



Guide: How to use Module Training Materials

The Family Child Care Modules are designed for agency supervisors **to use as a guide** in training staff members to more deeply understand their work within the family child care setting and to more fully support family child care providers. These materials should be used as a starting point in further developing a training that is specific to the agency itself.

The content has been converted from the onsite training program developed by Erikson Institute to this purpose.

***It is intended that for each module the trainer review all materials found in both the Module Narrated PowerPoint Slides and in the module Resources section before implementing any training sessions. In addition, it is useful to review the document *Navigating the Online Modules* available via the Home page and the Help section of each module before you begin your work.**

In preparing to deliver the content of any **module** you will need to **review the following materials – before any training session is carried out:**

Narrated Power Point Slides with narrator’s video clips

Resources section of each module which will include:

- **Trainer Preparation Notes**
- **Narrated PowerPoint Slides with Notes**
- **Recommended Readings**
- **Handouts and Suggested Activities**

The broad principles and foundational concepts discussed in these training materials may be refined and adapted to fit the specific practices and understandings that support your agency’s goals and mission.

Training Materials such as, narrated power point slides with video clips and trainer notes, readings, and suggested handouts/activities are intended to guide the trainer in preparing for the staff training. The narrated power point slides with notes and introductory and summary video clips are designed to “train-the-trainer” in getting familiar with the content/concepts before conducting any training session.

In carrying out the actual training it is intended that you - the trainer - use your own personal narration with the participants as you present the power point slides and any handouts/activities you deem relevant to your participants. This will allow you as the trainer in your own narration to reflect the agency mission, goals, vision, agency procedures and policies, and the job roles of the participants.

(Please Note: The recorded PowerPoint narrative and introductory and summary video clips that frame the PowerPoint slides are intended for your viewing to guide you in your preparation as the trainer.)

These training materials and resources offer ideas, concepts and perspectives focusing on important discussion points that will enhance and enrich the actual training session.

The Training Materials are designed to guide the supervisor in facilitating a training that includes processing activities such as staff reflection and peer-to-peer sharing.

Key principles across all Training Modules include:

- a relationship-based approach to training,
- a focus on developmental content for children and adult learners,
- reflective practice and collaborative learning opportunities,
- professional practice within the context of home-based child care, and
- training that supports the specific job roles of participants.

The Training Materials offer strategies for the trainer that support a training culture of respect and inclusion that is essential for participants to feel safe enough

- to authentically share their experiences with the group,
- to comfortably take part in reflective exercises and
- to practice skills through role playing and modeling.

The trainer should view these trainings as one part of a larger effort to guide and support staff members

- in acquiring and applying content knowledge,
- building and adding perspective,
- gaining competence in reflective practice,
- deepening understanding of the work of family care providers, and
- practicing necessary skills sets that will support their practice.

The trainer should further consider additional learning opportunities that will reinforce these concepts, and provide additional skill practice and further support the participants after the training through reflective supervision, inquiry and sharing information.

Training Considerations

During a training session, the trainer is facilitating a discussion among the participants.

The Train-the-Trainer materials are designed to generate group discussion and participation.

Trainers should focus on creating an environment where each participant is comfortable sharing, feels his/her voice is heard and all perspectives are valued.

The trainer should allow and encourage discussion, debate and challenge of materials, and emphasize how the learning can be applied to actual job performance and relate the learning to the goals of the participants.

The training will offer learning through the interaction of the content, the trainer and the participants authentically sharing and learning from each other.

It is through their relationship and interaction that deeper understanding and learning takes place.

Be prepared to invite and solicit the substantial knowledge and experience the participants bring to the training session.

The training session offers a parallel process between how the trainer relates to the training participants and how the participants relate to the family child care providers.

This process should model a respectful, collaborative discussion in which knowledge and understanding are created by and through deep listening to every perspective.