

# HIGH FIVE<sup>®</sup> Trainer Candidate Information Package

## Introduction



Dear Potential HIGH FIVE<sup>®</sup> Trainer,

BCRPA is pleased that you have an interest in becoming a HIGH FIVE<sup>®</sup> trainer.

HIGH FIVE<sup>®</sup> is Canada's only comprehensive quality standard for organizations providing sport and recreation programs for children aged 6 to 12. The success of each session is essential to meeting the objective of enhancing quality in sport and recreation programs for children.

To achieve success with HIGH FIVE<sup>®</sup>, there needs to be a commitment to the principles and spirit of the standard throughout an organization. Please review this package, discuss and share it with others at all levels of your organization, and feel free to contact HIGH FIVE<sup>®</sup> with any questions that arise.

Be aware that **the appendices at the end of this resource provide detail and definitions.** This resource is divided into four sections, one section for each of four common questions that trainer candidates frequently have:

### SECTION 1

What is HIGH FIVE<sup>®</sup>? What are the basic principles and guidelines that I need to be committed to in order to become a trainer with HIGH FIVE<sup>®</sup>?

### SECTION 2

What will I be teaching as a trainer with HIGH FIVE<sup>®</sup>?

### SECTION 3

How do I become a certified trainer, and what will I need to do to maintain my certification?

### SECTION 4

If I've decided I want to become a trainer, what do I do NOW?

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# SECTION 1

**What is HIGH FIVE<sup>®</sup>?**

**What are the basic principles that I will have to be committed to in order to become a trainer with HIGH FIVE<sup>®</sup>?**

### The Issue is Quality for Children

Through sustained involvement in quality sport and recreation activities, all children aged 6 to 12 years are experiencing healthy development: this is the vision of HIGH FIVE<sup>®</sup>.

Across BC, many children are participating in sport and recreation activities of all kinds everyday. These programs include everything from camps to sport leagues, aquatics to arts. While children participate in these programs or activities, they are learning about everything from self-expression to cooperation to a healthy view of competition. These lessons help shape children's self-esteem, sense of self-worth and belonging, and form the foundation for them to develop into strong, contributing members of society. These are meaningful life lessons and they are not easy to impart. The HIGH FIVE<sup>®</sup> standard provides an answer to that teaching challenge.

HIGH FIVE<sup>®</sup> will achieve its objectives and will meet the highest standards of excellence with the guidance and support of individuals who share the same commitment to children. We are inviting people to be part of this important initiative that will influence children across BC.

HIGH FIVE<sup>®</sup> was first conceived in 1994 by Parks and Recreation Ontario (PRO), a not-for-profit organization representing the sector in Ontario. With the input of volunteers and expert practitioners representing a broad spectrum of different service organizations, PRO developed the necessary tools and resources for setting new and consistent standards of quality for programs across the province. PRO believed that healthy child development should be recognized as the constant and needed to be a priority in any program where children were the focus.

Recreation and sport practitioners agree that children come first in these programs. HIGH FIVE<sup>®</sup> has been designed to promote their safety, well being and healthy development.

Parents have a right to demand the best for their children – HIGH FIVE<sup>®</sup> is an answer to that demand for quality.

HIGH FIVE<sup>®</sup> has now become a national standard and we would like to invite you to be a part of this important standard.

## 1.2 Mission Statement

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### **Assisting Children along the Path of Healthy Development**

HIGH FIVE<sup>®</sup> is a quality assurance framework committed to assisting children along the path of healthy child development by:

- Ensuring that recreation and sport practitioners develop a high level of knowledge and expertise in child development;
- Helping parents make informed choices;
- Providing practitioners with the tools for enhancing and maintaining a high level of program quality.



