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child in mind

SELF-LEARNING RESOURCES FOR INFORMAL CHILDMINDERS

User Manual

A guide to take you through the Child in Mind Course

Welcome

The Child in Mind course is aimed at supporting inclusive quality Vocational Education and Training relevant to the needs of childminders delivering home-based education and care. The Child in Mind course creates a flexible pathway to learning and development for childminders, increasing their skills and knowledge. This, in turn, has a positive effect on the quality of care provided to young children (under 6) in the home.



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Chapter 1

Contextualisation of the Course

The Child in Mind Project



What?

The Child in Mind project was focussed on supporting inclusive quality Vocational Education and Training relevant to the needs of informal childminders across the social spectrum. The overall goal was to address the gap in the availability of educational resources for informal childminders, and to create a flexible pathway to learning and development, thus having a positive impact on the quality of care provided to young children (0- 6) in the home.

The output of the project is a free self-paced open online course tailored to the needs of informal childminders, The Child in Mind course is a free online resource available in five languages; English, Greek, Italian, Slovakian and Spanish.

The use of the Child in Mind course can be divided into two categories: self-study or further learning supported by a trainer.

Who?

The Child in Mind course is freely available to anyone who would like to develop their knowledge, skills and competencies in areas related to delivering home-based education and care for children under 6 years of age.

The course is also freely available for use by entities interested in offering courses on childminding:

- ✓ Vocational training institutions that provide early childhood education and care courses.
- ✓ Bodies providing family support and counselling to vulnerable groups.
- ✓ Territorial administrations that wish to set-up and run free courses for informal childminders in their area.

Where?

The Child in Mind self-paced online course for informal childminders was developed by a consortium of five partners:

- University of Macerata (Italy)
- Florida University (Spain)
- PROMEA (Greece)
- Early Childhood Ireland (Ireland)
- National Centre for Equal Opportunities (Slovak Republic)

Why?

Over the last decade, early childhood education and care has increasingly taken place through a variety of methods including; formal settings, such as nurseries, preschools and registered childminders, or informal childcare arrangements most often provided by relatives or unregistered childminders. Families choose informal care, provided by a member of their family or the local community; for various reasons, such as; the lower cost, convenience and access to care during times when regulated arrangements are not available. There is currently a lack of training programmes to support the development of knowledge and skills for childminders working with children under the age of six in the home. The Child in Mind course provides learners an opportunity to gain basic theoretical perspectives and practical skills, the course content introduces the learner to foundational concepts and ideas. The programme focusses on play-based learning and introduces the learner to practical information to facilitate learning activities in the home. It aims to provide information to support the holistic development of all children with a focus on well-being, identity and belonging, communicating and exploring and thinking.

Young children need nurturing, respectful and responsive relationships, rich learning opportunities and safe environments. Early experiences influence all dimensions of development, impacting on future learning, behaviour and health. The parent-child relationship is central, but young children also benefit significantly from relationships with other responsible caregivers that promote their social and emotional development. The Child in Mind course is aimed at developing the expertise, skills and knowledge of childminders with a course that is accessible to everyone who is interested in learning and developing knowledge and skills in this area. The Child in Mind course, supports learners to follow flexible learning pathways and acquire skills relevant to home-based education and care. The Child in Mind online learning resources, are available on smartphone devices.

Unit Content

The following Learning Objectives are achievable through this course:

- ✓ Understanding the importance of a childminder's role in the development and well-being of young children.
- ✓ A childminder's general attitude and approach to childminding.
- ✓ How to distinguish between a safe and unsafe home environment for young children.
- ✓ How to identify hazards and assess the environment for risks.
- ✓ How to recognise and manage risk and respond quickly and efficiently when emergencies arise.
- ✓ How to prepare a checklist to manage and assess risk.
- ✓ How to understand basic first aid techniques and CPR.
- ✓ How to promote the holistic development of children.
- ✓ How to support personalised programmes for young children on a day to day basis.
- ✓ How to discuss and explore basic theoretical concepts about play in early childhood.
- ✓ How to create learning environments to support play for children aged 0-6.
- ✓ How to create relevant, respectful and nurturing environments for young children.
- ✓ An understanding of an anti-bias approach through focusing on diversity, equality and inclusion.
- ✓ How to build meaningful partnerships with families.

