

Trainer Guide

Module 8

The key tasks of fostering

Information for trainers – Module 8
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Unit of competency

Module 8 has been developed in accordance with the national units of competency Provide primary /residential care (CHCPROT409D) and Work effectively with culturally diverse clients and co-workers (HLTHIR403B). Module 8 maps specifically to the following element in these units:

CHCPROT409D Provide primary/residential care
Element 3: Provide for client education, support and development.

HLTHIR403B Work effectively with culturally diverse clients and co-workers
Element 4: Resolve cross cultural misunderstandings

The unit of competency including performance criteria, range statement and evidence guide can be found at www.ntis.gov.au or if you do a search on Google using the unit code, e.g.CHCPROT409D it will take you to the unit of competence.

Learning Outcomes

At the conclusion of this module, participants will be able to:

- Describe the seven dimensions of care identified by the LAC Project.
- Explain how foster carers can provide support for the child or young person's development.
- Identify resources, services and supports necessary to meeting the needs of children and young people.

Assessment Tasks

- Reflection sheet
- In-class participation (relate to in class activities 8.3, 8.4, 8.5, 8.6, 8.7, 8.8. 8.9)
- Promoting the positive development of children and young people in foster care.

Recommended Reading*Essential*

- Learner Guide Module 6 and Learner Guide Module 7

Desirable

- Learner Guides 1-5

*Positive Futures Caring Together***Materials and equipment required**

- Trainer guides
- Learner guides
- Assessment Workbooks Part 2
- Power point presentations
- Data projector
- Laptop
- Attendance sheet
- Name tags
- Whiteboard
- Whiteboard markers
- Group rules
- Butcher's paper/giant post-it notes
- My Life Story folder – DOCS folder (as an example of one way to do Life Story Work)
- My Life Story Video/DVD
- In class participation checklist (plus copies for participants)
- Participation evaluation forms
- Trainer feedback form
- Food/hospitality

Recommended room set-up

It is recommended that the room be set up in a 'horse shoe' shape with tables to allow participants to write in their Learner Guides.

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Trainer Notes

8.1 Introduction***Aim of section***

The aim of this section is to make the link between the broad aims of foster care (Module 7) and the day to day tasks of fostering.

Background information – context of foster care

In Module 2, participants learnt that a great deal of research has been done into the needs of children and young people in foster care. This section reminds participants of the seven areas of care identified by the Looking After Children (LAC) Project, which participants were introduced to in Module 2 & Module 6.

All foster care agencies in the ACT use LAC, a case management system, which addresses the specific needs of children and young people in out-of-home care. LAC provides a framework for every area of the child or young person's life to be considered in a holistic way.

Facilitation options

The introduction should be kept brief and focussed, making the links between this module and previous modules completed by participants. Making these linkages between modules helps participants to have a clear understanding of the relevance of the content of the training to their role as a foster carer as well as how each module builds on the other.

The learning outcomes and the overview of the content of the module provide a "roadmap" for the session and are kept brief by using PowerPoint slides.

Reference to Learner Guide

The information on Learning Outcomes and the introduction to the Module can be found on pages 3 – 4 of the Learner Guide, Module 8.

Positive Futures Caring Together

(10 mins)	8.2 The Key Tasks of Fostering
<i>Input</i>	Let's begin by thinking about and sharing our hopes for children and young people in care.
<i>Discussion</i>	<i>What are your hopes for children and young people in care?</i>
<i>PPT</i>	PPT 4 Broad aims of foster care
<i>Input</i>	<p>We are going to use this diagram of the tree to represent a child or young person's development. The broad aims of foster care – safety, stability, consistency and support - provide a strong foundation for the provision of care. These broad aims can be seen as the roots of a tree, which are necessary for a secure base. They are the foundation for growth and they support development.</p> <p>These 7 areas of need - health, identity, education, social and family relationships, social presentation, emotional and behavioural development & self-care skills can be seen as the trunk of the tree, which grows from the roots and develops branches & leaves over time.</p> <p>As we are providing this consistent and attentive care on a day to day basis, the child or young person continues to grow and develop.</p> <p>You may remember in the last module, we also spoke about the importance of continuity for children and young people in care.</p>
<i>PPT</i>	PPT 5 The need for continuity
<i>Input</i>	<p>Throughout this session it will also be important to be mindful of how we might support continuity of the child or young person's networks of relationships, their personal and cultural identity, their education and health care</p> <p>This responsibility may appear overwhelming, so it is good to remember that you are part of the 'care team' around the child or young person, and that other members of the team will be working with you to meet the needs of the child or young person in these seven areas of care.</p>

Trainer Notes

8.2 The key tasks of fostering***Aim of section***

The aim of this section is to explore the link between the broad aims of foster care and the 7 areas of need identified in the LAC Project, which need to be addressed to support the growth and development of children and young people in care.

Background of section

In Modules 6 and 7, participants learned about the broad aims of foster care and the importance of providing children and young people entering care with an environment that is safe, stable, consistent and supportive. This environment provides the base for children and young people's growth and development.

The LAC Assessment and Action Records assist carers and workers to pay attention to the important aspects of children's development in a holistic way and be able to see more clearly how what they do or do not do relates to the outcome for the child. The LAC materials encourage the child or young person and the 'care team' to focus on strengths as well as issues of concern. Provisions under these key areas of care are also identified in the UN Convention on the Rights of the Child (CROC).

Facilitation options

The initial discussion question is included to provide participants an opportunity to vocalise their hopes for children and young people in care. The trainers can relate these hopes and how they can be achieved to the key tasks foster carers will be undertaking on a day to day basis to care for a child or young person within the LAC framework. These could be written on butcher's paper and revisited at the end of the module.