## 1.3 Desired Outcomes for Children in Sport and Recreation

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When children participate in recreational play, they develop physically, emotionally, socially and cognitively. What they learn at play provides a strong foundation that will help prepare them for future life experiences. All sport and recreation programs have a responsibility to provide activities and environments where children feel safe, welcome, competent, connected, empowered and special. To that end, children's sport and recreation programs must strive for excellence by taking into consideration the following broad objectives:

1. **To enable** children to develop as considerate, cooperative and caring individuals who show concern and respect for themselves, others and their communities.
2. **To help** children, when they are ready, to become competent in the areas that interest them most, by providing high quality leadership, hands-on and self directed learning and a healthy view of competition.
3. **To enable** children to be expressive and creative by encouraging them to use their imagination, to explore and to experiment.
4. **To provide** positive role models as well as opportunities for children to be leaders and role models for others.
5. **To provide** child-centered individual and group activities that are fun and enjoyable.
6. **To help** children achieve success in order to build their self-esteem and confidence, taking into account that they must be ready before they are challenged.
7. **To provide** children with the opportunity to develop relationships with non-parental adults and peers in a safe environment.
8. **To help** children learn and experience ideas and concepts such as responsibility, decision making, independence, problem solving, team building and self-management.
9. **To help** children learn how to use leisure time positively and develop a lifelong commitment to physical activity and healthy living.
10. **To provide** children with hands-on experience with nature so that they may understand and appreciate the natural world.
11. **To enrich** children's lives and help them develop new interests and skills by exposing them to a wide variety of diverse and stimulating experiences.
12. **To enable** children to feel a sense of emotional well-being, belonging and security.

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## 1.4 HIGH FIVE<sup>®</sup> Framework

The HIGH FIVE<sup>®</sup> Framework identifies four areas of organizational effectiveness – defined as modules – that are essential to the delivery of quality programs for children. Within each module, HIGH FIVE<sup>®</sup> provides a support system of specialized training, innovative tools and resources, and individualized coaching to help registered organizations move toward the goal of quality assurance and accreditation. The chart below details the Accreditation Framework.

### *Training and Development:*

Ensures that leaders in recreation and sport develop expertise in child development.

### *Program Assessments:*

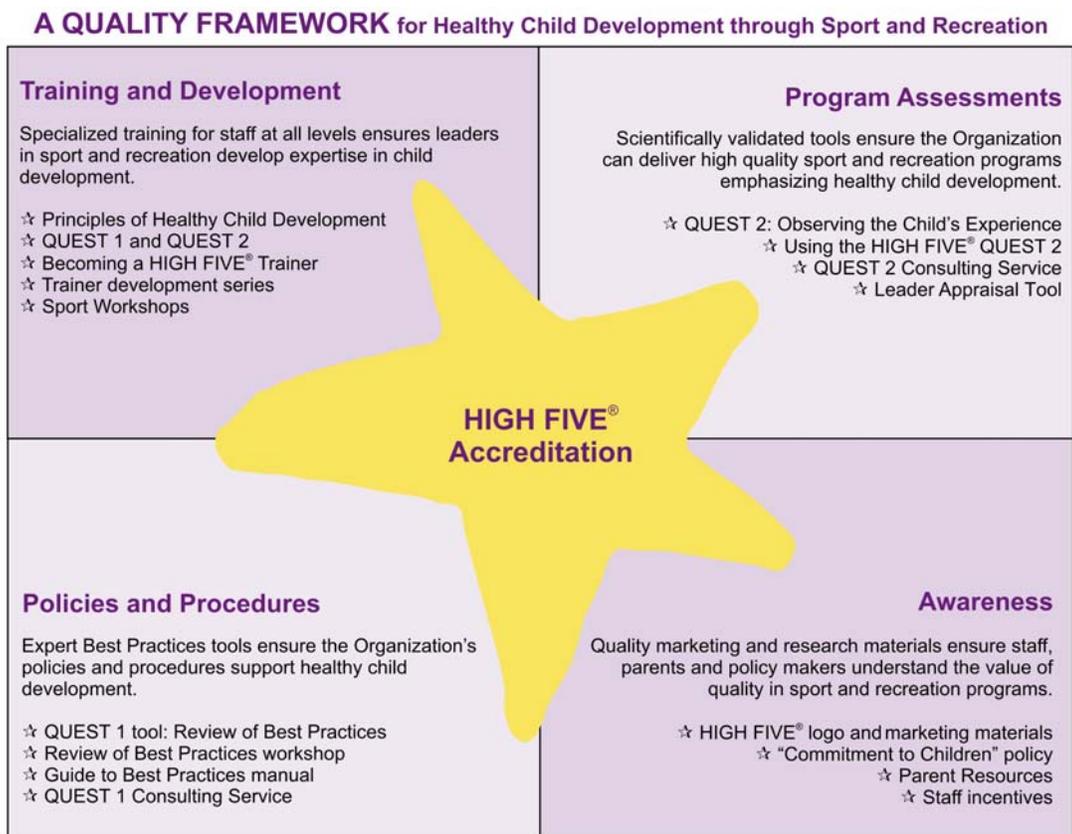
Ensures the organization provides high quality recreation and sport programs from a healthy child development perspective.

