



# **HANDBOOK FOR USERS OF THE FAIR START PROGRAM**

**FOR LEADERS OF CHILD CARE INSTITUTIONS  
AND INSTRUCTORS**

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## Section I –

# How can you understand care practice development in the institution/ foster family management.

## I.1 Background for the FAIRstart training:

### **Welcome to the FAIRstart Secure Base Model (SBM) program.**

This program is a development program for child institutions, orphanages and foster families. The program deals with the issue of how to improve the professional care giving skills for young children in public care. This involves both daily practices and organizational development.

The program has been developed as an element in the project FAIR START, supported by the European Life Long Learning program, in the period December 2008 – September 2010.

### **What is the FAIRstart program?**

- 90.000 European children younger than three are in public custody in institutions or foster families. They are a high risk group. They may have living parents, but their parents face poverty, migration, drugs, and are unable to care for them.
- As EU citizens, these children have basic rights: good professional care and human relations, a secure base, and opportunities for learning basic social and emotional skills.
- The best results of care giving (brain development, social function, later school and education) are produced if you improve care giving practices for young children - from birth to age three.
- Many institutions and foster families are isolated from society, have staffs that have low status in society, and very limited budgets for education.

This is why the program focuses on practical professional care giving for the youngest. However, the theory concepts and care giving practices are very useful when working with older children and youth.

### **How was the program developed?**

The program is developed by people like your self:

- Professional care practitioners
- Leaders
- Academics.

Project partners of FAIRstart invited child care institutions and foster family managers in their countries to be co-developers of the program and to test it in their institutions. When you use this program you use a program which has been tested and developed by practitioners to make sure that it is a useful tool in “real life”.

In a shared responsibility, the instructor of staffs’ development and the institutions leader use the Basic program principles with their staffs, they also record their practise development on video and they use the program for care giving practise development.

## Scientifically based methods

It has been a key concern for the development of this training program that the recommended methods are ethical and really do improve child development. This goal is achieved by project cooperation with the internationally recognised expert in child care development, Psychologist Niels Peter Rygaard, Denmark who works professionally on a knowledge base of scientific studies of work with children placed outside home. Moreover universities, child psychiatrists, psychologists and educational professionals in each country are invited into the development of the program.

## How to use the program – short educational sessions for staffs

The program has been designed to be as easy to use as possible. This means that training will be an activity which is part of your daily work. You don’t have to go away for education or to stop working in order to use the program. The idea is that you arrange 15 two-hour training sessions for staff, for example at prolonged staff meetings or wherever it is convenient - maybe once a week, maybe once a month depending on your possibilities. Between sessions you work with the recommendations for practice development.

The program progress is flexible. You can at any time repeat sessions if needed, or decide how fast you will go through the program depending on local circumstances. From the theory and practices learned, you can design your own local model.

## Setting up the framework for education: leader and instructor cooperate

The leader appoints an instructor who will be responsible for knowing the educational material and for conducting the sessions in cooperation with the leader. In the program the leader must be active too, since the program recommends a number of leader decisions such as adjusting work plans/ schedules, working with the institutions’ relations to the local environment, and other practical problems.

## Analyzing important goals for the education: the Scorecards

In order to point out important goals and focus points for development in your particular institution, the Instructor uses the *Instructor’s Scorecard* to describe a number of daily care giving practices and attitudes before the education starts.

At the same time, the leader uses the *Leader’s Scorecard* to assess staff relations and working climate (good working climate is a good starting point for education). The instructor and the leader compare their results and decide what should be given special attention during sessions and in their follow-up on the practical training between sessions.

When all sessions are completed, the scorecards are scored again to document the changes in care giving practices and staff cooperation. This will help you sum up how your institution functioned at the starting point, and what has been improved and developed during the education.

### **Starting a protocol or diary for managing sessions**

We recommend that leader and instructor keep a protocol or “diary” during the education, describing what leader and instructor have agreed to manage each session, whether they should both be present in a session in question, how staff responded and what they learned in a session, how the practical work between sessions succeeded or not, and any practical problems to be resolved.

### **The contents of a session**

A session will take you through some child care theory and make participants understand what this theory means for how to practice quality child care. There are many video examples showing theory in practice.

The staff group will plan daily improvement activities from the session and work on practicing them in their daily work until the next session. The next session will start with looking at practical results from the staff’s work since the last session. Gradually, you and the staff will produce your own local version of the education program and daily practice.

There is a Program Handbook for managing the sessions. This is the Handbook that you are reading right now:

### **The Handbook has two perspectives:**

Perspective 1: For the institution’s leader or the foster family manager. This part helps the leader evaluate the institution, and support the implementation of the education program in general. For example by deciding when and where the sessions should take place,

Perspective 2: For the secure base instructor (in small organizations, leaders, managers/ and educational institutions can choose to take the roles of both daily manager and instructor). This manual is about how to conduct sessions, motivate staff and support learning and practice in the staff.

In the Handbook, you are guided step by step through the training sessions and you are offered inspiration and tools for planning and carrying out the development aims and goals of your institution.

The program is designed towards the issue of transforming the basic child care principles and quality standards into the local practise of your institution.

### **What is the price for using the FAIRstart program?**

- The program is free of charge.
- It is accessible if you have access to a computer/laptop, and you can connect to the internet.

- It is available in a number of languages. If the program is not available in your language, you are welcome to contact us and start a translation in your own language.
- The only cost is the working hours the organization decides to spend on learning basic child care principles and accordingly developing your practices.
- The program is designed with the specific aim not to increase your budgets. It is about improving the quality of professional care. You can reorganize and develop your work and concepts and become more efficient and comply with new standards in child care (*One simple example: if you take babies/ children out of beds most of the daytime and let them have the same caregivers as much as possible, you increase stimulation and healthy attachment – at no extra cost*).
- If you complete the sessions in the program, you will be close to what will probably be the future caretaking standards in the European Union.
- We hope you will spread info about the program to other professionals if you find it useful.

## 1.2 The Secure Base Model of caretaking

The essence of the program is to offer children placed in professional care a secure base for playing and learning, so the contents and principles in the Fair Start program are called “The Secure Base Model of professional care giving”.

### Benefits for your institution when using the FAIRstart Training model

- Spend no extra money, but some manpower during the program – for 2 hour educational staff sessions and other promotion of the program in your institution.
- Improve the professional knowledge and practice in your staff.
- Improving attachment in young children depends largely more on the organization of daily care giving, rather than the number of staff (even though this is also important). It also depends very much on how your staff looks upon themselves: do they feel that they do an important job? Also, how they understand their own practice and role performance. And of course, it depends on your values and practices as a leader.

- Develop understanding in your staff: how even small changes in attitudes and practices can produce happier and healthier children in your institution, reduce the frequency of problems and support child development. The children will be more able to learn in school and make good social connections with others.
- You work with a complete leadership development program, which will increase your competences and effectiveness as a leader, and you will be certified as an SBM Leader when the program is completed and acknowledged.
- Your workplace will probably become more attractive for qualified staff looking for jobs because you can also offer education.
- Your institution becomes part of a professional European development network for leaders of child institutions, the FAIR START program.
- You can plan how to improve relations to your institution's surroundings: the local community, the decision makers of your administrative and political systems, etc.
- Improve child development in your institution/ foster families. The first three years are the most important in life, and you can get the best outcome by improving conditions for these children. Once you have done this, the principles of the program should be rather easy to spread to your practice towards older children in your institution or area of responsibility.

## I.3 Basic principles and goals of the FAIRstart training program

*(In this section you will be introduced to the background and the aims and goals of the education program. If you want to go directly to how set up and use the program, please go to section 1.4)*

The core of the FAIRstart training program is 9 basic principles: they describe why and what the program tries to help you accomplish, giving you an opportunity to think about the implications for your daily practices. It is about improving childcare for young children, and the theoretical reasons for doing so. These principles are, in short:

This paper is a short introduction to the basic principles in the Fair Start program. It describes the objectives in care giving for young children (0-3) placed outside home.