Structure of the Course

The Child in Mind course consists of five modular learning units, focussing on different aspects of home-based education and care:



- Childminding: Role and Responsibilities



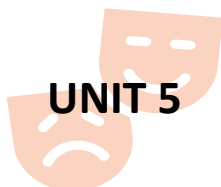
- Working with young children and their families: Attitude and approach



- The environment: safety and wellbeing



- Programming and activities



- An anti-bias approach

Structure of the Units

Each Unit consists of learning materials aimed at:

- **Self-study** - provides basic information on the subject matter of the unit.
- **Case studies** - provides basic information to give examples from practice.
- **Problem solving** - focused on how to solve problems in practice.
- **Self-evaluation** - Final questionnaire - aimed at self-evaluation of the learner. Evaluation of the knowledge gained in each unit is based on a multiple-choice questionnaire (10 questions) for each unit. The questionnaire offers prompt feedback either with positive results or negative ones (with tips to correct the error).

EQF Level

The outputs of each unit support learners to acquire the knowledge, skills and competences at **EQF level 3**.

Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
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Timetable

The learning is planned for **5 weeks (5-15 hours) weekly**. The learners can participate in the course at their own pace. They can study materials during the course at a time that suits them best.

During each lesson within the training units, there are tasks and questionnaires to lead to the verification of the acquired knowledge. The aim of these tasks is not to evaluate the acquired knowledge, but, to better understand the issues. In solving the problems, students are motivated to discuss with other participants and share knowledge.

Although there is no formal certification upon completion of this course, learners will receive confirmation of completion, which could be used as evidence of Continuous Professional Learning (CPL).



Chapter 2

Syllabus

Unit 1: Childminding: Roles and responsibilities

The first unit provides a definition for a childminder and focuses the learner on the importance of this role. It offers details of what childminding involves on a day to day basis. The unit starts with exploring the role of a childminder and the main responsibilities involved; such as identifying the characteristics of high-quality care in the home; what childminding includes; with an emphasis on nurturing and responsive relationships.

Knowledge	Skills	Competence
<ul style="list-style-type: none"> • A Childminder's role in the development and well-being of young children. • Attitude & Approach 	<ul style="list-style-type: none"> • Distinguish between a safe and a unsafe home environment for young children • Identify hazards • Risk Assess 	<ul style="list-style-type: none"> • Promote children's holistic development • Recognise an emergency and responding quickly and efficiently when emergencies arise. • Understand basic First Aid and CPR

Unit 2: Working with young children and their families: Attitude and approach

This second unit defines the skills needed by a childminder to create a supportive and holistic environment for children to thrive. It focuses on the following topics:

- **Relationships:** the relationship between adults and children: the importance of love, care, responsive and respectful interactions.
- **A child-centred approach:** promoting quality practice and a rights-based approach to working with young children.
- Exploring care plans based on the individual needs of the child.
- How to create a stimulating and safe environment that is comfortable and welcoming for children.
- **Partnerships with Families:** Develop positive and reciprocal relationships with families by working in partnership to best support the needs of each child.
- If required, the ability to manage specific chronic illnesses and health problems.

Knowledge	Skills	Competence
<ul style="list-style-type: none"> • A childminder's role in promoting the holistic development of young children. 	<ul style="list-style-type: none"> • Build partnerships with families • A child-centred approach in practice 	<ul style="list-style-type: none"> • Develop individual care plans • Create safe and stimulating environments

Unit 3: The environment: Safety and wellbeing

This third unit provides detailed information on how to create a safe environment for children in home-based education and care settings. It focuses on creating a safe space for children and how to assess risk and manage accidents. In the event of an accident or emergency, it is essential to be able to respond appropriately. This unit provides an overview of first aid procedures.