PPT 4 of the tree provides a powerful image to consider how foster carers support the growth and development of a child or young person in care. The trainers can use this image to illustrate the relationship between the broad aims of fostering as explored in Module 6 and 7, with the seven key areas of care as identified in the LAC Project. The section should be kept brief.

The trainers need to be familiar with pages 4 - 5 of the Learners Guide for Module 8 so that they can speak to the PPT and expand on it further. It would also be useful for the trainers to be familiar with the LAC materials, to be able to expand on the structure of these.

Expected Responses to the discussion question

Hopes for children and young people in care? Happiness, love, belonging, opportunities, safety, hope, positive self-esteem, health, strength, friendship.

Reference to learner guides

The section on the 'key tasks of fostering' and the diagram of the tree appear on pages 4-5 of the learner guide for Module 8.

Positive Futures Caring Together

(5 mins)	8.3 Identity
<i>Input</i>	<p>Rather than exploring each key area of care now, you will have the opportunity to examine some of the other key areas of care more closely in the small group activity following the break.</p> <p>We will now explore the key area of care, identity, together as a large group.</p>
<i>Discussion</i>	<p>Stereotypes of children and young people in care</p> <p><i>What might be some of the community attitudes toward children and young people in care?</i></p>
<i>Input</i>	<p>It is important to understand that children and young people in care are often stigmatised due to their 'care' status, by both peers and adults.</p>
<i>PPT</i>	<p>PPT 6 "When you're new and they know..."</p>
<i>Input</i>	<p>Children and young people in care often feel a sense of isolation due to their 'care' status and may experience bullying from peers. This in turn may affect the child or young person's developing identity.</p>

Trainer Notes

8.3 Identity***Aim of section***

The aim of this section is to explore the key care area of Identity and to focus on how identity is formed, and how this occurs for children and young people in care.

Background information – context of foster care

The identity dimension of LAC focuses on a child or young person's self-awareness and knowledge of their personal and family history. This is a critical area of development for children and young people in care. As research has demonstrated, with so much disruption in their lives, children and young people in care are at risk of losing valuable information about their past. Participants also learned in Module 7 a child or young person's contact with their birth family helps to maintain their sense of identity by preserving these important relationships.

Being in care, and the experiences which led to a child or young person entering care, also has an impact on the development of identity. Many children and young people in care feel 'different' to their peers. Many children and young people have a feeling of being in 'no man's land', feeling different from everybody around them: their peers, their foster carers and their family.

Children and young people may also feel stigmatised because of their legal status and experience bullying by peers. As well as feeling different to their foster siblings, children and young people who had been in care for a long period of time and had little contact with their family felt different to their birth family also.

Facilitation options

The Discussion question exploring stereotypes is included to raise participant's awareness of the stereotypes they and others may hold of children and young people in care and how these may impact on the children and young people for whom they care.

Expected responses to discussion question***Stereotypes***

'Victims', abused, old for their age, troubled, sad, safety, shelter, love, lack of love, hope, hopelessness, survivors.

Reference to Learner Guide

Participants should be encouraged to read the section on identity, pages 5-8 further at home. The LAC Objectives for identity can be found on page 10.

Positive Futures Caring Together

(10 mins)	8.3 Identity (cont'd)
<i>Discussion</i>	<i>What is your understanding of identity?</i>
<i>PPT</i>	PPT 7 Identity (definition)
<i>Input</i>	<p>Identity is a combination of who you think you are as well as how others around you perceive you.</p> <p>Identity develops through interactions and experiences throughout our life, and changes and develops over time.</p> <p>Identity can also be dependent on who we are with and in what situations we find ourselves. If we consider the amount of people who may be involved in the life of a child or young person in care, their development of identity may be very confusing.</p> <p>As we can see in this diagram, there are many layers to identity.</p>
<i>PPT</i>	PPT 8 Layers to Identity
<i>Input</i>	<p><i>What I do</i> – identity layer shared most readily with others <i>Who I am</i> – cultural layers of identity, less readily shared <i>Core values</i> – what guides you in life, how you make your decisions.</p> <p>How we feel about our identity also impacts on our self-esteem and self-respect. (Trainer to give example of own layers of identity).</p> <p>Understanding how identity is formed is particularly relevant for children and young people in care if we consider the reasons for them entering care and the experience of being in care itself.</p> <p>You may also remember when we talked about the potential losses children and young people may experience when entering care, one of these was identity.</p>
<i>PPT</i>	PPT 9 Identity – LAC Objectives

Trainer Notes

8.3 Identity (cont'd)***Facilitation options***

In speaking to PPT 8, trainers need to be familiar with the text on pages 6-7 of the Learner Guide, Module 8, to be able to expand further on the 'layers of identity'. Following this, one of the trainers might like to give an example of their own layers of identity to put this into context for the participants.

The trainers could also ask a participant to volunteer to describe their layers of identity. Examples can also be found in the Learner Guide on pages 6-7.

Expected responses to discussion question

What is identity?

Sense of belonging, a name, being part of something, job, sex, role in family (who I am in relation to others), what I am good at.

Reference to Learner Guide

Participants can be encouraged to read the section on identity on pages 5-8 at home. The LAC Objectives for identity can be found on page 10.

Positive Futures Caring Together

(20 mins)	Identity – Sean
<i>Discussion</i>	<i>As a group, let's look at Sean's layers of identity.</i>
<i>Learner Guide</i>	Trainer to scribe participant's responses using 'Layers of Identity' format on page 7 of the Learner Guide.
<i>Input</i>	<p>We are now going to model the <i>small group activity</i>, which you will be involved in after the break. In the small group activity we will be asking you to look at 2 of the key areas of care that we have already discussed in relation to one of the children.</p> <p>As an example, we are going to discuss the key area of care, identity, in relation to Sean.</p>
<i>Activity</i>	<p>PPT 10 <i>Use the diagrams on pages 6-7 of your Learner Guide to discuss the range of factors that might be impacting on the development of Sean's identity.</i></p> <p><i>What could you do as a foster carer to support the development of Sean's identity?</i></p>
<i>Learner Guide</i>	The questions for this activity appear on page 8 of the Learner Guide for Module 8.

