

2023 IYT 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

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 IYT programmes.
- Opportunities to further learn and practise essential IY delivery components, e.g. vignette mediation, use of practices/role plays etc.
- Support GL's - answer questions, build confidence, support with goal setting, help focus on a skill to develop.
- Supporting GLs to work towards and achieve accreditation.
- Supporting GLs beyond accreditation to maintain fidelity of the programme.
- Opportunities for sharing updates from IY 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 - facilitating not teaching.
- Send out the definition of fidelity workshop and purpose of the day, and prior to the day ask what GLs want support with. Also, ask what topics GLs want reviewed. On the day, reiterate purpose of the day and develop a collaborative agenda with GLs.
- Send out to each GL the IY Teacher portfolio – with supporting documents such as “Hot Tips” articles from CWS. (<https://www.incredibleyears.com/training/certification/documents#teacher>)
- PC to refer to IYT portfolio – “Hot Tips”, articles and process checklist, peer self-evaluation, reviews to guide reflecting.
- Model, coach, and practise, practise, practise - lots of buddying and small group learning opportunities.
- Discuss the IY collaborative / therapeutic group processes.

Can split into two groups

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

Discuss and support accreditation for GLs - provide handouts that support working towards accreditation

Such as in IYT portfolio and IY guidelines - working towards accreditation information. (Link to guidelines will be added here when they become available).

- 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.

AGENDA - EXAMPLE

Welcome and opening, karakia, waiata, whakatauki.

Introduction – explain purpose of fidelity workshop.

Ice breaker activity - Buddy buzz, then group share. Introductions, good news stories, gems, goals.

1. Peer and self review (how to)
2. Feedback/homework review
3. Benefits and barriers exercise
4. Key principles
5. Mediating vignettes
6. Role plays / practices
7. Behaviour plans
8. Resources – introduce / orientate
9. Accreditation process
10. Teacher visits / teacher coach / teachers video
11. Tailoring to group's needs (for advanced group leaders)
12. Questions and answers
13. Evaluations
14. Close

WELCOME & INTRODUCTION: 8.30AM-9.15AM

OPENING

INTRODUCTIONS

- Name, where you are from, experience with IYT.
- What are your goals for today? What do you want help with/what you want covered?
- Ice breaker activity.

DEFINE PURPOSE OF FIDELITY WORKSHOP

HOUSEKEEPING (HEALTH AND SAFETY BRIEFING)

- Fire / earthquake drill.
- Toilets, smoking, room temperature.
- We will break take care personal needs, move, have a drink etc.

GROUND RULES

- Discuss how we as GLs set ground rules.
- Scaffold the skills required by facilitators to do this. Remember that this is the first session and it is important to start off positive.

Now develop these for the group and debrief this process.

COLLABORATIVE AGENDA DEVELOPMENT (TAILOR TO GROUP'S NEEDS)

- Develop agenda topics to cover from your group – prioritise what they want help with.

ICE-BREAKER: GROUP ACTIVITY (GEM SHEET RESOURCE)

Some ideas for ice breaker activities, choose one or use one of your own.

Gems

We would like you to share a gem or good news story while delivering an IYT programme or while training. Turn to your buddy. You will have 4 mins for this activity.

Fun way to get to know each other

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.

Optional

"How am I Incredible" – (in IYT portfolio)

*PC show this handout and discuss how teachers can use it. Then, in buddies discuss "How am I Incredible" - use for teachers and children.

"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.

FEEDBACK FROM EVALUATIONS: 9.15AM-9.30AM

FEED BACK THE FEEDBACK

Discuss the purpose of giving teachers feedback from evaluations of the previous workshops.

If need be, do a benefits and barriers exercise on this topic. See example below.

Benefits

- Allows teachers to hear what others have to say and what they think.
- Teachers feel listened to as part of the collaborative process.
- Validates teachers feelings and thoughts.
- Facilitators have a chance to answer concerns.

Barriers

- Time.
- Unsure what to say.
- Difficult when negative.
- Scaffold how to do this.