Knowledge	Skills	Competence
<ul style="list-style-type: none"> Risks associated with home-based childminding (e.g. hazards, emergency plans, first aid techniques, checklists) 	<ul style="list-style-type: none"> Recognise the risks within different home based environments. 	<ul style="list-style-type: none"> Prepare a checklist for a safe home Plan for emergencies well before issues take place

Unit 4: Programming and activities

This course promotes play and a play-based approach to learning in the home. The purpose of this fourth unit is to provide specific information about the theories behind play, and how children learn and develop when provided with opportunities to play. A play-based curriculum enriches a child in all areas of development. It also lays the foundation for lifelong learning and development - in well-being, identity and belonging, communicating and exploring and thinking. This unit offers advice on how to create play opportunities, which are relevant and meaningful for a child, based on their needs, interests and competencies.

Knowledge	Skills	Competence
<ul style="list-style-type: none"> Basic theoretical concepts about play in early childhood. 	<ul style="list-style-type: none"> Create learning spaces to support play based learning. 	<ul style="list-style-type: none"> Create respectful and nurturing home environments for young children.

Unit 5: An anti-bias approach

This fifth unit addresses topics related to diversity, equality and inclusion. It recognises the cultural, ethnic and religious differences between families. A childminder needs to respond to difference with a willingness to recognise and tackle inequalities. The main objective of this unit is challenge the learner to be self-aware and engage in a process of self-reflection.

Knowledge	Skills	Competence
<ul style="list-style-type: none"> • Diversity, equality and inclusion 	<ul style="list-style-type: none"> • Build meaningful partnerships with families 	<ul style="list-style-type: none"> • An anti-bias approach • Self-reflection



Chapter 3

How to use the Course

Using the learning materials in the course

The Child in Mind online course is for independent learners and trainers.

1. Learner:

- In addition to gaining theoretical knowledge, it is essential for learners to acquire skills, competencies and practical experience. Through the Child in Mind course a learner can develop their practical knowledge and skills; it is also possible to use the course as the basis of further education. The online course provides learners with instruction for learning, reflection and ideas on how to work with young children. It provides learners with necessary information that can be developed further, independently or through direct contact with a trainer.

2. Trainer:

- The online course is also for trainers; the course content acts as a guide to developing the theoretical and practical knowledge of learners. For example, you can choose individual parts of units and do practical exercises, case studies and problem-solving activities.

The Child in Mind online course can be used as:

1. A Course -

- An individual learner/trainer is encouraged to complete the whole course content. A trainer can complete the online course and use the course as a tool for working with a group of learners, that are seeking to develop skills required for working with children under 6 in the home.
- The course is composed of five units, and the content supports the learner to develop basic practical skills. A trainer can use the online course to build session plans for workshop activities. The course encourages play-based learning and focuses on the health, safety, and well-being of young children.

2. By using parts of the Course -

- An individual learner can further build their skills and competencies through exploring the ideas and topics covered through each individual unit. A trainer can use content from the units to develop and build on concepts, further enhancing the competencies of learners.

Educational Pathways

The use of the Child in Mind course can be divided into two categories: self-study or further learning supported by a trainer:

1. Blended Learning:

Provides learners with the opportunity to engage with a trainer in an online and face to face environment. A trainer can use the Child in Mind materials or supplement content to further develop a learner's competencies. A blended learning approach, while flexible, requires learner participation in a class group environment. It provides the opportunity for learners to learn online and receive face to face instruction and support.

