



# LAMBETH FOSTER CARE TRAINING BROCHURE 2020 – 2021

*Your Gateway to Learning & Development in Foster Care*



## ***Foreword***

This Training Brochure is being issued during an unprecedented time of change with the Pandemic of the COVID-19 crisis. Never before has the world seen the impact of a crisis which has enforced a review of our service delivery whilst we continue the provision of care to children and their families.

We wish to extend our thanks to our carers who during this time have continued to commit to ensuring that our children have received ongoing care and attention.

We also wish to thank our Partners who have continued to provide information and training to our carers ensuring they have been supported during this time.

We will continue to furnish you with relevant COVID-19 updates, training and links to websites which ensure you are aware of any changes

[Read](#) the DfE's latest COVID-19 guidance for service providers on how best to support vulnerable children and young people, including those supported by the social care system and those children education, health and care plans (EHC)

The Lambeth Schools Service has pulled together a useful guide to support online teaching. [Download](#) here for important guidance as well as useful links to online safety resources and extra support.

Lambeth Fostering Support Team

Sharon Parkes – Foster Carer Learning and Development Officer

**Welcome!!**

Welcome to our Foster Carers Training Brochure, your gateway to access training which will support you as you learn and develop your skills in the care of children and young people.

Each year, The Lambeth Fostering Service continue to look at ways in which we can improve outcomes for children, young people, parents and carers. In light of this we have reviewed our approach due to the COVID-19 outbreak to ensure that you have had access to a continued learning provision to support and advise you of your role and support initiatives available to you. In the longer term we will see the return of your support groups, interaction with your supervising social worker and face to face learning.

We have introduced new courses into the Training Brochure this year which highlights the direction in which we wish to take your learning, approaching your care in a more therapeutic way. We are reviewing our timetable of TSDS (Training, Support and Development Standards) workshops and will be giving this a higher priority, in particular for our newly approved carers' and will be introducing support workshops as well as mentor support for completion of your TSDS within specified timelines. Please ensure that your training requirements are discussed regularly with your Supervising Social Worker and any training requested is in collaboration through discussion relating to your PDP.

Our weekly Newsletter keeps carers' in touch with regular updates regarding training, as well as other items relevant to your wider network of Lambeth Fostering including referred books which can support your learning.

***The Foster Care National Minimum Standards have identified that Foster Carers should receive the training and development they need to carry out their role effectively. ....Standard 20 NMS***

Fostering can be challenging and requires you to have all the tools to help you support the placement and offer a loving home to children who need it most. The more training you can access the more skills and experience you gain, not only does this enable you to offer a home to a wider range of children with different needs, it also enables you to

move through the skills banding – recognising your skills with additional fees where applicable. This brochure covers traditional styles of training i.e. attending a facilitated training session. It also covers online ELearning, enabling you to access training from home and more recently the introduction of Webinar learning, a virtual classroom environment accessed online. Don't forget training/learning can also be gained from reading or experiences and discussing with your worker how you are applying this to your fostering. All training is accessible and our goal is to increase the skills and knowledge of our Foster Carers to enable you to provide high quality care and service.

### **Therapeutic Care**

The aim of Lambeth Fostering is to assist children and young people in accessing equal opportunities to build a successful life. By its very nature, having to be fostered usually means that the child is already significantly disadvantaged in having an equal chance alongside their peers who have grown up from birth in a stable, nurturing home. To be placed 'in care' signals the loss of a basic birth right - to be nurtured and raised by sensitive, consistent parents who are attuned to your needs and can meet them.

Neglect or abuse during the formative years, when the brain and mind are 'wiring up' to understand the world, is traumatic, particularly if the experience has featured consistent abuse and/or neglect. When traumatic experiences are over, the symptoms are not, and a child could be consumed by the impact of their trauma well into their adulthood if they do not receive the right help. In Lambeth, we are training our carers to ensure that they are able to help heal the trauma of abuse, neglect, loss and rejection. Our Foster parents are in training to become a vital component of our care model.