BRAINSTORM

1. How do you do it?
2. How do you do it if you have negative evaluations?

PRACTISE

Each group will have a set of 10 evaluations (2 with less than neutral/positive comments from a workshop).

In your groups you need to decide how you would feed back their information on these evaluations to a group of teachers.

Please practise both these ways:

1. Individual approach to some teachers - practise in the group.
2. Group feedback to the whole group - practise this in the group.

FEEDBACK FROM CLASS ACTIVITIES: 9.30AM-9.45AM

BRAINSTORM KEY PRINCIPLES

Discuss focus questions to get feedback from class activities since last workshop. Discuss different ways to get feedback. Discuss: How you would do session 1, then later sessions? How long would you spend on this activity?

Practice: Hand out workshop suggested class activities and have the facilitators work in small groups to develop questions for their workshops. In this group decide how you will feed this information back to the larger group.

Key processes

- The review ideally happens in a large group discussion as group learns from each other. Can have some buddy buzzes, small group discussions to encourage everyone to participate but then bring it back to the group.
- Allow 30-45 mins.
- Group leader role is to:
 - Validate and acknowledge teachers' efforts.
 - Help the teacher and group reflect on the experience of doing the suggested activities.
 - Help the teachers understand the rationale for the strategy and how it is helpful.
 - Skills – paraphrasing and then probing by asking “What are the benefits for the students?”, “What did you notice?”

Example of key processes, key principles and strategies (also refer GLs to Carolyn Webster-Stratton's “Hot Tips” article)

- Ask specific, focused open questions to generate discussions.
- Show us – what did you say (spontaneous role play).
- Give an example of when you...
- What was the child class response to.....
- What value did you find in using the strategy...
- What was one strategy that was effective....
- What was effective about the strategies you implemented from the workshop?
- What made it difficult?
- You were asked to read chapter... what was a gem from the chapter, have you any questions or comments?
- Involve other teachers when a teacher is sharing by asking “which strategy has been used here?”

BENEFITS AND BARRIERS: 9.45-10.00

DISCUSS RATIONALE FOR THIS EXERCISE AND BRAINSTORM KEY PRINCIPLES – WHY AND HOW WE DO THIS?

Refer to key principles for this piece and refer to CWS's article about benefits and barriers - “Hot Tips”.

Remind GLs we do not do a benefits and barriers for time out to calm down session.

MORNING TEA: 10.00AM-10.15AM

INTRODUCING VIGNETTES AND CAPTURING PRINCIPLES:

10.15AM – 11.15AM

MEDIATING VIGNETTES: BRAINSTORM KEY PRINCIPLES

What are the important points to remember when mediating vignettes? Refer to “Hot Tips” CWS’s article.

COLLABORATIVE CHECKLIST: REVIEW THE CHECKLIST STEPS ABOUT MEDIATING VIGNETTES

Make a list of key steps

1. Know the vignette you are going to play. Give intro of the vignette.
2. Play the narration.
3. Pause narration strategically.
4. Cue in what you want teachers to specifically look for in vignette. E.g. Watch what you think this teacher does well.
5. Play vignette and Have a focus question (open ended) and pull for positive e.g. what is the teacher doing well?
6. Pause vignette strategically - to highlight skills and feelings or when teachers have a response to the vignette - laugh or nod.
7. Pause to highlight a previous principle or new principle or strategy.
8. Ask deeper questions- what was the value of..., benefit for child, teacher etc.
9. Capture and high light key principles.
10. Move on when key points have been discussed.

Now, having discussed these key steps, have a vignette ready to model step-by-step each of these steps from the front, and then get GLs to have a turn practising.

PRACTISE

Buddy buzz: Each GL identifies one step they do well and one they could strengthen.

Have a go with practising new strategy/skill.

KEY PRINCIPLES

Buddy buzz then group share/brainstorm

What are principles and how do you draw them out? Gems?

Refer to collaborative checklist and CWS tips on capturing key principles.

Some examples to guide discussions

A principle can be anything - it is a key point or concept that we want teachers to identify and understand. When we hear principles, our job as GLs is to verbally highlight it and capture it using the teacher’s name.