2. Online Learning:




Also known as "distance education", "distributed education" or "distance learning". Traditional class educators are replaced by other forms of action, not real-time, or are replaced in real-time by "virtual classes". Individual Learning Activity the Child in Mind course can be used either asynchronous or synchronous online activities. In this category, we can still distinguish two important subcategories:

1. **Online learning (eLearning) with a trainer:** for learning to take place a learner needs access to the Internet and a personal computer. The term e-learning, or electronic learning, often is used interchangeably with online learning. The important benefit of online learning is that it can span time and distance. The Child in Mind course can be delivered with online trainer support.
2. **Online learning without a trainer** – is a form of self-study without any contact with a trainer.

Getting Started & Using the Course:

Step 1 – 9:

Step 1 	Communication: share basic information about the course to potential learners.	PROMOTING THE COURSE	1 month
Step 2 	Registration of participants: use the online form to collect each participants contact details.	ENROLMENT	1 month
Step 3 	Course Information: provide participants with information on what to expect and course details - including the start and end dates.	GENERAL COMMUNICATION	1 week
Step 4 	Sharing Materials: provide participants with e-book for learners and infographic with technical guide.	MATERIALS	1 day
Step 5 	Trainer: Assign a facilitator to monitor and respond to participants for the duration of the course	RECRUITMENT OF TRAINER	3 days
Step 6 	Start the Course: Welcome learners to the course and remind them of the course details and requirements.	LEARNING TIME	6 weeks

Step 7 	During the Course Monitor student progress and support where and if needed.	MONITORING	5 weeks
Step 8 	Evaluation: Provide the learner with a questionnaire to detect the learners satisfaction	EVALUATION	1 week
Step 9 	Closing of the Course: Analyse the data collected from the learner questionnaire.	END OF THE ACTIVITY	1 week

Using selected materials in blended or face to face learning

Step 1	Programme Plan: Design the training programme and plan educational actions using information from the child in mind programme	DESIGN	1 month
Step 2	Selection: Choose from the Child in Mind learning materials, ensure consistency with objectives and training path of current training programme	SELECTION	1 week
Step 3	Access Materials: Download the materials from the learning platform or from the site of the project	DOWNLOADING	1 day
Step 4	Sharing Materials: Present the materials and share between participants and ensure they complement current training programme	MATERIALS INFORMATION	1 day
Step 5	Implementation Use materials in an appropriate manner	LEARNING TIME	Variable



Chapter 4

Tools and Resources

Tools for management and administration of the course (annexes9

This chapter provides you with tools which help you to manage and administrate the training programme.

1. Budget calculation

A Course Budget Calculation Template (an example is available on annex nr. 1) should be used to calculate the expected cost of the training programme.

This template shows a course budget overview at the top, with itemized details of expenses and incomings below. You can use this worksheet to outline expenses, create a tentative budget, and compare actual costs as they accrue.

COURSE BUDGET TEMPLATE

COURSE BUDGET OVERVIEW	BUDGET	ACTUAL	UNDER/OVER
EXPENSES			
ADMINISTRATIVE/GENERAL	- €	- €	- €
LOCATION/OFFICE	- €	- €	- €
MARKETING	- €	- €	- €
PRELIMINARY LABOR EXPENSES	- €	- €	- €
OTHER	- €	- €	- €
	- €	- €	- €
INCOMINGS			
FEES	- €	- €	- €
HARD ITEM*	- €	- €	- €
HARD ITEM*	- €	- €	- €
	- €	- €	- €
BALANCE	- €	- €	- €