Therapeutic fostering isn't about becoming a therapist, it is a way of parenting a child who missed out on healthy emotional development and milestones in their early years. Traumatized children need a lot of help and encouragement to develop the positive self-esteem and confidence they need to do well in education and life in general. So just doing what you do as foster carers every day has some therapeutic value.

We have a responsibility to help each other to maintain the values and principles of our organisational culture which seeks to ensure our children are looked after to the best of a carers' ability.

With your commitment to self-development and learning we feel that our continued effort in this brochure will provide you with the knowledge, skills and confidence to offer an enhanced level of care, to meet the increasing complex needs of Looked After Children.

## Reflective Parenting

Carers' are supported to identify within their own practice the stages of events happening, identifying the feelings they have around specific events, reflecting on the event, evaluating, drawing lessons, and learning.

It is hoped that by understanding your approach to reflective practice you will be more in control of what is happening around events as they occur, more in control, more confident, and less shocked by events as they unfold. This practice allows you more space.

If, for example a child being out of control, carers' are able to recount feelings before an event of everything being normal and calm, but feelings of anxiety, confusion, stress and sadness as a child acts out, and feelings of tiredness disappointment, and disbelief, after an event will also be taken into consideration.

On reflection, you are able to grow in confidence and consider that if a situation occurred again you will have had personal learning which would help you deal more effectively with a similar situation.

Our programme of learning events will support your personal experience as outlined above to help you to achieve this as you continue your journey as a carer for Lambeth.



Department  
for Education

## Training Support and Development Standards (TSDS)

The TSDS form part of the foster carer induction in the role. They provide a national minimum benchmark that sets out what foster carers should know, understand and be able to do within 12/18 months after being approved.

We appreciate the role of a foster carer is very important and provides much needed support and security for vulnerable children in enabling their successful transition into independent life. We will continue to focus on the 'Training, Support and Development' (TSD) standards that you, as foster carers, are required to achieve. All training courses undertaken will support evidence required to meet each standard

### Evidencing knowledge and skills for the Standards

**Be aware of:** to know that something exists. For example, the importance of routines for children and what it is concerned with, at a general level rather than in detail.

**Know/know how to:** to have a clear and practical understanding of an area of work, with enough detail to be able to carry out any tasks or procedures linked with it.

**Show/demonstrate/be able to:** (examples of 'doing' words). To be able to provide practical evidence of an area of work (e.g. in communication) at a skill level appropriate to what is required in the role.

**Understand:** to grasp the meaning of a concept and to grasp its broad purpose and principles (such as with child development, policies).

## OUR TRAINING OFFER

### E-Learning Modules

#### E-LEARNING



We appreciate that our foster carers will have different approaches to learning and we are continuously revising our ways of developing our carers. As we all continue to adjust to new ways of working, our online training offers have become more appealing as we endeavour to ensure our carers are able to continue having a continuous professional development attitude.

We have therefore increased our offer of online training available to all carer, working in partnership with **AC Online Education**

Please ensure that your choice of courses are made in collaboration with your SSW and forms part of your supervision schedule and your Professional Development Portfolio. You will need to liaise with your Training Manager/SSW in order to receive your login details

Click below to see a range of courses available to you and a selection of You Tube videos to support you learning.

#### [AC Education Online Course Prospectus](#)

They have also launched a YouTube Channel providing free webinars to support parents and carers during this time. Click the link below to access this Channel.

#### [YouTube Videos](#)

### Webinar Learning



Due to the COVID-19 outbreak, we have reviewed our ways of delivering training. A webinar is an online virtual classroom conducted over the internet using specialized software to share a presentation or provide video of the presenter as well as audio capabilities for presenter and participants. This has helped us to provide ongoing face to face training within a virtual environment to carers without losing the participation of viewers submitting questions and comments.

## Face To Face Learning



We continue to have a provision of face to face, classroom based learning events. Our courses are designed to be engaging and empowering in recognition of the passion our carers have in the day to day care given to our vulnerable children.

