

Instructor Pack

INTRODUCTION

Thank you for considering to become an instructor with us at Section 31 Training.

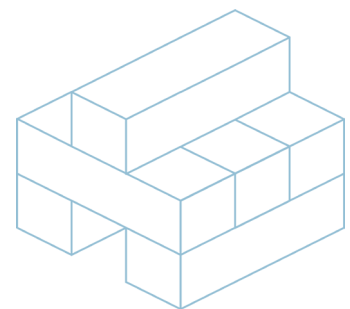
Do you want to create an online course where you can profit from your knowledge and experience by helping foster carers to make a positive difference to the children under their care? If so, this pack shows you how.



Earn money every time a student purchases your course. Get paid monthly through PayPal or cheque, it's your choice.



Help people learn new skills, advance their careers, and explore their hobbies by sharing your knowledge.



Take advantage of our active community of instructors to help you through your course creation process.

www.section31training.co.uk

teach@section31training.co.uk



OUR APPROACH

Section 31 Training recognises that, Foster Carers and Short Break Carers play a crucial role in the lives of children and young people and we hope the training opportunities we can create and deliver will continue to meet their learning needs and support them in providing the best possible care.

Whether they are newly approved or an experienced carer, the important role they play in children's lives cannot be underestimated, they are truly the 'Change Agents' and make the difference for children in care.

Which makes your role, as an instructor, crucially responsible in laying down the foundation and insights carers can operate from.

We operate from a blame free culture.

All learning activities must be linked to the Training Support and Development Standards (TSD) and the Fostering Services National Minimum Standards (NMS) 2011. Throughout this pack you will be able to see some examples of how learning activities link to these standards, which are summarised below:

Training, Support and Development (TSD) Standards

1. Understand the principles and values essential for working with children and young people
2. Understand your role as a carer
3. Understand health and safety and healthy care
4. Know how to communicate effectively
5. Understand the development of children and young people
6. Keep children and young people safe from harm
7. Develop yourself

Think about it, today you can record amazing quality videos on simple smartphones and you can publish them online using user friendly software.

The key is having a proven roadmap, 5 steps to take, which this pack is designed to give you in order for you to begin.

Let's get started...

teach@section31training.co.uk



STEP ONE



Pick An Idea You Have A Passion For.

This requires a bit of thought and research but the time spent is well worth it.

PASSION - There's little point in dedicating a lot of time to something that you don't have passion for. It will just burn you out. Spend your time doing things that you find fulfilling and invigorating. Make a list of all the things you have knowledge of and passion for from your own experiences. This could be from your upbringing, professional life or interests and hobbies. We'll call this 'The Passion List.' When you are ready, match them up against our training topics and think about a course style that you can deliver.

Create An Engaging Course.

It's important to make sure you're engaging your students with a well-structured, practical, and rewarding course experience. The most successful instructors spend time planning their course before diving into filming to ensure their course will help students achieve clear goals.

Training Topics:

Achieving Health & Wellbeing of Children in Care
Adolescent Child Development
Advocacy
Attachment (Separation and Loss) – Creating a Secure Base
Autism and Aspergers
Child Protection Skills
Children and Domestic Abuse
Children and Parental Mental Health Issues
Children and Parental Substance Misuse
Children's Rights
Communicating with Children and Young People
Child Development
Creatively Communicating and Engaging with Children and Young People
Culture, Religion, Language and Asylum children
Dyslexia Awareness
Education and Trauma
Equality and Diversity
First Aid Awareness
Fostering Changes
Family Centred Working
Guide to Education
Healing Environments
Improving Literacy
Improving Numeracy
Internet, Social Media and Mobile Phones
Impulsive Behaviour
Infection Control
Keeping and Sharing Information
Keeping Children Safe from Bullying
Kinship Care
Life Story Work
Makaton
Making Sense of Adolescence
Men in Children's Services
Multi-agency Working
Parent and Child Training
Practical Techniques for Managing and Effecting Positive Behaviour
Preparation for Adulthood and Managing Transition
Promoting Health and Development
Promoting Positive Contact
Resilience and Recovery
Record Keeping in Foster Care
Reflective Practice and Risk
Risk Management & Safer Working
Sexual Exploitation
Substance Misuse
Safer Foster Care
Safe Use of Medication
Secondary Trauma and Workplace Stress
Self-harming Behaviours
Sexual Development and Sexual Abuse
Sexualised Behaviour
The Role of the Foster Carer
Transitions and Vulnerability
Understanding the Law
Working as Part of a Team
Working with Disabled Children
IT, Internet and Email for Beginners

Think Of A Course Style.

Use these suggestions as a foundation that you can customise and build upon.

Thought-based Course Style:

Prompt your students to think, deeply and critically, about your subject.

The primary purpose of a thought based course is to give your students a broader understanding about a thought based subject, to help them engage with new concepts and ideas and to spark curiosity. Thought-based courses spark insight, inspiration, and understanding in your students.

Solution-Based Course Style:

prompt your students to act in new ways and shows your students how to tackle common problems using specific tools or skills. The primary purpose of a solution based course is to expose students to new tips and tricks, help them find relevant solutions to their problems and teach best practices within a particular field of work. Solution based courses give students an edge in their fields.

