Co-funded by the Erasmus+ Programme of the European Union

Workshop

ICAM School Leaders

Programme

5th – 6th October 2017

ICARO contact: Vincenzo Griffo
Via Merano, n.2 - Santa Maria Capua Vetere -81055 (CE)
Tel. +390823890188 – Fax +390823890232 – cell. +393287029869
E-mail vingriffo@gmail.com
skype : vingriffo1

DIRECTIONS:

Aeroporto Internazionale di Napoli

Viale F. Ruffo di Calabria, 80144 Napoli NA

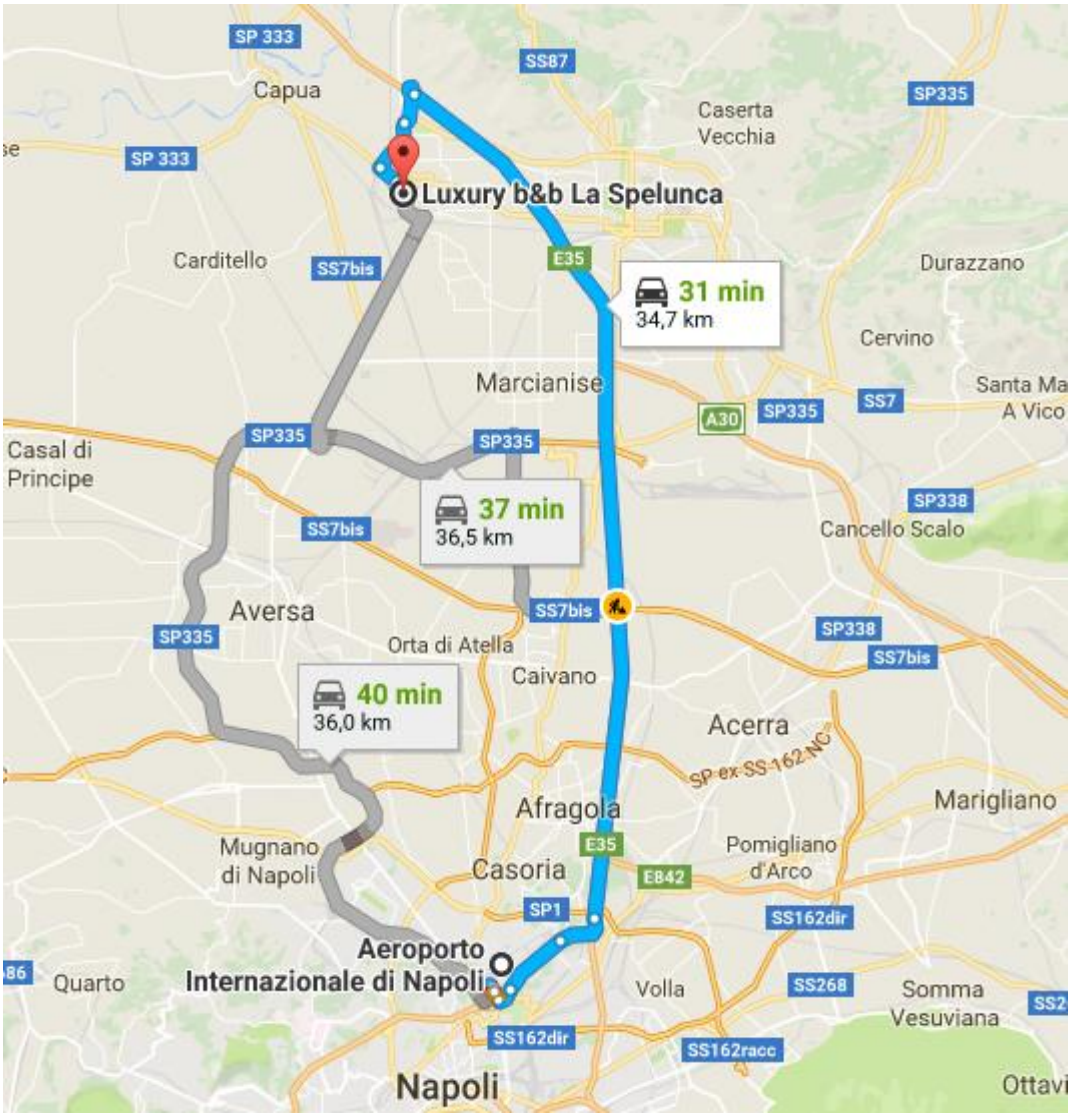
Continua in direzione di A56
5 min (1,3 km)

Guida da A1/E35 fino a Santa Maria Capua Vetere. Prendi l'uscita Santa Maria-Capua Vetere da A1/E35
21 min (30,5 km)