### *Policies and Procedures:*

Ensures the organization's policies and procedures support healthy child development.

### *Internal and External Awareness of HIGH FIVE<sup>®</sup>:*

Ensures the organization promotes its commitment to healthy child development and the value of quality recreation and sport programs, both internally – within the organization, and externally– within the community.



## 1.5 HIGH FIVE<sup>®</sup> Modules

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The HIGH FIVE<sup>®</sup> Framework consists of 4 Modules: Training and Development, Program Assessment, Policies and Procedures, and Awareness.

### 1. Training and Development

HIGH FIVE<sup>®</sup> offers a range of opportunities across the province. The primary sessions are listed below.

#### **Principles of Healthy Child Development (PHCD)**

Designed for people who give direct leadership to children across a broad spectrum of programs, this one-day, hands-on session focuses on principles of healthy child development and how to use those principles in the planning of a quality program. The session participants receive a copy of *Kids at Play – A Handbook for Sport and Recreation Leaders and the YMCA Discovery Handbook*.

#### **Using the HIGH FIVE QUEST (QUEST 2)**

Designed for senior managers, volunteers or board members, this one-day session provides information on healthy child development, how to properly use the HIGH FIVE<sup>®</sup> Quality Experience Scanning Tools, and how to apply results.

#### **Becoming a HIGH FIVE<sup>®</sup> Trainer**

This advanced 2.5 days session is designed as a *Train the Trainer* event for people who aspire to become HIGH FIVE<sup>®</sup> Trainers.

### 2. Program Assessment

The HIGH FIVE<sup>®</sup> QUEST (Quality Experience Scanning Tools) are designed to be used as part of a comprehensive approach that enables service providers to achieve continuous improvement over time. The QUEST tools are well-balanced tools for assessing and improving the quality of children's developmental experiences in recreation and sport.

#### **QUEST 2: Observing the Child's Experience**

This tool is designed to help the practitioner observe and assess the quality of a program from the perspective of healthy child development. Review questions focus on those elements that have the greatest impact on children including how they are treated, and how they interact with others.

## 1.5 HIGH FIVE<sup>®</sup> Modules

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### 3. Policies and Procedures

The HIGH FIVE<sup>®</sup> QUEST (Quality Experience Scanning Tools) are designed to be used as part of a comprehensive approach that enables service providers to achieve continuous improvement over time. The QUEST tools are well-balanced tools for assessing and improving the quality of children's developmental experiences in recreation and sport.

#### **QUEST 1: Reviewing Best Practices**

A flexible tool designed to be a self-administered review of your organization as a whole to determine the extent to which your organization has policies and procedures in place that support quality activities for children. Review categories include: safety, staff/volunteer qualifications, crisis management, and other related topics.

#### **Guide to Best Practices Resource**

This reference kit contains ready-to-use guidelines to help practitioner's design, write, and implement new and enhanced policies and procedures.

#### **Best Practices Tool Kit**

A comprehensive kit containing the Guide to Best Practices, QUEST 1, Reviewing Best Practices and QUEST 1 Summary Score Sheet designed to guide organizations in assessing, creating and implementing policies and procedures that support healthy child development in recreation and sport.

### 4. Awareness

HIGH FIVE<sup>®</sup> educates parents, practitioners, and the general public about the important role sport and recreation programs can play in healthy child development, and the need for a consistent standard of quality in these programs. HIGH FIVE<sup>®</sup> develops relationships with other organizations that share our commitment to assisting children along the path of healthy child development.

#### **Reviewing Programs Together**

A two part tool designed to help you assess the quality of your child's program.

#### **Sport Action Pack: A Toolkit for Quality in Community Sport**

In the true spirit of sport, this resource uses a team approach to help administrators, parents, coaches, and the kids themselves work together to ensure a safe, fun, and rewarding sports experience.