The principles need to be written up on a flipchart by co-leader in order to support teacher learning.

Brainstorm a list of questions that can lead discussion to a key principle

- What is the value of that?
- What is the value, benefit for the child, teacher, parent?

Model and then practise how to capture a key principle from discussion

Example: During classroom activity feedback, a teacher states that she cannot believe how a telephone call has changed a parent's attitude towards her and the parent is much easier to connect with.

Paraphrase key principle, "(Teachers name) you have just highlighted the principle that making telephone calls or providing positive statements to parents builds and strengthens relationships".

Buddy practice: With your buddy, practise capturing a key principle that may come from a discussion.

Model and then practise how to capture a key principle from a vignette.

- Discuss GL and co-leader roles - how to work together to capture principles?
- PC show a vignette and model questions that can lead to a key principle.
- PC may say "During this vignette look at the praise strategies the teacher is using".
- Then PC asks "What the value of that?"
- Discuss how particular questions can help focus/capture key principles.

Practise: Get into buddies and practise how to capture key principles.

HOW TO MEDIATE VIGNETTES THAT MAY NEED CAREFUL MEDIATION

Brainstorm: Discuss key ideas how to do this.

Practise: Find a vignette that you can use to support this activity – such as the bean vignettes from Session 3.

Play vignette and ask what would they do first to set up for success? What do you say before showing this vignette to diffuse any reaction?

Brainstorm ideas and then get GLs to practise in small groups.

PRACTICES/ROLE PLAYS: 11.15AM – 12.30PM

DISCUSSION: BRAINSTORM KEY IDEAS

What makes a successful and effective role play?

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

DISCUSSION: BRAINSTORM KEY IDEAS

Unpack/ask what is the rationale for practices? How do you help teachers understand importance of practising?
How do you de-sensitise to role plays?

Key idea: we need lots of practising/rehearsal to help learning process and generalise strategies into practice.

Discuss the different forms role play can take:

- Spontaneous (impromptu)
- Planned fish bowl - must be replicated after the vignette
- Dyads and triads
- “Show me”, “Tell me” what would you actually say while sitting in the group
- Presenting back ideas as a practice

Activity: PC models an easy example of a “Show me”, “Tell me” – spontaneous role play.

Buddy practice: Have a go at this one. Plan for how you could do this in your next session.

STEPS FOR SETTING UP FOR SUCCESS WITH ROLE PLAYS

Think about your own experience with setting up role plays.

1. Break into small groups for 10 minutes and record all your ideas. One group does setting up role-plays and the other group does mediating practices and final group does the debrief.
2. First write down steps.
3. Then come back into the larger group to share all the separate steps.

EXAMPLES OF BRAINSTORM

1. Brainstorm how to set up a successful role play
 - a) Have a clear idea in your head of what the role play involves and what you want the teachers to learn from the role play.
 - b) Tell the group that you are going to practise/role play.
 - c) On a whiteboard or large sheet of paper write the age and genders of the children.
 - d) Clearly state the behaviour of the children.
 - e) Clearly state the teacher’s role and either refer back to the related material or further scaffold the skill.
 - f) Provide a script and or prompts of what they will say.
 - g) Tell the group that you and the co facilitator will coach “I will coach the teacher and... will coach the children and teachers can be asked to help coach”.
 - h) State how long it is going to be.
 - i) Show confidence.
2. Brainstorm how to select the teacher and things to say (develop a script)
 - a) Be confident in selecting teachers for the roles.
 - b) You can ask for volunteers.

- c) You can pre-select and have spoken to the teachers in a break or at the beginning.
- d) Select teachers who would benefit most from the practice.
- e) Use rewards during the first role plays that motivate teachers to want to participate.
- f) Reiterate that they will be coached, offer support, and I will be a voice with you.
- g) Say the group can support - academic and social coaching, descriptive commenting.
- h) Move closer to the teacher.

3. Brainstorm doing the role play

- a) Have a clear signal to start and finish.
- b) Offer suggestions.
- c) Pause and rewind when necessary.
- d) Take responsibility if role play goes off track - "I'm sorry".
- e) Position role play so there is a clear view.
- f) Stay close to the teacher you are supporting.
- g) Praise.
- h) As you finish keep the group on the floor to debrief.