Prendi Via Galatina/SP4, Via dei Romani e SS7 in direzione di Via Pietro Morelli a Santa Maria Capua Vetere
7 min (2,9 km)

Luxury b&b La Spelunca (www.laspelunca.it)

Via Pietro Morelli, 15, 81055 Santa Maria Capua Vetere CE



PLACE OF ACTIVITIES:
Icaro centro Studi, ricerca e formazione

Via Gran Bretagna, 5, 81055 Santa Maria Capua Vetere CE

Luxury b&b La Spelunca

Via Pietro Morelli, 15, 81055 Santa Maria Capua Vetere CE

Prendi Via D'Angiò in direzione di Via Galatina/SP4/SS7

2 min (350 m)

Alla rotonda, prosegui dritto su Via Galatina/SP4/SS7

Continua a seguire Via Galatina/SP4

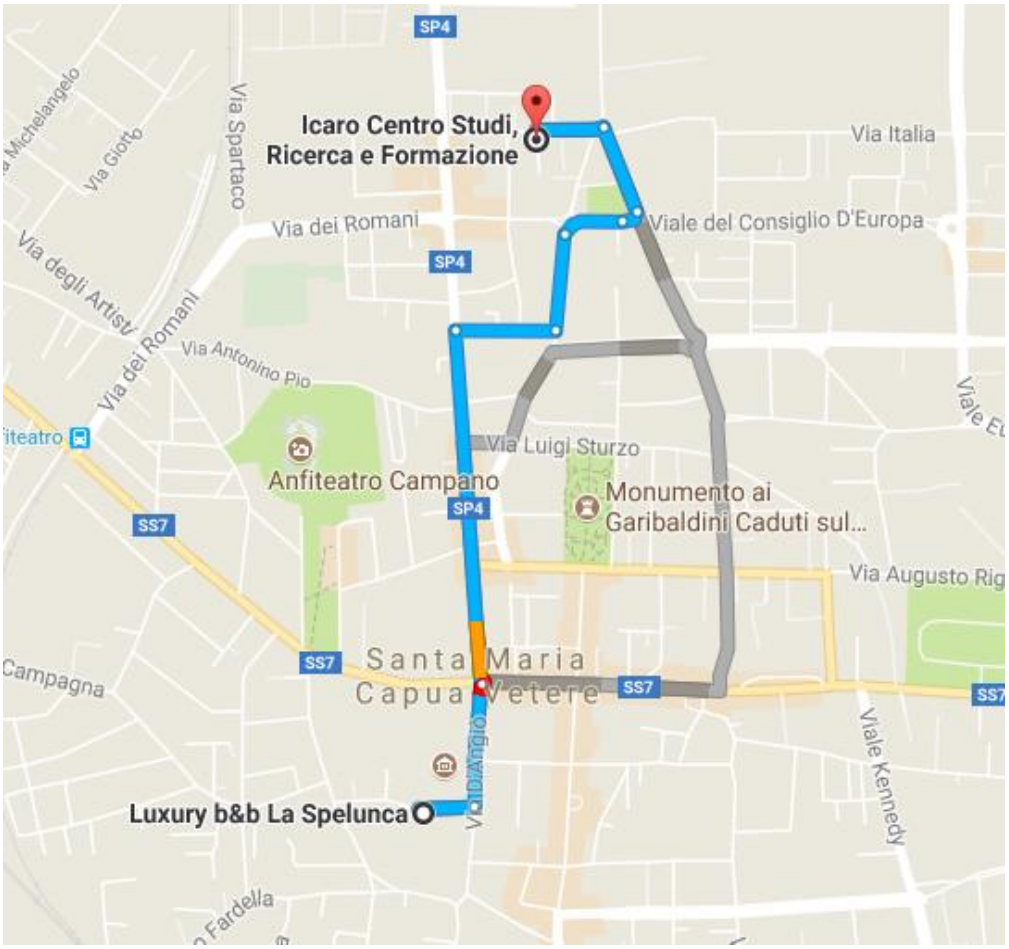
2 min (700 m)

Continua su Via Giorgio Perlasca. Prendi Via Martiri del Dissenso e Via Olanda in direzione di Via Gran Bretagna

2 min (850 m)

