand new to you or enabled you think of something in a slightly different way

Key learning points from the session:

1

2

3

4

2. MOVING FORWARD – This is where you think about how you plan to use your learning when you are back at work - please give details below of at least 2 concepts you would like to take forward.

What will you do?

1

2

Now, for one of the above, complete the following questions

a) How will you prepare for this?

b) Describe what happened (approx 200 words)

c) What impact or effect did this have on those involved?

d) What have you learned from this and how will it affect the way you do things in the future?

SSW / TDO feedback

Signed:

Date:

Course List (by Date)

Date	Course	Provider	Page
15 Jan	Young People and Sex	Harrow Teenage Pregnancy Team	21
4 Feb	Child Trafficking Training (Level II)	LSCB	22
4 Feb	Speakeasy with your Child about Sexual Health Relationships (7-week course)	HOPE Harrow	23
9 Feb	Attachment and the Parenting Cycle	Harrow FPS	14
11 Feb	Safeguarding Children: An Introduction to Multi-Agency Working (Level II)	LSCB	22
22 Feb	The Power of Positive Parenting (8-week course)	HOPE Harrow	23
24 Feb	Sex Offenders and Children	LSCB	23
27 Feb	CWDC Workshop: Standards 1-4	Harrow FPS	20
6 Mar	Building Identity	Harrow FPS	15
9 Mar	Young People and Sex	Harrow Teenage Pregnancy Team	21
20 Mar	Men in Fostering	Ealing CS	21
29 Apr	FCP 1: Fundamentals for understanding behaviour	Harrow FPS	6
13 May	FCP 2: The context of behaviour	Harrow FPS	6
15 May	Caring for asylum seeking and refugee children	Harrow FPS	16
4 Jun	Training Day for Sons and Daughters of Foster Carers	Ealing CS	21
10 Jun	FCP 4: Positive attention	Harrow FPS	7
17 Jun	Safeguarding Children: An Introduction to Multi-Agency Working (Level II)	LSCB	22
8 Jul	FCP 6: The context of education	Harrow FPS	8
22 Jul	FCP 7: Reading and rewards	Harrow FPS	9
2 Sep	FCP 8: Giving instructions and ignoring	Harrow FPS	9
7 Sep	Safer Caring	Harrow FPS	17
16 Sep	FCP 9: Positive discipline and setting limits	Harrow FPS	10
30 Sep	FCP 10: Time-out and Stop, Plan and Go!	Harrow FPS	10
2 Oct	Managing Unplanned Transitions and Endings	Harrow FPS	18
14 Oct	FCP 11: Endings and review	Harrow FPS	11
4 Nov	FCP 12: Acknowledging positive changes & taking care of yourself	Harrow FPS	11
1 Dec	Promoting Healthy Care	Harrow FPS	19

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Date	Course	Provider	Page
TBC	Coping with Post Separation Parenting	HOPE Harrow	23
TBC	Anger Management (for you and your child)	HOPE Harrow	23
TBC	Build a Better Relationship with your Teenager	HOPE Harrow	23
TBC	Bereavement Workshop	HOPE Harrow	23
TBC	Sibling Rivalry Workshop	HOPE Harrow	23
TBC	Bullying Workshop	HOPE Harrow	23
Online	Building relationships, establishing trust and negotiating with other workers	SCIE	24
Online	Working together to assess needs, strengths and risks	SCIE	24
Online	Social work intervention	SCIE	24
Online	Overview of communication skills in social work (professional)	SCIE	24
Online	Barriers to communication	SCIE	24
Online	Particular communication needs (disability)	SCIE	24
Online	Using play and the creative arts to communicate with children and young people	SCIE	24
Online	Communication across cultural and social differences	SCIE	24
Online	Children of prisoners: an introduction	SCIE	24
Online	The pathway from arrest to release	SCIE	24
Online	Approaches to practice with children of prisoners	SCIE	24
Online	Choices... what choices?	SCIE	24

Course List (Alphabetically)

Course	Provider	Date	Page
Acknowledging positive changes & taking care of yourself (FCP 12)	Harrow FPS	4 Nov	11
Anger Management (for you and your child)	HOPE Harrow	TBC	23
Approaches to practice with children of prisoners	SCIE	Online	24
Attachment and the Parenting Cycle	Harrow FPS	9 Feb	14
Barriers to communication	SCIE	Online	24
Bereavement Workshop	HOPE Harrow	TBC	23
Build a Better Relationship with your Teenager	HOPE Harrow	TBC	23
Building Identity	Harrow FPS	6 Mar	15
Building relationships, establishing trust and negotiating with other workers	SCIE	Online	24
Bullying Workshop	HOPE Harrow	TBC	23
Caring for asylum seeking and refugee children	Harrow FPS	15 May	16
Child Trafficking Training (Level II)	LSCB	4 Feb	22
Children of prisoners: an introduction	SCIE	Online	24
Choices... what choices?	SCIE	Online	24
Communication across cultural and social differences	SCIE	Online	24
Coping with Post Separation Parenting	HOPE Harrow	TBC	23
CWDC Workshop: Standards 1-4	Harrow FPS	27 Feb	20
Endings and review (FCP 11)	Harrow FPS	14 Oct	11
Fundamentals for understanding behaviour (FCP 1)	Harrow FPS	29 Apr	6
Giving instructions and ignoring (FCP 8)	Harrow FPS	2 Sep	9
Managing Unplanned Transitions and Endings	Harrow FPS	2 Oct	18
Men in Fostering	Ealing CS	20 Mar	21
Overview of communication skills in social work (professional)	SCIE	Online	24
Particular communication needs (disability)	SCIE	Online	24
Positive attention (FCP 4)	Harrow FPS	10 Jun	7
Positive discipline and setting limits (FCP 9)	Harrow FPS	16 Sep	10
Promoting Healthy Care	Harrow FPS	1 Dec	19
Reading and rewards (FCP 7)	Harrow FPS	22 Jul	9

