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Secure Base Model Scorecard
Leader´s version

Education and Culture DG
Lifelong Learning Programme

NAME AND ADDRESS OF INSTITUTION:

INSTITUTION´S LEADER:

NAME OF INSTRUCTOR: **START DATE:**

_____

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A TOOL FOR ASSESSING YOUR ORGANIZATION BEFORE AND AFTER THE FAIR START TRAINING PROGRAM

THIS SCORECARD GIVES YOU AN IDEA ABOUT:

 HOW READY YOUR ORGANIZATION IS FOR EDUCATIONAL DEVELOPMENT

THE SCORECARD:

- IDENTIFIES *WHAT YOU CAN DO* TO SUPPORT EFFICIENT DEVELOPMENT AND LEARNING

- HELPS *YOU IDENTIFY MAJOR GOALS* FOR YOUR LEADERSHIP

- GIVES IDEAS AND SUGGESTIONS *FOR WHAT STYLE IN LEADERSHIP WILL SUPPORT THE TRAINING* PROGRAM EFFICIENTLY

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The SBM scorecard: Assessing your institution

The Purpose of this Scorecard

The purpose of this scorecard is to assist you as a leader in producing an overall idea about the institution you manage. From this you can plan how to improve good spirit and dialogue with your staff. Why is this important?

Research shows that if you have good relations and plan childcare in discussions with staff, they become more competent and more motivated to work, they learn to take good decisions about childcare, and the children thrive better.

Your results from the scorecard can help you identify work points for improvement: How can you qualify the way you and your staff cooperate every day? What should you focus on with your staff in order to develop professional theory and practices?

While the FAIRstart training is running you can focus on the work points you have identified as being important in the Scorecard.

When the training has been completed, please score the card again to see what has changed in your evaluations.

Resources and areas of development in your institution

From the following questions you can make a scorecard for your institution concerning:

A: The cooperation among staff members and

B: The cooperation between staffs and leader and

C: Your institution's cooperation with the local community.

This will give you a general idea about the quality of work and resources you have and you can also use it for planning what to emphasize concerning the sessions of the FAIRstart training program. The themes you estimate in the scorecard are also themes that are items in the training sessions.

The FAIRstart instructor will fill in a similar scorecard concerning the quality of staff's caregiver practices.

When you have done this, please discuss with your SBM instructor what improvements you can focus on together while working with the sessions. As a leader, your area of responsibility is to set up a practical framework for training and practical work between sessions and to promote cooperation between staffs and staffs/instructor. The instructor will be responsible for conducting the training sessions, preparing the sessions and supporting the development of new practices between sessions. In session 13 you and the instructor will use the scorecards you make now to assess with staffs: what has improved in your institution's competences during the training and your practice development?

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The leader´s scorecard

When you make your choices, don't try to give the "correct" answers. Think about the answer, or go out and observe what happens as you score.

Give each statement a score from 0 – 6.

0 means   *"Never", "None"*

1 means   *"Very rarely", "Very few"*

2 means   *"Rarely", "Few"*

3 means   *"Sometimes", "Most people", "Maybe"*

4 means   *"Most of the time", "The majority", "Probably"*

6 means   *"Always", "All", "Absolutely yes"*

X means   *"I don't have that information"*

Organizational basis for development

1. I get support and interest from my own leaders in the organization. I can count on their support and interest in my efforts to qualify my staff.

   Score: _____ points

2. My staff has trust in me and they usually cooperate positively with me.

   Score: _____ points

3. The personal relations between staff members are good. People talk openly and kindly to each other, and they are helpful towards each other.

   Score: _____ points

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4. The general relations between staff and children are good. Staff talks kindly to the children, know each of them well and are aware of their needs.

    Score: _____ points

5. Divide the number of staff *involved in daily direct caregiving and contact* (not administration, practical staff, etc.) with the number of children.
    If you only have children part of the day, for instance 8 hours, you should multiply the result with 3.

    Example I:
    We have 25 staff members around the year, looking after 50 children. 25/50 = <u>0,5 ratio</u>.