Icaro Centro Studi, Ricerca e Formazione

Via Gran Bretagna, 5, 81055 Santa Maria Capua Vetere CE



The Workshop Programme

Sessions start 9.00 AM and finish at 6.00 PM

Day 3	
Lead-in 30 min.	Welcome
Session 1 1h 15 min. **Learning from implementing the ICAM programme so far**	Sharing outcomes achieved since the first workshop Sharing experience of leading the ICAM programme Learning outcomes for Day3
11 am	**Tea/coffee break**
Session 2 1h 30 min. **Key Feature 7 - A formal and informal) Social and Emotional Learning (SEL) curriculum**	SEL: what it is and how it is structured The core elements of an SEL programme 1. A positive ethos for convivencia 2. Staff modelling 3. A taught SEL curriculum 4. Reinforcing the taught SEL curriculum
1 pm	**Lunch**
Session 3 1h	SEL and Learning The benefits of SEL for CAM Social and emotional skills learned through a structured SEL curriculum
Session 4 1h **Key Feature 8 - Additional support for CAM's Social and Emotional Learning and general wellbeing**	Understand the needs of CAMs and how to meet them. Understand the possible additional SEL needs of CAM What schools can do to support additional SEL needs of CAM Delivering small group work to support CAM
4 pm	**Tea/coffee break**
Plenary 1h 30 min.	Review of the day's learning
Overnight task	

Day 4	
Lead-in 30 min.	Welcome Learning outcomes for Day4
Session 1 1h 30 min. **Key Feature 6- Effective strategies to ensure the safety and wellbeing of students in and around the school**	A whole school approach to create convivencia and feelings of safety Consider the factors that contribute to create feelings of safety Consider how safety and feelings of safety might be improved
11 am	**Tea/coffee break**
Session 2 1h 30 min. **Key Feature 9-Support for staff including continuing professional development** **Key Feature 10 - Involvement of students**	Staff wellbeing and needs A staff CPD programme based on the 4 levels of providing support for CAM Involving students Relationships in the classroom
1 pm	**Lunch**
Session 3 2h **Key Features11 and 12- Involvement of parents and the local community**	Communicating with parents Involving parents/carers, including those who are hard to reach Identifying sources of support for CAM in the local community Developing and leading partnerships within the local community
4 pm	**Tea/coffee break**
1h 30 min **Review and planning next steps** **Close of workshop**	Building a learning community • Resources for schools available already for each of the 4 stages for supporting CAM • Access to the database • The ICAM website and growing a learning community • Sharing of resources and experiences – growing the database and staying in touch Arrangements for support visits by ICAM National Facilitators Review of the day's learning Close of workshop

Day 3			
Lead-in	PPT1 **Welcome participants** **Purpose:** to welcome participants back to the workshop, to reflect on what we have learned together and to remind them of how our group works **Outline of the days 3 and 4** Go through the programme **Remind participants of:** The Thoughts and Ideas wall Check-ins and how we will use them to support learning Our working agreement Their original self - assessment of prior knowledge and skills and their expectations of the workshops. **Learning outcomes for Day 3** PPT 2 1. Learning from implementing the ICAM programme so far. 2. Understand what the SEL is and how it is structured. 3. Analyse how social and emotional skills are learned through a structured curriculum. 4. Understand the needs of CAMs and how to meet them. 5. Understand the possible additional SEL needs of CAM and how to meet them 6. Evaluate what has been done so far and your leadership skills. What needs to be improved?	PPT 1- 2 Participants should have the programme for days 3 and 4	
Session 1	**Learning from implementing the ICAM programme so far**	PPT 3 -4	
	Purpose: This Session is an opportunity for participants to learn from one another as they share experiences of using skills to implement the programme – including leadership skills Seat participants so that they can all see and hear one another – possibly in a circle. Lead the discussion by questioning e.g. you could ask: **Implementing the ICAM Programme** • What has been done so far? • What went well? What benefits have you seen so far? • What could have been better? • Were there any surprises. If so, why? **Using skills to implement the programme** • Which leadership skills do you think you have used and why? • What went well – which skills did you use to good effect? • Which skills do you want to develop further? Why? • How might you find help in developing them?		
	Ask participants to reflect on the discussion we have had and note anything they want to remember.		
Tea/coffee break			
Session 2	**Key Feature 7 - A formal and informal Social and Emotional Learning (SEL) curriculum**		