#### **Coach Reflections**

This interactive workbook is designed to help coaches at any level develop happy, skilled and confident athletes. It includes 10 Reflection Exercises that help identify your coaching strengths and goals, a practice planner, goal setting charts for athletes, Certificates of Achievement and lots of inspirational messages. Coach Reflections helps keep coaches winning in perspective, motivate athletes and communicate effectively with parents and athletes.

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## 1.6 HIGH FIVE<sup>®</sup> Accreditation Process



HIGH FIVE<sup>®</sup> accreditation establishes the benchmark for excellence in children’s sport and recreation programming. To reach Accreditation, a Registered Organization must complete all 5 levels in each of the four modules of the quality framework.

### HIGH FIVE<sup>®</sup> Accreditation Process

Quality Framework MODULE	Training and Development	Program Assessments	Policies and Procedures	Awareness (Internal/External)
<b>Achieve!</b> Level 5 Quality Assurance	<b>Accreditation</b> Recognition for your continuous delivery of quality programs for children.			
<b>Improve!</b> Level 4 Quality Accountability and Preparation for Verification	Train 85% of staff in PHCD*.	Achieve 70% in QUEST 2 in: <ul style="list-style-type: none"> <li>• 25% of general interest/camp programs and</li> <li>• 10% of aquatic programs.**</li> </ul>	Achieve 70% on QUEST 1.	Promote involvement in HIGH FIVE <sup>®</sup> to the community.
<b>Measure!</b> Level 3 Quality Improvement	Train 60% of staff in PHCD*.	Conduct QUEST 2 assessments on 5% of all programs.	Complete QUEST 1 and enter results into database.	Display HIGH FIVE <sup>®</sup> literature and signage in facilities.
<b>Learn!</b> Level 2 Quality Awareness	Train 30% of staff in PHCD*.	Train and certify staff in QUEST 2.	Attend QUEST 1 Workshop.	Promote HIGH FIVE <sup>®</sup> to staff and volunteers.
Participate in the Implementation Planning Workshop.				
<b>Join Us!</b> Level 1 - Become a Registered HIGH FIVE <sup>®</sup> Organization				

\* PHCD = Principles of Health Child Development    \*\* in accordance with Aquatic Specific Criteria



# SECTION 2

## **What will I be teaching as a trainer with HIGH FIVE<sup>®</sup>?**

# HIGH FIVE<sup>®</sup> Trainer Candidate Information Package

## 2.1 HIGH FIVE<sup>®</sup> Foundation Sessions



At the *Becoming a HIGH FIVE<sup>®</sup> Trainer* session, trainer candidates learn to deliver two sessions as listed below.

<b>STREAM 1</b>		<b>TARGET AUDIENCE: Front Line Staff</b>
<b>Session 100</b> <i>Principles of Healthy Child Development (PHCD)</i>	<p style="text-align: center;"><b>Learner Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand HIGH FIVE<sup>®</sup> and the principles of healthy child development.</li> <li>• Design an activity plan that enhances the development and success of children.</li> <li>• Practice tips and skills that can be applied to build healthy relationships in all areas of programming for children.</li> <li>• Recognize choices that can impact environments and spaces that foster healthy child development and self-esteem.</li> <li>• Acknowledge the crucial role of front line leaders on the healthy development of children.</li> </ul>	
<b>Prerequisite</b> None		
<b>Requirements</b> 7.5 hours in-class		
<b>Learner Materials</b> Kids at Play Booklet YMCA Discovery Booklet Handouts		
<b>STREAM 2</b>		<b>TARGET AUDIENCE: Supervisors</b>
<b>Session 200</b> <i>Using the HIGH FIVE QUEST</i>	<p style="text-align: center;"><b>Learner Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand HIGH FIVE<sup>®</sup> and the principles of healthy child development.</li> <li>• Gain qualifications in the use of three quality measurement tools for observing programs and reviewing policies and procedures.</li> <li>• Practice observation of programs and policy review from the perspective of healthy child development.</li> <li>• Acknowledge the crucial role of supervisors in setting the tone for healthy child development in an organization.</li> </ul>	
<b>Prerequisite</b> PHCD		
<b>Requirements</b> 8 hours in-class One QUEST 2 assessment		
<b>Learner Materials</b> QUEST Toolkit Supervisor Handbook Case Study Booklet		



