



ChildCarers 50+ Project

SKILLS & QUALIFICATIONS
NECESSARY TO BECOME A CHILD CARE
Training proposal

Speaker: [Francesca Scocchera](#)

4th Project meeting – Békéscsaba, Hungary, 7th and 8th of February 2018



DURATION OF THE TRAINING COURSE

- 100 hours
- 78 hours in classroom
- 22 hours of internship: carried out at facilities / places dedicated to childcare services

BENEFICIARIES / STUDENTS

- Each class has a maximum of 18/20 students
- Classroom lessons will involve all students at the same time
- The internships will be individual experiences



TUTORING

There will be two levels of tutoring:

- **Classroom Tutor:** mentoring of students by experts who support, monitor and evaluate the entire classroom training course (material delivery, log management, teacher relationship management, didactic calendar management, etc.) and the internships (the location, the venue and the activation of the experience, contacts with managers/coordinators of the venue, definition of the tournament, presence register, etc.)
- **Internship Tutor:** mentoring of students by experienced operators throughout the duration of the internship, supporting and monitoring the experience (transfer of work skills, participatory observation of the various actions carried out by professionals such as the relationship with the users, the teamwork, the relationship with families and the link with professionals, educational activity with children, etc.).



NB. “FOCUS: ASSISTANCE OF CHILDREN WITH DISABILITIES”

In case of assistance of children with disabilities, in Italy it is expected the presence of experienced professionals in the field of disability assistance, with specific qualifications and often with specializations concerning the different types of handicap (e.g. autism, down syndrome, neurological diseases, etc.).

Anyway, we want to suggest possible “focus” related to the care and the assistance of disabled children, in order to broaden the general knowledge of the operators involved.



MODULE 1	
TITLE	PEDAGOGICAL APPROACH

GOALS AND OBJECTIVES

The module addresses the pedagogical approach and modalities of the educational work with children and their families, considering the pedagogical principles on which childcare is based. The purpose is to transmit the necessary skills to identify and respond to the basic needs of children, by adopting the most suitable relational approach, considering the relationship with both the children and the families, with professionals and specialists.

CONTENTS AND SKILLS

1. SCHEDULING OF THE EDUCATIONAL INTERVENTION AND TEAM WORK
2. CONSULTANCY AND SUPPORT TO PARENTS IN EDUCATIONAL TASKS
3. INCLUSIVE EDUCATION: DIFFERENCES AS RESOURCES
4. COLLABORATION AND SINERGIES BETWEEN THE DIFFERENT PROFESSIONALS INVOLVED

SUBJECT / KNOWLEDGE

- Designing the educational intervention on defined and shared pedagogical principles
- Identifying and meet/respond to the primary needs of children
- Recognizing and adopt the most appropriate pedagogical approach in the different situations/ interventions
- Scheduling and sharing educational intervention with intentionality and systematically
- Supporting continuous exchange and stimulating reciprocal relationship with other professionals
- Supporting and coaching the parental role
- Promoting an operator/parent educational continuity
- Facilitating and encouraging inclusive education
- Using new technologies (ICT) in scheduling of educational intervention

FOCUS: ASSISTANCE OF CHILDREN WITH DISABILITIES

The inclusive perspective is an aspect that addresses the diversity of children, especially children with disabilities. The operator promotes socialization opportunities in the territory and plays a supporting role for the disabled child.

The link between operators, pedagogy and specialists is essential to work together in the interests of children with disabilities and their right to grow together with other children, without feeling the weight of conceptual differences usual of the world of adult.

Developing open and dialogical operator competences, in order to create an interactive system, by working in synergy with specialists.

HOURS	10
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MODULE 2	
TITLE	COMMUNICATION IN SOCIAL CAREER

GOALS AND OBJECTIVES

The module addresses the axioms of communication, verbal and not, considering their patterns, styles and tools. The purpose is to convey the communicative skills needed to promote the language as an integration tool, in order to support interactional skills in working environments.

SUBJECT/KNOWLEDGE

- 1. EFFECTIVE COMMUNICATION IN SOCIAL CAREER**
- 2. THE VERBAL AND NON-VERBAL COMMUNICATION**
- 3. THE ACTIVE LISTENING**
- 4. FEEDBACK AND ASSERTIVENESS**

SUBJECT/KNOWLEDGE

- Verbal and non-verbal communication
- Models, styles and communication tools
- Promoting language as an tool of relation and integration
- Promoting and supporting effective communication
- Encouraging and fostering active listening and participation
- Identifying and monitoring the so-called "listening blocks"
- Assessing the effect and effectiveness of individual communicative style
- Set up and promoting affirmative and constructive observations

FOCUS: ASSISTANCE OF CHILDREN WITH DISABILITIES
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Specific communication strategies enable disabled children to participate actively in social life and to be continually protagonists of their own choices and autonomy. It is important to activate interventions aimed at stimulating and improving the abilities in communication, providing the most appropriate means to express their needs, overcoming the possible isolation. Non-verbal communication, the activation of specific models and tools of communication is fundamental to work and care children with disabilities.