We recognise that this provision of training supports an exchange between carers which offers a platform of engagement and an expression of personal experiences which in turn helps to build the community of carers within Lambeth.

It is also an arena to build individual relationships and support other carers offering the knowledge and skills of more experienced individuals.

**COVID-19:** Please note that where face to face learning events have been organised we will be exercising strict government guidelines in relation to social distancing. This may mean limited numbers of course participants.



### Lambeth Safeguarding Children Partnership

The Lambeth Safeguarding Children Partnership (LSCP) brings together a range of statutory and voluntary organisations working with and for children and young people in Lambeth. The LSCP are all united in a common goal: for every child to realise their talents, achieve their full potential, have healthy lives and be safe.

The Lambeth Safeguarding Children Partnership have an ongoing offer of training via a multi-agency approach. They will have face to face and online training.

You will receive regular updates of these dates and the dates as and when they become available, however, please click on the link below to view their training offer at any stage.

[LSCP Training Offer](#)



South London and Maudsley   
NHS Foundation Trust

Lambeth child and adolescent mental health services (CAMHS) are provided by the **South London and Maudsley NHS Foundation Trust** who believe that every child has a right to be healthy. This includes all forms of health, including emotional and mental health.

The provision of a variety of training offers are available to our carers. Please look out for training updates via your weekly newsletter, and direct flyers.

## COURSE PARTICIPATION GUIDANCE

### Expectations of Carers Attending Training

- ▶ Arrive on time and stay for the whole session – *Courses will be delivered via face to face or webinar learning. Times of events may vary and carers will be notified ahead of each training event.*
- ▶ Please ensure that you complete your evaluation sheet as requested at the end of the session
- ▶ You should only attend training if your place has been confirmed. Please check with the Training and Development Manager or SSW if you have any queries
- ▶ If you are unable to attend training, please ensure that you inform your SSW or the Training and Development Manager as soon as possible – this may allow someone else to attend in your place
- ▶ Have respect for others/listen to what others have to say
- ▶ Do not use offensive or discriminatory language or behaviour
- ▶ Respect the confidentiality of what others have to say

## TRAINING OFFER

Course Name	Mandatory or Optional	Dates	Venue
Self Harm and Suicide	O	19/05/20	WEBINAR
Safer Care	M	25/06/20	WEBINAR
ADHD and ASD in Children Looked After	O	07/07/20	WEBINAR
Mental Health In Adolescents	O	15/09/20	TBC
Blended Paediatric First Aid <i>(E-learning and Face to Face – Reserved Attendance)</i>	M	26/09/20	TBC
Mental Health in Adolescents	O	15/09/20	TBC
Safer Care	M	22/10/20	TBC
Safeguarding Children with Disabilities	O	07/10/20	TBC
Life Story	M	18/11//20	TBC
Attachment and ACEs (Adverse Childhood Experiences)	M	03/11/20	TBC
Delegated Authority	M	03/12/20	TBC
Parenting with PACE	O	10/12/20	TBC
CALM <i>(2 day attendance compulsory)***</i>	O	12 and 13/01/21	TBC
Emotional Coaching	O	28/01/21	TBC
Recording daily logs	M	20/01/21	TBC
Therapeutic Parenting	O	**/02/21	TBC
Placement Disruption Strategies	O	17/02/21	TBC
Leaving Care	O	03/03/21	TBC
Caring For Asylum Seeking Children	M	17/03/21	TBC

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Foundations to Attachments	M	<i>Various Dates</i>	TBC
AC EDUCATION Online Courses	O	****	ONLINE

# COURSE OUTLINES And OBJECTIVES

## **INCOME TAX AND NATIONAL INSURANCE FOR FOSTER CARERS -WEBINAR**

### **Course Objectives**

Ellie Henderson from The Fostering Network will run a 90-minute workshop on Income Tax and National Insurance explaining the process for registering as a foster carer and understanding of what to do when it comes to tax returns..