Trainer Notes

Identity – Sean (Large group activity)***Aim of section***

This section has two aims. The first is to explore the key area of care –identity – in relation to Sean, and the second is to model the small group activity which participants will be involved in later in the session.

Facilitation Options

For the whole group activity examining Sean's 'layers of identity', one trainer can scribe while the other facilitates responses from participants. The format of the layers, as they appear on page 7 of the Learner Guide is to be used as a template for scribing responses.

If participants need reminding of Sean's story, they can be referred to the summary of children and young people's stories at the Learner Guide.

In examining the questions for identity in relation to Sean (page 8, Learner Guide), the trainers will be modelling the small group activity participants will be involved in following the break. The trainers need to clearly explain to participants that this is their intention in working through the identity questions in relation to Sean, and that the participants will have the opportunity to look at two key care areas in relation to one of the children from *Positive Futures Caring Together* in the small group activity.

Participants can also be encouraged to consider issues relating to continuity in relation to these questions.

Expected responses to activities***Sean – Layers of Identity***

What I do	Hang in civic with friends/Care for mother/occasional schooling/in care
Who I am	Loyal friend/carer/ Indigenous/ 'streetwise'/good sense of humour/ not good student/child in care
Core values	Loyalty to friends and family

See expected responses to the activity question for modelling small group activity in the following training notes in this Trainer Guide.

Reference to Learner Guide

Participants can be referred to pages 6-8 of the Learner Guide, Module 8, for the activity.

<i>Activity</i>	<p>Modelling small group activity</p> <p>Identity - Sean</p>  <p><i>Expected responses</i></p> <p><i>Use the diagram on page 6&7 of Module 8 to discuss the range of factors that might be impacting on the development of Sean's identity.</i></p>
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Trainer Notes

Expected responses

Use the diagram on page 6&7 of Module 8 to discuss the range of factors that might be impacting on the development of Sean's identity.

- Possible experiences of discrimination due to race and 'in care' status
- Experiences of 'bullying' by peers at school prior to entry into care (due to attending unwashed and in 'smelly' clothes) and following entry into care
- Relationship with 'older' friends associated with mother's drug use
- Entry into care and losses experienced – loss of identity as carer for mother
- Lack of consistent school attendance and achievement at school
- Relationship with his mother where Sean is in carer role
- Mother's drug use and knowledge of drug culture
- Lack of contact with father
- Lack of friendship group own age
- View by school teachers that Sean is attentive and likeable when he attends school
- Mother's inability to stay 'clean'
- No kin willing or able to care for Sean
- Understanding of reasons of being in care.

The trainers may also wish to ask participants to consider how these factors might impact on Sean's self-esteem and self-respect?

<i>Activity</i>	<p>Modelling small group activity</p> <p>Identity - Sean</p>  <p><i>Expected responses</i></p> <p><i>What could you do as a foster carer to support the development of Sean's identity?</i></p>
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Trainer Notes

Expected responses

What could you do as a foster carer to support the development of Sean's identity?

- Supporting Sean to attend school consistently (which may also mean addressing issues as to why Sean was bullied by peers)
- Encourage Sean to identify interests and strengths and support involvement in related extra-curricular activities. This will also provide Sean with the opportunity to form different friendship groups. Also acting as a role model for Sean in these areas.
- Encouraging and facilitating Sean's involvement with cultural activities, and acting as a role model for Sean in such activities.
- Ensure that Sean has an Indigenous Cultural Plan in place
- Ensuring that there are pictures, books and music in the placement that positively reflect Sean's cultural background
- Supporting and facilitating Sean's contact with mother and other significant people in his life (including other extended family in Cowra where possible)
- Assist Sean to locate his father (as Sean has also stated that he would like to do this)
- Advocate for Sean to have the belongings he identifies as important to him with him
- Ensure Sean feels sense of belonging in foster family – is included in all family activities
- Ensure that Sean has a proper understanding for why he is in foster care
- Talk to Sean about the CREATE Foundation and support him to make contact with the Foundation if he wishes to so that he is able to communicate with other children and young people in care and does not feel isolated by his care status
- Giving statements which recognise Sean's strengths and let him know that he is wanted
- Ensure that all the care team are involved in collecting and keeping important records and mementos (ie birth certificate, school reports, photos)

Positive Futures Caring Together

(30 mins)	Helping children and young people to stay connected to their past – Life Story Work
<i>Input</i>	An important part of the development of identity is having an understanding of our past – where we have come from, what we have achieved, and the people who have been important to us. This is all part of knowing our life story.
<i>Discussion</i>	<i>How do you know your life story?</i>
<i>Input</i>	<p>As we have discussed, we rely on others for much of what we know about our life story – being told stories about our childhood by parents and relatives, photos and other mementos which have been collected for us by others.</p> <p>Children and young people in care are particularly vulnerable to losing their sense of identity through losing connections to significant people and places in their lives.</p> <p>With so much disruption in their lives, children and young people in care are at risk of losing valuable information about their past, which impacts on their sense of identity and understanding of their situation.</p>

Trainer Notes

Helping children and young people to stay connected to their past – Life Story Work

Aim of section

The aim of this section to explore Life Story Work in the context of foster care – what it is and how it can be done – and the importance of it for preserving the identity of children and young people in care.