### The basic principles

- To maintain that local partners in the program (orphanages, foster families, etc.) are active co-developers of good practice.
- To make use of local traditional care giving traditions in practice development.
- To increase early brain activity and development by daily stimulation.
- To develop coherent care giving in order to promote secure attachment in children.
- To practice and be aware of social interaction in any practical task.
- To develop family like groups for the children in order to promote normal attachment and social skills.
- To develop peer relations in family groups for attachment and social development.
- To provide basic social, emotional and cognitive learning opportunities for children.
- To let the children participate in society life and create communication between the institution/ foster family and the local environment.

### Introduction

Working with children without parents (or without care giving from their parents) is a very different task from working with children who have their family. Parents provide continuity in care giving and relations, commitment, acceptance, safety, attachment, love, comfort, stimulation, social contact and learning. Without these qualities, a child will develop very slowly.

A professional caregiver group must somehow provide the same qualities for these children in care.

Only, we are to do so from a professional position, and this is very different from being a parent – emotionally, the way your work is organized, the number of children you are responsible for, etc.

The most common mistake in professional care giving for orphans is that you work without giving these basic qualities, and think that you can start with exercises and school work. But a child which has not been properly stimulated early in life will have considerable concentration and learning problems, and a child who does not feel safe and cared for will demonstrate withdrawal or disturbing behavior.

It is a challenge for professional care giving that all children in professional care should have *few, continuous caregivers. Frequent changes in caregivers –during the day, the week, the month - prevent the child from feeling safe and from learning about long-term relations.*

There are several reasons for this: sometimes there are many children per child. It is difficult to have the same caregiver all day because of working regulations. People change their workplace.

Science has provided a lot of knowledge about good professional care giving practice. This knowledge is transformed into a development program with a lot of video demonstrations (sometimes including video recordings you have made as a participant in the program). This material will be available in many languages at: [www.globalorphanage.net](http://www.globalorphanage.net) and at [www.fairstart.net](http://www.fairstart.net) .

Scientific studies concerning orphanage and foster family care giving, and studies of intervention outcomes are gathered in a science database. This database will be available at the above links also.

The basic principles can be used regardless of the setting – they are applicable in an old fashioned orphanage, as well as in a foster family or any other kind of setting.

What parents usually do for their children must be transformed into good professional care giving practices. The basic principles are about how to do this.

(For children who already suffer from deprivation – this may have happened even before they entered a public institution – the book “Severe Attachment Disorder in Childhood” by N.P.Rygaard describes how special needs children can be treated. This book is available in many languages ([www.attachment-disorder.net](http://www.attachment-disorder.net))

- 1. To maintain that local partners in the program (orphanages, foster families, etc.) are active co-developers of good practices. The participants are the experts!**

The people behind the program strive to produce science-based development programs for young children in general, and what is helpful when you organize your daily work.

Only the participants know their own institution, foster family, and local conditions. So **you** are the experts when it comes to how you can use the program and the basic principles in everyday work. The program is not a finished model which can just be applied – it is an inspirational model for the local partners to improve and develop their own care giving practice and organization. Your own local dialogues about the program and practice developments are much more worth than the program itself.

Only changes started and developed by local partners will give children better lives and learning opportunities – without the partners, the program is just another piece of paper.

F. ex.:

The program recommends that a few caregivers should be responsible for a certain group of children in a “family-like” way of organizing work. But this takes a lot of discussion in the institution about how you can change your working hour schedules, or do other things to achieve this goal in your institution. Or perhaps you have good ideas about care giving which you want to make part of your program development. The program is only a helpful base and inspiration for your development, not the work itself. You and your colleagues and leaders are the most important people in the program.

Or, there may be a local educational/ university institution which can add valuable elements to practice development in a child institution.

## **2. To make use of local traditional care giving traditions in practice development.**

There are several reasons for this intention.

The most important learning about good professional care giving comes from the staff member’s own experience of his or her own care giving early in life. Being a good caregiver probably depends more on this “early education in social behavior” than on formal education later in life. If someone cared for you, you know how to give care.

Another reason is that all local care giving traditions seem to have a number of basic elements that promote early brain growth and healthy development. In the first years after birth, all cultures seem to obtain the same goals, but they do so in slightly different ways. F. ex:

For normal development in the first year of life, it is very important to be touched and rocked many times a day. In some countries the baby is in a cradle or a hammock, in Russia babies are wrapped in a cloth, in other countries the baby is in a hammock or is carried on the mothers back or breast. All these different practices serve the same important goal of touch and balance stimulation which is so important to brain development. Only, in some institutions the children lie still in a bed most of the day, and do not receive physical contact –this is very harmful to brain development.

## **3. To increase early brain activity and development by daily stimulation.**

One of the most harmful effects of institutionalization of young children is immobilization – lying in a bed most of the day, being in the same room all of the time.

If you put a strong well trained adult in a hospital bed all day, that person’s physical condition will deteriorate completely in three weeks. If you put a healthy adult in hospital bed besides a machine with a monotonous sound, and hang curtains around the bed, the person will start hallucinating and loose grip of reality within 24 hours. The human body and brain were constructed to function in constant interaction with the environment. For babies and young children, immobilization is even more harmful – it affects physical growth, bone strength, muscle development, brain development.

There is a remedy for a large part of the immobilization problem in child institutions.

Let the children move around on the floor and make activities for them during their waking time. You may even sell the beds and use the money for hammocks or cradles until the child is 1 -2 years old and let them be out of bed in the daytime.

Simple stimulation tools such as cradles have been used for thousands of years because they fulfill a basic need: they activate the baby brain in a natural way, when the mother is busy doing other things. The baby falls asleep much easier in a cradle, and it in fact has higher brain activity than when lying flat in bed.

Of course these tools are only a supplement to human contact, but they are very important in child institutions with limited resources.

#### 4. To develop coherent care giving in order to promote secure attachment in children.

Attachment theory is one of the few theories that demonstrate scientific evidence for good caregiver behavior across cultures. Attachment research results provide efficient ways to plan and practice interactions with children.

Babies develop a strategy for coping with intimacy and separation during the first years of life. A strategy which is modified as the child experiences different social relations while growing up. They learn the first strategy from the caregiver's behavior in interaction. It is therefore very important how the caregiver interacts with the baby/ toddler.

3 strategies for handling intimacy and separation have been identified: secure/autonomous, rejecting and ambivalent. A fourth behavior called disoriented / disorganized signals a breakdown in the child's ability to handle interaction with the caregiver. It is sometimes seen in children who in other situations act in a rejecting or ambivalent way towards the caregiver.

Care giving should provide children with the feeling of having a secure base in the relation to the caregiver. Only then will the child start to play, engage in contact and learn about social life.

The secure/ autonomous care giving style produces children who see themselves and others in a positive way, who are resilient towards stress, and spend a lot of time in play and learning activities. These children are able to cope and become useful members of society. Children with disorganized behavior on the other hand, often develop personality disorders and antisocial behavior as adults. The behavior of the child's professional first caregivers is very important for a healthy social development.

#### What characterizes good professional caregiver behavior?

The principles of good caregiver behavior resemble and value the interaction patterns of secure/ autonomous parental behavior. The characteristics are that caregivers behave:

- *In a coherent and predictable way towards the baby/ toddler*
- *They often take initiative to contact or respond to baby initiative for contact*
- *They are sensitive to the states and moods of the child. They may have fixed goals (feeding, taking on shoes or clothes, etc.), but they change strategy according to the state of the child (soothe the child while helping with shoes if it is unhappy).*
- *They are easily accessible for the child (if it needs comfort or wants to share something)*
- *They feel with the child, but not as the child (they stay calm and kind when the child is angry, depressed or has a temper tantrum. They don't punish or scold the child.)*
- *They talk a lot about what feelings and thoughts others may have, including the baby. This teaches the child to understand the motives of other people's actions.*

None of us behave like this all the time, neither as parents nor as professionals. However these caregiver qualities should be the norm in the institution or foster family, the most important goal for the leaders organizing the workplace, and something every staff member tries to get better at practicing.

#### 5. To produce - and be aware of - social interaction in any practical task.

When care giving for children, there are always two tasks whatever you do:

**The practical task:** To provide food, put children to bed, keep them clean, change diapers, etc.

This kind of task you may call the “*what to do?*” task. What do you do to change 12 diapers in one hour, what should we cook for dinner, what do you do when a child is ill, and so on.

