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Including Children Affected by Migration

School Leader ICAM Workshop
Guida per i Facilitatori

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Come utilizzare questa guida

Questa guida è destinata ad essere utilizzata in workshop per lo sviluppo professionale continuo (SPC) di School Leader ICAM che, a loro volta, forniranno SPC al personale nelle scuole di appartenenza. Dovrebbe essere letto insieme al Manuale ICAM e alle Informazioni Aggiuntive per Facilitatori ICAM.

Si raccomanda che i due facilitatori collaborino per co-facilitare le sessioni del workshop in modo che, mentre uno conduce la sessione, l'altro può offrire il supporto, ove necessario, per assicurare che tutti i partecipanti raggiungano i risultati di apprendimento previsti. Quando ci sono attività di gruppo, entrambi i facilitatori possono unirsi ai gruppi per guardarli, ascoltarli e incoraggiarli.

La guida offre un quadro di riferimento che i facilitatori adatteranno secondo le circostanze e le proprie esigenze. I risultati di apprendimento previsti per l'intero workshop e per ogni sessione sono fissati in modo chiaro.

Lo scopo del programma ICAM è quello di accrescere l'inclusione e migliorare la capacità di apprendimento dei bambini colpiti dalla migrazione (CAM), migliorando il clima della convivencia (vivere in armonia) nelle scuole e a casa, facendo aumentare la consapevolezza dei diritti dei bambini e delle leggi che li tutelano, fornendo un sostegno aggiuntivo alle scuole e alle famiglie per il loro apprendimento sociale e emozionale e il loro benessere generale.

Al fine di raggiungere questi obiettivi, il programma promuove un approccio che riguarda l'intera scuola e si articola in 12 funzioni chiave proprie di quelle scuole che sono ben organizzate per l'inclusione di CAM. I risultati di apprendimento del workshop coprono anche questi 12 elementi chiave ed è essenziale che siano raggiunti affinché il programma abbia l'impatto previsto sulla pratica.

Pertanto, sebbene sia importante che i facilitatori abbinino il contenuto e le attività dei laboratori al loro contesto, essi devono assicurare che gli obiettivi di apprendimento ICAM siano raggiunti.

È importante che i facilitatori si concentrino non solo sui risultati complessivi di apprendimento, ma anche sullo scopo specifico di tutte le attività elaborate in relazione a questi risultati. In questo contesto, lo scopo è chiaramente indicato all'inizio di ogni attività.

C'è una colonna in ogni pagina pei facilitatori, così che possano aggiungere le proprie annotazioni alla luce delle esperienze del workshop, in modo da poter ricordare tutti i punti da prendere in considerazione nelle successive sessioni o da condividere per il miglioramento del programma.

I tempi sono indicati nella colonna di sinistra, ma sono da considerarsi meramente indicativi. Ogni sessione dura un'ora e mezza e questo è l'unico limite temporale importante.

Prima del workshop, ai partecipanti dovrà essere inviato il programma, un piano delle interviste da impiegare con i leader senior, il personale, studenti e genitori / tutori, una lettera di benvenuto, un modulo per un’autovalutazione iniziale delle competenze, il Manuale ICAM e alcune letture da fare prima del workshop.

Durante il workshop, i partecipanti avranno bisogno di avere questi documenti a portata di mano insieme alle slide in PowerPoint per il programma.

Quando i partecipanti svolgeranno le attività in gruppo, nel corso del workshop, è importante che la sistemazione della stanza permetta loro di sedersi in gruppi da 6 a 8 intorno ai tavoli.

Il workshop dura 4 giorni. Si raccomanda che ci siano 2 giorni seguiti da una pausa in cui i partecipanti potranno riflettere su ciò che hanno appreso, potranno svolgere la ICAM School Review e scrivere un piano di azione basato sui risultati di apprendimento, prima di partecipare ai successivi 2 giorni del workshop.

Prima della sessione finale, i partecipanti avranno compilato nuovamente l’autovalutazione e confrontato i risultati con l’autovalutazione fatta prima del workshop, al fine di constatare ciò che hanno imparato. Completeranno un piano d’azione personale che li aiuti sviluppare nel continuare a sviluppare le proprie conoscenze e competenze quando ritorneranno nelle loro scuole.