Background information – context of foster care

Information about where we come from, where we have been, who we know, what we have done, all contributes to our life story. Life Story Work can provide a wealth of personal memories and mementos connecting them to their past, as well as a way of making sense of their present.

It is included in this section as it is something foster carers are encouraged to do with children and young people in care, and it is an important part of maintaining a child or young person's identity and self-worth. It is important to emphasis that life story work is something that is done with children and young people (if the child is an infant, the carer and workers will have to take this responsibility). Life story Work is the responsibility of all members of the 'care team', in keeping important information, mementos, photos, school certificates, birth certificate, etc.

Facilitation options

The initial discussion is designed for a brief whole group discussion. The discussion question is intended to highlight the fact that we are dependent on significant people in our lives (immediate family, relatives, and friends) to provide us with information to build our life story, which many of us take for granted. Without the availability of these people to ask questions etc, we may have many gaps in our 'life story'.

Expected responses to discussion question

How do you know your life story?

Stories from family members and significant others, photographs (and someone who can explain them), copies of birth certificate and other certificates (ie school), letters and cards

Reference to Learner Guide

More information about Life Story Work and resources available to help children and young people with the process can be found on pages 9-10 of the Learner Guide, Module 8.

Positive Futures Caring Together

<p><i>PPT</i></p> <p><i>Input</i></p> <p><i>Video</i></p> <p><i>Discussion</i></p> <p><i>Learner Guide</i></p>	<p>Life story work (cont'd)</p> <p>PPT 11 Life Story Work</p> <p>Life Story work with children and young people in care provides a way to try and capture and retain this information for children and young people in care to ensure their story is not lost, their connection to places are not severed, they retain cultural connectedness and their sense of identity is cohesive and whole.</p> <p>You will see some examples of how life story work can be done and the important role that foster carers can play in this process in the following video.</p> <p>Video – Life Story Work (20min)</p> <p><i>How did you see the foster carers in the video contributing to the Life Story Work of children and young people in care?</i></p> <p>More information about Life Story Work and resources available to help children and young people with the process can be found on pages 9-10 of your Learner Guide.</p>
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Trainer Notes

Life Story Work (cont'd)***Facilitation options***

A video on Life Story Work is provided, which is approximately 20 minutes in length. The trainers should advise participants that the video itself is a little outdated (as participants will see in the technology used – for example, the size of the video camera). The video was made in collaboration with the NSW by the Department of Community Services (DOCS), so does not have a specific ACT focus, however the key messages regarding Life Story Work are still highly applicable.

Expected responses to discussion question

How did you see the foster carers in the video contributing to the Life Story Work of children and young people in care?

Collecting photos of significant people in the life of the child or young person and talking together about who they are and their significance to the child or young person, visiting former places of significance (ie place of birth) and taking photos or video recordings, ensuring that the child or young person is equally involved in the process (so doing with the foster carer).

Reference to Learner Guide

More information about Life Story Work and resources available to help children and young people with the process can be found on pages 9-10 of the Learner Guide, Module 8.

Positive Futures Caring Together

(60 mins)	8.4-8.9 The Key Tasks of Fostering (small group activity)
<i>Input</i>	<p>We are now going to look at the LAC key areas of care in relation to Sean, Sam and Amy.</p> <p>You will be looking at how to address Carley's needs in your written assessment task.</p>
<i>Activity</i>	<p>Instructions</p>
<i>PPT</i>	<ul style="list-style-type: none"> ▪ Ask participants to break into 3 groups ▪ Show PPT 12 and allocate each group a child and 2 key areas of care as on the PPT slide (See trainer notes for which child to allocate)
<i>Learner Guide</i>	<ul style="list-style-type: none"> ▪ Inform participants that there are 2 questions in the Learner Guide under each key area of care that they should discuss in their group in relation to the child (3 questions in the case of family and social relationships) ▪ Encourage participants to read each section in their Learner Guide relating to the LAC key areas of care which they will be exploring before answering the questions ▪ Advise participants that they can gather information about the child through reading the summary of the stories (at the back of the learner guide) and in the case of Sean, through the additional information in the LAC papers ▪ Advise participants that they will have approx 30 mins to work in their small group looking at each of the questions for both key areas of care ▪ Encourage participants to take notes in their Learner Guides and be prepared to feed back to the larger group (NB: allow approx 30 mins for feedback from all groups) ▪ See Trainer Guide pages 28-53 for expected responses to the small group activity and pages 54-55 for the suggested summary of key points following small group activity.

Trainer Notes**8.4-8.9 Small group activity – The Key Tasks of Fostering*****Aim of section***

The aim of this section is to provide participants with the opportunity to explore two LAC areas of care in relation to a particular child. There are two questions (three in the case of family and social relationships) in regard to each key area of care, which will encourage further investigation of each area of care. This activity also gives participants the opportunity to think about what they can do on a practical day to day level to support a child's development in the key areas of care, whilst taking into account the child's age and developmental stage.

This activity will also equip participants to complete a similar assessment task at home in relation to Carley.

Background information

This activity will provide participants with the opportunity to look more closely at two key areas of care, and to think about practical things that they can do on a day to day basis to support a child or young person's development in these areas.

Facilitation options

Small groups are recommended for this activity so that each group has the opportunity to fully explore two key areas of care in relation to one child. If the size of the whole group is small (for example a maximum of 5 participants), the activities can be done as a whole group exercise.

It is recommended that the following children be allocated to these areas of care:

Sean	Health Social Presentation
Sam	Education Emotional and behavioural development
Amy	Family and social relationships Self-care skills

The trainers should circulate amongst the small group, spending time with each group to ensure they are on the 'right track' and to help draw out any key themes.

Carley is not included in this activity, as she is featured in the take home assessment task.