# SECTION 3

**How do I become a certified trainer, and what will I need to do to maintain my certification?**

# HIGH FIVE<sup>®</sup> Trainer Candidate Information Package

## 3.1 HIGH FIVE<sup>®</sup> Trainer Development: An Overview

JOIN

LEARN

MEASURE

IMPROVE

### PRE REQUISITES...

Complete the *Principles of Healthy Child Development* and the *Using the HIGH FIVE<sup>®</sup> QUEST* sessions

Submit an application to demonstrate mandatory pre requisites

Complete all requirements of the *Becoming a HIGH FIVE<sup>®</sup> Trainer* course

### CERTIFICATION *Within one year...*

Communicate your stream to HIGH FIVE<sup>®</sup>

Stream 1

Stream 2

Co-facilitate with a certified HIGH FIVE<sup>®</sup> Trainer who observes your *Principles of Healthy Child Development (PHCD)* session

Co-facilitate with a certified HIGH FIVE<sup>®</sup> Trainer who observes your *Using the HIGH FIVE<sup>®</sup> QUEST* session

Complete a *QUEST 2* observation and submit scores online

Remit your Trainer Certification Fee for upcoming two year period

### RE-CERTIFICATION *Every two years...*

Stream 1

Stream 2

Deliver two PHCD sessions OR observe one new HIGH FIVE<sup>®</sup> Trainer delivering their first session

Deliver one QUEST session OR observe one new HIGH FIVE<sup>®</sup> Trainer delivering their first session

Ensure prompt and complete administration of training sessions

Complete a *QUEST 2* observation and submit scores online

Remit your Trainer Certification Fee with a Certification Summary Form

# SECTION 4

**If I've decided I want to become a trainer, what do I do NOW?**

# HIGH FIVE<sup>®</sup> Trainer Candidate Information Package

## 4.1 Application Steps

### Review all aspects of this package carefully

You need to feel comfortable with all steps and stages of being a HIGH FIVE<sup>®</sup> trainer. If you work with a supervisor, that person will also need to be aware of the time commitment involved. Times listed below are approximate.

Application Preparation:	2 hours
Preparation tasks for the Becoming a HIGH FIVE <sup>®</sup> Trainer Session:	5 hours
Becoming a HIGH FIVE <sup>®</sup> Trainer session and session homework:	25 hours
Preparing for your first sessions (100/200):	6 hours for each new session
Preparing for sessions (100/200) each time you conduct them:	3 hours
Delivery of sessions	Dependent on session & frequency
Follow up and administration after sessions (100/200) are complete:	1 hour
Meeting Re certification requirements	1-2 days per year

### Complete HIGH FIVE<sup>®</sup> pre-requisite training sessions.

If you have not already done so, you will need to complete the following one-day training sessions:

- *The Principles of Healthy Child Development (Session 100)*
- *Using the HIGH FIVE<sup>®</sup> QUEST (Session 200)*

For more information about these training sessions visit our website at [www.bcrpa.bc.ca](http://www.bcrpa.bc.ca)

### Apply to become a trainer candidate

1. Complete the application package (keep in mind the criteria for trainer selection – see below).
2. Submit the completed application package and the two letters of reference to HIGH FIVE<sup>®</sup>.

Your application will be reviewed on the basis of regional training needs and on how well you meet the following criteria:

- Philosophical belief in the overall standard, mission and principles, as well as a demonstrated commitment to children.
- Demonstrated experience in delivering training to one of HIGH FIVE<sup>®</sup>'s target audiences.
- A post-secondary diploma or degree.
- Knowledge of, and experience in, children's recreation and sport.
- Experience in supervision of children's programs.
- Excellent communication skills, creativity and interpersonal skills.
- Knowledge of child development.

Application deadlines are set six weeks before training dates to allow time for application review, selection and pre session preparation. Apply as early as possible!

## 4.2 Common Questions

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### WHO DO I CONTACT?

HIGH FIVE<sup>®</sup> BC  
(t)604-629-0965 ext229  
(f)604-629-0965  
parksandrec@bcrpa.bc.ca

### WHAT IS THE COST?

The cost of the 20-hour training session depends on two factors:

- The status of the organization sponsoring the trainer candidate.
- The level of support in the community for the trainer candidate: in other words, trainer candidates have been successful in soliciting contribution toward fees by local funders, service clubs, and other associations.

