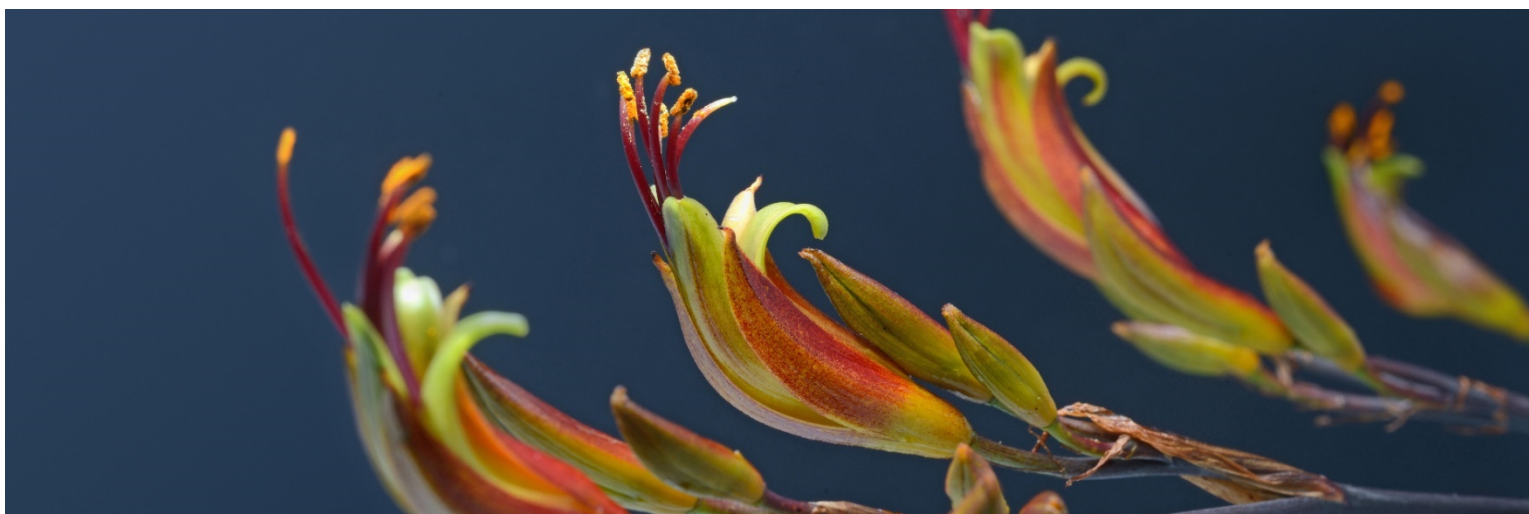


2024 IYP Fidelity Workshop Facilitators' Guide

SUPPORTING FIDELITY, ACCREDITATION, AND BEYOND

Please note, this is a guiding framework for those peer coaches who need it, some regions already have their own versions that they use.



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INTRODUCTION TO FIDELITY WORKSHOPS

PURPOSE OF FIDELITY WORKSHOPS

- Opportunities to learn and practise the components of collaborative group facilitation that are key skills to develop to be an effective facilitator of IYP programmes.
- Opportunities to consolidate essential IY delivery components for accreditation, e.g. vignette mediation, use of practices/role plays etc.
- Support group leaders - answer questions, build confidence, support with goal setting, help focus on accreditation and what skills they need to develop.
- Supporting group leaders to work towards and achieve accreditation.
- Supporting accredited group leaders to maintain fidelity of the programme.
- Opportunities for sharing updates from IY, Whāraurau, NGOs and MOE.

SETTING UP FOR SUCCESS

Key ideas

- Ideally, experienced peer coaches who have run fidelity workshops are to lead and support the growth of new peer coaches
- There should be 2 facilitators unless it's a small group
- Be explicit about upholding mana of Te Tiriti in delivery and the role of cultural tailoring in fidelity
- Overall emphasis is facilitating not teaching
- Establish group leaders goals beforehand if possible (e.g. send out the definition of fidelity workshop and purpose of the day, and prior to the day ask what GLs want support with)
- On the day, reiterate purpose of the day and develop a collaborative agenda with GLs
- Send out key documents following the day to consolidate learning such as “Hot Tips” articles from CWS. (<https://www.incredibleyears.com/training/certification/documents#teacher>)
- Refer to “Hot Tips”, CWS articles on fidelity, process checklist, peer self-evaluation, reviews to guide reflecting
- Model collaboration and strength based practice at all times
- Set up plenty of practices supported by coaching – pairs and small group learning opportunities
- Discuss the IY collaborative / therapeutic group processes
- Aim to cover main parent group session components over the day
- Normalise the challenges of learning the multiple overlapping skills required in effective IY delivery – feedback on common challenges for most in their accreditation reviews – roleplays, capturing gems, collaboration not teaching
- Discuss and support accreditation - provide handouts that support working towards accreditation, walk through DVD review and paperwork requirements, show examples of how to do it – break down into manageable steps, get GL to set next step/goal, support as group with next steps