### **Learning Outcomes**

- ▶ An introduction to the income tax scheme for foster carers
- ▶ How to calculate your own tax threshold
- ▶ Self-assessment tax returns
- ▶ National Insurance contributions
- ▶ There will be opportunities throughout the workshop to ask questions.

### **Trainer(s)**

***Ellie Henderson*** (*Fostering Network*)

## BLENDING PAEDIATRIC FIRST AID

The blended paediatric first aid course is in 2 parts:

**Part 1** involves completing our interactive e-learning module and can be done any time before the face to face training

**Part 2** is a one day face to face course

### Course Objectives

Role of the First Aider, accident reporting and the first aid box	Action Planning in an emergency	Unconscious baby or child
Infant, child and adult action for choking	Infant, child and adult resuscitation (CPR)	Head Injuries
Allergic reactions and anaphylactic shock	Treatment for bleeding, shock and burns	Treatment for sprains, strains and fractures
Poisoning, bites and stings	Eye, nose and ear obstructions	Childhood conditions
Asthma and respiratory infections	Diabetes, sickle cell anaemia, meningitis	Epilepsy and convulsions

### Learning Outcomes

- Multiple choice assessment at the end of the e-learning module plus continuous assessment by the introductory throughout the face to face training course
- If for any reasons you are unable to demonstrate the practical skills taught on the course we will invite you to attend a further course free of charge
- Certification
- On successful completion of the course you will receive a nationally recognised FAIB Paediatric First Aid certificate for three years

### Trainer(s)

*Independent Trainers, Safe and Sound*

## **MENTAL HEALTH PRESENTING IN ADOLESCENTS**

### **Course objectives**

- To think about what mental health is
- To understand what the mental health difficulties are that young people might experience and what they might look like
- To think about risk factors for mental health difficulties

### **Learning Outcomes**

- To recognise mental health difficulties and how to help
- To support good mental health in young people you care for

### **Trainers(s)**

*Dr Rebecca Pons (Senior Clinical Psychologist) - CLAMHS*

*Anneka Kumar (Trainee Clinical Psychologist) - CLAMHS*

## **SAFER CARE**

### **Course Objectives**

To help foster carers keep themselves and their foster children as safe as possible by looking at what makes children and adults feel safe or unsafe

During the workshop, participants will:-

- Understand the need for safer caring guidelines and procedures
- Recognise risky situations and develop agreed strategies
- Know how and why to create a safer caring family plan
- Identify partnership working between foster carers, the fostering team and the placing authority

### **Learning Outcomes**

- Risky situations and behaviour
- Why do allegations happen?
- How to assess and manage risks
- How to develop strategies for managing risk
- Developing records to help keep everyone safer

### **Trainer(s)**

***Shan Dobinson (Trinity Training)***

## ADHD AND ASD IN CHILDREN LOOKED AFTER

### Course objectives:

- To understand what ADHD looks like and how it is diagnosed.
- To understand what Autism looks like and how it is diagnosed.
- To consider the overlap with developmental trauma in children who are looked after.
- To consider some recommendations for supporting these children.

### Learning Outcomes

- To have a better awareness of ADHD and Autism.
- To understand how ADHD and ASD are diagnosed.
- To have an awareness of the challenges in identifying these difficulties in children who are looked after.
- To have an awareness of how to adapt your caring style to children with these needs.

### Trainer(s)

**Dr Shreena Ghelani** (Senior Clinical Psychologist) -CLAMHS

**Paul Davies** (Trainee Clinical Psychologist) - CLAMHS

## **SAFEGUARDING CHILDREN WITH DISABILITIES**

### **Course Objectives**

To help participants to develop a greater understanding of challenges in safeguarding children and young people with disabilities and how to apply safeguarding strategies in their day to day work

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### **Learning Outcomes**

- To help participants to recognise the additional difficulties of safeguarding young people with disabilities.
- To help participants to identify abuse indicators in disabled children.
- To facilitate a better understanding and awareness around the complexities of safeguarding disabled children

