

Catching Confidence

This book belongs to:

Introduction

Thank you for taking part in our **Catching Confidence** project. We hope you enjoy working through this book.

The information you give will be shared with our partners, Camden LEA and NIACE. For confidentiality, we will remove the front cover from this booklet.

If you have any questions please talk to your tutor.

Thank you.

What do the codes/stickers mean?

Code	Words	Meaning
	Not confident	
	Confident	
	Very Confident	

Examples of situations

Situation	Our examples	Your examples
On this course		
At home	At home with your family or with visitors.	
With friends	Meeting together.	
Out and about	Shopping and on outings.	
Formal situations	Meeting child's teacher, helping at school, going to hospital or doctor.	

Not confident

Confident

Very confident

Situation 1	On this course		At home		With friends		Out and about		Formal situations	
I feel confident when I meet new people.										

Examples and Comments

Tutor signature:

Not confident
Confident
Very confident

Situation 2	On this course		At home		With friends		Out and about		Formal situations	
I feel confident to speak to one person I do not know.										

Examples and Comments

Tutor signature:

Not confident
Confident
Very confident

Situation 3	On this course		At home		With friends		Out and about		Formal situations	
I feel confident to speak in a group.										

Examples and Comments

Tutor signature:

Not confident
Confident
Very confident

Situation 4	On this course		At home		With friends		Out and about		Formal situations	
Left blank for own statement										

Examples and Comments

Tutor signature:

Guidelines for tutors

The Catching Confidence booklet has been developed as a tool for tutors to measure gains in confidence as soft learning outcomes from Camden Family Learning Courses.

You should adapt the booklet to meet the needs of your groups of learners. This may include changing the questions/situations and also choosing a method of indicating levels of confidence which is appropriate to your learners.

e.g. "At home" situation may not be appropriate for a group which included homeless families.

3 stickers - very confident; 2 stickers - confident; 1 sticker - not confident.

It is preferable to use different coloured paper for each page as this distinguishes the booklet from other documentation the learners will be asked to complete.

At the beginning of the course tutors should:

1. Carry out a whole group task to agree definitions of the phrases:

Very confident

Confident

Not Confident

This task might be that learners write words or phrases onto Post-it notes to attach to flip chart paper under each of the phrases. The tutor facilitates agreement of definitions by the group.

2. Introduce the booklet to the whole group. Explain the aim of the booklet:

The Catching Confidence booklet is a way of recording your self-confidence and how you change and develop during this family learning course.

3. Discuss confidentiality:

The booklet will be confidential between you and your tutor. If information is shared with others your name will be removed.

4. Explain that completion of the booklet is optional. However learners should be encouraged to take part and you should explain the advantages of doing so:
Learners will have a chance to reflect on their own self-confidence and recognise their personal development as learners.
The booklet will provide a record for the tutor and learner.
Increased confidence can lead to increased opportunities - learning or otherwise
5. Explain to learners that there are no "right" or "wrong" answers.
6. Explain the use of the definitions and the corresponding stickers or code. Go through the examples of situations as a whole group in order to ensure that all learners understand how to complete the booklet.
7. Write the course name on the board or flipchart for learners to copy when completing the booklet.
8. Ask the learners to complete the booklet on their own, not as a group.
9. Encourage learners to complete the comments boxes with thoughts or comments which might explain more.
10. Allow time for learners to complete the booklet at their own pace and provide other activities for those who complete earlier than the rest.

At the end of the course tutors should:

1. Recap the aims of the booklet and the group's agreed definitions of codes for the phrases "very confident", "confident" and "not confident".
2. Ask the learners to review their levels of confidence and use the stickers/code to indicate the level they are now at.
3. Tutors should collect and record evidence of gains in confidence through discussion and observation during the course.
4. Review the booklet with each learner including the learners' comments, in order to give tutor feedback. Gains in confidence should be recorded in the individual record of achievement for each learner.