Prima del workshop

Almeno due settimane prima del workshop, ai partecipanti sarà inviata una lettera di benvenuto con:

- il programma del workshop
- un piano delle interviste da impiegare con i leader senior, il personale, studenti e genitori / tutori
- un modulo per l'autovalutazione iniziale delle competenze
- il Manuale ICAM – sarà chiesto loro di leggere dalla Sezione A a D del Manuale prima del workshop

Materiali da usare durante il workshop

Per ciascun partecipante avrai bisogno di una stampa delle slide del workshop e, poiché lavoreranno nel corso delle attività, una copia di ogni Foglio delle Risorse presente in questo documento (ad eccezione dei Fogli delle Risorse 1.6 – ti occorrerà un set per ciascun tavolo per queste quattro schede mentre per 2.2., i.e. Stili di Leadership, te ne occorrerà solo un set, o possibilmente due, di 6 fogli.)

Abbreviazioni utilizzate all'intero del Manuale

CAM - Children affected by migration (*Ita - Bambini colpiti dalla migrazione*)

DPTS - Disturbo Post-Traumatico da Stress (o Post-Traumatic Stress Disorder, PTSD)

ICAM– Including children affected by migration (*Ita - Includere i bambini colpiti dalla migrazione*)
LSE - Life Skills Education (*Ita -* Formazione per le competenze di vita)
SEL – Social and Emotional Learning (*Ita -* Apprendimento Sociale ed Emozionale)
SPC – Sviluppo professionale continuo

STS – Stress Traumatico Secondario
UNCRC – United Nations Convention on the Rights of the Child (*Ita - Convenzione delle Nazioni Unite sui Diritti del Fanciullo*)
UNICEF RRS – United Nations Children's Fund. Rights Respecting Schools (*Ita – Fondo per l'Infazia delle Nazioni Unite. Rights Respcting Schools*)

Children and young people

La Convezione delle Nazioni Unite sui Diritti del Fanciullo definisce come "fanciullo" ogni essere umano avente un'età inferiore a diciott'anni.

Questa Guida applica questa definizione e utilizza il termine "bambino" in riferimento a tutti i giovani presenti delle scuole come "bambini".

Including Children Affected by Migration

Attuazione delle Interviste Preliminari

Nota:
L'acronimo CAM (Children Affected by Migration) in questa guida è utilizzato in riferimento a bambini e giovani che sono sfollati, richiedenti asilo, migrati economici o sociali o che sono stati abbandonati dalle proprie famiglie per trasferirsi in un altro paese.

Eseguire interviste preliminari sulla situazione nella scuola

Prima dei workshop ICAM, i partecipanti saranno incoraggiati a eseguire alcune interviste preliminari con i membri della propria comunità scolastica, così da arrivare al workshop con informazioni da condividere concernenti i successi attuali della loro scuola nell'inclusione dei bambini colpiti dalla migrazione (CAM). Se il Facilitatore Nazionale potrà a unirsi a loro per le interviste sarà possibile fornire un'introduzione utile alla scuola.

Le interviste aiuteranno a raccogliere informazioni sullo sviluppo del programma, fornendoci conoscenze iniziali sui bisogni dei CAM, su ciò che le scuole stanno già facendo per soddisfare questi bisogni e quale tipo di supporto allo sviluppo sarà più efficace. Inoltre, aumenteranno la consapevolezza nelle scuole. Si inizierà focalizzandosi su:

- punti di forza attuali, ciò che la scuola fa in modo opportuno nel supportare l'inclusione dei CAM
- apetti legati all'inclusione dei CAM che possono essere migliorati

Sarà fornito un programma delle interviste da utilizzare in piccoli gruppi di:

- leader senior
- personale – sia docente che di supporto
- studenti di età differenti
- genitori/tutori

Si tratta di una guida per aiutare a strutturare le interviste. Sono proposte 24 domande che dovranno essere adattate per al tempo disponibile per le interviste e alla quantità di discussioni che ogni domanda genera. Si suggerisce che ogni intervista duri circa un'ora.

Si raccomanda che i due partecipanti ai workshop ICAM svolgano insieme le interviste. Mentre uno conduce le interviste incoraggiando tutti a partecipare alla discussione, l'altro può fare una breve sintesi delle risposte sul modulo fornito

Nota: Se la costituzione di gruppi di interviste porterà notevoli difficoltà per la scuola, o se ritenete che sia troppo presto rispetto ai tempi del programma e per questo non siete in alcun modo disposti a farlo, **allora le interviste di gruppo potrebbero essere condotte con un gruppo misto o con gli school leader senior della scuola**. Vogliamo che sia molto chiaro fin dall'inizio che le interviste sono state progettate per aiutare la scuola, così come il team ICAM, a individuare i punti di forza esistenti nell'inclusione dei CAM.

Queste interviste sono solo un'indagine preliminare. Il progetto ICAM include un resconto completo della scuola che verrà svolto dopo il primo workshop per gli School Leader ICAM utilizzando un dettagliato strumento di revisione on-line della scuola, i.e. ICAM School Review.

Organizzazione delle interviste di gruppo - preparare la discussione.