	Understand what the SEL is and how it is structured	PPT 5	
	Four core elements of SEL: 1. **A positive ethos of convivencia** 2. **Staff who have good SEL skills and who model the skills for young people** 3. **A structured curriculum to teach the skills** **The reinforcement and celebration of the skills in every curriculum area**	PPT 6	
	Core Element 1: A positive ethos of convivencia **Purpose:** To consider the factors that create a positive ethos and how they can be strengthened PPT 8 - Presentation: **Remind** participants that we have already considered the factors that affect a climate of convivencia and what schools are already doing to create it. PPT 12 -**Explain** that ethos is hard to define (and will be impacted on by all the factors they have considered in relation to convivencia) but the external signs include: - **Relationships** (adult-adult, student-student as well as adult-student) - **Language** (the ways in which people speak to one another) - **Environment** (not just the physical environment but also the emotional and social environment) **Relationships -** Emphasize the importance of teacher-student relationship to learning outcomes. Make the point that, for CAM, the quality of peer-peer relationships in class will be a significant factor in their inclusion. Explain that within an SEL programme, teachers are expected to support students actively in building relationships with each other as, if it is left to chance, children who are perceived as 'different' are likely to be isolated and rejected. **Language** You can demonstrate the impact of language on classroom ethos by appearing to be angry with a pre-warned colleague – saying something like: 'Excuse me, you don't seem to be focusing on what we are doing. Why are you not paying attention?' and using aggressive body language and tone. When you have done so, explain that the comment was a 'set-up' and ask people how it would impact on the person's feelings about being in the classroom and ability to learn in the minutes afterwards. Ask them how it might impact on the feelings of safety of other people in the room. Explain that the language we use and the way we speak to students have a big impact on relationships. They can also have a negative impact on students' ability to pay attention, take in information and function cognitively, thereby preventing them from learning. **Environment -** Explain that the physical environment is important but the social and emotional environments are important too. The physical environment can influence the social and emotional environments by showing how schools value students as individuals and their emotional health and well-being.	PPT 8 – 12	

	Activity: Give participants 2 minutes to talk about what they might see in schools which would demonstrate a positive environment. (e.g. student helpers in the playground; welcome signs in different languages, displays of SEL work) For CAM, it will be particularly important to see their home culture (and perhaps language) displayed in the environment. PPT 13 - **Sample activity**: **Promoting positive relationships in the classroom** (10 min) Challenge participants to line up in birthday order (date and month) within 3 minutes, without speaking. Designate one part of the room as 'January 1st' and ask them to form a line with those with birthdays closest to' December 31st' at the opposite end. (They might show the month and date on their fingers or write down their birthdate). After 3 minutes ask them, starting at the January 1st end to state their birthday date and month. Allow them to move if they are in the wrong place. **Purpose**: Make the point that knowing about people supports positive feelings and attitudes towards them.	PPT 13	
	Core Element 2: Staff modelling **Purpose:** to reinforce the fact that much SEL is not taught explicitly but is gained by experience and to consider how staff modelling and emotional health and wellbeing can be promoted. Explain that staff should model the skills and behaviours that they want students to develop. Staff will provide, for some students, the only models of emotionally literate behaviour that they will see. **'Modelling'** doesn't mean always behaving in a perfect way – it might mean apologizing when we have done something wrong, acknowledging our own strengths and areas for development, or explaining that we can feel ourselves becoming angry and voicing our strategies for dealing with that. **Ask** participants to discuss in pairs for 2 minutes if they can think of a time when they, or a colleague they have seen, have or have not modelled the skills we promote. Staff wellbeing has been demonstrated in the research to directly impact on student's achievement.	PPT 15 – 17	
	Tell participants this area is considered further in Key Feature 9.		
	Core Element 3: A structured SEL curriculum **Purpose:** For participants to understand the key features of an effective taught SEL curriculum PPT 18: Remind participants that they will have seen a sample SEL programme in the ICAM Handbook Section 7.2.3 Quality systematic learning for all children as an 'entitlement curriculum' for all. This should include • a structured and progressive framework • class-based quality teaching to all children from when they start school to when they complete their schooling. • clear learning outcomes	PPT 18 -20	

	• structured experiential and active curriculum work for each age range which builds upon the work completed before. Durlak et al suggest that the activities should be: 'SAFE': Sequential, Active, Focused and Explicit.		
	Core Element 4: Reinforcing the taught SEL curriculum. **Purpose:** For participants to understand the importance of reinforcing SEL learning outcomes across the school day. The aim of SEL is not that students KNOW, for example**,** that, when angry, counting to 10 can calm you down, but that they actually DO IT in situations in which they are angry. For behaviour change to come about, there have to be four elements: a) Knowledge b) Skill c) Attitude and motivation d) Practice **Activity: The Group Checklist (3 min)** Give out Resource Sheet 3.2 'Group Checklist' and ask participants to spend one minute completing it individually and then to spend 2 minutes comparing their own responses to those of others in the group. Explain that this exercise provides extremely useful reinforcement of learning about working in groups which can be used following a group activity in any subject lesson.	PPTs 21 - 22 Copy of Resource Sheet 3.2 for each participant	
	Encourage participants, in table groups, to reflect what next steps they might take to develop a whole school programme of SEL in their school or adapt the programme they already use.	PPT 22	
	Lunch		
	PPT 23 -Presentation: how social and emotional skills are learned through a structured curriculum	PPT 23	
	PPT 25 **The benefits of SEL for CAM** **Explain** that for CAM there are a number of specific benefits in relation to SEL (Reference: ICAM Handbook: Section C.7) They can be summarized as: 1. Outcomes of the SEL programme will help to ensure that all children within the school (including CAM) will have had opportunities to develop empathy, challenge stereotypes, celebrate diversity and develop the skills for making and maintaining friendship. These are clearly skills within the school that will promote social inclusion and support the development of good relationships between children. 2. SEL involves interactive, non-language-based activities which require children to work together in motivating ways. Often the explicit outcome of such activities is class cohesion and the development of good social and group-working relationships. 3. All children benefit from the development of their ability to recognize and manage their emotions, but some CAM may have additional SEL needs due to their pre-, trans- or post-migration experiences. Good SEL provision will provide small-group and individual opportunities to develop and practice social and emotional skills in a safe, nurturing environment. Children need to feel happy and secure if they	PPT 25	