### **Trainer(s)**

*Annette Pinto-Young, Independent Trainer*

## LIFE STORY

### Course Objectives

- To understand the importance for life story work for looked after children, and the emotional impact on children, their carers and workers.
- To allow the child to make sense of her/his past and present life in order to move into the future with confidence.
- Life Story work is a structured time-limited piece of work undertaken with a child

### Learning Outcomes

- At the end of the course, participants will be able to:
- Discover a child's understanding of what has happened to her/him in the past and to put right the misperceptions of her/his history.
- Find out the wishes/feelings of the child about the past/future and to aid the child to understand realistic possibilities for the future.
- Promote attachment to the carer in order for the carer to act as a secure 'bridge' to the future to minimise grief/loss following the separation from familiar figures/places.
- Participants will be more familiar with policy and good practice guidelines.
- Understand the importance for Life story work for looked after children, and the emotional impact on children, their carers and workers

### Trainer(s)

*Sharon Parkes, Training Manager, Lambeth Fostering Services*

## ATTACHMENT AND ADVERSE CHILDHOOD EXPERIENCES

### Course objectives

- To increase your understanding of patterns of attachments
- To help you explore ways to build more secure attachments and to manage children's behaviour
- To discuss adverse childhood experiences and explore ways to help children who have been affected by these

### Learning Outcomes

- To have an improved understating of attachment
- To have some strategies and ideas to support building relationships with children who have attachment difficulties
- To have an increased understanding of how adverse childhood experiences impact children

### Trainer(s)

**Rebecca Pons** (Clinical Psychologist) - CLAMHS

**Amal Dadey** (CAMHS Practitioner) - CLAMHS

## **DELEGATED AUTHORITY**

### **Course Objectives**

To give carers an understanding of the shared parental care and authority which is given in consideration of day to day care of each child.

### **Learning Outcomes**

- ▶ What delegated authority
- ▶ Why it's important to understand as a foster carer
- ▶ Who is involved in making decisions regarding delegated authority
- ▶ When discussion about delegated authority should take place and how decisions are recorded and reviewed.

### **Trainer(s)**

**Sharon Parkes**, *Training Manager, Lambeth Fostering Service*

## PARENTING WITH PACE

### Course Objectives

- To understand the philosophy and theory behind therapeutic parenting.
- To understand what Playfulness, Acceptance, Curiosity and Empathy are in parenting and why this can be useful.
- To consider examples of PACE and non PACE parenting.
- To consider the challenges in using PACE.

### Learning Outcomes

- To increase awareness of therapeutic parenting.
- To develop own practice of therapeutic parenting.

### Trainer(s)

**Shreena Ghelani** (Clinical Psychologist) - CLAMHS

**Katerina Panayi** (CAMHS Practitioner) - CLAMHS

## **CALM Training - 2 days**

### **Compulsory 2 Day Attendance Required**

## **Prevention and Safer Management of Challenging Behaviour (Module 1)**

### **► Who is the course for?**

- This course is for all Foster Carers, at induction level or those Foster carers undertaking further study.

### **► How will it be delivered?**

- Course delivered over 2 days (10.00 – 2.30 pm both days) utilising, Ppt, direct teaching, discussion, individual and group exercises.

### **► What NOS is relevant?**

- Training links to induction standards 3,4,6 and 7 of TSD standards

### **► Links to other relevant training for foster care?**

- Child protection – safeguarding training, recording skills, the safe care skills.

## **Course Outcomes**

- Define challenging behaviours.
- Explore the role of carer feelings, thoughts and action in the maintenance of challenging behaviour
- Exploration of origins of challenging behaviour through ‘lenses’ of learned behaviour, trauma and attachment.
- Outline a whole organisation approach to the prevention, reduction and effective management of challenging behaviour.
- Differentiate between primary, secondary and tertiary interventions when dealing with challenging behaviour.