*fees will populate automatically

EXPENSE	DATE DUE	BUDGET	ACTUAL	UNDER/OVER
ADMINISTRATIVE/ORGANISATIONAL				
LICENCES		- €	- €	- €
TUITION		- €	- €	- €
INSURANCE		- €	- €	- €
LEGAL		- €	- €	- €
FRANCHISING		- €	- €	- €
HARD ITEM*		- €	- €	- €
HARD ITEM*		- €	- €	- €
HARD ITEM*		- €	- €	- €
		- €	- €	- €
LOCATION/OFFICE				
SPACE RENT/LEASE		- €	- €	- €
INTERNET SET-UP		- €	- €	- €
TELEPHONE SET-UP		- €	- €	- €
FURNITURE		- €	- €	- €
EQUIPMENT		- €	- €	- €
HARDWARE		- €	- €	- €
SOFTWARE		- €	- €	- €
INSTALLATION FEES		- €	- €	- €
INVENTORY		- €	- €	- €
SECURITY		- €	- €	- €
STANDARD BUSINESS CARDS		- €	- €	- €
HARD ITEM*		- €	- €	- €
HARD ITEM*		- €	- €	- €
HARD ITEM*		- €	- €	- €
		- €	- €	- €
MARKETING				
LOGO DESIGN		- €	- €	- €
BRANDING/IDENTITY DEV.		- €	- €	- €
LAUNCH ADVERTISING		- €	- €	- €
WEBSITE & I/O		- €	- €	- €
PRINTED MARKETING PRICES		- €	- €	- €
PROMO MATERIALS		- €	- €	- €
LISTING FEES		- €	- €	- €
INTERNET MARKETING		- €	- €	- €
HARD ITEM*		- €	- €	- €
HARD ITEM*		- €	- €	- €
HARD ITEM*		- €	- €	- €
		- €	- €	- €
LABOR EXPENSES				
JOB LISTING FEES		- €	- €	- €
PLACEMENT AGENCY FEES		- €	- €	- €
TRAINING		- €	- €	- €
HARD ITEM*		- €	- €	- €
HARD ITEM*		- €	- €	- €
HARD ITEM*		- €	- €	- €
		- €	- €	- €
OTHER				
CONTRIBUTES RESERVE		- €	- €	- €
CERTIFICATION PROCEDURE		- €	- €	- €
HARD ITEM*		- €	- €	- €
HARD ITEM*		- €	- €	- €
HARD ITEM*		- €	- €	- €
		- €	- €	- €
TOTAL		- €	- €	- €

COURSE REALISATION AVERAGE COSTS	BUDGET	ACTUAL	UNDER/OVER
EXPENSES			
FSM 1	- €	- €	- €
FSM 2	- €	- €	- €
FSM 3	- €	- €	- €
FSM 4	- €	- €	- €
FSM 5	- €	- €	- €
FSM 6	- €	- €	- €
FSM 7	- €	- €	- €
FSM 8	- €	- €	- €
FSM 9	- €	- €	- €
FSM 10	- €	- €	- €
FSM 11	- €	- €	- €
FSM 12	- €	- €	- €
FSM 13	- €	- €	- €
FSM 14	- €	- €	- €
FSM 15	- €	- €	- €
FSM 16	- €	- €	- €
FSM 17	- €	- €	- €
FSM 18	- €	- €	- €
FSM 19	- €	- €	- €
FSM 20	- €	- €	- €
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FSM 22	- €	- €	- €
FSM 23	- €	- €	- €
FSM 24	- €	- €	- €
FSM 25	- €	- €	- €
FSM 26	- €	- €	- €
FSM 27	- €	- €	- €
FSM 28	- €	- €	- €
FSM 29	- €	- €	- €
FSM 30	- €	- €	- €
FSM 31	- €	- €	- €
FSM 32	- €	- €	- €
FSM 33	- €	- €	- €
FSM 34	- €	- €	- €
FSM 35	- €	- €	- €
FSM 36	- €	- €	- €
TOTAL	- €	- €	- €

2. Check list

Checklist for the organisation and administration of training events/workshops template offers a simple checklist to help you organize all the tasks that need to be accomplished, from preparation, training and after training issues. You can adapt the list according your requirements and actions for a training/event workshop.