**The relational task:** to have eye contact with the baby while you change the diaper, to be available to a child when it needs help, to touch a baby while you talk gently to it, to make a group of children engage in play or in learning, etc.

This kind of task you may call the “*how to do it?*” task. How do I do something in a way that can teach the child about good human social relations? So the child can feel secure, attached, learn about communication, etc.

Balancing the practical tasks and the relational aspects of child contact is a constant problem for all parents, but even more so in professional work with children who have no contact with their parents.

The questions attached to this balance are most important for the outcome of child care.

- *If we care for many children, how can we at the same time attend to contact with the children, and to children’s individual needs?*
- *If we attend to the contact with each child, we lose the rest of the group and break our schedules.*
- *If we stick to time schedules, how can we give attention to communicating with the children?*
- *How much should we let the children attach to specific persons? If we let them attach to one person, what do we do when that person is not at work? What do we do when staff changes more than once a day?*
- *In one end of the scale you may find very “effective” institutions that perform all practical tasks on time – but these institutions may not be very good for child development. At the other end of the scale you may find institutions that have a very good social life, but basic practical tasks are not performed, and everyday life is too chaotic.*

Finding the balance between practical organization and the organization of relations between children and staff is always an important ongoing discussion. It seems that care givers who can attend to both tasks and tolerate a certain amount of chaos are the most successful regarding child development.

There is a great difference between fixed time schedules and social rhythms – rhythms are more unpredictable and individual from one situation to another. So perhaps the correct question is: How can we have flexible daily rhythms instead of very rigid time schedules?

## **6. To develop family like groups for the children in order to promote normal attachment and social skills.**

In many child institutions, caregivers work as they do in industry: they work in 24 hour shifts over the day and during the week; they take care of different tasks and keep the place clean and tidy. Research has shown that the constant change of caregivers during the day time in this model is in fact negative to the development of the child. Of course you sometimes have to work in shifts, and of course the place should be tidy, but it is much more important to healthy development that babies must have frequent and long term contact with a familiar caregiver or with a few familiar caregivers. This should be considered in scheduling work plans.

For this reason the “Family group” or Secure Base Care giving Model is more productive than the Hospital Model. Co-operating with the leaders of the institution, you can organize work schedules so that a few caregivers are responsible

most of the day for a certain group of children, so that they can live in a family-like structure. This is a difficult task because it involves many laws, traditions and regulations, and the spare time of the staff. However it is so important to the success of child development that it is worth the while to do a serious effort here. In many countries, this model is already replacing the hospital model: Italy, Romania and other countries make use of small institutions with stable staff members and foster families.

Large institutions can be divided into many small "Family groups".

One of the main reasons why foster family placement has better results for child development is the fact that the children have the same caregivers all the time. You can improve the results of institutional placement very much by reorganizing staff schedules that give children the same caregivers for a long time.

### 7. To develop peer relations in family groups for attachment and social development.

A very important source of social learning and bonding in families is interaction between the young child and its sisters and brothers. They are models for the child to imitate and identify with, and figures of attachment.

Children without parents are usually also bereaved of contact with their siblings. Many studies of child attachment focus on the attachment process between child and caregiver, but ignore the importance of attachment development in peer relations. Here is a vital resource in institutions for healthy child development which is often not used and planned for. Being in the same room is not at all the same as developing relations to and forming bonds with other children. In order to exploit this resource, professionals must plan daily activities which help children bond with each other in long term relations.

A short note from one study on the importance of sibling relations:

*"For years, investigators have been interested in the effect sibling relationships have on well-being throughout adulthood. In a pioneering study, Cumming and Henry (1961 as cited in Cicirelli, 1995) "found that older people with living siblings had higher morale" (p. 63). In the study he conducted in 1977 (as cited in Cicirelli, 1995) Cicirelli found that elderly men with sisters were more emotionally secure than those without sisters, while women with sisters were encouraged and inspired in their social roles. Interestingly, McGhee (1985, as cited in Cicirelli, 1995) found that the "frequency of interaction was unrelated to the well-being of older people but that the existence and potential availability of a sister was related to greater life satisfaction" (p. 63). A study that Cicirelli conducted confirmed McGhee's findings. "Cicirelli (1989, as cited in Cicirelli, 1995, p. 63) found that the perception of a close bond to sisters by either men or women was related to well-being, as indicated by fewer symptoms of depression, while a close bond to brothers seemed to have little relevance for well-being." It seems probable "that women's emotional expressiveness and their traditional roles as nurturers account for the importance of relationships with sisters" (Cicirelli, 1989 as cited in Cicirelli, 1995, p. 64)." From: Joyce A. Shriner, Extension Agent, Family and Consumer Sciences, Ohio State University Extension.*

Siblings attach to each other and form important social learning bonds. Children in institutions should develop sibling-like relations with each other.

## 8. To provide basic social, emotional and cognitive learning opportunities for young children.

A baby starts learning by human contact and social interaction from the day it is born. This process cannot be put “on standby” at any time.

From birth, learning is mostly emotional and social, and “learning how to learn” happens with the first caregiver after birth, the parent or the professional caregivers.

Parents/ caregivers provide one important premise for learning through play: they provide a safe base for baby or toddler. Only if the child feels that it has a safe base (and is not threatened by fear of separation) will it start to crawl around, experiment, and engage in play and exploration, starting social contacts with other children. A baby or toddler who does not feel safe will not engage much in play activity. Much of child development depends on that the child plays regularly every day. As put by scientist Vygotsky: play is the forerunner of work competences.

Another important caregiver function for child learning is this:

The close and frequent interaction between baby and parent/ caregiver in the first two years supports the child in building the faculties for learning later in life. In early interaction the baby/ toddler “learns how to learn”. Caregiver/ parent interaction promote a set of faculties that are very necessary for learning – in school and in life in general:

- *Concentration*
- *The ability to focus on someone/ something*
- *The ability to separate figure from background (important/ unimportant)*
- *To experience the world in a coherent way*
- *To recognize*
- *To understand and respond to the actions of others*
- *To feel positive motivation and joy*
- *To endure frustration and regulate emotional states*

All these basic faculties are exercised again and again in simple early interaction. The caregiver smiles, makes the baby respond, she makes the baby focus on her, she is recognized time after time, she is joyful so that the child feels joy and motivation, and she soothes the child when something is difficult or too uncomfortable and frustrating. Out of this grows the ability to learn in school and spare time activities.

If a child in public care does not learn this before age three, it will not only be without parents, but also have a much reduced capacity for learning and acting in a social and responsive way towards others later in life.

For children placed outside home, Danish studies indicate that orphan children with normal intelligence often fall behind in the public school system simply because they are orphans. This leads to the last principle for basic care giving:

## 9. To let the children participate in society life and create communication between the institution/ foster family and the local environment.

In many cultures, being an orphan is associated with shame, mobbing and exclusion from local social activities. This is harmful to the child’s self esteem and may promote a negative learning about society in the child.

In the early start of social learning, the professional caregivers can act as parents will normally do: take the children for a walk outside the institution, use local opportunities for children such as playgrounds, and attend local meetings for parents and other social occasions.

On the professional level, caregivers can improve communication with professionals outside the institution: local kindergartens, schools and other child institutions. Leaders can invite other organizations and important local politicians into their institution and involve local media in order to create accept and understanding for children placed outside home.

## 1.4 Understanding the learning process in the program

### **Before you start the development process – some advice on natural resistance towards change and development**

Whenever you make changes in your organization (good or bad), people get nervous, feel a little incompetent, and may resist your suggestions. Be kind and insisting towards staff in your promotion of the program, and keep highlighting the advantages and positive outcomes of the program. Do not scold or criticize if people have second thoughts or argue against change. Listen to them, appreciate their worries, ask for their suggestions to overcome problems, and focus on any positive responses. Describe participation as one of the professional tasks in the job.

If there are important persons, local politicians or a board in your institution, please inform them about the program. Have their consent and interest if possible. It is an important part of the program that institutions work to break any local isolation from the community, and actively promote their children as visible and equal partners in community life.