NOTE - Can split into two groups (for parts of the day depending on participants' goals)

1. Accreditation for GLs
2. Accredited GLs: ongoing fidelity and beyond

FIDELITY DAY AGENDA - SAMPLE

8.30-10.00AM

1. Welcome, opening, karakia, whakatauki
2. Housekeeping
 - Fire / earthquake drill
 - Toilets, smoking, room temperature
 - We will break take care personal needs, move, have a drink etc.
3. Explain purpose of fidelity workshop
4. Introductions
 - Where are they from/do they work
 - Experience with IYP
 - What they want to work on today
 - Write up goals and use to develop collaborative agenda for rest of day
5. Ground rules
6. Icebreaker ideas – or bring your own
 - We would like you to share a gem or good news story while delivering an IYP programme or while training. Turn to your buddy. You will have 4 mins for this activity.
 - As a way to get to know each other you will see that your name tags have faces with emotions on them. Please move and find the person who has the matching sticker. Share something about yourself that most people don't know.
 - “How am I Incredible” - PC show this handout and discuss how parents can use it. Then, in buddies discuss “How am I Incredible” - use for parents and children. We would like you to share a gem or good news story while delivering an IYP programme or while training. Turn to your buddy. You will have 4 mins for this activity.
 - “Thinking like Scientists” - Get participants to discuss as a group how they use thinking like scientists sheet.
 - Peer and self-evaluation form activity (15 minutes). Briefly explain the purpose of the form to facilitate reflection and further improve IY skills. Introduce this activity as a way to help further familiarise with this form/process of self and peer review. Explain.

10.00-10.15AM KAI BREAK

10.15-12.30PM PRACTICING CORE SKILLS – *USE THIS AS A TEMPLATE FOR SKILLS LISTED ON PAGES 4-6*

BRAINSTORM KEY SKILLS

- Use whiteboard or post it chart to capture ideas
- What are the key skills for this part of the session? Get their ideas first then prompt ideas from lists below if they didn't come up
- What creative ideas do you integrate in this section?
- Do you have particular challenges in this part of the session?

PRACTISING SKILLS

- Divide into smaller groups (depending on numbers) to function as a mini ‘parent group’

- In each group - set up 2 people as the group leaders and others are the parents
- Peer coaches circulate to coach and support, as group leaders take turns to try out skills with their 'parent group'
- Aim for every participant to practice being the group leader, particularly for skills they have raised as challenges

1.15-2.15PM PRACTISING CORE SKILLS

2.15-3.00PM ACCREDITATION

DISCUSS BENEFITS OF ACCREDITATION

Ask for specific questions from GLs. What do they want help with?

Refer to IY parent portfolio accreditation information – [download here](#)

Orientate to “Hot tips for working towards accreditation”.

Specific information to orientate to:

- Working towards accreditation - see handouts and IY website portfolio
- Not a pass / fail - it is a journey and is about implementing the programme with developing confidence and competencies
- Step-by-step process with two requirements – paperwork & video for review
- Video review – explain sessions can be reviewed in US or online by NZ Mentor (Tania Anstiss)
- Paperwork - unpack what is required - show list
- Show example of a video review - the positive feedback process focusing on strength-based feedback and next steps to work on

BEYOND ACCREDITATION: ACCREDITED GL DISCUSSION

Discussion:

- What is your ongoing focus as an accredited GL?
- What ongoing support is helpful?
- What is post-accreditation drift and how to prevent this happening?

3.00 - 3.15PM KAI BREAK

3.15 – 4.00PM WRAP UP

- Goals for accreditation
- What support do you need? Do you have access to a peer coach?
- What gems do you want to take from the day
- Evaluations

CORE SKILLS FOR IYP DELIVERY

HOMEWORK CHECK-IN

Key skills

- Allow 30-40 mins.
- Group leader role is to:
 - Validate and acknowledge parents efforts
 - Help the group reflect on the experience of doing the suggested activities
 - Help the parents understand the rationale for the strategy and how it is helpful
- Use collaborative questions to explore key ideas
 - Give an example of when you...
 - How did you child respond/feel?
 - How was that idea useful or valuable for you?
 - What was one takeaway for you that was important?
 - What made it difficult?
- Include spontaneous practices
 - Highlight a challenge the parent is having, normalize and validate
 - Use supportive lead in statements like “lets have a look at that”, “lets give that a go”, “show me what that looked like”, etc.
 - Parent can stay in their seat and practice with person next to them
 - Quick check in how it felt for each
 - Capture learning/gem/goal to try at home
- Capture gems and principles (see below as its own section)

BENEFITS AND BARRIERS BRAINSTORMS

Key skills

- Explain purpose
- Keep it brief (max 5 min)
- Write all ideas
- No judgement
- Don't unpack ideas