An example is available on annex nr. 2



X	ITEM DESCRIPTION		
<input type="checkbox"/>	PREPARATION	<input type="checkbox"/>	AFTER TRAINING
<input type="checkbox"/>	Appropriate learning topics	<input type="checkbox"/>	Trainer report
<input type="checkbox"/>	Planning a training	<input type="checkbox"/>	Keeping database
L	Development an agenda	L	Certificates
L	Venue and Classroom setting	L	<add item>
<input type="checkbox"/>	Equiplemtn	<input type="checkbox"/>	<add item>
<input type="checkbox"/>	Marketing activities	<input type="checkbox"/>	<add item>
<input type="checkbox"/>	Logistic	<input type="checkbox"/>	<add item>
<input type="checkbox"/>	Catering	<input type="checkbox"/>	<add item>
L	<add item>	L	<add item>
<input type="checkbox"/>	<add item>	<input type="checkbox"/>	<add item>
<input type="checkbox"/>	<add item>	<input type="checkbox"/>	
<input type="checkbox"/>	TRAINING	<input type="checkbox"/>	<add item>
<input type="checkbox"/>	Training Agenda	<input type="checkbox"/>	
L	Presentations	L	
L	Exercises & Assesments	L	
<input type="checkbox"/>	Feedback forms	<input type="checkbox"/>	
<input type="checkbox"/>	<add item>	<input type="checkbox"/>	
<input type="checkbox"/>	<add item>	<input type="checkbox"/>	
<input type="checkbox"/>	<add item>	<input type="checkbox"/>	
L	<add item>	L	
L	<add item>	L	
<input type="checkbox"/>	<add item>	<input type="checkbox"/>	
<input type="checkbox"/>	<add item>	<input type="checkbox"/>	

3. Course Planner Schedule

Course planning schedule of training events/workshops – the form template allows you to create a schedule for tasks with a visual calendar for planning. This template covers several phases of training event/workshop realisation such as planning, preparation, enrolment or realisation and can help you organize each process and provide a timeline for reaching defined milestones. You can adapt the list according your requirements, edit the tasks included and add your dates to the schedule. An example is available on annex nr. 3.

COURSE PLANNING SCHEDULE TEMPLATE

Project Plan for New Course

Phase 1: Strategic Plan

Phase 2: The Course Realisation

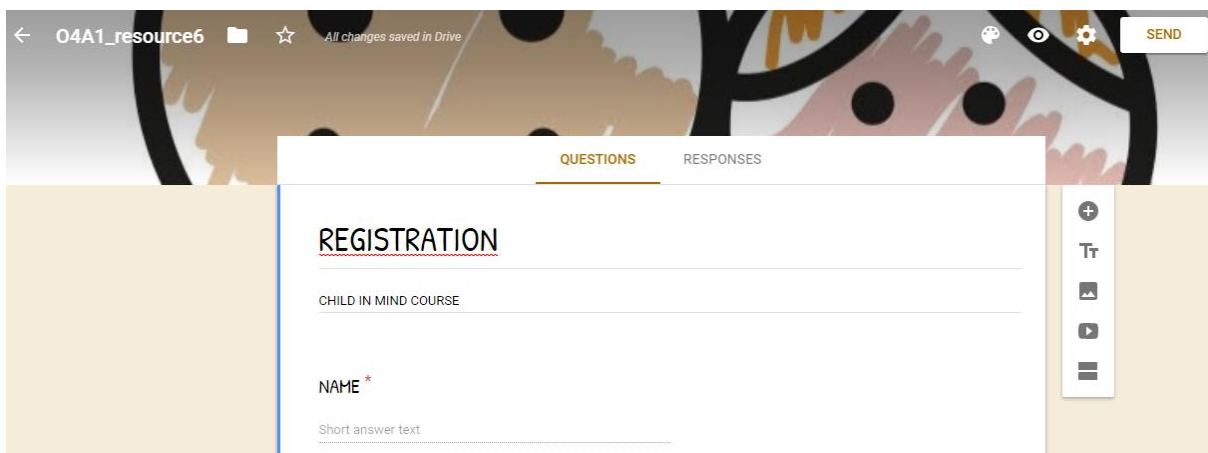
[illegible]

Tools to run the Course

1. Online registration form

An online form to register the participant to the course and to collect the data, according to the national and European GDPR.

