

Residential Childcare Managers Courses

The Role & Responsibilities of Supervision for Managers

Aims

To provide the opportunity for managers to gain greater clarity about their role and responsibilities

Learning outcomes

By the end of the course participants will:

- Be clear about their safeguarding and monitoring role by identifying 'neglect' and poor standards of care
- Be able to identify effective and unhelpful supervisory models
- Have gained a thorough understanding of the three key elements in the Manager's role of accountability, support, and development
- Have drawn up a supervision contract which incorporates a useful and effective working checklist
- Be clear about their role of supervision in relation to staff annual reviews and their related training and development plans
- Have considered the implications of working with Honey & Mumford's learning styles and how to develop their own less preferred learning style(s)
- Have explored the relevance of Honey & Mumford's learning styles and how this can aid their development
- Be able to deliver effective developmental feedback to the staff they supervise
- Have gained an understanding of how Whitmore's GROW coaching model, can be applied in the supervisory role

Duration

One day

Residential Childcare Managers Courses

Child Protection – The Safeguarding Role of the Residential Childcare Manager

Aims

To develop Residential Childcare Managers understanding of the Child Protection process

Learning outcomes

By the end of the course participants will:

- Have gained a clear understanding of what abuse and neglect is; as outlined in ‘Working Together to Safeguard Children’
- Be able to assist staff in recognising risk factors and warning signs of possible involvement with child sexual exploitation
- Be clear about their safeguarding and monitoring role by identifying ‘neglect’ and poor standards of care
- Have explored and examined ways of ensuring the staff they supervise manage ‘disclosure’ appropriately
- Be able to assist staff they supervise to identify the possible signs and symptoms of bullying including cyber-bullying
- Have considered strategies that their staff can use for dealing effectively with bullying and cyber-bullying
- Be able to ensure that the staff they supervise can identify the possible ‘tell-tale’ signs of young people’s involvement with gangs
- Be able to ensure that the staff they supervise develop internet safety guidelines for young people in the residential home
- Be able to assist staff they supervise to be familiar with anti-bullying and internet safety websites in their safeguarding role
- Be able to assist staff they supervise to consider how best to safeguard young people when they are using social networking sites

Duration

One day

Residential Childcare Managers Courses

Time Management

Aims

To provide an opportunity for participants to identify strategies to manage workloads and enable more efficient use of their time

Learning outcomes

By the end of the course participants will:

- Have completed a time log and analysed how effectively they spend their time
- Be able to identify their own particular 'time wasters'
- Know how to master effective use of their paperwork and e-mails
- Understand how to apply the Pareto Principle to their workload
- Be able to apply Stephen Covey's 'Prioritising Quadrant' for improving their time management
- Have gained the necessary skills to handle unhelpful interruptions
- Have explored strategies that can be applied to reduce the habit of procrastinating
- Have gained and applied the necessary techniques of saying "no" to assist in managing workload and time

Duration

One day

Residential Childcare Managers Courses

Stress Management

Aims

To provide an opportunity for participants to identify sources of stress, and how these can best be managed

Learning outcomes

By the end of the course participants will:

- Have developed their understanding of stress and its effects
- Have identified the possible signs and symptoms of stress
- Have developed a clear understanding of what happens physically and psychologically to them when they have become stressed
- Have identified the specific nutrients the body needs and uses for responding to stress
- Have gained a clear understanding of the concept of 'flow' and its importance in responding to stress
- Have a clear understanding of mindfulness
- Have developed a greater understanding of how the way they think about a situation can sometimes have a direct bearing on the amount of stress they experience
- Have gained a clear understanding of the strategies to manage stress
- Have developed a manageable plan for effectively responding to stress

Duration

Two days



Training Learning Development

Residential Childcare Managers Courses

The Art of Persuasion – Negotiation & Influencing Skills

Aims

Examine the most effective ways to influence other professionals

Learning outcomes

By the end of the course participants will:

- Have considered why influencing & negotiating skills are essential skills to possess
- Have explored and identified their own dominant influencing style
- Have explored what components make an effective influencer and negotiator
- Have gained the necessary skills to influence others in meetings
- Have explored the most effective ways to deal with resistance when endeavouring to influence other professionals

Duration

One day

Residential Childcare Managers Courses

Assertiveness Skills

Aims

To provide skills and techniques to assist staff in behaving assertively

Learning outcomes

By the end of the course participants will:

- Have a clear understanding about what it means to be assertive and understand its importance
- Be able to recognise when they are behaving in an assertive, aggressive or passive manner
- Be able to recognise the non-verbal aspects of passive, aggressive, and assertive behaviour
- Have gained and applied the techniques of saying 'no', the 'broken record' and the 'workable compromise' to assist them in behaving assertively
- Have learned how to apply the four-part 'I' message when giving feedback to another person about their behaviour
- Have learned the skills and techniques for resisting manipulation and coping with criticism through the application of 'fogging', 'negative assertion' and 'negative enquiry'
- Be more confident about choosing to behave assertively in their role
- Have practiced being more assertive using case scenarios

Duration

One day

Residential Childcare Managers Courses

Train the Trainer

Aims

To gain the necessary skills and confidence to run or co-run training sessions and courses

Learning outcomes

By the end of the course participants will:

- Have an understanding of the necessary skills to design and deliver effective training
- Have looked at some theoretical frameworks about how people learn
- Have considered the implications of working with different learning styles and the opportunity to explore their own learning style
- Be conversant with techniques and skills regarding how to handle resistant and difficult participants
- Have had the opportunity to learn about and practice some training/facilitation skills and techniques
- Be conversant with Tuckman's 5 stages of group development and how this can be applied when completing group work as a trainer
- Have had the opportunity to give a 10 minute presentation incorporating their learning
- Have received constructive feedback from their peers and the course facilitator, following completion of a 10 minute presentation

Duration

Three days