    Example II:
    In our daycare we have 4 staff members looking after 24 children from 6 in the morning to 6 in the evening: 4/24 = 0,17.
    Multiplied by two because we change staff two times a day during waking hours:
    0,17 * 2 = <u>0,34 ratio</u>

    Example III:
    in our kindergarten we have 4 staff members looking after 24 children from 7 in the morning to 15 in the afternoon: 4/ 24 = 0,17.
    Multiplied by three because we only have them 1/ 3 of the day = <u>0,51 ratio</u>.

If the ratio is 0,5 or more (0,6 – 0,7 – 0,8 etc.):	score 6 points
If the ratio is between 0,5 and 0,25:	score 4 points
If the ratio is less than 0,25 (such as 0,20 – 0,15):	score 1 point

    Score: _____ points

6. I intend to stay as a leader here for the next two years.

    Score: _____ points

7. My staff members do not often leave the institution to seek other jobs, and new staff members come at a reasonable pace. It is a workplace with a good reputation.

    Score: _____ points

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8. My staff is interested in their work. They often discuss with me and each other how they work and try to improve it. They are motivated for learning new methods.

    Score: _____ points

9. I have the resources to provide time in work schedules for staff education (13 sessions – each session is 2 hours). I have the resources to support staffs efforts while the education program is running.

    Score: _____ points

10. I have a working climate in my institution which allows us to discuss and adjust work plans and schedules when necessary. Or: I have enough influence to decide this if necessary.

    Score: _____ points

11. There is frequent and positive contact between my institution and the local environment. People from outside come in the institution, and staffs and children are appreciated by locals and often go outside the institution.

    Score: _____ points

12. Educational experience in staff relevant for professional care:

Most staffs received more than 2 years of education:	score 6 points
0-2 years of education:	score 4 points
Well educated, but not in this field:	score 3 points
No education since they left school:	score 0 points

    Score: _____ points

When you have scored all questions, simply add the numbers for each question and divide by the number of questions asked.

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Total score - please sum up the number of points for each question:

 1:   _____ points

 2:   _____ points

 3:   _____ points

 4:   _____ points

 5:   _____ points

 6:   _____ points

 7:   _____ points

 8:   _____ points

 9:   _____ points

10:   _____ points

11:   _____ points

12:   _____ points

Total score: _____ points

Then divide the sum by 12 :

Average score: _____ points

If there is one question you did not score, divide the sum by 11. If there are two questions you did not score, divide by 10, etc. etc.

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Assessment of your scorecard results

If the average score is 5 or higher:

You have a very good basis for starting the FAIRstart program, and you will probably be able to fulfill the program and add new professional practices to your work. People are motivated for learning, you have good social relations in staff and between you and staff, and you can provide the practicalities for sessions.

Your support to staff and instructor should be to provide them with what they need and have many dialogues about how the FAIRstart training is going. You should let them work independently and define overall roles, tasks and time limits. You can delegate responsibility for parts of the education to key persons in staff.

The program will add further to the professional standards in your institution.

If the total score is between 3 and 4,9 :

You have a suitable basis for starting the program. However, you should identify the issues that need attention, and work to improve them with your staff and the instructor before starting and while you work with the program.

You should pay special attention to supporting the instructor's work. You should make checkpoints during work with the program, especially concerning the performance of practical tasks between sessions in the program. You should give feedback concerning role and task performance to make sure that everybody knows what is expected from them.

You should do this especially in the first period until staff has found an educational and practical routine for sessions and practical tasks.

The program will provide an opportunity to exercise the professional attitude and practices in your institution.

If the total score is between 0 – 2,9 :

You face a difficult task and you and the instructor must be very determined to improve the organization through the program.

We recommend that you present the result for leaders above you and discuss the framework for your institution (if you think they are willing to listen). Set longer time limits for implementing the program.

Your style of leadership should be to be very supportive, clear and practical about what you want staff to do, who is responsible for what, and for setting clear time limits. Be patient and insisting on long term development.