HOURS	6
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**MODULE 3**

TITLE	DOCUMENTATION
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GOALS AND OBJECTIVES

The module deals with the modalities to provide documentary evidence of educational work realized with children and their families. The purpose is to transmit the skills needed to create traceable and visible educational work.

CONTENTS AND SKILLS**1. SELECTIVE, PLANNED AND DOCUMENTED OBSERVATION****2. TOOLS FOR DOCUMENTATION****3. NEW TECHNOLOGIES AND DOCUMENTATION****4. PRIVACY AND PERSONAL DATA PROCESSING****SUBJECT/KNOWLEDGE**

- Methods and documentation tools in educational job
- Using New Technologies in providing documentary evidence of educational work
- Knowledge and observation of privacy and personal data legislation

**FOCUS: ASSISTANCE OF CHILDREN WITH DISABILITIES**

Providing documentary evidence of educational work with disabled children, requires the use of specific instruments to record the starting situation, set specific goals, and finally verify the achievement of the goals. Ad hoc programs are developed, in close collaboration with specialists and families. Designing and scheduling of specific documentation for specific activities.

HOURS	5
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MODULE 4	
TITLE	COGNITIVE AND AFFECTIVE DEVELOPMENT

GOALS AND OBJECTIVES

The module addresses the cognitive and affective development of children, considering their needs, rights and times. The purpose is to convey the skills needed to design an educational project around key cognitive actions to: attend children in their development path, offer activities suitable for the different development stages, encourage and support interaction and knowledge of children about ourselves and others, foster sensory and motor perception, promote imagination and creativity, encourage recognition of words and images.

CONTENTS AND SKILLS

1. COGNITIVE AND AFFECTIVE DEVELOPMENT: 6 STAGES
2. INDIVIDUALITY, TIMING AND AUTONOMY OF CHILDREN
3. EDUCATIONAL ACTIVITIES TO PROMOTE THE COGNITIVE AND AFFECTIVE DEVELOPMENT:
 - o Interactional games to learn others and things
 - o Games to foster cooperation in the group
 - o Games to develop sensory perception and memory
 - o Games to develop fantasy and creativity
 - o Games to develop the recognition of words and images

SUBJECT/KNOWLEDGE

- Peculiarities and characteristics of the 6 stages of cognitive and affective children development
- Educational activities to foster and promote the cognitive and affective development of the child: knowledge and implementation
- Go along with the child in his own development and support testing himself and others
- Develop an educational project by considering and encouraging fundamental cognitive actions



FOCUS: ASSISTANCE OF CHILDREN WITH DISABILITIES

The quality of life and the integration of children with disabilities can be improved by gradually analyzing and replacing "problem behaviors". Children can expand their abilities, by encouraging the active exploration of tools and their use as a means of social interaction.

The game offers great opportunities of pleasant and fun experiences, learning, step by step, all the mechanisms of everyday life. The desire to communicate, the curiosity, the activity and the pleasure of expressing themselves could be developed by playing.

The above-mentioned educational activities are suitable to support the cognitive and emotional development of children with disabilities, always considering the pleasure of doing with peers, offering the opportunity to play with other children.

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MODULE 5	
TITLE	PHYSICAL AND PSYCOMOTOR DEVELOPMENT

GOALS AND OBJECTIVES

The module addresses the notions and aspects related to the physical and psychomotor development of children, considering their biological and behavioral changes. The purpose is to convey the skills necessary to support physical and psychomotor development through conscious management of spaces, equipment and activities.

CONTENTS AND SKILLS

- 1. CHILDREN PHYSICAL DEVELOPMENT: PREDICTABLE PATTERN AND INDIVIDUAL RATE**
- 2. "LARGE MOTOR" DEVELOPMENT AND "SMALL MOTOR" SKILLS**
- 3. ACTIVE PLAY: DEVELOPMENT OF CHILDREN MOTOR SKILLS.**
- 4. CHILD CARE PROGRAMS TO SUPPORT CHILDREN'S PHYSICAL AND MOTOR DEVELOPMENT**

SUBJECT/KNOWLEDGE

- What Child Care Providers Can Expect in Infants/Toddlers/Preschoolers' Physical Development
- What Child Care Providers Can Expect in the Physical Development of 6 - 8 Year Olds
- Supporting Both Large Motor and Small Motor Development in Child Care
- Play Activities to Encourage Motor Development in Child Care: knowledge and implementation

FOCUS: ASSISTANCE OF CHILDREN WITH DISABILITIES
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Children with psycho-physical handicap, like all other children, has a natural need for movement, with the difference that his time and his ways of moving are different and often slowed down. For these children, bodily expression is often the only possible language. The smallest success becomes for these children a great challenge to continue doing and learning.

It is therefore up to the operator, after identifying their personal attitudes, to provide psychomotor development aid through stimulation and guidance, contemplating individual characteristics, such as gravity and adaptation.

In view of the special needs associated with specific physical and psychomotor problems, the educational activities are proposed in the form of game. Additionally, it is important for children with disabilities to "awake" and update the "perceptual memory", which is learning assimilated and fostered through the activation of senses.