	are to learn well		
	The skills of SEL **Purpose:** For participants to be familiar with the 5 domains of SEL and some of the sub-skills within these. PPT 27 **The 5 categories of skills that SEL aims to develop (Goleman)** **Explain** that SEL covers a wide range of skills and we will need a framework for defining them and Daniel Goleman provided one such framework by defining five aspects of social and emotional learning. **Activity: What skills does SEL aim to develop? (5 mins)** Invite participants to list some of the skills that might fall within these broad categories, or supply examples yourself from the list below: Self-awareness + self-valuing • Knowing what we are good at, and what we need to get better at. • Knowing how we learn • Feeling good about ourselves, despite our weaknesses Managing feelings • Recognising, labelling and dealing with e.g. anger, excitement, disappointment, frustration Motivation • Goal setting and achieving • Persistence and resilience • Responsibility and autonomy Empathy • Seeing things from another person's perspective • Understanding others' feelings, thoughts and behaviours Social skills • Getting on with others in a group • Communication (verbal and non-verbal) • Assertiveness • Problem-solving + conflict management **Activity: Resource Sheet 3.1 - SEL skills (5 mins)** **Ask** participants to work in pairs and list the abilities used in the activity just taken. **Ask** them to then assign the abilities to each of the 5 Goleman domains of SEL.	PPTs 26 - 27 Copy of Resource Sheet 3.1 for each participant	
Tea / Coffee Break			
Session3	**Key Feature 8. Additional support for CAM's Social and Emotional Learning and general wellbeing**	PPTs 28 - 29	

	Purpose: To recognize what schools are already doing that will meet the additional SEL needs of CAM and what further support may be needed **What schools can do to support CAM's SEL needs** **Purpose:** to focus on some needs of CAM that we have already identified and what schools already do and might do to meet them (e.g. being in a new place, attachment difficulties or trauma) **Ask** if participants can identify any other needs that have been identified either through the training or from their experience. PPT 31 - **Activity - What do we already do to support CAM with additional SEL needs?** They have 5 minutes to write what schools do, and might do more of, to meet those needs. Take six flip charts / A4 papers headed: 1. To be known as individuals 2. Adults who listen and respond sensitively 3. A sense of self-worth 4. A Key Adult 5. Help with transitions e.g. between classes or schools 6. Being in control of what happens to them They will then pass the sheets round to each group in turn, read what their colleagues have written and add any further ideas so that, in the end every group has seen every sheet and contributed to it if they wish to. Tell them when to pass the sheet on.	PPT 31	
	Ask for any comments. Have we identified any particular strengths or gaps in provision? **Explain** that**,** in this workshop, we are looking at the Key Features of schools that are effective in including CAM and meeting their SEL needs. Much of what schools do daily, along with a structured SEL curriculum, will help to meet those needs. But some will have additional needs and require additional help.		
	Identifying CAM in need of additional support **How can we tell if a child is traumatised and may need additional support? What signs might they show?** **Purpose:** To consider what small group work schools provide and which CAM might benefit from such small group opportunities **Discussion:** Identifying CAM in need of additional SEL support **Explain** that some CAM will require additional targeted support in the form of small group work and many schools already provide small group and individual support for students with additional SEL needs. **Ask** participants to share briefly any small group support opportunities their school already provides for children with additional social and emotional needs (make it clear that you are not including additional academic support groups). **Ask** them to work in pairs to consider which CAM might benefit from	PPTs 32 - 34	