I rappresentanti dei quattro gruppi partner dovranno avere un invito che spieghi lo scopo dell'intervista e il loro ruolo in essa, così che possano iniziare a pensare a ciò che vorranno dire prima della sessione.

Si dovrebbe:

1. Iniziare l'intervista con un benvenuto per mettere tutti a proprio agio. Descrivi brevemente il programma ICAM e ciò che esso aiuterà a raggiungere.

Utilizzare un linguaggio appropriato, l'introduzione includerà:

> Gli scopi del programma ICAM per migliorare l'inclusione dei CAM migliorando la capacità delle scuole di mantenere un ambiente sicuro e protetto di convivencia (un termine spagnolo che significa "vivere insieme in armonia") per l'insegnamento e l'apprendimento. Il programma ICAM si focalizza anche sull'Apprendimento Sociale ed Emozionale (SEL - Social and Emotional Learning) che incrementi il benessere attraverso un curricolo scolastico formale e informale. Il SEL migliora la capacità di apprendimento di tutti i bambini

e fornisce supporto ai bisogni aggiuntivi di coloro che sono colpiti dalla migrazione, aiutandoli a superare i disagi che devono affrontare e che sono il risultato di separazioni, traumi e perdite sofferte.

Una caratteristica di ICAM è l'integrazione dell'istruzione di genitori / tutori un il programma scolastico al fine di fornire un supporto aggiuntivo per quelle famiglie che risentono della migrazione e di incoraggiare un supporto SEL continuo a casa per l'intera famiglia.

2. Accettare le regole fondamentali di discussione:

• Riservatezza durante e dopo la discussione e anonimato in qualsiasi resoconto.

• Rispetto per ogni altro punto di vista.

• Ascoltare gli altri e non interrompere o distrarre (ad esempio spegnere i telefoni cellulari!).

• Attenersi alle tempistiche stabilite e supportare il leader nel completare tutte le domande nel tempo a disposizione.

Il programma dell'intervista:

Il programma copre 12 aspetti dell'intera organizzazione scolastica, i quali promuovono la convivencia e l'inclusione di CAM e forniscono la struttura per il programma ICAM.

1. Consapevolezza delle esperienze presenti e passate dei CAM e dei loro possibili effetti.
2. Politiche efficaci che riguardano l'intera scuola e strategie per l'inclusione e il supporto di studenti, incluso un adeguato supporto linguistico per i CAM.
3. Elevata qualità di leadership per lo sviluppo.
4. Strategie efficaci per l'inclusione di nuovi CAM nella comunità scolastica.
5. Strategie efficaci per garantire la sicurezza e il benessere degli studenti all'interno e all'esterno della scuola.
6. Un curricolo SEL "insegnato e afferrato" progettato per migliorare il comportamento di apprendimento.
7. Supporto aggiuntivo per il SEL dei CAM e il loro benessere generale.
8. Supporto per il personale, incluso lo sviluppo professionale continuo per l'inclusione dei CAM.
9. Coinvolgimento degli studenti in tutta la scuola nel supporto reciproco e nell'inclusione di CAM.
10. Supporto e aiuto verso e da parte di genitori/tutori dei CAM per continuare il SEL a casa.
11. Coinvolgimento della comunità locale per incrementare l'inclusione dei CAM.
12. Resoconti periodici sull'efficacia della scuola nell'inclusione dei CAM.

Per ciascuna delle 12 caratteristiche della scuola sopra menzionate, il questionario dell'intervista presenterà due domande consigliate (24 in tutto) per aiutare a raccogliere informazioni sulla situazione attuale nelle scuole.

Le domande presentate hanno carattere di esclusività. Vanno intese come una guida per aiutare a concentrare la discussione sugli argomenti. La formulazione delle domande dovrebbe essere adattata rispetto ai partecipanti. Tutti gli argomenti presentano domande su cosa si sta facendo per promuovere l'inclusione.

Quando il gruppo dell'intervista ha discusso una domanda, si dovrebbe chiedere loro di concordare un punteggio per l'attuale risultato raggiunto dalla scuola in quell'area. Il punteggio dovrebbe essere su una scala di 1-4, dove 1 è eccellente complessivamente, 2 è buono complessivamente, 3 è buono in parte, e 4 indica che va migliorato.
Laddove non sia possibile raggiungere un accordo, un punto decimale può essere aggiunto al punteggio per dare una media: per esempio, 3.6 dove c'è un disaccordo tra un punteggio tra 3 e 4 - non c'è bisogno di spenderci troppo molto tempo su questo punto. Il punteggio è solo per uso personale, al fine di riflettere la sensazione complessiva del gruppo su quel tema.