The FAIRstart training program differs in various respects from more traditional vocational training and education for staff.

*Firstly*, the training takes place within - and in clear connection to - the staffs' daily practise of care giving, where more traditional education and training takes part in distance to the daily practise.

*Secondly*, the training approach in the program is participant oriented and not as in traditional education oriented in the direction teacher - > student. This means that the training didactic is *learning oriented* more than *teaching oriented*. People learn by discussing and reflecting together.

*Thirdly*, the training program is based on pedagogic working methods which put a strong focus on the common reflection and interaction between the participants – the staff.

*Fourthly*, staffs being responsible for designing and using new methods between session will train staffs in being professional and independent, and take active ownership in their job.

*Fifthly*, staff and leader are co-developers of their own competence development, because the training is designed precisely to the well known daily practise and training material in terms of photos, video recordings and development plans. The staffs produce training material as part of their learning process.

### **Especially for the instructor**

For you, performing the tasks of an instructor, this means that you should pay special attention to how you stimulate and motivate participants to a high degree of active involvement in discussions, reflections, and group work in the training. This way of learning might coincide with staffs' former school experience and ideas of teaching and learning. But it is crucial for change and development of practise that each member regards her or himself competent and co-responsible for the daily professional care giving practise. Therefore the approach to staffs' training must be that they *are* competent, that they *have* lots of resources, that they *are* capable of reflecting on their practise on the basis of new knowledge and insight in methods and theory when - and if - they are given the optimal conditions for learning together in the group of colleagues.

Again this means that – though you as an instructor are responsible for planning and carrying out the training – your task as a facilitator for staffs’ learning processes are just as important as teaching a certain curriculum. *Read more on this topic in paragraph 1.6.*

### How to facilitate staffs’ active involvement

Facilitating staffs’ active participation and involvement is a prerequisite for their learning and competence development. Where traditional teaching tends to favour teaching directed methods the FAIRstart training favour participants oriented methods – based on the understanding that: *You learn by seeing new methods, discuss them and use them in practice.*

In the training sessions you will find suggestions for several kinds of such methods, like:

- Discussions
- Reflections
- Knowledge sharing
- Groupwork.

It is important that you introduce staff to these methods if they are not used to them as learning methods.

In each training session you will find designs for setting up discussions, reflections and group work designs.

### Especially for the leader

For you, being the leader of the institution, this means that you are main responsible for the establishment of frames and conditions for staffs’ training. Daily working plans much be adjusted during the training sessions including substitutes, required for keeping up the daily routines. Moreover staffs need support from you in terms of interest, attention and approval of their efforts to develop and improve their own competences as well as the daily care giving practise.

## Timeline and tasks in the SBM program

The time schedules described below can be prolonged or repeated whenever staffs, instructor or leader think it necessary. *It is better to make a slow progress in depth* than to rush through the program. Especially we recommend that you should evaluate success from real changes in professional care giving practices in the daily work of the staff.

### PHASE 1: the first one or two months: The leader’s decisions

- Please read the Fair Start basic text in *Attachment 3: “Enriching the Early Environment for Young Children”* in order to know the general background. Think about good staff members and let them read it too or tell them about the contents.
- Inform your staff carefully about the program at a presentation meeting.
- Make the Secure Base Scorecard analysis of your leadership and compare it with the staff evaluation of the workplace and staff relations. This will give you valuable ideas about how you can work with effective leadership/ staff relations.

- Decide at this point if you want to start the project. If so, the leader chooses and appoints a Secure Base instructor and cooperates much with her/ him. This person can be a competent caregiver who has the respect of his or her colleagues, perhaps an external person who is used to teaching (a school teacher or a university employee). In small institutions or when managing foster families, the leader/manager can decide also to take the additional role of instructor. In large institutions, the leader may decide to appoint two or more instructors who can support each other.
- On the basis of the Secure Base Scorecard analysis of leader and staff relations, you decide 3 major improvement issues during the project (leader takes the decision in dialogue and cooperation with your SBM Instructor and your staff).
- The appointed instructor will use another scorecard to assess daily care practices. You can compare scorecards to decide major focus points in the program.
- If you like, you can perform the Secure Base analysis every six months during the project period in order to see what progress is happening. You can prefer to do it at the end of the program and compare the first and last Scorecards.
- If you want to study further about efficient leadership, you can choose to work with the additional section “Making your personal leadership assessment and development”. This is not necessary for completing the program, but you can use it if you find it interesting.

#### **PHASE 2: 2-6 months: supporting the SBM instructor in sessions**

- In close cooperation with your SBM Instructor, you should support her/ him actively. This means:
- Give SBM Instructor and staff access to a computer, or TV and DVD player.
- Make room for regular scheduled meetings for SBM Instructor/ staff teaching and development, 2-3 hours every 14 days or weekly during the whole project.
- Accept and provide materials for physical changes in the institution. The instructor and staff will work on how to improve the daily environment in the rooms where the children are. Also beds for the youngest may be replaced by cradles or hammocks.

#### **PHASE 3: 6-9 MONTHS: Forming family-like care giver and child groups**

- Discuss and complete a reorganization of staff schedules if necessary. The aim is to *link specific staff members to specific groups of children in a family-like structure*. The staff members applied to a specific group should be responsible for child development and reach certain goals. Also, a *change in caregivers during the day should be minimized as much as possible to ensure continuity in child/ caregiver contact*. For example, instead of 8-hour shifts, two small groups can cooperate in 16 hour shifts during the week. Or, instead of moving from one child group to another, caregivers stay with one group.

#### **PHASE 4: 10 MONTHS and forward: Improving institution/ environment relations**

- At the end of the program you and staff focus on improving relations between the institution and the local environment.

## 1.5 Target group and preconditions

### **Staff's educational level when starting FAIRstart**

The target group of the FAIRstart training is the daily care giving staff in the child care institutions or the foster families you manage.

The total staff group of your institution probably comprises various kinds and levels of educational background.

There are *no* requirements for staffs' preconditions to the FAIRstart training. Matching training content and planning with staffs' level of education is the shared task and responsibility of the instructor and the leader. It is important to stress that the FAIRstart training program is designed to include participants regardless of their level of professional education.

However – mapping and taking into consideration staffs' preconditions for learning within the concept of this training program should be an important preparation of the training. This can be done in various ways, for instance by asking staff – either at a group meeting, by a questionnaire, or by individual conversations – what they expect from their participation in the training.

Preconditions can be about education background, about school experience – good or bad, and it can also be about feeling secure about the coming competence development.

It is well known that a top-down initiated competence development in organisations might bear the risk for myths occurring among staff that they are not performing well enough.

### **Especially for the instructor**

An open talk about staff's expectations – good or bad – should be taken at the starting point of the training, eventually based on a prior mapping of staffs' expectations as mentioned above.

### **Especially for the leader**

It is of great importance to the success of the training in your institution that you as the leader inform about aims and goals for the training to get started; that you encourage each member of the staff to go open minded into this training, and to make everybody feel sure that this training is a shared responsibility in the institution and that it bears the full commitment from you as the leader.

## 1.6 Roles, tasks and responsibilities

### **The program design: learning on the job and in the job**

As already stated, the FAIRstart training program is developed for the purpose of contributing to facilitating staffs' learning and competences. Individual program learning is planned to occur in correspondence with exercises in daily practise.

In opposition to more traditional vocational education and training the FAIRstart training takes place in the same context as staffs' daily practise – and not at distance to practise. Hereby the well-known problem of transfer between school and practise is eliminated. More about this:

The FAIRstart training program is developed within the perspectives of the EU paradigm of Lifelong Learning (like the project is financed by the European Lifelong Learning program).

The paradigm of Lifelong Learning provides the understanding that, as individual, you are learning all your life long and in all areas of life:

- Learning at the formal school and education system
- Learning on the job, the so called non-formal learning
- Learning in the job, the so called in-formal learning.

Similarly these various types of learning comprise their specific characteristics - advantages and limitations:

### **Various methods for learning**

Learning in the formal school and education system means that learning takes place at distance to the practise where the competences, acquired in school and education, must be performed in the later profession. The education is based upon recognised and comprehensive theory.