At full cost, with no registered organization benefits or funding, the session price is \$729 +GST. Call HIGH FIVE<sup>®</sup> BC to find out about opportunities to access the training at a lower cost.

### WHAT ARE THE PREREQUISITE WORKSHOPS?

Please see list of upcoming workshops for dates and locations. Lengths of Training Credits are as follows:

*Principles of Healthy Child Development (7.5hrs)*

*Using the HIGH FIVE QUEST (7.5hrs)*

### WHAT ARE THE UPCOMING TRAINING DATES & LOCATIONS?

Check out [www.bcrpa.bc.ca](http://www.bcrpa.bc.ca) for upcoming training dates and locations on the HIGH FIVE<sup>®</sup> Training page.

### HOW LONG IS THE WORKSHOP?

*Becoming a HIGH FIVE<sup>®</sup> Trainer* 2.5 days

### WHAT ARE THE TERMS AND CONDITIONS?

The Trainer is invoiced for the training session upon session completion. Interest is due on outstanding amounts over a 30 day period.

# HIGH FIVE<sup>®</sup> Trainer Candidate Information Package

## Appendices

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<b>Appendix A: Our Commitment to Children</b>
<b>Appendix B: Principles of Healthy Child Development</b>
<b>Appendix C: Using the HIGH FIVE<sup>®</sup> QUEST</b>
<b>Appendix D: Becoming a HIGH FIVE<sup>®</sup> Trainer</b>

# HIGH FIVE<sup>®</sup> Trainer Candidate Information Package

## Appendix A – Our Commitment to Children

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### Our Commitment to Children

The HIGH FIVE<sup>®</sup> standard is committed to supporting the healthy development of children in recreation and sport. Each stakeholder in the system has a role to play in fulfilling this commitment. Every organization and individual who signs an agreement with HIGH FIVE<sup>®</sup> National endorses and is committed to implementing the Commitment to Children Policy.

#### **Environments for children must be:**

- ☆ Secure, safe and stable
- ☆ Caring
- ☆ Stimulating
- ☆ Accessible
- ☆ Challenging
- ☆ Considerate of personal space needs and special needs
- ☆ Equipped with age, size and ability-appropriate equipment, furniture and materials
- ☆ Welcoming of diverse races, cultures and abilities.

#### **Activities for children must:**

- ☆ Allow for a combination of self-directed and leader-directed activities
- ☆ Provide children with opportunities for input, involvement and choice
- ☆ Reflect both assessed and expressed needs
- ☆ Provide opportunities for active participation and reflection
- ☆ Encourage co-operation and friendship
- ☆ Incorporate varied learning styles and developmental stages
- ☆ Recognize uniqueness and encourage mastery
- ☆ Value and incorporate cultural, racial and linguistic diversity.

#### **Leaders must:**

- ☆ Ensure all children are treated with respect, honesty and trust
- ☆ Recognize and accept children's individual needs and circumstances
- ☆ Employ positive behaviour management methods
- ☆ Help children value and celebrate diversity in the community
- ☆ Consistently model appropriate behaviour
- ☆ Continually evaluate the program and their leadership to ensure improvements and reflect changing needs.

#### **Organizations must:**

- ☆ Encourage and support the ongoing development of staff and volunteers with regard to their knowledge and understanding of healthy child development
- ☆ Ensure clear and on-going communication with parents and families
- ☆ Encourage participation and input from children and families
- ☆ Provide the organizational supports necessary to ensure that children feel safe, welcome, competent, connected, empowered and special.

# HIGH FIVE<sup>®</sup> Trainer Candidate Information Package

## Appendix B – Principles of Healthy Child Development



### Principles of Healthy Child Development

This session provides a foundation of information about healthy child development, and helps participants to begin to consider how to implement the healthy child development information into their front line skills.

#### Profile – Primary Target

- Young people, average age between 16 – 24 years old.
- In a direct leadership role with children (camps, aquatics, skating, playgrounds, etc).
- Tend to be high school/university students.
- Possess limited formal knowledge about children.
- Tend to favour more interactive workshops, opportunities to do “hands-on” learning.
- Mix of male and female (tends to be more female).
- Possess some experience working with children.

#### Profile – Secondary Target

- May be older, with more experience working with children and more need for advanced learning on the topic.
- In a direct leadership role with children (instructional, after school).
- Possibly coaches.