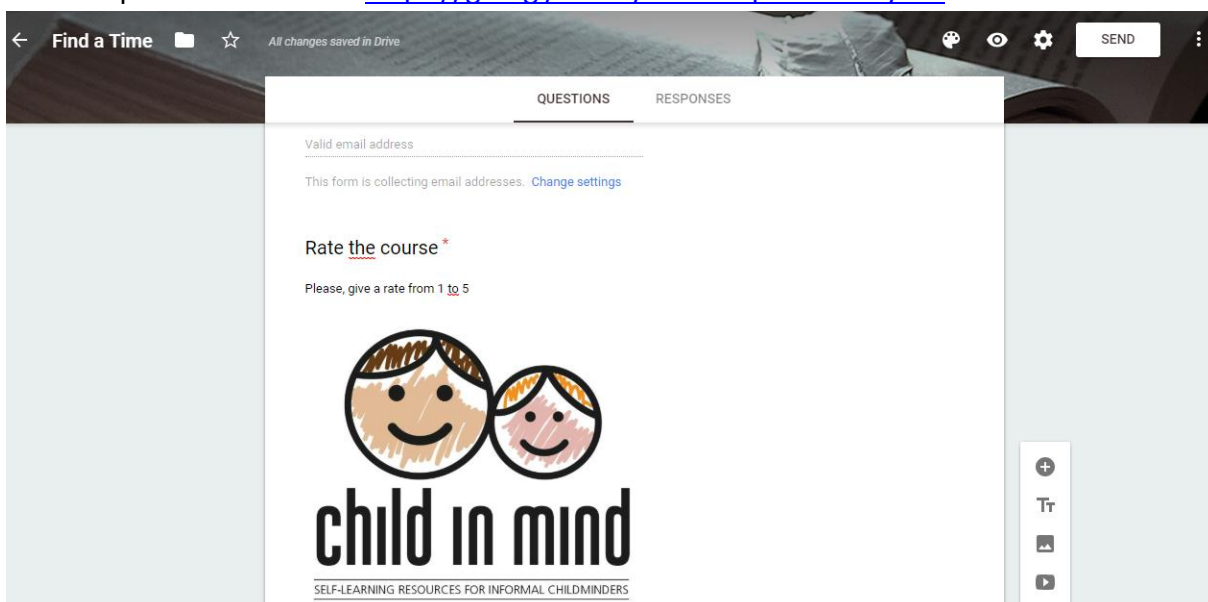
<https://goo.gl/forms/Al1TjHZK9mWJxdbe2>



2. Final evaluation form

Final Evaluation form is aimed at determining the satisfaction of the participants it focuses on: the content of the course, clarity, activities performed during training or workshops.

An example is available on: <https://goo.gl/forms/DcNmKqrxZHk0D0yM2>



Tools to disseminate the course

The online course can be shared and disseminated by individual participants, trainers or organisations. Tools for dissemination include websites, social media, direct emails and direct communication.

Examples for dissemination of the course are available on: <https://bit.ly/2ubHFWc>

You can find here examples of following materials:

1. Agenda of initial workshop, showing clearly what is the content of the event or workshop
2. Invitations to learners
3. Press release model form
4. Announcements for social medias
5. Leaflet on the event/ workshop
6. Brochure on the training event/ course
7. Any introductory presentation/ induction to the course
8. A certificate, if needed (optional)

Conclusion

The Child in Mind self-paced online course gives you the opportunity to provide informal childminders education that enhances their ability to provide motivating and respectful children's activities and to provide socially disadvantaged groups the opportunity to start their own livelihood. This increases their employability in the labour market.



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