4. Brainstorm debriefing the role play

- a) Acknowledge participation.
- b) Ask the teacher or the child an open-ended question "How did that feel as the child?"
- c) Ask the group to acknowledge the strengths of the teacher and the role play.
- d) Allow focused discussion.
- e) Highlight principles.
- f) Clear ending.
- g) Reward the participants.

5. Brainstorm moving into the dyads or triads for the whole group to practise the skill displayed in the fish bowl

- a) Place the toys or activities out the front.
- b) Tell group they are going to now practise in dyads/triads.
- c) Have a strategy for numbering off.
- d) When in small groups get one person to select a toy/activity.
- e) Assign the roles and any further scaffolding.
- f) Tell them the time they will have to practise and that the other person will have a turn.
- g) Complete role play - STOP and ask child to give teacher feedback.
- h) Change roles - STOP and ask child to give teacher feedback.
- i) Have teachers feed back their experience to the larger group using questions like "What was the value for the child/parent?", "What is the value/rationale of doing that?"

Also, refer to role play guidelines article, and collaborative checklist.

Practices: Break into groups of 4-5 people. Set up with a practice script, and roles of GL, co-leader and the rest in their roles as teachers.

Facilitate the practising into steps 1-4 and in small groups have a go at each step.

Tailor to each group level and provide scaffolding and support as peer coach.

Each group to give positive feedback to GL who has practised. Rotate roles and get as many practising in GL role as time allows.

LUNCH TIME: 12.30PM-1.15PM

IY / BEHAVIOUR PLAN: 1.15PM – 2.15PM

BRAINSTORM

Discuss key principles / hot tips for behaviour plans.

What is the rationale for designing an individual behaviour plan for an identified student?

See CWS's handouts for effectively using behaviour plans.

(https://wharaurau.org.nz/sites/default/files/pdf/parent_teacher/IYT%20Tips-for-Effectively-Using-Behavior-Plans-rev-3.31.23.pdf)

ACTIVITY FOR NEW GLs - HOW TO SET UP FOR SUCCESS DAY 1 - BEHAVIOUR PLANNING

Discuss that there are times in the IYT programme where as a facilitator you get to model an example and show this step by step. For example in session 1 we recommend you model how to do the behaviour plan from the front.

PC models this for new GL - then get GLs to practise.

ACTIVITY FOR ALL GLs - SETTING UP FOR SUCCESS

We want to break you into groups to discuss key aspects of the behaviour plan section of the workshop.

List of questions to discuss - 10mins:

- How do you ensure that teachers know what to write on the behaviour plan?
- How do you ensure they have completed it before they leave?
- How can teachers be supported when they are unsure of what to write on their plan?
- How long should you leave for the behaviour plan?
- What value/emphasis do you place on this part of the programme? How do you weave this behaviour planning focus throughout the day and not just leave it to the end of the day?

Practise: In small groups have a go at practicing these skills when facilitating behaviour plans.

Come back as a whole group and get each group to feedback positive highlights from their group.

ACCREDITATION: 2.15PM–3.00PM

DISCUSS BENEFITS OF ACCREDITATION

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

Refer to IY teacher portfolio accreditation information -

<https://www.incredibleyears.com/training/certification/documents#teacher>

Orientate to “Hot tips for working towards accreditation”.

Specific information to orientate to:

- Working towards accreditation - see handouts.
- 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 - refer to article explaining what you need to show.
- 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.

GOAL SETTING: WRITE A PLAN OF NEXT STEPS

Work in buddy groups to start with next steps.

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?

GOAL SETTING AND REFLECTIONS: 3.00PM- 3.30PM

Bright ideas from this day – your take-away and next steps.

Write down your next steps/takeaway - share back with the group.

EVALUATIONS

CLOSE: 3.30PM

RESOURCES THAT COULD BE NEEDED

- Printed accreditation portfolios - <https://www.incredibleyears.com/training/certification/documents#teacher>
- 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.