CAPTURING GEMS/PRINCIPLES

Key skills

- Know the key principles
- Listen out for relevant sharing from parents which reference important points
- Paraphrase and highlight what the parent said
- Use questions to link to a key idea or principle
- Summarise as a 'gem', preferably using their words
- Write it up with their name
- Don't spend too much time on distinguishing gems and principles, instead focus on the process of highlighting important ideas

Further note: Pulling out gems and principles occurs throughout all parts of the session. Generally, “principles” are the underpinning core ideas of the programme across all session topics such as the fun principle, keep it positive, the modelling principle, etc. “Gems” are usually drawn from something the parent has said or

experienced at home that links to one of these core principles e.g. “Janet’s gem that modelling positivity at home keeps a smile on everyone’s face”. Group leaders can call these gems, taonga, pearls of wisdom, lightbulb moments etc., etc., whichever suits their parents

INTRODUCING VIGNETTES

Key skills

- Know the vignette you are going to play
- Know what key principles underpin the video – why are you showing this one? What do you want them to learn from this video?
- Introduce the vignette briefly
- Play the narration and pause narration strategically to highlight key points or ask a question
- Cue in what you want parents to specifically look for in vignette. E.g. Watch what you think this parent does well
- Play vignette and have a focus question (open ended) ready to draw out discussion and focus on the positive e.g. what is the parent doing well?
- Pause vignette strategically - to highlight skills and feelings or when parents have a response to the vignette - laugh or nod
- Ask deeper questions - what was the value of..., benefit for child, teacher etc.
- Capture gems and highlight key principles (as above). Move on when key points have been discussed
- Being prepared for ‘tricky’ vignettes e.g. with appropriate questions, knowing the underlying ideas, being ready to validate responses

PRACTICES/ROLE PLAYS

Group discussion

Look at CWS “Hot Tips” for role plays and practice checklist - collaborative process checklist 29-36.

Discuss the different types of practices – unplanned/spontaneous, large group/fishbowl, days/triads, show me/lets look at that.

Key skills

- Be clear in your introduction to the practice
 - Have a clear idea in your head of what the role play involves and what you want the parents to learn from the role play
 - Tell the group that you are going to practice what you have been discussing and you would like them to help you
 - Explain the behaviour and age of child
 - On a whiteboard or large sheet of paper write the key ideas to scaffold the parents for success
 - Clearly state the parents role
- Scaffold the parent for success:
 - Provide a ‘script’ of possible words
 - Brainstorm key ideas about the skill you have been discussing in the session
 - Gather possible prompts from the group of what they could say
- Select appropriate parents for the practice (be strategic) rather than asking for volunteers – choose those that are likely to have success and/or benefit most
- Tell the group that you and the co facilitator will coach them (be close to them as a coach)

- Show confidence and be relaxed, trust the process!
- Pause and rewind if things go off track – take responsibility for this
- Sometimes swapping roles and repeating the practice can be helpful
- Use plenty of praise and rewards for participants at end
- Debrief afterwards (keep them in position during this so they stay “in role”) – ask for positive feedback from group and unpack each role
- Aim to capture a gem or principle from the practice at the end e.g. “So what do we take away from this?”
- After a ‘fishbowl’ practice, get everyone involved by dividing them into dyads or triads to try out the skill. Circulate to coach and support

HOMEWORK REVIEW/SESSION WRAP UP

Key skills

- Aim for 10-15 minutes at end
- Use gems/principles captured during session to summarise content
- Invite parents to share what gem particularly resonates with them
- Take turns to read refrigerator note bullet points
- Ask parents to share their goal for the week – write this down
- Finish on a positive note, karakia, whakatauki

RESOURCES THAT COULD BE NEEDED

- Printed accreditation portfolios – [download here](#)
- Printed copies of this guide
- Health and safety plan
- Other printed resources
- Attendance register
- Nametags
- Evaluation/feedback forms
- Certificates of attendance
- Waiata sheets
- Flip charts
- Markers
- Post-it notes
- Posters
- Banners
- Books
- Rewards/incentives
- Projector
- DVD player
- DVDs / USBs of programme material
- Camera to film workshop
- Tripod for camera

LOGISTICS

- Room layout – u-shape chair layout with no tables for attendees
- Ensure there's plenty of space to spread out and form break-out groups if necessary
- Have a few tables for resources, etc.
- If there is no funding for catering, ask attendees to bring their own lunch, maybe supply biscuits and/or fruit at morning tea

EXPECTATIONS OF PEER COACHES

- Ensure all group leaders sign in at the start of the day and are given a fidelity workshop attendance certificate at the end of the day
- Ensure all group leaders complete the workshop evaluation form at the end of the workshop
- Allow for some flexibility in the agenda timings depending on size of group
- If appropriate and identified goals allow, prioritise the most complex competency areas including mediating vignettes, capturing principles and setting up practices, particularly when there is a low skill level in group
- Where possible, mix up skill and confidence levels in small group practice time to ensure learning is maximised
- Ensure you model collaboration and a team approach
- Please feedback to Whāraurau any specific issues or concerns which arise by contacting Shelley Lötter at Whāraurau