	such small group support. They should look at the ICAM Handbook Section 8.2.1.		
	How small group support can meet the additional SEL needs of CAM **Purpose:** To enable participants to understand how small group work can support individuals who have suffered trauma or attachment difficulties, and identify the benefits. PPT 35**How small group work can support CAM who have experienced trauma** Explain that research on trauma has suggested three factors that support individuals in recovering. These are listed on the PPT 35. Emphasise that small group work can offer the conditions for all these factors to be provided.	PPTs 35 - 39	
	Activity: Planning for small group SEL work **Purpose:** For participants to be aware of the process and decisions involved in setting up small group work, or adapting what they already do to meet the specific needs of CAM Remind participants that, as with all initiatives, the setting up or adapting of small-group work to meet the needs of CAM will require a whole school process of planning, implementing and reviewing.	PPT 39 A copy of Resource Sheet 3.3 for each participant	
Plenary	**Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall** **Circle time - Reflection on learning during Day3 of the workshop** **Purpose:** To encourage a reflective approach to learning Ask them to say one thing that they have learned. Ask them to say, if they want to, how they are feeling now. Ask for any other comments. **Complete Day 3 Evaluation Sheets** Collect them and use the responses to plan Day 4 Thank everyone for their contribution to the workshop	PPTs 40 - 41	
	Overnight task - Read the sections on Key Features 6,9,10,11 and 12 in the ICAM Handbook		

Day 4			
Lead-in	PPT 1 **Welcome** **Circle time** Ask participants: Thinking back on what we did yesterday, have they any further thoughts about it? Do they have any comments about what they read (Sections6, 9,10,11 and 12) in the ICAM Handbook? How do they feel now? PPT 2**Learning outcomes for Day 4.** 1. **Understanding how to ensure that CAM feel safe, and thus are able to learn, in school** 2. **Consideration of the support that staff need to support the SEL of CAM and ways of providing it** 3. **Consideration of ways of involving students, parents and the local community in the ICAM programme to improve convivencia in the school and support the learning of CAM.** 4. **Reflection on what we have learned in the workshop and planning next steps** **Ask** whether there are any of these outcomes that participants think are a particular issue requiring more attention in in their schools?	PPTs 1-2	
Session 1	**Key Feature 6 - Effective strategies to ensure the safety and wellbeing of students in and around the school**		
	Purpose: to consider how schools can be made into places where all students, including CAM, feel safe and are therefore able to learn (learning is the purpose of schools!) and develop their social and emotional skills. **A whole school approach to creating convivencia and feelings of safety** **Purpose: to consider the factors that contribute to creating feelings of safety** **Presentation:** PPT 3 Students cannot learn if they do not feel safe. How can we ensure that we create a safe environment in which all students can learn with confidence? PPT4 Creating such an environment requires a whole-school approach to: • Style and quality of leadership and management • Relationships in and outside the classroom – staff/students, students/students and staff/staff • Organisation of social areas • Safety on the journey to and from school • Procedures to deal with bullying incidents • Procedures to encourage safety online and in social	PPTs 3 - 6	

	networks • Procedures to deal with suspected neglect or abuse outside school **Ask** participants to look at this list and consider whether any of these aspects is of particular concern in their school. (Do not discuss them now – we are going to consider them in detail) **Ask** How safe do the students in your school feel? What did the review tell you about this? Discuss the responses. What issues do students in your school raise about safety? How might we find out more about how safe students feel on a regular basis? Discuss in table groups and quickly generate as many ideas as possible. Responses might include: • Regular opportunities for students to discuss any concerns with a system for collecting these concerns for the school leadership to consider and respond • A central safety board or 'worry box' or on-line blog where students can write their concerns. • Anonymous questionnaires to supplement the school review • Regular focused monitoring by staff		
	Activity – to consider how safety and feelings of safety might be improved Divide the group into 5 teams. PPT 6 Each team is asked to create an A4 advice sheet for staff to highlight: • the issues • the actions linked to securing safety and feelings of safety for all students, including CAM. Allocate each group one of the following areas of focus: 1. The school and classroom physical environment 2. Relationships between students 3. Relationships between staff and students 4. Online safety and social networking 5. Safety in the wider community They have 15 minutes to prepare an Advice Sheet and then 5 minutes each to present it to other participants. As they present, ask the audience to consider any additional ideas that they can integrate into the Advice Sheet. If we think of CAM in particular, is there more to add? Ideas might include: 1. The school and classroom physical environment • Well cared-for physical environment • Graffiti or any signs of violence removed promptly • Safety posters linked to issues of interest to students • Recognition and celebration of cultures • Obvious care for the work of students • Appropriate supervision of all areas, particularly those where students might be at risk • Control of school entrances and exits • Clear attention to physical safety such a fire hydrants/alarms etc.	PPT 7 Flip charts, pens and A4 paper available for any groups who require it.	