Learning at the workplace - on the job means that learning takes place in close connection to the job. The learning is planned – it is intentional, and it is oriented towards specific tasks.

Learning while you are working – in the job, means that learning takes place while you are working. The learning is not planned – it happens unintentionally, and you might not be aware that you learn.

These three concepts of learning are useful to bear in mind when it comes to dealing with learning in organisations like your child care institutions; where learning for staff is planned to take place at the workplace and in the job.

Looking at the three types of learning, the FAIRstart training program is not dealing with formal learning in school and education system.

Looking further on the next two types of learning, the training program takes place on *the job*. Learning and competence development will lead to the desired development of child care in the institution.

FAIRstart learning also includes training of awareness, meaning that staffs are also trained in being always aware of how practise is performed, and how it can be further developed.

The program is intended to help you create staffs that are engaged in their work and in discussing and developing their practices. It is intended not only to educate in care giving, but to start a process of organizational development and qualified staff cooperation. To create an institution or foster families who are active, who support each other and are proud of their own professional standards.

### **Transferring from knowledge to new practises**

It is always difficult to transfer something you learned about practice in formal education to real new practices in care giving. This does not happen automatically.

The main obstacle for this is that conditions for practising the new knowledge and competences might be difficult. What seems natural and easy in school and education might not be the same in reality. This has to do with lots of conditions performed by the organisational culture, atmosphere, knowledge, traditions and habits for doing the tasks in a specific way and manner. Even positive changes make people insecure: what will happen?

This problem has to do with the concept of *transfer*: Transferring knowledge from one learning area to another. How can you be sure that something you learned is used in new practices?

If staffs' development takes place simply as learning – typically as a new employee – to do the same as what has always been done (for example: a new employee is being instructed to imitate experienced staff) the learning is said to be predominantly *conservative*, meaning that new perspectives which might develop and improve practise is more or less eliminated.

Such kind of conservative learning bears the risk of not being transformed into new practise. You keep on doing as you and your colleagues have always done, regardless of eventually needs for change and improvement. Any culture has a tendency to keep doing what it has always been doing, good and bad.

The FAIRstart training design includes some solutions for these problems:

1. The FAIRstart training is built upon recognised scientific and ethically acknowledged theory and evidentially based practise. It defines important principles of quality child care.
2. The FAIRstart training Scorecards are designed to identify needs and desires for change and development in each specific child care institution. What exactly *your* institution can set up as important goals for quality in child care compared to the principles.
3. Every session is followed by work between sessions in order to transfer what staff learned to practice and to exercise this. Therefore your support and follow up to staff in using the new practices is vital for success. Staffs should not only learn theory, they should also practice what they learn.
4. The FAIRstart training has a specific focus on raising staffs' and leaders awareness of reflection and discussion in daily practise; of establishing and maintaining an organisational culture for open minded and dialogue based.

### **How to succeed with the FAIRstart training**

Succeeding with the institutions aims and goals for the identified development areas is primarily a question of being aware of the conditions for staffs' learning and to actively work to promote an open atmosphere in the institution for common development.

Instructor and leader should act as role-models for openness and dialogue. They must identify and break down barriers in the organisation that work against the staffs' willingness to participate in competence development. They

should be very understanding about second thoughts, and at the same time be very clear about what they expect from staff in attitudes and practices.

### **Motivation**

Success with the training has also to do with motivating staff for change and development. And here it is essential not to regard *motivation* as a specific quality by the individual staff member – or worse – the lack of this quality. Motivation should be understood as something which can be created in relations and in interaction between staff, instructor and leader.

Hence the question is more about which motivation *factors* can be supported by the organisational culture – or unfortunately damaged if conditions are negative?

*Motivation factors* are determining for the relation between the individuals' attitude, interest and competences – and the surrounding.

So, don't ask: "Are you motivated for this training"?

But ask instead: "What motivates you for this training"?

Talk directly about that it is natural to feel insecure when you enter a new learning process.

The concept in FAIRstart training program is that staffs wish to take responsibility if they are given the proper conditions for it, and know that training is part of the job.

### **Motivational factors:**

- Feeling safe and secure in the learning situation
- 
- Know how you are expected to participate during sessions as an active person.
- Being recognised for what you do
- Having time for reflection on what you learn
- Better quality in the job
- Experience of meaningfulness
- Interest and curiosity
- Disharmony – to be disturbed and challenged to learn something new.

The typical sequence of staff reactions is at first: "This is impossible and unthinkable". Then: "This is possible, but we feel too incompetent to do it". Then "We have to try, even though we are nervous about it". Then "This was really interesting, we made a success!". Then: "When is the next session?"

So, don't give up because you meet negative reactions in the start – be kind, calm, understanding, listen to arguments, be firm and insisting on the program. You already know how your staffs usually react to changes and how you negotiate them, and this time it will not be different.

### **Especially for the instructor**

It is important for you, as an instructor to help identifying barriers for staffs learning and development in their daily practise and to cooperate with the leader to remove or minimise such barriers. Talk openly about them and even ask for them.

And it is important that you train the staff in using methods and tools for reflection and knowledge sharing in order to improve practise.

*See more about this in section II. Mapping needs for institutions' change and development.*

### **Especially for the leader**

It is important that you, as the leader, work to implement the understanding in the institution that learning is a matter of lifelong and life-wide learning and that development and learning takes place also while we are working **IF** conditions are good for this at the workplace.

Among many things, this is also about promoting a culture where mistakes are welcome as long as every member of the institution – staff as well as leader – is willing to learn from the mistakes. If there is a *non-failure* culture in the institution, the staff will probably meet any training initiative with reservation or resistance. Tell staff that there will be a lot of confusion and problems in the start, and that it doesn't really matter – it is part of any change and everybody can cooperate about this along the way.

Promoting a positive culture for learning and development requires time and place for reflection. This calls for a workplan that provides opportunities for staffs meeting and dialogues for continuing development of practise.

Promoting such a culture might include the encouragement of staffs' good ideas to improve practise. Generation of good ideas could be further nourished by some kind of reward – preferably acknowledgements from instructor and leader.

*See more about this in section II. Mapping needs for institutions' change and development.*

### **Roles, tasks and responsibilities**

As it has been described till now – the FAIRstart training is based on the understanding that staffs learning and development must be facilitated by some organisational conditions and frames in order to succeed.

Hence both the instructor and the institution's leader are key-persons in this common effort. Their roles, tasks and responsibilities are defined differently.

#### **The instructor's role**

The instructor is responsible for planning, preparing and carrying out the training sessions according to the material provided for the training and in accordance with the plan, elaborated on the overall responsibility of the leader (*see more about this in section II*). The instructor also makes follow up between sessions and support and discuss with staff how to exercise the practices planned at the end of a session.

In the performance of this task and responsibility, the instructor is depending of the proper organisational conditions and frames for being able to do the training. These conditions are described above, but in short this could be called, expecting the back-up of the leader in every aspect concerning this project. "Instructor" is a work role defined by the leader and the program, the instructor is only responsible for preparing and conducting sessions and follow up on practices between sessions.

Make a “diary” or protocol for the progress of the training program. How things are going, what problems you meet, what you have done to resolve them, what you need to discuss with staff or leader. This will help you keep the education process on track.

It might be that the instructor wishes to cooperate on the instructor tasks with a colleague. This is absolutely possible and could be a very good idea! Two instructors can support each other and share the burdens.