<i>Activity</i>	<p>Small group activity – The key tasks of fostering</p>  <p>Sean - Health</p> <p><i>Expected responses</i></p> <p>Respond to the following question in relation to Sean</p> <p><i>What might be some of the physical, emotional and psychological health needs of children and young people?</i></p>
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Trainer Notes

Expected responses - Health (Sean at 12 years)

Respond to the following questions in relation to **Sean** (Page 11 of Learner Guide)

What might be some of the physical, emotional and psychological health needs of Sean?

- Physical health needs related to neglect
- Asthma management plan required
- Dental care – needing ongoing orthodontic work
- Hearing assessment required
- Possibly underweight/issues re diet
- Issues and needs relating to approaching puberty
- Impact of bullying by peers at school
- Possible needs relating to relationship with mother and role as carer for mother
- Impact of losses associated with coming into care and resulting grief and loss – separation from mother, loss of ‘home’, ‘what is known’, known friends and associates, loss of control (and possible resulting sense of helplessness/hopelessness), loss of culture
- Emotions relating to entering care – fear of not being wanted, not being accepted
- Effect of mother’s drug use, related health issues and hospitalisations and stress and concern this places on Sean (fear for mother’s health, that one day she may not recover from an overdose – fear of her possible death) – possible feelings of stress, anxiety, possible hopelessness as a result
- Negative stigma due to Sean’s mother’s drug use and greater social isolation.

<i>Activity</i>	<p>Small group activity – The key tasks of fostering</p>  <p>Sean - Health</p> <p><i>Expected responses</i></p> <p>Respond to the following question in relation to Sean</p> <p><i>As a foster carer, what could you do to meet these health needs?</i></p>
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Trainer Notes

Expected responses - Health (Sean at 12 years)

As a foster carer, what could you do to meet these health needs?

- Ensure that Sean has appropriate health and well being assessments and any follow-up required is carried through
- Work together with the 'care team' to ensure identified health needs are met
- Ensure continuity of health care – where Sean already has a treating doctor, etc that he has seen in the past and trusts – continue these relationships. If he does not have a regular GP, consideration could be given to introducing him to the health care workers at the Indigenous health care service so that he makes positive cultural connections
- Provide Sean with an enabling environment – one that is safe, stable, consistent and supportive
- Ensure that Sean is given 'a voice' in what happens to him and that this is heard and responded to
- Acknowledge Sean's strengths
- Ensure that Sean is supported to follow-up health issues (reassuring him around appointments he needs to attend and going with him, ensuring that he has all information and is part of decision making around how and when things happen – ie dental work)
- Look at involving Sean in sport or extra-curricular activity which contributes to his fitness and sense of well-being
- Act as role models in terms of pursuing physical activities (ie walking, riding) and following up on any of your own health and well being needs
- Acknowledge Sean's feelings for his mother and his sense of loss in not being with her
- Ensure that Sean has regular planned contact with his mother and that his relationship with his mother is supported by carers also in terms of their attitude toward her. Ensure that Sean has accurate information about mother's health as required to alleviate any anxiety etc
- Ensuring healthy diet – educating Sean around this – involving him in preparation of meals as appropriate – role modelling health eating
- Providing information to Sean re puberty and changing body in a sensitive manner
- Giving Sean messages that he is accepted and valued by you and your family by including him in family activities and discussions (including activities with extended family)
- Ensuring continuity for Sean where possible to lessen extent of losses – ie continuing at same school, supporting him to maintain contact with other significant people where appropriate
- Supporting Sean in returning to school and ensuring issues of bullying are being dealt with by school by acting as advocate for Sean as appropriate
- Supporting Sean to connect with appropriate cultural activities
- Ensuring that Sean has accurate, age appropriate information, about drug use and its affects
- Give Sean opportunities create new friendships, ie through joining groups of interest, and the chance to develop new skills.

<i>Activity</i>	<p>Small group activity – The key tasks of fostering</p>  <p>Sean – Social Presentation</p> <p><i>Expected responses</i></p> <p>Respond to the following questions in relation to Sean</p> <p><i>What sort of things do you see as being important for children and young people to be accepted by their peers and within society?</i></p> <p><i>As a foster carer, how could you encourage children and young people to develop a positive social presentation?</i></p>
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Trainer Notes

Expected responses**Social presentation (Sean at 12 years)**

Respond to the following questions in relation to **Sean**. (Page 21 of Learner Guide)

What sort of things do you see as being important for children and young people to be accepted by their peers and within society?

- Having an understanding of the 'social rules' in different settings (ie out with friends, at school, etc)
- Positive sense of self-worth
- Development of communication and social skills (ie how to make a friend, approach someone, talk to someone etc)
- Access to clothes etc that Sean feels comfortable wearing.

As a foster carer, how could you encourage a child or young person to develop a positive social presentation?

- Provide Sean with an enabling environment – one that is safe, stable, consistent and supportive
- Acknowledge Sean's strengths
- Providing Sean with choice in what he wears etc
- Act as a role model in modelling communication, social skills and behaviour in different social settings
- Talking through 'social rules' where appropriate – what behaviour is okay where and why
- Acting as a role model in 'taking care' of self
- Being culturally aware and sensitive to Sean in conversations about social presentation and ensuring that Sean's views and opinions are heard and valued
- Taking the time to get to know Sean and talk with Sean about his wishes and aspirations in relation to social presentation (how he would like to present himself to others)
- Providing Sean with access to self-care items.

<i>Activity</i>	<p>Small group activity – The key tasks of fostering</p>  <p>Sam - Education</p> <p><i>Expected responses</i></p> <p>Respond to the following questions in relation to Sam.</p> <p><i>What might be the educational needs of children and young people?</i></p>
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Trainer Notes

Expected responses**Education (Sam at 7 years)**

Respond to the following questions in relation to **Sam**. (Page 13-14 of Learner Guide)

What might be the educational needs of children and young people?