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You should be present at the first sessions to support the instructor, and follow up the practical work between sessions. You should allow staffs to learn theory by heart and make sure the instructor uses the checkpoint questions for having understood theory. You and the instructor may choose to repeat or split up some sessions or practical tasks in order to make sure that people understand theory or perform well enough in practical tasks. You should give a lot of positive feedback whenever staffs succeed in what they are doing, and you should be very clear about what you expect from them.

Using the program will create a basic professional attitude in your institution and lift the self-esteem and the professional pride of staffs. It will produce a clear improvement in the development of children in your care.

Involve your staff gradually in the development process

No matter the nature of your scorecard results, we recommend that you present and discuss them in depth with your staff in order to start a process of involvement. Why is this?

Research shows that the most efficient caregiving institutions are those with a high degree of staff involvement and commitment to work. People who do not just obey orders mechanically, but actually have a personal understanding of their work, and who feel that they do important work - are also the best caregivers.

The leader's way of creating such staff members is simple: *the leader takes an interest in staff development, speaks openly and matter-of-fact about problems, listens with interest, and supports the building of personal and professional relations between leader and staff, and among staff members.*

If you are lucky enough to have an office, be alone in it as little as possible! Use it either for development discussions with staff or simply leave it and walk around and take an interest in discussing "how is your work going?" The sum of research in organizational development is simple: If you take good care of your staff and have positive social relations with them about their work, they will take good care of the children – positive care goes from top to bottom in the organization.

You may be used to focus on practical issues, such as administering expenses and budgets, logistics such as where to buy diapers or milk powder, how to distribute manpower over the week, etc. These functions are of course vital for your institution. However, you should decide how much time you spend and will spend on development dialogues with your staff. The more time you spend on dialogue, the more you will discover that a new behavior from you will produce more responsibility in your staff, and that you can delegate many administrative tasks to staff members.

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Identifying the leader´s support to staff development and education

How to use the SBM scorecard results for planning:

Define three goals and their success criteria

Please think about your scores and make a list of 3 improvement issues (perhaps the three lowest score questions), and write a plan for how you can work with them. *It is important that you yourself identify what are the three most important obstacles for a more professional organization, and how you will know if you have reached the goals*. Remember, the scorecard is only a framework for your planning –it is nothing without your work.

Before you make your choice of the three most important goals, you should also take into consideration *not to pick items which are too difficult to change, but go for those where a change (even a small one) is in fact possible*. It may be demoralizing for yourself and the staff if you choose goals which are too hard to reach within a year or two, and it is important for all to experience success in your first steps of development.

When you have defined the goals, please write for each goal how you will be able to observe in the end if the goal has been completed or not.

While working, you can also contact the transFAIR Project Group via e-mail for suggestions with a short description of your institution, your three major goals and the problem you want support for.

1. My thoughts and reflections after filling in the scorecard were as follows:

   _____
   _____
   _____
   _____
   _____
   _____

   For this reason, my first goal will be:

   _____
   _____
   _____
   _____
   _____
   _____

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I will know that I resolved this problem or changed circumstances when I observe this being practiced/ happen:

_____
_____
_____
_____
_____
_____

Key persons who can help me in doing this or support my efforts will be:

_____
_____
_____
_____
_____
_____

2. My thoughts and reflections after filling in the scorecard were as follows:

_____
_____
_____
_____
_____
_____

For this reason, my second goal will be:

_____
_____
_____
_____
_____
_____

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I will know that I resolved this problem or changed circumstances when I observe this being practiced/ happen:

_____
_____
_____
_____
_____
_____

Key persons who can help me in doing this or support my efforts will be:

_____
_____
_____
_____
_____
_____

3. My thoughts and reflections after filling in the scorecard were as follows:

_____
_____
_____
_____
_____
_____

For this reason, my third goal will be:

_____
_____
_____
_____
_____
_____

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I will know that I resolved this problem or changed circumstances when I observe this being practiced/ happen:

_____
_____
_____
_____
_____
_____

Key persons who can help me in doing this or support my efforts will be:

_____
_____
_____
_____
_____
_____