### The leader’s role

The role of the leader includes a number of practical issues:

- To decide when the sessions will be scheduled.
- To inform your staff carefully about the program at a presentation meeting.
- To appoint an instructor in staff/ or take the role of instructor yourself/ or find an external instructor (for example a teacher or other education person from a school, an educational institution or a university).
- To support and cooperate with the instructor in order to overcome problems and getting maximum results from the sessions. This includes that the leader will also make it clear to staff that the program is part of the work obligations, and not something you can participate in if you like. If staff members refuse or do not show commitment, the leader and not the instructor has the authority to help them understand their duties and tasks in the program.  
It is a good idea after each of the first sessions to ask at staff meetings how the practical tasks between sessions are going, and support and adjust people so they in fact do perform the tasks they have decided to perform. It is also a good idea in the start to meet with the Instructor frequently in order to support him/ her.
- To provide a room for sessions, including a computer or a laptop with internet access, if possible also a screen or a white wall, and a projector connected to the computer. If you can’t get a projector, only small groups can watch the sessions directly on the computer screen. There may be loudspeakers inside the computer for watching videos, or you may use external speakers.
- Make a “diary” or protocol for the progress of the training program. How things are going, what problems you meet, what you have done to resolve them. This will help you keep the education process on track.
- Help staff and instructor take short video clips of their practice (they can use a mobile phone if there are no cameras) for discussions and reflection, and design a procedure where educational video clips are stored on the institutions computer and erased from mobile phones/cameras after use.
- To evaluate the institutions daily cooperation and create a spirit of mutual support and helpfulness in the staff.
- In *Attachment 2*, you use this instrument (The SBM Scorecard) before you start the program, for evaluating the level of motivation and cooperation in your staff, and plan how you can improve this further. Good professional childcare depends very much on good cooperation and positive spirit in the staff, and the relations between leaders, manager and staff members.
- To change work schedules in order to give the children the same caregivers in the daytime as much as possible.

In general the leadership style should be to allow for discussions and experiments, and for staff members to take co-responsibility for supporting the education process.

## Section II – Mapping needs for new practices in cooperation and care giving

### **THE SBM LEADER SCORECARD: ASSESSING STAFF/STAFF AND STAFF/LEADER COOPERATION IN YOUR INSTITUTION – three major goals**

From the following questionnaire you can make a scorecard for the level of cooperation in your institution or your management of foster families. This will give you a general idea about the quality of work, and you can use it for pointing out where to start improvements.

You can also ask 4-5 of your staff members to answer the same questions. From this information you identify three major goals for improving cooperation and relations in your institution.

### **THE SBM INSTRUCTOR SCORECARD: ASSESSING THE QUALITY OF CARE GIVING PRACTICES IN YOUR INSTITUTION**

Your Instructor also makes a scorecard, mapping the daily practices of professional care giving in the institution. This helps you and the instructor to identify exactly what care practices and routines you want to develop and qualify and focus on improving during the Fairstart program.

When you and the instructor have made both these scorecards, you have an instrument for discussing with the instructor: What can we do to support good cooperation in the ways we cooperate - and what practices shall we focus on in Fairstart to improve our professional child care practices?

### **INVOLVE YOUR STAFF IN THE DEVELOPMENT PROCESS**

No matter the nature of your scorecard results, we recommend that you present and discuss them in depth with your staff in order to start a process of involvement. Why is this?

*Research shows that the most efficient care giving institutions are those with a high degree of staff involvement and commitment to care giving. People who do not just obey orders mechanically, but actually have a personal understanding of their work, and who feel that they do important work - are also the best caregivers.*

The simplest way of creating such staff members is simple: *the leader takes an interest in staff development, speaks openly and matter of fact about problems, and supports the building of personal and professional relations between leader and staff, and among staff members.*

If you are lucky enough to have an office, be alone in it as little as possible! Use it either for development discussions with staff or simply leave it and walk around and take an interest in discussing “how is your work doing?” Social leadership is simple: If you take good care of your staff, they will take good care of the children.

You may be used to focus on practical issues, such as administering expenses and budgets, logistics such as where to buy diapers or milk powder, how to distribute manpower over the week, etc. These functions are of course vital for your institution. However, you should decide how much time you spend and will spend on development dialogues with your staff. And you should consider delegating some of these jobs to staff members or others. The more time you spend on dialogue with staff, the more you will discover that a new behavior from you will produce more responsibility in your staff, and that you can delegate many administrative tasks to staff members.

Please write your choice here about how much time you will spend for the first three months on dialogues with staff: .....% of your time, compared to .....% today.

#### **HOW TO USE THE SBM SCORECARD RESULTS FOR PLANNING:**

##### **Define three goals and their success criteria**

Please make a list of 3 improvement issues (perhaps the three lowest score questions), and (when you have read the whole manual) write a plan for how you can work with them. *It is important that you yourself identify what are the three most important obstacles for a more cooperating and caring organization, and how you will know if you have reached the goals.* Remember, the scorecard is only a framework for your planning –it is nothing without your work.

Before you make your choice of the three most important goals, you should also take into consideration *not to pick items which are too hard to change, but go for those where a change (even a small one) is in fact possible.* It may be demoralizing for yourself and the staff if you choose goals which are too hard to reach within a year, and it is important for all to experience success in your first steps of development.

When you have defined the goals, please write for each goal how you will be able to observe in the end that the goal has been completed or not.

While working, you can also contact the Project Group via e-mail for suggestions with a short description of your institution, your three major goals and the problem you want support for.

## Section III – Practical planning and training

### The practicalities and remedies when conducting a session

The leader and the instructor cooperate about the following practicalities.  
For the first and all following sessions you need:

- To have scheduled two hour session for staffs. We recommend that staff should not also look after the children during sessions. If some staffs have to look after the children their colleagues and the instructor should inform them afterwards. They can also open the homepage and see what has been worked with in the session.
- A quiet room for staffs, paper and pencils for staff notes, and a computer connected to the internet.
- Access to a computer and connection to the internet. You can either use a computer/ laptop and the screen, you can connect the computer to a TV screen, or you can use a projector connected to the computer. You can use the loudspeakers in the computer or connect it with external loudspeakers or the TV loudspeakers.
- We recommend that you *set up the equipment and test it a day or two before you start the first session* so you get familiar with using it and resolve all setup problems in order not to waste staff time.
- A video camera *or* a camera with video function *or* a mobile phone with video function *or* simply a camera/ mobile phone for taking pictures. We recommend that videos/pictures are transferred to the computer where the instructor keeps her protocol. As soon as the pictures or videos are transferred, you should delete them from the media they were made with. This is to make sure that the privacy of the children is respected. Staffs should be instructed that any videos or photographs are the property of the institution, they should be transferred to the instructors computer and deleted from the medium they were made with, and materials must not be used outside work.
- *Only if you have this extra option:* you can also print what you think is important in a session and copy it for staff, so they end up with having a compilation of learning materials at the end of the education.

### Using the homepage [www.fairstart.net/training](http://www.fairstart.net/training) in a session

The instructor should study the next session in advance in order to know and decide how he or she will present it to staff.

We recommend a short break in the middle of each session – most sessions have a theory part A and a practical part B where you have suggestions for practices and you plan how to practice this until next session.

At session start, you simply open the internet connection to the program, click “sessions” and then click the session number you want to do today.

You then present the “THEME OF THE SESSION”, the “AIMS OF THE SESSION”, and the “COMPETENCES TO BE EXERCISED”. Make sure that everybody has understood these three things before you click “CONTINUE”.

Then you click “CONTINUE” to the right, which takes you to the “TOPIC INTRODUCTION”. Here you have theory presentation, suggestions for discussions, video examples of good practices, etc.

At the end of the “TOPIC INTRODUCTION”, you may have a small break and then the next click takes you to “THINGS WE CAN DO NOW”. Here, you get suggestions for practice work until next session, and you plan with staff how to do this.

After planning, you can discuss shortly how this session went and perhaps decide if you want to repeat it to make sure that all is understood and practice between sessions was successfully conducted. There is a list of competences achieved and a number of questions you can use to make sure that everybody understands the concepts and theory used in the session.

When you open a new session, a small window will automatically open with questions about how your practical work between sessions went (Saying: “Please use 15 minutes – or as much time as needed – for summing up...”). Please follow the instruction and use the questions, close it, and start the new session. If staff needs extra time for this discussion, please let them have it: It is vital for the program that the practical tasks between sessions are reflected, discussed and planned. Perhaps you and staff want to see some of the video clips or photos you made between sessions. You should not feel stressed about some delays - you can simply prolong the number of sessions. In general, 15 minutes should be enough, but in the first sessions you may spend more time discussing how practice went until people get used to the program structure.

## PREPARING SESSIONS 1-15

For each session this text will assist you in conducting each session:

- Preparations
- Conducting the session
- Assisting staff’s practical work until the next session
- Cooperation between instructor and leader (if necessary for the session in question)

This tool will assist you in conducting the sessions successfully and having the best possible outcome.