	2. Relationships between students • SEL taught and reinforced throughout the curriculum • Teachers creating opportunities for students to discuss issues respectfully and listen to one another • Shared learning experiences that enable the development of social behaviours • On-line protocols and teaching to secure relations beyond the school 3. Relationships between staff and pupils • Positive and purposeful interactions and the avoidance of aggression • School leaders and staff who model positive social and emotional skills • School leaders and staff who listen to students and respond to their concerns • An obvious presence of the leadership within the school • Opportunities to share celebrations • Opportunities for students to take responsibilities including responsibility for their own learning 4. On-line safety • Agreed protocols that are available for students • Explicit teaching linked to safe use of the internet • Clear follow up procedures when safety is compromised • Clear protocols to handle issues that arise from inappropriate use of the internet • Workshop for students and parents to raise awareness 5. Safety in the wider community • Community members invited in to talk to students • Partnership activity with local community groups • Events which engage the community • Community police engagement • Teaching about safe routes to school • Strong links with the home **Explain** that, although the measures we have just discussed should help to reduce bullying and other forms of violence, some will inevitably occur.		
Tea/ Coffee Break			
Session 2	**Key Feature 9 -Support for staff, including continuing professional development on SEL and ways of meeting the additional SEL needs of CAM**		
	Staff wellbeing **Purpose: To consider the whole school approach to support staff wellbeing** **Warm Up:** Discuss with a partner what wellbeing is. PPT 10 **Explain** that, for more than 50 years, the business world has recognised the importance wellbeing for productivity at work e.g.Abraham Maslow (1943) suggested that human needs form a hierarchy. Our basic needs are to be safe,	PPTs 9 – 11	

	warm, fed, hydrated etc. Only when the lower needs are satisfied is it possible for someone to achieve at the higher levels. In a school environment this means that, as we have already discussed, students are unlikely to be able to learn effectively if the basic needs for safety, belonging and self-esteem are not met. Similarly, staff will not be able to contribute fully if they do not feel secure and valued in their work. They must pay attention to their own needs as well as those of their students and we must help them to do this. In order to feel engaged, people needed Motivational Factors of which a sense of achievement was by far the strongest. PPT 11 Teachers tend to work with more enthusiasm when they: • Feel supported • Are listened to • Are noticed by senior colleagues • Are encouraged • Feel trusted • Feel appreciated and valued • Are kept well-informed • Are helped to clarify their ideas • Are helped to develop their skills and abilities • Are challenged and extended **Ask** What do they think of these descriptions of wellbeing? In a state of wellbeing we can cope with the normal stresses of life, can work productively and fruitfully, and are able to make a contribution to our community. **Activity: Personal wellbeingAsk** participants to use Resource Sheet 4.1 to reflect on their own wellbeing in response to the following questions: **Awareness**: How do you know when your wellbeing is strong, or weaker and in need of support? **Need**: What are your own current wellbeing needs in relation to your professional life? **Response**: What ways do you have of responding to your own wellbeing needs? **Ask** them to record their ideas under the three headings – Awareness, Need and Response. **Ask** participants to consider what these lists tell them about what their schools are already doing and what more they could do to support staff.		
	Continuing Professional Development (CPD) Like SEL, CPD involves specific learning activities and recognising and reflecting on learning from experience. The ICAM programme aims to help all involved to recognise and build on the positive aspects of their practice that help to create convivencia and include CAM. **Explain** The ICAM programme uses a cascade model –The UK team *NCfLB* provided a workshop for National Facilitators	PPTs 12-17	

	to prepare them to provide workshops like this for School ICAM leaders who ,like you, will provide CPD for their colleagues. **A staff CPD programme based on the 4 levels of providing support for CAM** Refer participants to the ICAM Handbook Section 9.1 - **Level 1:** Raised awareness and understanding of the past experiences of CAM - **Level 2**: Improved SEL provision for all CAM integrated into lessons and the school environment - **Level 3:** A greater understanding of the possible additional SEL needs of CAM and improved SEL provision to meet these needs in the whole of their school experience - **Level 4:** Small-group/individual interventions for students identified as having the most severe additional SEL needs		
	Key Feature 10 - Involvement of students		
	Purpose: To recognise that the full involvement of students in all stages of the ICAM programme is essential and to consider the best ways of ensuring it. **How can students support one another, both in and outside the classroom?** **Purpose:** To understand the responsibility students have for maintaining good learning relationships in the classroom (student/teacher and student/student) and around the school and how they can be encouraged to take that responsibility. In a Rights Respecting School students will be aware that having rights means also having responsibilities. How can schools encourage students to take responsibility for themselves and for one another? We have already discussed how important it is for children with attachment or trauma difficulties to have some control over what happens to them. How can schools provide for this? Divide the participants into 4-5 groups. Ask them to discuss one of the following points and take note. They have 15 minutes for discussion and 5 for presentation. - Opportunities for students to take responsibility for their own learning in class - Opportunities for students to help the learning of others in class - Opportunities for students to take responsibility for what they do outside class - Opportunities for students to help one another outside class **Ask:** Looking at these lists, what do they tell us about ways of involving other students in improving the inclusion of CAM?	PPTs 18 -20	