#### Desired Outcomes

- To understand the HIGH FIVE<sup>®</sup> Principles of healthy child development and why they are important to children.
- To understand the front line leader’s role and potential impact in providing children with opportunities to grow and develop in a healthy way.
- To understand how to create environments that foster healthy child development.
- To understand how relationships influence healthy child development.
- To understand how to use a “child –first” focus in working with children.

#### Training Content

- Introduction to the HIGH FIVE<sup>®</sup> standard, and overview of background information.
- Orientation on healthy child development; the principles and their rationale.
- Looking at creating environments for healthy child development.
- Problem solving scenarios and an environmental design exercise.
- Understanding interactions and relationships that can impact a child’s experience in a sport and recreation program. Some may include: leader to child, parent to leader, leader to supervisor as well as looking at the relationships between the children in a program.

# HIGH FIVE<sup>®</sup> Trainer Candidate Information Package

## Appendix C – Using the HIGH FIVE<sup>®</sup> Quest



### Using the HIGH FIVE<sup>®</sup> QUEST

The *Using the HIGH FIVE<sup>®</sup> QUEST* will provide training on the use of *QUEST 2*. It will qualify participants to conduct *QUEST 2* assessments within their organization and, in the future, to be peer reviewers.

#### Intended Audience

- Middle and/or senior managers or any staff who supervises children's programs. Includes individuals who have responsibility for quality in children's programs, and/or who have influence on policy development pertaining to children's programs.
- Possess in-depth knowledge of policies and procedures.
- Some (limited) understanding of healthy child development
- May be part time or seasonal (e.g. Pool Managers – may be seasonal, but have similar responsibilities to full time staff; small organizations may not have full time staff)

#### Desired Outcomes

- To understand the HIGH FIVE<sup>®</sup> principles of Healthy Child Development.
- To understand the role of the Supervisor in contributing to Healthy Child Development.
- To understand the relationship between the QUEST Tools and the principles of Healthy Child Development.
- To have the opportunity to use the QUEST 2 Observation Tool in a controlled environment with peer feedback.
- To understand the purpose of the QUEST 1, the Best Practices Tool.
- To identify learning partner supports, and develop action plans based on learning.
- To have the skill, support and commitment to use the QUEST Tools in home programs, facilities and organizations.

#### Training Content

- Introduction to the HIGH FIVE<sup>®</sup> program, and background overview.
- Orientation on Healthy Child Development.
- Training on the use of the QUEST 2 Observation Tool.
- Presentation of the HIGH FIVE<sup>®</sup> video, training videos and case studies.
- Opportunity to develop action plans, and form a Learner Partner Agreement.

# HIGH FIVE<sup>®</sup> Trainer Candidate Information Package

## Appendix D – Becoming a HIGH FIVE<sup>®</sup> Trainer

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### Becoming a HIGH FIVE<sup>®</sup> Trainer

#### Intended Audience

- Senior Managers of organizations, or individuals with extensive experience with training, children's programming and/or recreation and sport.
- Possess in-depth knowledge and understanding of the sector.
- Possess in-depth knowledge and understanding of the target audiences.
- Experienced in the field of training delivery.
- Highly committed to the program, its philosophy and the integrity of delivering training which meets the HIGH FIVE<sup>®</sup> standard of excellence.

#### Desired Outcomes

- Understand the principles of healthy child development.
- Understand why the HIGH FIVE<sup>®</sup> standard was developed.
- Become familiar with the materials and activities for the foundation credit of Stream 1: the *Principles of Healthy Child Development*.
- Become familiar with the materials and activities for the foundation credit of Stream 2: *Using the HIGH FIVE<sup>®</sup> QUEST*.
- Understand the role of the Trainer in the delivery of the HIGH FIVE<sup>®</sup> standard.
- Have a plan of action to become ready to deliver HIGH FIVE<sup>®</sup> training sessions.

#### Training Content

- Pre-training assignment (using the QUEST Tools, and reflection on personal experiences).
- Orientation to the principles of healthy child development.
- Overview of the training program design.
- Principles of adult learning.
- Experiential exercises in facilitation skills.
- Training on the use of the QUEST Tools.
- Trainer candidates will be required to present portions of the training in a supportive environment, and receive feedback.