## Session 1

### Preparations

The practicalities and remedies have been described above. If people ask, don't hesitate to inform them about what will happen at the first session. You and the leader have given them an orientation about the Fair Start program in general.

### Conducting the session

The major goals of this session are:

To make people feel welcome and comfortable with the learning room, to make them understand how to support each other during the education and that they are supposed to be active, discuss doubts and problems freely. You can think of how you usually make guests feel at home when you invite them.

The second goal is that they try to interview each other. This is partly to discuss their own childhood experience, but *also to get them used to talking freely* about child care. By making the interview they can get used to talk about difficult problems in the education room and get to know each other better. They may have worked together for years without talking about how their personal life is connected with the way they care for children.

The third goal is that they try to plan a little practical work until the following session. You should help them find out what they will try to do, exactly how and when they will do it, and who will be responsible for what – you may ask these questions like “OK, so what must every staff member do until next session?”

The fourth goal is that they get familiar with recording their practices on video or with a camera. They should hold the camera still when using it, and focus on both the child and the caregiver when they record or take photos. This will already make them produce a lot of thoughts and reflections about how they practice and that it is possible to reflect and discuss you practices with others openly.

### Assisting staff's practical work until next session

You should go out between sessions and assist with any problems and make sure that the tasks you planned are also practiced. You may be presented with a lot of excuses and problems, but you should support and insist kindly that this is a professional task which must be resolved before the next session takes place.

### Cooperation between instructor and leader

You should report to your leader how the session and the practical work goes and act immediately if necessary for success.

## Session 2

### Preparations

Before this session you can sum up for yourself how the session and the practice work went, and plan what should perhaps be improved in the way you will do session 2. You should study the contents of session 2, especially the three basic concepts of Basic Attachment Theory, Secure Base and Exploration Behaviour. You can think of examples from your institutions daily practices that illustrate these concepts, and mention them during the session.

### Conducting the session

The major message of the theory part is: If children feel secure, they start exploring. So the major theme of the session is “How do we make the children feel secure? How do our children act when they experience separations? – How do we help children feel secure? – When do we see them practice exploration behaviour? If some children do explore, how can we change our practices? Is there anything we do that maybe make these children feel insecure?, etc.”

Support staff in discussing and understanding the texts and video materials.

Use the checklist questions for understanding, and support the practical planning of work.

### Assisting staff’s practical work until next session

Ask for suggestions for improvements: “How can we make the sessions work better? – What did we learn from the practical work after the first session? – How can we make sure that we succeed in the practical tasks” – “Is this related to the focus points from the instructor’s Scorecard”, etc.

### Cooperation between instructor and leader

Report to the leader after the session and discuss how you can support staff in succeeding.

## Session 3

### Preparations

Before this session you can go through session 3, and when you are familiar with the text:

- Observe how staffs practice *task and relation* priorities and focus in daily practice.
- Observe the *dimensions of secure care giving behavior* in daily practices (to get material for discussion in the session).

### Conducting the session

This session is about making the staff understand and discuss the double natyre of work: doing the practical tasks while also being aware of managing the relation with the child.

And how care givers can act to make children feel secure: act coherently, be sensitive and accessible to children, feel with the child and not like the child, etc.

Your focus should be on demonstrating these qualities from discussing the video examples, and direct the staffs attention towards how they practice them. How you give care is a very personal competence thing, so some may say “Oh, we already do this!”. You should respond by supporting a curious and fact oriented approach: “Oh, yes we do, but let us study how we do it. Can we find any ways of becoming more aware of the way we do things? What is difficult in keeping the task schedules and at the same time make relations with children?” etc.

You can also present some of the video’s and photos made between session 2 and 3 and study them from the perspective of task and relation, or the secure care giving dimensions.

### **Assisting staff’s practical work until next session**

This time you can be more specific about one or two staffs taking the responsibility for being “film and photo makers” and record new practices until session 4. This is to support the development of work roles in activities between sessions. Some decide to be film makers, others can be demonstrators of new practices while the video is being made, etc.

### **Cooperation between instructor and leader**

The leader can assist you in different staffs taking different roles and responsibilities in work between sessions.

## **Session 4**

### **Preparations**

Science has produced a lot of knowledge about why old ways of caretaking are very harmful to the development of (especially) young children. In fact, most institutions still have some values and practices that are remnants of this negative culture (culture is what you keep doing simply because “we always did like that” and it is invisible to those who live in the culture). It may be provoking to compare staff practices with this and find out that in some respects, your institution may have some of these practices.

You should be ready to show staff that nobody blames them, and that this is the chance to get rid of old negative care taking traditions once and for all.

### **Conducting the session**

For this reason the major goal of session 4 is to make an *active staff revision* of old values and practices that still may linger because nobody questioned them. This is done by replacing old “hospital model” values and practices with positive values and practices suggested by staff themselves.

So your job is to support the process of re-formulating values and practices into positive ones. This includes that you pay attention to the problems people may have in giving up old practices and values. You may ask “What will be difficult when we give up this value? - Can we do the same things in a more caring way? - What would be a positive value?” , etc.

For example, giving up staff uniforms may lead to a discussion of how you can use and handle clothes that look more private and individual, and how it is much more important for hygiene that people wear clean clothes and that the children wash their hands at least three times a day.

#### **Assisting staff's practical work until next session**

In daily work you can focus on how people practice and support discussions about “What value is the reason for this particular practice?” or “We decided to replace this practice with that positive practice – but are we really doing that?” or “How do we avoid “falling back” into old routines we used to have?” or “How do we teach the new practices and values to new staff members – should we give them a list of our practices and values?”

You can hang up copies of the new values and practices in key places where people see them, or you can talk about them in other situations such as morning meetings where you plan the day.

#### **Cooperation between instructor and leader**

The leader can support you by declaring the new values and practices being the official policy of your institution, and he or she can present them to people who visit the institution.

## **Session 5**

### **Preparations**

No doubt some of your children have problematic behaviors and ways of relating to caregivers that are problematic. Please read session 5 and try to identify some children who have insecure attachment patterns in order to have examples to use in the session.

### **Conducting the session**

The main goal of this session is: instead of seeing child behavior as “problematic” or “disobedient” or “destructive”, staff should learn to understand and recognize insecure behavior patterns as a result of early loss or deprivation.

They should learn to classify avoidant, ambivalent and disorganized behavior - and instead of becoming angry or disappointed respond to these behaviors in a reflected and calm way.

They should discuss the categories of insecure, ambivalent and disorganized behavior in different children and plan how they will respond in new ways to these behaviors from the recommendations in the session.

You can use case material such as: “We all know (name of a child) – he/she is difficult for us to work with because of the way he/she responds towards staffs and other children. Let us see if one of these insecure behavior patterns apply to him? How can we understand what he/ she is doing, and what would be a good new way of responding to his/ her behavior? If this is a reaction to loss or maltreatment earlier in his/ her life, how can we understand this way of behaving? In fact, he is also in the video we made last time, so we can look at that and try to classify his way of behaving and decide how we will respond until next session”

#### **Assisting staff's practical work until next session**

When you have classified a few children's behavior, support a plan for how staff can behave based on the recommendations.

Be sure to help people describe *exactly what they will do different in care situations* – it is *not* enough to say “we will be nicer to him” but for example “(name of child) acts in a very ambivalent way and constantly tests our decisions. When he asks again for a new activity all the time, we will take him on the lap and explain to him that he must finish the former activity first. If he then starts complaining we will look kindly at him and say “I will not change my decision, dear” and sit quietly until he understands that he cannot change our mind once we have made a decision”.

### **Cooperation between instructor and leader**

Inform and discuss with your leader whatever may be necessary. Please be aware that there are some preparations beforehand for session 6.

## **Session 6**

### **Preparations**

Read session 6. Ask staffs and leader to think about how the project is going: the sessions, the work between sessions, and the cooperation between leader, instructor and staffs. Inform them that their evaluations of program work until now are important contributions to program adjustments, and that they will be interviewed shortly during the session.

### **Conducting the session**

The way to work is described in the sessions. When you arrange the interviews it is a good idea to set up chairs without tables and start by appointing the secretary.