Examine the legal, professional and ethical context when dealing with challenging behaviour

## **Trainer(s)**

***Independent Trainer, CALM Training Services***

## **EMOTIONAL COACHING**

### **Skills for supporting Traumatised Children and Adolescents to Learn to self-regulate their Emotions and Behaviour**

#### **Course Objectives**

Children and adolescents who have endured trauma in the form of attachment disruption or rupture, as well as neglect and/or or direct abuse, can present behaviour which is both puzzling and challenging. For these children basic behaviour management techniques and interventions on their own are inadequate, often ineffective and sometimes harmful. On integrating the latest research on the impact of trauma on children's developing brains and behaviour, it is no longer appropriate to talk about behaviour management when responding to traumatised children. Rather behaviour is addressed within the context of a safe and supportive relationship with caregivers so that children can abandon many of the self-protective behaviours they adapted in order to survive the extremely challenging environments they have experienced in their birth families. Responding to a child's challenging behaviour using a relational approach will also help the child to learn the self-control and capacity for reflection necessary to manage and regulate their own behaviour.

#### **Learning Outcomes**

- ▶ Why traditional behaviour management strategies are not always adequate or effective with children in foster care the concept of 'Behaviour as a Communication'.
- ▶ The problems with communication which can be experienced by children with emotional and mental health problems.
- ▶ Communication styles and strategies that build trust and cooperation between children/adolescents and their carers.
- ▶ Brain changes and behavioural manifestations of emotional triggers and how to intervene effectively to prevent escalation and to calm a distressed child or adolescent.
- ▶ What emotional coaching is and the research base for how effective it is in helping children who cannot regulate themselves.
- ▶ Strategies of emotional coaching to respond to challenging behaviour in a way that will empower you and effectively deescalate the high emotional arousal of children who struggle to self-regulate their emotions and behaviour.

#### **Trainer(s)**

***Christina Enright, Independent Trainer***

## RECORDING DAILY LOGS

### Course Objectives

This course is designed to support carers how best to undertake a daily recording of the day to day care of children in their home.

### Learning Outcomes

- Why do we record daily
- Impact of keeping logs and keeping ourselves safe
- How to record responsibly
- Keeping logs confidential
- How logs are used

### Trainer(s)

**Sharon Parkes** (*Training Manager, Lambeth Fostering Service*)

## **THERAPEUTIC PARENTING**

### **Caring Mindfully for Fostered Children**

#### **Course Objectives**

Foster carers play a very important role in caring for traumatised children. However, these children can be very challenging to care for and do not always respond to conventional parenting techniques; a more mindful and relationship-based approach is needed.

This half-day course will explore the role of therapeutic parenting and some of the techniques that will nurture children's attachments and promote healthy development.

#### **Learning Objectives**

- ▶ Consider the role of therapeutic parenting in providing the best environment to nurture a child's attachments and healthy development
- ▶ Explore a number of therapeutic techniques that foster carers can use to help children in their care overcome the effects of trauma.

#### **Trainer(s)**

**Nicola McGuinness** *Independent Social Work Trainer & Consultant*

## **LIFE STORY WORK**

### **Course Objectives**

To understand the importance for life story work for looked after children, and the emotional impact on children, their carers and workers.

To allow the child to make sense of her/his past and present life in order to move into the future with confidence.

Life Story work is a structured time-limited piece of work undertaken with a child.

### **Learning Outcomes**

- ▶ Discover a child's understanding of what has happened to her/him in the past and to put right the misperceptions of her/his history.
- ▶ Find out the wishes/feelings of the child about the past/future and to aid the child to understand realistic possibilities for the future.
- ▶ Promote attachment to the carer in order for the carer to act as a secure 'bridge' to the future to minimise grief/loss following the separation from familiar figures/places.
- ▶ Participants will be more familiar with policy and good practice guidelines.
- ▶ Understand the importance for Life story work for looked after children, and the emotional impact on children, their carers and workers

### **Trainer(s)**

**Sharon Parkes** (*Training Manager, Lambeth Fostering Services*)

## **CARING FOR ASYLUM SEEKING REFUGEE AND UNACCOMPANIED MINORS**

### **Course Objectives**

To enhance an understanding of the harrowing experiences of war and conflict and the challenges of settling into a new environment.