- Safe school environment (is Sam's school environment safe – was he being bullied by his peers previously when he was coming to school in 'smelly' clothes)
- Adequate nutrition - if Sam was going to school hungry previously this would have been impacting on his performance at school
- Needing to feel included – previously Sam may not have been able to attend school excursions as was provided with no money for excursions
- Opportunities to be involved in extra-curricular activities
- People to be interested in, and support Sam's education
- Development of an ILP once Sam has been in full time care more than three months.

<i>Activity</i>	<p>Small group activity – The key tasks of fostering (cont'd)</p>  <p>Sam - Education</p> <p><i>Expected responses</i></p> <p>Respond to the following questions in relation to Sam.</p> <p><i>What could you do as a foster carer to encourage and support the education of a child or young person in your care?</i></p>
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Trainer Notes

Expected responses**Education (Sam at 7 years)**

What could you do as a foster carer to encourage and support the education of a child or young person in your care?

- Provide Sam with an enabling environment – one that is safe, stable, consistent and supportive
- Get to know Sam and his interests, what he enjoys and find ways to support these
- Look for and acknowledge Sam's strengths and areas where he needs help and find ways to support him in these areas
- Have realistic and high expectations of what Sam can achieve
- Work together with the 'care team' to ensure identified educational needs are met
- Ensure continuity of education by ensuring Sam continues schooling at same school
- Talk to Sam about how he is going at school – how his day has been, etc, make time to talk through good things and where there are issues
- Providing Sam with the opportunity to attend school excursions
- Communicate with Sam's teacher as appropriate and act as an advocate for Sam at school where appropriate (i.e. if he was being bullied at school previously re coming to school with 'smelly clothes' this may need to be addressed)
- Supporting Sam to do his homework by sitting with him, helping him with it where necessary
- Making 'special time' to read together
- Ensure lots of learning activities and opportunities are available for Sam such as books, building blocks, physical activities (riding, swimming, catching, throwing and kicking balls, dancing etc), gardening
- Encourage Sam to be involved in physical activity and be a role model for him (ie let's go for a walk together to the park)
- Playing music together (ie playing instruments (ie percussion)) – listening to different music and talking about the instruments being played.
- Being a role model around 'it's okay to say you don't know' – if you don't know something Sam asks you – 'I don't know – but let's find out together'

<i>Activity</i>	<p>Small group activity – The key tasks of fostering</p>  <p>Sam – Emotional and behavioural development</p> <p><i>Expected responses</i></p> <p>Respond to the following question in relation to Sam.</p> <p><i>What do children and young people need for their emotional and behavioural development?</i></p>
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Trainer Notes

Expected responses**Emotional and behavioural development (Sam aged 7 years)**

Respond to the following questions in relation to **Sam**. (Page 23 of Learner Guide)

What do children and young people need for their emotional and behavioural development?

- An enabling environment – one that is safe, stable, consistent and supportive
- Interested adults - Love, care, feeling valued, someone that is 'crazy about them' (Bronfenbrenner)
- Positive role models – modelling of 'healthy' relationships
- Positive comments
- Opportunities to interact with others on a regular basis
- Appropriate interactions and play
- A sense of belonging
- Hope
- Opportunities to develop trust in others
- A positive sense of identity
- Secure attachments and a secure base from which to explore the world.

<i>Activity</i>	<p>Small group activity – The key tasks of fostering (cont'd)</p>  <p>Sam – Emotional and behavioural development</p> <p><i>Expected responses</i></p> <p>Respond to the following question in relation to Sam.</p> <p><i>As a foster carer, what could you do to support the emotional and behavioural development of children and young people in your care?</i></p>
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Trainer Notes

Expected responses**Emotional and behavioural development (Sam aged 7 years)**

As a foster carer, what could you do to support the emotional and behavioural development of Sam?

- Have an awareness of the impact of and needs created by the emotional and physical abuse Sam has suffered and provide support as needed (or speak to Sam about seeking further support if needed)
- Let Sam know that all emotions are fine – that they are a natural part of life and that you accept these emotions for what they are
- Let Sam know if his behaviour is inappropriate that it is the behaviour that is not acceptable – not him – that you still care about him – and that managing his emotions is something that you can work on together
- Acknowledge when Sam manages his emotions appropriately (ie if he is angry or upset about something)
- Acknowledge Sam when he shows appropriate social skills – such as sharing, helping others etc
- Show Sam appropriate physical affection
- Be a role model to Sam – in how you deal with your emotions
- Acting out situations which Sam may be anxious about – ie inviting someone to play with him at lunchtime at school etc
- Have conversations with Sam where you reflect on feelings and resulting behaviour – so that Sam learns to name emotions and is better able to talk about how he is feeling. Ensure that Sam is also helped to articulate when he is happy – what makes him happy etc
- Find other ways Sam may release feelings, emotions which are positive – ie kick a soccer ball around the yard
- Show sensitivity to Sam around his relationship with his mother and supporting his relationship with her, whilst remaining non-judgemental
- Support Sam's relationship with his sister Jacinta
- Advocate for Sam to have appropriate contact with his aunt and grandmother
- Support and encourage Sam to develop friendships (ie be open to Sam having friends over from school)
- Let Sam know that he is valued and cared for (by actions and words)
- Make time to spend with Sam and listen to him
- Encourage Sam to articulate his likes and dislikes – talk about that is it okay to disagree
- Create opportunities for Sam to find/develop strengths – have successes – (ie in the garden, playing together) – to build resilience and his feelings that he is capable
- Build trust by being consistent, following through, respecting privacy
- Build a sense of belonging – include Sam in all family activities

<p><i>Activity</i></p>	<p>Small group activity – The key tasks of fostering</p> <div data-bbox="702 383 1169 964" style="text-align: center;">  </div> <p style="text-align: center;"> Amy - Family and Social Relationships </p> <p style="text-align: center;"> <i>Expected responses</i> </p> <p>Respond to the following questions in relation to Amy.</p> <p><i>What do children and young people need to develop positive family and social relationships?</i></p> <p><i>As a foster carer how might you encourage children and young people to develop positive family and social relationships?</i></p>
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Trainer Notes

Expected responses**Family and social relationships (Amy aged 28 months)**

Respond to the following questions in relation to **Amy**. (Page 17-18 of Learner Guide)

What do children and young people need to develop positive family and social relationships?