For the first interview, the leader and instructor sit on two chairs next to each other, and the staff interviewers sit in front of them. The rest of the people sit in a half circle around them so that they can hear what is said and reflect on what they hear afterwards.

For the second interview the leader and the instructor sit face to face, and the rest of people in a semi-circle around them.

For the third interview you use the same set-up as in the first, only this time leader and instructor ask the questions to staff in general.

You should also appoint someone who keeps the time limits and who is responsible for keeping the dialogue rules (for example: nobody interrupts or comments, before the interview is finished. Or: when for example the leader and the instructor listen to staffs answers or reflections, they must not interrupt or start discussing what they hear).

### **Assisting staff's practical work until next session**

After this session, you can continue the program improvements of care and practice from the first sessions. You can discuss also the evaluations made in this session and ask for more suggestions for improvements.

### **Cooperation between instructor and leader**

Besides this, you should meet with the leader and discuss what was said about possible improvements. Having met, you and the leader should inform staff about what improvements you find most important for the learning program. Recommend staff for their engagement and focus on anything that has been successful.

## **Session 7**

### **Preparations**

The “Family like” Model of care giving takes some discussion between leader, instructor and staffs because it also may affect staff work schedules. It addresses the problem that caretakers work in shifts in most institutions, and at the same time children need the same few caretakers during the day. Also, it is suggested that small groups of caretakers become responsible for the development of a specific group of children in order to make family like groups.

So you should ask your leader and staffs responsible for work plans and schedules to think about ideas for schedules that *allow certain teams to be responsible for a certain group of children for a long time*. Besides, they should think about *work plans that give the children the same caregivers every day* to any possible extent.

Whether this is successful is *not* the responsibility of the instructor – it will be a result of negotiations between staffs and leader decisions.

### **Conducting the session**

The goal of the session is to understand children’s need for having the same caregivers for a long time even though they grow up in an institution. Foster families for young children is generally the best, but if the children have fixed group of other children and the same care givers, an institution can even be superior to foster family placement in some cases.

Please arrange the interviews and discussions according to the instructions in the session.

### **Assisting staff’s practical work until next session**

You can continue discussions with staff about possible work plans and collect suggestions and ideas. But remember, the solution is not your responsibility, and you should refer points of discussion to the leader. Don’t put yourself in a middle position, you should not be seen by staff as choosing sides in discussions. Support the work group that will present ideas at the start of session 8.

### **Cooperation between instructor and leader**

Discuss with your leader how to make a long term plan for relevant work plans.

## Session 8

### Preparations

The leader should participate again for discussions about a work plan. Perhaps the whole session will be taken up by this discussion, which is very important for child care. If so, postpone the contents of session 8 to the next session.

If not, session 8 will give everybody a pause from work plan discussions and return to the care for young children.

### Preparations

You can observe daily practices concerning the stimulation of young children in order to have examples for the session – you can find inspiration in the text of session 8 for what to observe.

### Conducting the session

The goal of the session is to understand the importance of skin/touch and balance stimulation for brain development. The second goal is to assist staffs in analyzing daily routines and see where you can promote a stimulating environment.

### Assisting staff's practical work until next session

Take a walk around the institution with staffs and use the information from session 8 to point out important focuses for improvement, and assist staff in developing routines for stimulation. In particular you should advocate beds or hammocks/cradles that make it possible for babies to follow what is going on around them, and mattresses or carpets on the floor where care givers can sit comfortably while the babies and children are active around them.

Staff can try to sew a hammock as illustrated in the picture in session 8.

You can discuss with staffs how to protect older children from accidents when using balance stimulating devices.

### Cooperation between instructor and leader

Any practical or financial issues (such as modifying beds or replacing them with hammocks, or getting mattresses to sit on, or getting instruments that stimulate balance) should be discussed with the leader. If the beds are discarded they can perhaps be sold and finance part of other items needed such as cradles, hammocks, balance stimulating things like swings, merry-go-rounds, etc.

## Session 9

### Preparations

Before the session you can observe one child and write down how often the child has a particular care giver before another care giver takes over. You can also observe if the child seems to prefer one particular caregiver for protection, activities and care.

### Conducting the session

The goal of the session is to understand how you can offer long term care giver relations for a group of children, and to explore the possibility of giving each child a Primary Caregiver to whom it can have practical and social relations.

Also, how you can improve the physical environment in order to symbolize clearly the particular group the child belongs to, and things that help the child develop an individual identity.

#### **Assisting staff's practical work until next session**

Support staff in the discussions and ideas for changes and adjustments.

#### **Cooperation between instructor and leader**

Discuss staffs ideas and plan with your leader – particularly if they involve economic problems to be resolved.

## **Session 10**

### **Preparations**

You can observe how children are included and have roles in the group, how care givers manage authority, and where children seek to have intimate relations with other children.

### **Conducting the session**

The goal of the session is to understand the process of the child learning to function in a group – particularly the social mechanisms of inclusion, role and authority, and intimacy in group development.

Also, giving children small duties is a way to make them feel that they have a function and a role in the group.

Another goal is to make clear domains for various routine activities. This is explained in the text.

A third goal is to develop clear social markers and rituals for entering or leaving a group.

### **Assisting staff's practical work until next session**

Support staffs in being aware of the social mechanisms of child groups. Support domain practices and entering/ leaving rituals.

### **Cooperation between instructor and leader**

Inform the leader about the contents of session 10 and the child group activity developments.

## Session 11

### Preparations

You can observe how children interact and cooperate in activities during the day. What activities are made where the children must cooperate?

Observe how staffs manage conflicts among children and how they exercise social training for children.

### Conducting the session

The goal of this session: Finding ways to support children's social relations with other children. Creating a room for positive social experiences and learning processes among children. Methods for work with children that have a problematic way of relating to others. Introducing a step by step model for teaching children to behave socially towards caregivers and form friendships with each other.

### Assisting staff's practical work until next session

Support the practice developments suggested – you can discuss them at child conferences and meetings, and in daily situations with children.

### Cooperation between instructor and leader

Inform the leader about the contents of session 11 and the work done to help children form social relations and acceptable behavior.

## Session 12

### Preparations

### Conducting the session

The goal of the session is finding ways to support children's cognitive ability and social competences required for learning purposes in later life (school, etc.). The causes of learning problems in deprived children are described, and resulting problems for learning and understanding are described. A number of methods for supporting learning competences through daily activities are described.

### Assisting staff's practical work until next session

Support the development of activities and practices for learning competences.

### Cooperation between instructor and leader

Inform your leader about the work. If the institution has children who go to school, discuss how you can inform teachers about the session and what you do. If possible, invite teachers and go through the session with them, discuss how they can assist you children.

## Session 13

### Preparations

The leader should attend this session for decisions about contact with the local environment.

You can observe how much contact there is between children and the local environment and how much they participate in local life.

### Conducting the session

Support group discussions and decisions for routines about how the children can have contacts with the local environment.

### Assisting staff's practical work until next session

Support the new practices of the decisions made.

### Cooperation between instructor and leader

Discuss with the leader how the decisions can be carried out in practice.

## Session 14

### Preparations

The leader participates in this session. You should take the original leaders and instructors SBM scorecards from the start of the education to the session. Before the session you should both score your cards again to see what has changed during the education. You should also ask staffs to think about what they think and have to say about what has been developed during the education.

### Conducting the session

The goal of the session is to compare care giving status and staff/leader/instructor cooperation at the start of the project with your current status and standard. The scores in both scorecards are presented and discussed, and a status is made.

### Assisting staff's practical work until next session

You can suggest/ arrange a party for all involved in the education process to celebrate the occasion. You can also arrange a party for the children.

### Cooperation between instructor and leader

None

## Session 15

### Preparations

The leader should participate in this session.

Discuss with staff what ideas they have for future activities and what suggestions they have for professional network activities.

### Conducting the session

The goal of the session is to plan how to make professional networks that can promote the institution. There is planning for who to contact and what media you can use to promote the institution.

### Assisting staff's practical work

Support the decisions made in the session. Perhaps help the production of a presentation video if you have decided to make one.

### Cooperation between instructor and leader

Assist the leader in the decisions made about dissemination and professional networks.