Lunch			
Session 3	**Key Features 11 and 12 - Involvement of families and the local community**		
	Purpose: to recognise the importance to CAM's learning in school of working closely with their families and fostering useful links in the local community. To look at ways of meeting the challenges that this presents. PPT 21 - Parents / carers hold the key to developing their children's social, emotional and behavioural skills. They are the experts on their own child, and their knowledge about their child's developing skills can provide enormously valuable information about what is working and what is needed. They need to understand the school's approach to SEL and be encouraged to employ it at home. **Communicating with parents** **Scholl should consider effective ways of communicating with the parents of CAM, including those who are hard to reach, in the work of the school** **Ask:** - If we use translations, how do we know that they are fluent - that they do not read as if created by Google Translate – and that they convey the spirit as well as the facts of the communication? - How do we avoid placing undue pressure on children to act as go-betweens because they are more fluent in the host language than the adults in the family? - How do we use technology to aid communication to everyone? - Is there anything participants now intend to do to improve communication with the families of CAM?	PPT 21 Sticky notes on each table Flip cart sheet on the wall headed 'Effective communication'	
	PPT 22 – Presentation - **A model of parental engagement.** • Take account of the particular needs of the families of CAM in school policies and processes, e.g. by ensuring communication is translated where necessary; having clear points of contact within the school; recruiting staff with appropriate language skills. • Ensure staff are aware of the challenges facing the families of CAM and are confident to engage and support the families. • Create a school environment that helps the families of CAM to feel welcome, understood and supported. • Forge links with community and cultural organisations and have school mechanisms in place that can signpost families to specialist support/social organisations. • Where possible, provide opportunities for parents to develop the skills that they identify as important • Provide school mechanisms that reduce the isolation of the families of CAM and enable them to forge	PPTs 21 – 22 Resource sheet 4.2	

	supportive relationships with other parents e.g. through coffee mornings or invitations to help in school events. **Activity - Diamond 9.** Give each table group a set of diamonds cut from Resource Sheet 4.2 Explain that they are going to consider which strategies they consider the most important in building trust and relationships with the families of CAM. There are 12 diamonds describing strategies for building trusting relationships with parents/carers and 4 blank diamonds on which they can, if they wish, describe additional strategies. They should choose the 9 strategies that they consider to be most relevant and arrange them in a diamond with the most important at the top and the least important of the 9 at the bottom. When they have completed their diamonds, they should go round and look at what the other groups have decided. Explain that there is no right answer. All the strategies are important. The point of the exercise is to help us to think about the strategies. Once trust is established, it is important to keep up the momentum and have mechanisms for Keeping - the regular involvement of parents/carers. Engagement and Empowering can then follow.		
	Identifying sources of support for CAM in the local community **Purpose:** to understand how the school might use links with the local community efficiently and effectively to support convivencia in the school and the inclusion of CAM **Ask:** - What do we mean by 'local community'? - What is' the local community' for a school? - How do members of the local community you live in find out about what goes on in their local schools?"	PPT 23	
Tea/coffee break			
Reviewing of learning and planning next steps	**Thoughts and ideas feedback** Respond to any comments on the Thoughts and Ideas wall **Reflection**on learning during day 4 of the workshop and completion of Day4 Evaluation form PPT 26 - **Watch the UNICEF video (2 mins)** https://www.youtube.com/watch?v=piwuIzHF9M4 to remind us how important schools are in the lives of CAM. **Explain** that we have shared, and will continue to share, a lot of information and expertise that will help us to improve the life chances of these children. We are providing for their right to education. We may not be able to solve all their problems but what we do is essential and can be transformative. **Building a learning community** Explain how we will work together to continue learning using: • Resources for schools available already for each of the 4 stages for supporting CAM • Access to the database	PPTs 25 - 28	

	• The ICAM website and growing a learning community • Sharing of resources and experiences – growing the database and staying in touch **Expectations and Concerns** – look again at the expectations and concerns that were expressed at the beginning of the workshop. To what extent have we met the expectations and removed the concerns? **Reflection on the whole workshop** - Completing the ICAM self-assessment of knowledge and skills learnt from the workshops - Comparison of ICAM self-assessment results before and after the workshop - Developing personal action plans - Discussion of experiences during the workshop and completion of Final Evaluation Form **Arrangements**for support visits by ICAM National Facilitators		
Close of the workshop	**Close of workshop** **Final Circle Time.** Thank participants for their contribution to the workshop.		