- An enabling environment – one that is safe, stable, consistent and supportive
- Positive role models – role modelling positive social relationships (appropriate communication skills etc)
- Social skills – communication skills
- Opportunities for positive contact with family – mother, grandmother and father – where it is in her best interests
- Providing opportunities to create and maintain new positive relationships
- Trust – through providing safety, consistency, predictability, stability, nurturing and continuity of care.

As a foster carer how might you encourage children and young people to develop positive family and social relationships?

- Working to develop trust with Amy – by being available, consistent, stable, following through
- Showing Amy appropriate physical affection
- Role modelling appropriate interactions and communication skills with Amy and other family members
- Involving Amy in all family activities so that she gets to see different interactions and experience different relationships
- Ensuring that Amy also has the opportunity to develop positive relations with you and your family – by ensuring that she is not involved in too many activities out of the home.

<p><i>Activity</i></p>	<p>Small group activity – The key tasks of fostering (cont'd)</p> <div data-bbox="702 390 1172 971" style="text-align: center;"> </div> <p style="text-align: center;">Amy - Family and Social Relationships</p> <p style="text-align: center;"><i>Expected responses</i></p> <p>Respond to the following questions in relation to Amy.</p> <p><i>As a foster carer what things could you do to help strengthen a child or young person's relationships with their birth family and other significant people in their life?</i></p>
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Trainer Notes***Expected responses*****Family and social relationships (Amy aged 28 months)**

As a foster carer, what things could you do to help strengthen Amy's relationship with her birth family and other significant people in her life?

- Support regular contact between Amy, her birth family and the other significant people in her life
- Acknowledging that Amy may miss the significant people in her life – talking about them and when she will be seeing them next if appropriate
- Be respectful in your interactions with Amy's birth family and speak about them in a respectful manner
- Role model appropriate interactions with Amy's birth family and other significant people in her life
- Ensuring continuity in areas of Amy's life – for example ensuring Amy continues attending the same child care where she may have significant relationships with workers and other children and their parents
- Ensuring that Amy has access to photos of birth family members – her mother, grandmother and father – and other significant people in her life (even photos of her home and other key places).

<i>Activity</i>	<p>Small group activity – The key tasks of fostering</p>  <p>Amy – Self-Care Skills</p> <p><i>Expected responses</i></p> <p>Respond to the following questions in relation to Amy.</p> <p><i>What are some of the self-care skills that children and young people need to learn as they grow?</i></p> <p><i>As a foster carer, what could you do to assist a child or young person to learn self-care skills?</i></p>
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Trainer Notes

Expected responses**Self-care skills (Amy aged 28 months)**

Respond to the following questions in relation to **Amy**. (Page 25 of Learner Guide)

What are some of the self-care skills that children and young people need to learn as they grow?

- Drinking from cup
- Eating manageable meals independently
- Dressing and undressing
- Toileting
- Bathing
- Brushing hair and teeth.
- Packing up toys.

As a foster carer, what could you do to assist Amy to learn self-care skills?

- Encouraging Amy to 'have a go'
- Giving Amy the time and support to develop independence at mealtimes, in dressing and toileting – to build confidence
- Prepare meals that Amy can eat independently
- Lots of praise and encouragement
- High, realistic expectations appropriate to her age and developmental stage
- Let Amy 'have a go' at brushing her hair, packing away toys, cleaning her teeth and taking off her clothes
- If Amy is not out of nappies – let her have time with nappies off etc and access to the potty or toilet
- Acting as a role model in day to day activities
- Involving Amy in day to day household activities (as appropriate) – preparing food, helping to wash up the dishes, gardening, cooking
- Communicating with Amy – listening to her about what she is doing and talking to her about what you are doing
- Engage Amy in lots of play where self-care skills are practised – ie washing dolly's hair etc, dolls etc with clothes with buttons and zips or dress up box
- Make routines predictable and fun also – ie bath time
- Acknowledge effort and achievement – reassure that 'mistakes' are okay – that trying is the main thing
- Talk to Amy about what you are doing as you are doing it – "first we'll take your socks off and then your shoes."
- Let Amy watch you and other family members as they are carrying out self care tasks – is cleaning teeth, washing face
- Being aware of Amy's skills and abilities can help parents/carers recognise which tasks a child can realistically be expected to do and which tasks are likely to allow the child to experience success.