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Course	Provider	Date	Page
Safeguarding Children: An Introduction to Multi-Agency Working (Level II)	LSCB	11 Feb	22
Safeguarding Children: An Introduction to Multi-Agency Working (Level II)	LSCB	17 Jun	22
Safer Caring	Harrow FPS	7 Sep	17
Sex Offenders and Children	LSCB	24 Feb	23
Sibling Rivalry Workshop	HOPE Harrow	TBC	23
Social work intervention	SCIE	Online	24
Speakeasy with your Child about Sexual Health Relationships (7-week course)	HOPE Harrow	4 Feb	23
The context of behaviour (FCP 2:)	Harrow FPS	13 May	6
The context of education (FCP 6)	Harrow FPS	8 Jul	8
The pathway from arrest to release	SCIE	Online	24
The Power of Positive Parenting (8-week course)	HOPE Harrow	22 Feb	23
Time-out and Stop, Plan and Go! (FCP 10)	Harrow FPS	30 Sep	10
Training Day for Sons and Daughters of Foster Carers	Ealing CS	4 Jun	21
Using play and the creative arts to communicate with children and young people	SCIE	Online	24
Working together to assess needs, strengths and risks	SCIE	Online	24
Young People and Sex	Harrow Teenage Pregnancy Team	15 Jan	21
Young People and Sex	Harrow Teenage Pregnancy Team	9 Mar	21

Registration Form

Complete this form if you would like to register for several courses at once. You can complete and submit this form any time during the year. However, if the form is received less than two weeks before the earliest course nominated, you may not be guaranteed a place on that course.

Name of Carer 1 (C1): _____ SSW: _____

Name of Carer 2 (C2): _____

Course/s I/we would like to register for in 2010:

C1	C2		
<input type="checkbox"/>	<input type="checkbox"/>	Fostering Changes Programme – all 12 sessions	April to November
		<u>Fostering Changes Programme Sessions</u>	
<input type="checkbox"/>	<input type="checkbox"/>	Session 1: Fundamentals for understanding behaviour	29 April
<input type="checkbox"/>	<input type="checkbox"/>	Session 2: The context of behaviour	13 May
<input type="checkbox"/>	<input type="checkbox"/>	Session 3: Effective praise	27 May
<input type="checkbox"/>	<input type="checkbox"/>	Session 4: Positive attention	10 June
<input type="checkbox"/>	<input type="checkbox"/>	Session 5: Helping children regulate their emotions	24 June
<input type="checkbox"/>	<input type="checkbox"/>	Session 6: The context of education	8 July
<input type="checkbox"/>	<input type="checkbox"/>	Session 7: Reading and rewards	22 July
<input type="checkbox"/>	<input type="checkbox"/>	Session 8: Giving instructions and ignoring	2 September
<input type="checkbox"/>	<input type="checkbox"/>	Session 9: Positive discipline and setting limits	16 September
<input type="checkbox"/>	<input type="checkbox"/>	Session 10: Time-out and Stop, Plan and Go!	30 September
<input type="checkbox"/>	<input type="checkbox"/>	Session 11: Endings and review	14 October
<input type="checkbox"/>	<input type="checkbox"/>	Session 12 Only available to carers registered on the full programme	
		<u>Carer Development Courses</u>	
<input type="checkbox"/>	<input type="checkbox"/>	Attachment and the parenting cycle	9 February
<input type="checkbox"/>	<input type="checkbox"/>	Building identity 1: Identity and child development	6 March
<input type="checkbox"/>	<input type="checkbox"/>	Caring for asylum seeking and refugee children	15 May
<input type="checkbox"/>	<input type="checkbox"/>	Safer caring – Assessing and managing risks	7 September
<input type="checkbox"/>	<input type="checkbox"/>	Managing unplanned transitions and endings	2 October
<input type="checkbox"/>	<input type="checkbox"/>	Promoting healthy care	1 December
<input type="checkbox"/>	<input type="checkbox"/>	CWDC Workshop: Standards 1-4	27 February

Registration Form

Complete this section of the form when you want to register for a single course. Please ensure that FPS receives this form at least two weeks before the date of the course you want to attend.

Carer Name: _____ SSW: _____

Carer Name: _____

I/we would like to register for the following course:

Course title: _____

Course date: _____