HOURS	12
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MODULE 6	
TITLE	EDUCATIONAL ACTIVITIES AND CHOICE OF MATERIALS

GOALS AND OBJECTIVES

The module addresses the ways and means for carrying out quality recreational activities with children in the home environment. The purpose is to convey the necessary skills to organize the educational context where the action takes place, offering recreational activities suitable for the reference users through the use of specific materials.

CONTENTS AND SKILLS

- 1. ORGANIZATION OF THE EDUCATIONAL BACKGROUND/CONTEXT**
- 2. RECREATIONAL AND EDUCATIONAL ACTIVITIES**
- 3. CHOICE OF MATERIALS**

SUBJECT/KNOWLEDGE

- Organization and management of the domestic spaces where educational intervention takes place
- Choice and implementation of recreational activities
- Tutoring strategies to support the development of children identity, autonomy and skills
- Selecting and finding materials suitable for the proposed educational activities
- Stimulate psycho-motor, cognitive and affective development
- Favorite and foster socialization and communication through spontaneous dialogue and guidance

FOCUS: ASSISTANCE OF CHILDREN WITH DISABILITIES
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The first interview/talk with the family is crucial in establishing a positive relationship. During the dialogue the operator brings the competence of the service, the family brings the knowledge and competences of the child. Therefore it is crucial that the operator takes an attitude of "active listening". The starting points to design and implement educational activities with disable children is to provide:

- reassuring and welcoming place
- space and time to fully express their potential
- attention to their needs and flexibility

It is important to underline the need of targeted interventions which usually foresee the presence of a specialized operator.

HOURS	8
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**MODULE 7****TITLE** CARE, HEALTH AND HYGIENE**GOALS AND OBJECTIVES**

Il modulo propone un approccio multidisciplinare con la finalità di trasmettere le competenze necessarie per strutturare interventi assistenziali che rispettino e garantiscano la gestione della salute, l'igiene e il benessere dei bambini. Acquisizione delle conoscenze e competenze per svolgere interventi assistenziali di base su indicazione del personale preposto, modulando il proprio ruolo sulla base del contesto operativo e istituzionale.

CONTENTS, SKILLS AND KNOWLEDGE**1. INFANT DISEASE AND FIRST SYMPTOMS ASSESSMENT****2. CHILD HYGIENE****3. CARE AND HYGIENE OF THE ENVIRONMENT****4. FEEDING STEPS AND MEALS****5. REST AND SLEEP: FUNCTION AND DURATION****6. FIRST AID INTERVENTION****SUBJECT**

- Knowledge of major infant disease and recognition of symptoms
- First recognition of the symptoms related to physical and cognitive development problems
- Baby hygiene and care: nappy change and bath
- Care and hygiene of the environments: tools and techniques
- Feeding phases from 0 to 3 years old and meals time management
- Protecting and promoting child rest and sleep: duration and function
- First aid

HOURS 15



MODULE 8

TITLE	SAFETY
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GOALS AND OBJECTIVES

The module proposes an in-depth analysis of the aspects of childcare security, both from an environmental point of view, in the use of equipment and aids, and in relation to the risks associated with children and workers. The purpose is to convey on the skills needed to design care interventions that respect and guarantee a safe environment, responsibility and awareness by the operators, to prevent and manage possible risk situations that are typical of working with children.

CONTENTS, SKILLS AND KNOWLEDGE

- 1. ENVIRONMENTAL AND EQUIPMENT SAFETY IN THE CHILDCARE SERVICES**
- 2. RISKS AND PREVENTION MEASURES IN THE CHILDCARE SERVICE**
- 3. WORK-RELATED STRESS IN THE CHILDCARE SERVICE**



HOURS	10
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**MODULE 9**

TITLE	INTERNSHIP
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GOALS AND OBJECTIVES

The internship area allows to apply the knowledge acquired during classroom training. The aim is to experiment on the field by observing the different phases/activities in childcare services. The internship experience offers an opportunity to consolidate the skills acquired during the theoretical training and to achieve new ones closely related to social work such as:

- Values, motivation, commitment: actions, skills and sensibilities of working with and for others;
- Behaviors: empathy, listening and receiving of the needs;
- Professionalism: technical skills, intervention, relationship and use of materials.

CONTENTS, SKILLS AND KNOWLEDGE**1. OBSERVING AND TESTING ON THE FIELD THE CHILDCARE SERVICE****2. TRANSFER OF COMPETENCES IN WORKING CONTEXT: TUTORING****CAPABILITIES**

- Using the acquired skills.
- Adopting appropriate behaviors in relation to different situations
- Adopting relevant hygiene and safety measures
- Maintaining professionally correct attitudes
- Supporting children and families in needs and relationships with the context of reference



HOURS	22
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THANKS FOR YOUR ATTENTION!

Francesca Scocchera

EU Projects Sector Manager - R&T Department
COOSS MARCHE ONLUS Soc. Coop. p.a.
Via Saffi 4, 60121 Ancona (IT)

Tel. 0039 071 50103200

Fax 0039 071 50103206

E-mail: f.scocchera@cooss.marche.it

Web: <http://www.cooss.it>

Facebook: **Cooss Ricerca e Formazione**