Positive Futures Caring Together

<p><i>Input</i></p>	<p>Summary following small group activity</p> <p>Thank participants for their input into the small group activity and sum up emerging key themes.</p> <ul style="list-style-type: none"> ▪ The key areas of care are all inter-linked – what we do in one area of care will affect the child or young person’s development in another area. For example, working with a child on their schooling, may in turn affect their identity, which may in turn affect their relationships with their peers at school. ▪ Foster carers have many important roles in the day to day care of children – nurturer, advocate – and that of a role-model. Children in care learn from what the adults around them do – how we relate to others, how we nurture our family relationships and respect and nurture theirs, how we deal with disappointment and frustration, how we care for our health. ▪ Providing children and young people in care with an enabling environment – one that is safe, stable, consistent and supportive, provides the foundation for the child or young person’s development ▪ It is important to provide positive and developmentally appropriate opportunities (activities as well as relationships), acknowledge strengths as well as areas which require further development. ▪ Responsibility for meeting the needs of children and young people in the seven key areas of care is a team effort.
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Trainer Notes

Summary following small group activity***Aim of section***

The aim of this section is to draw together the key points emerging from the small group activity. (This can also be linked to the following section on Resilience).

Facilitation options

This section is intended to draw together the key points emerging from the small group activity following feedback from participants. The trainers can draw together the common themes emerging from the small group activity in addition to those notes on the session outline sheet above.

Positive Futures Caring Together

(10 mins)	Resilience
<i>Input</i>	<p>Supporting the development of children and young people in care through focussing on these key areas of care, will contribute to the development of positive self-esteem and resilience.</p> <p>We are going to spend a short time looking at what is meant by resilience, as it is a word we may often hear used in reference to children and young people.</p> <p>So what do we mean by resilience?</p>
<i>PPT</i>	PPT 13 Resilience is the happy knack...
<i>Input</i>	<p>The development of resilience in children and young people helps build their capacity to cope with adversities.</p> <p>Resilience is a complex phenomenon. Resilience does not just come from the person. Environmental factors also come into play. People, opportunities, and atmospheres all play a part. It takes both personal characteristics such as social skills and environmental factors such as mentoring to create resilience.</p> <p>Foster carers can contribute to the development of resilience in children and young people through the care they provide on a day to day basis.</p> <p>The seven key areas of LAC provide a framework in which to do this.</p> <p>Ensuring that we focus on a child or young person's strengths, talents and aspirations, instead of simply the deficits and problems, promotes us to think in a strength-based way about children and young people, rather than one in which the child or young person is viewed as a 'victim.'</p>
<i>PPT</i>	PPT 14 Resilience
<i>Input</i>	<p>A key theme here is connectedness and belonging, which again confirms the importance of assisting children and young people in care to maintain connections with the people, places, things and activities which are significant in their life.</p>

Trainer Notes

Resilience***Aim of section***

This section is included to explore the meaning of resilience and how its development is connected to the life conditions and opportunities we provide to children and young people in care. This section can also be used to wrap up the key themes emerging from the small group activity.

Background information – context of foster care

A focus on resilience actively moves away from the temptation to pathologise children and young people in care, ensuring the focus is not only on past experiences and possible presenting ‘problems’, but on strengths, engaging children and young people in positive, inclusive, ‘everyday’ activities, and ensuring that children and young people become ‘agents of change’ in their own lives.

The LAC case management framework supports the development of resilience of children and young people in care through focussing on strengths, ensuring that voice of the child or young person is heard, and by promoting involvement in positive, developmentally appropriate activities.

Facilitation options

This section is intended to introduce the concept of resilience to foster carers as something they can build on in their day to day care of a child or young person, and can be used to wrap up the key points arising from the preceding small group activity.

Reference to Learner Guide

The section on resilience can be found on pages 25-26 of the Learner Guide, Module 8. The trainers can encourage participants to read this section further at home, and also draw their attention to **Resource 26** (page 36) which provides a ‘Resilience Quota’ for participants to self-assess their own level of resilience.

Positive Futures Caring Together

<p><i>Input</i></p> <p><i>PPT</i></p> <p><i>PPT</i></p> <p><i>Assessment workbook</i></p> <p><i>Handout</i></p>	<p>8.10 Close</p> <p>As a way to sum up, we will leave you with this thought...</p> <p>PPT 15 "The little things"</p> <p>PPT 16 <i>"What are some key things that you have learned from this session about being a foster carer?"</i></p> <p>Assessment Tasks</p> <p>Briefly refer to the written assessment task and reflection sheet in Assessment Workbook Part 2.</p> <p>Thank participants for their participation.</p> <p>Confirm time and content for next training session.</p> <p>Handout evaluation forms.</p>
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Trainer Notes

8.10 Close***Aim of this section***

The aim of this section is to summarise the key messages from the module and to provide further explanation and clarification of the assessment tasks for Module 8.

Background information – context of foster care

It is helpful for participants to leave the training session with some key take home messages, a clear understanding of the requirements of the assessment tasks, and to have a brief overview of what will follow in the next module.

Participants are encouraged to complete the reflection sheets before they leave the training session while their thoughts and feelings about what they have learned is uppermost in their minds. However, many participants will choose to complete the reflection sheets at home.

In order to gain feedback about the training and contribute to the continuous improvement of the program it is important for all participants to complete an evaluation form. Again, many participants will choose to complete this at home and return it at the following training session.

Facilitation options

Trainers can ask participants to report one or two key things that they learned from the training session. This method will encourage participants to reflect on their own learning and will provide feedback for the trainers as to whether the key messages from the module have been well communicated.

It is important to get at least one response from every participant.

An alternative method would be to read through the 'take home messages' from the Learner Guide at the end of the module (page 27 of the Learner Guide, Module 8).

If participants are indicating that they are struggling or needing more information or reassurance about the take home assessment tasks, some additional clarification of the task could be provided in this section provided it is kept brief.

If discussion about the assessment tasks is taking longer than expected, trainers should offer to talk to participants individually out of session. Trainers/assessors will have given out their contact details at the beginning of Module 6.

Reference to Learner Guide

Trainers can refer to page 27 of the Learner Guide for a summary of take home messages. Trainers can refer to the Assessment Workbook Part 2 in order to talk through the assessment tasks for Module 8.