To understand that the inability to communicate in English makes young refugees and asylum seekers one of the most vulnerable groups of children and young people in care.

### **Learning Outcomes**

- ▶ Have an improved understanding of the experiences and meaning of being an unaccompanied asylum seeking or refugee child.
- ▶ Understand the UK asylum seeking process and legal framework.
- ▶ Understand the needs of asylum seeking & refugee children.
- ▶ Meet the needs of unaccompanied asylum seeking & refugee children more effectively.
- ▶ Identify their own values and beliefs about this client group.

### **Trainer(s)**

***Independent Trainer, Social Care Training Solutions***

## APPLY TO ATTEND A LEARNING EVENT



- Please ensure that you liaise with your Supervising Social Worker to discuss courses from the Training Brochure and to decide which courses are mandatory and relevant to the children in your care
- You will also review the training content of the online training course offer from A C Education to update further learning – N.B. Carers are restricted to a maximum of 3 course choices from the online training offer which AC Education provides
- Certificates will be allocated to you on completion of each learning event.
- If you are unable to attend a learning event, please do notify the Training and Development Manager or your Supervising Social Worker at your earliest opportunity.
- *\*\*\* Due to the COVID-19 Pandemic, despite the arrangements of the face to face training, if our circumstances do not change, we will revert to the provision of virtual classroom based training. This will be determined as each training date arises. If face to face training is to go ahead, we will limit participants attending in light of government guidelines around social distancing \*\*\**

Applications for attending learning events can be sent via email to [SParkes2@lambeth.gov.uk](mailto:SParkes2@lambeth.gov.uk) [S.Lee@lambeth.gov.uk](mailto:S.Lee@lambeth.gov.uk) as well as your Supervising Social Worker

## TRAINING VENUES



Training regularly takes place at

**Weare336 336 Brixton Road, Brixton.**

**Tel: 0207 274 2299**

[\(click here on how-to-find-us/\)](#)

### Transport Links

We are a short distance from Brixton Tube Station/Brixton British Rail

Buses: 35, 37, 59, 45, 109, 118, 133, 159, 196, 250, 333, 345, 355, 415

**Car Parking:** *There are limited blue badge spaces allocated for both venues.  
Please check before arrival*

OR

**Webinar Learning** Invitation to an online virtual classroom

*\*Please ensure you are able to access via laptop, tablet, phone*



If childcare is an issue for you and is impacting your attendance at face to face training, please make use of your back up carers. Alternatively your supervising social worker should help you source childcare via child minding services or through the foster care support network

## Course Evaluation and Feedback

### Your Learning Experience – Evaluation

- In order to measure the assessment of competency learning, we require course participants to undertake a short evaluation at the end of each training event which they have participated in. This will establish for us whether the training material has been learned.
- At this level we are able to assess participants' reactions and increased understanding. Reactions are important because, if participants react negatively to a course, they are less likely to transfer what they have learned to their work. *\*Increased understanding in terms of new or improved knowledge, skills and abilities is the primary aim of any training event.*
- We require information about competency learning to determine the effectiveness of the training delivery and approach. Information concerning the overall effectiveness of training procedures, media and instruction methods and other issues relating to possible revisions in instructional design may prove to be very valuable to us and will assist us in better serving the needs of yourselves as well as the organisation. Therefore, please do bear this in mind when requested to complete the evaluation questionnaire...tell us about your learning event experience!!

Thank you for your continued participation in the learning events which are designed to develop your skills in the direction of need for children in your care.

In our recent Ofsted report, it was reported that *"Foster Carers in Lambeth receive a wide ranging training programme". "Foster carers are generally positive about the training and support they receive."* We wish to improve on this feedback and appreciate and take into account your comments and suggestions so please do keep them coming.

We do hope that you will enjoy this year's training provision and thank you for making every effort to your continued professional development

**Lambeth Fostering Team**

**Fostering Support Duty - 020 7926 3006**

**[FosteringSupportDuty@lambeth.gov.uk](mailto:FosteringSupportDuty@lambeth.gov.uk)**