Competence-based Course Style:

Prompt your students to practice specific skills to advance in their personal or professional development. Competence based courses prompt students to develop mastery so that they can perform at much higher levels than when they began their course.

Experience-based Course Style:

Prompt your students to follow along with you in a step by step way as you walk through a specific task, workflow or product. The primary purpose of an experienced based course is to take students on a journey whilst showing clear and specific steps that lead to a finished product. Experienced based courses give students clear and complete guidance to help them accomplish specific tasks.

Each style will attract different students with different needs and expectations.

STEP TWO

Define Your Target Student And Course Goals.

Before you begin creating content for your course, it's important to determine who you are teaching and where you want to take your students by the end of your course.

Understand what's driving your students

To get clarity about your future students, ask yourself these questions about their motivations and needs:

What's driving your students to find and take your course?

What problems are they facing that your course can solve?

What projects or tasks do your students hope to accomplish after taking your course?

Quite simply, you can ask yourself: from the point-of-view of my students, why should my course exist?

Define your students' learning objectives

Getting a clear idea of what your students want from your course will help you understand the bigger picture of where your course fits into your target students' life. Maybe your students are trying to get a job, or maybe they are just looking for a better way to get a project done. Maybe they're taking your course to supplement onsite classes that are moving too fast. Being clear about what your students may want to move toward can help you find your niche.

Your course objectives should be realistic and measurable, meaning students should be able to demonstrate their skill at the end of your course. When describing your course objectives, use strong action verbs like build, write, create, distinguish, and so on. Follow this formula when writing your course objectives: "At the end of my course, students will be able to..."

Here is an example of a well-written course objective for a record keeping course:

At the end of my course, students will be able to start to record information in a balanced way.

STEP THREE

Decide How Students Will Practice What You're Teaching.

Section 31 Training students love being hands-on with their learning: they want to practice what they've learned through exercises, activities, case studies, and more! There are lots of different types of practice you can include, so you'll want to choose what's best for your topic.

STEP FOUR

Create your course outline.

Your course outline is the foundation for your course--this is where you decide how you will structure and visualize your content. We have an outline template that can help you get started!

STEP FIVE

Script Your Course.

Once you know how your course will be structured, the next step is to prep for filming your lectures. Most instructors find that scripting each lecture (or writing bullet point notes) helps to reduce filming time and increases the smoothness of their delivery.



Course Outline Template.

| | |
|-------------------------------------------------------------------------------------------------------------------|--|
| <p>Course Title</p> <p>Give your course a preliminary title</p> | |
| <p>Course Learning Goals</p> <p>What will your target students be able to do by the end of the course?</p> | |

| Section Name | Lecture Title | Lecture Type | Description | Resources | Timing |
|-----------------------------|-------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------|
| Introductory Section | | | | | |
| 1. Welcome! | 1. Introduction | Talking hands | I will introduce students to the course, to myself, and explain what they will be able to do by the end of the course (start writing balanced notes). | visuals on screen | 3mins |
| | 2. The Basics: why and how the lives of looked after children are documented. | Talking hands | I'll give a brief overview of the reasons and manner in which care professionals currently document childrens lives. | visuals on screen | 15mins |
| | 3. Difference Between Facts and Opinions (examples) | Talking hands | I will give students a quick intro into how emotions effect our writing. Personal bias theory. | visuals on screen | 15mins |

Instructional Section

| | | | | | |
|-----------------------------------------------------------------|-----------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------|
| 2. How to stop and think. Reflecting on yourself and the child. | 1. Introduction | Talking hands | I will introduce the students to the learning outcome of this section, which is how to stop and think. I will lay out the structure of the section. | visuals on screen | 5mins |
| | 2. Reflecting on generic parenting | Screen cast | I will show a few short clips of parents and children having confrontations with dialogue . | visuals on screen | 12mins |
| | 3. Analysing the incidents. Adult vs child's' perceptive. | Talking hands | I will explain how having a different approach or thoughts of an event from both adult and child can lead to a better understanding of what's going on, holistically. | visuals on screen | 12mins |
| | 4. Watching another event and giving time to write notes | Screen casts | I will wrap up this section and I will lead students through creating their first balanced notes. | visuals on screen | 12mins |

| | | | | | |
|--|------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------|----------|-------|
| | 5. Questions about what they thought of, did they do this, did they do that? | Quiz | A simple preliminary quiz to help students identify areas of potential frustration or opportunity in their current creative process. | Exercise | 8mins |
|--|------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------|----------|-------|

Conclusion/Summary Section

| | | | | | |
|---------------|-----------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------|
| 3. Conclusion | 1. What's next? | Talking hands | I will summarize the learning from the course and answer the following student questions: "What do I do now that I have this skill?" "What are my next steps? What other resources can I seek out?" | visuals on screen | 5mins |
|---------------|-----------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------|

CONTACT US

Instructors:

teach@section31training.co.uk

Scott King

Founder & Director

+44 (0) 7935 723 301

scott@section31training.co.uk

www.section31training.co.uk