Le domande

1. Consapevolezza delle esperienze presenti e passate dei CAM

Puoi aiutarci a comprendere in che modo la nostra scuola viene a conoscenza delle esperienze passate degli studenti e in che modo queste informazioni sono condivise e utilizzate all'interno della scuola?

In che misura pensi che le persone nella nostra scuola riconoscano i benefici che bambini /nuovi bambini migranti e le loro famiglie apportano alla comunità scolastica? E come lo sai?

2. Resoconti sull'efficacia della scuola nell'inclusione dei CAM

In che modo la nostra scuola viene a conoscenza della frequenza, natura e severità delle esperienze negative dei CAM nella scuola?

In che modo la nostra scuola viene a conoscenza della frequenza e della natura di comportamenti positivi pro-sociali nei confronti dei CAM che sarebbe vantaggioso incoraggiare?

3. Politiche efficaci che riguardano l'intera scuola e strategie per l'inclusione e il supporto

Quali politiche/ strategie esistono nella nostra scuola per garantire che tutti si sentano inclusi e supportati? E quanto credi che le persone siano informate di queste politiche?

Come pensi che la nostra scuola sappia quanto efficaci siano queste politiche?

4 Leadership scolastica per lo sviluppo

Quanto pensi siano informati gli School leader dei bisogni aggiuntivi dei bambini migranti e delle loro famiglie?

Cos'altro pensi che gli School leader necessitino di sapere per essere in grado di aiutare i bambini migranti e le loro famiglie?

5. Inclusione di nuovi studenti all'interno della comunità scolastica

Cosa fa la nostra scuola per far sistemare i nuovi studenti al momento del loro primo ingresso?

Chi assume la responsabilità di capire quanto bene gli studenti si siano sistemati nella scuola e in che modo questa informazione è raccolta e utilizzata?

6. Sicurezza e benessere degli studenti all'interno e all'esterno della scuola

Quanto si sentono felici e al sicuro gli studenti nella scuola e nel tragitto verso casa e verso scuola? Ci sono pericoli, in particolare per i CAM, e in che modo vengono protetti?

Che tipo di attività e procedure sono in atto per assicurare che tutti gli studenti continuino a sentirsi liberi dal male e in che modo la scuola sa quanto queste siano efficaci?

7. Il curricolo SEL "insegnato e afferrato"

Come valuteresti la qualità del comportamento di apprendimento degli studenti all'interno della nostra scuola. Come lo sai?

In che modo la nostra scuola incoraggia negli studenti uno sviluppo sociale ed emozionale e, allo stesso tempo, accademico?

8. Supporto aggiuntivo per il SEL dei CAM e benessere generale

In che modo la nostra scuola viene a conoscenza dei bisogni aggiuntivi che i CAM potrebbero avere in relazione allo sviluppo del loro benessere e del loro apprendimento sociale ed emozionale?

Quali opportunità aggiuntive sono offerte ai CAM per sviluppare l'aspetto sociale, emozionale e cognitivo del loro apprendimento?

9. Sviluppo Professionale Continuo del personale su SEL e bisogni dei CAM

Quali opportunità ci sono per il personale per conoscere di più sui bisogni sociali ed emozionali dei CAM e delle loro famiglie, nonché per offrire loro supporto?

Come si presenta lo sviluppo professione del personale per l'inclusione dei CAM e quanto è utile?

10. Supporto reciproco degli studenti e inclusione dei CAM

In che modo è incoraggiata l'amicizia tra CAM e altri studenti?

In che modo gli studenti vengono incoraggiati nel supportarsi a vicenda? Vengono create delle opportunità a tale fine?

11. Supporto e aiuto verso e da parte di genitori/tutori dei CAM per il SEL a casa

In che modo la nostra scuola comunica con i genitori / tutori e li supporta nel garantire il loro benessere e la loro istruzione a casa?

Quali attività conosci che forniscono supporto e consigli per le famiglie così che si possano integrare nella comunità? E quanto sono efficaci?

12. Coinvolgimento della comunità locale

Che tipo di attività svolge la comunità locale per supportare e coinvolgere famiglie nuove/migranti? E quanto sono efficaci?

Quali organizzazioni e persone, interessate al benessere dei CAM, sono coinvolte nella nostra scuola?

Analisi e utilizzo dei risultati delle interviste

Viene fornito un modulo per aiutare a registrare le risposte durante le interviste ed estrarre le questioni e i messaggi chiave da queste risposte. È importante registrare solo i punti più importanti e fare una breve analisi. Il modulo è stato progettato per favorire la brevità e per raccogliere risposte.

Argomento 1. Consapevolezza delle esperienze presenti e passate dei CAM

1a Puoi aiutarci a comprendere in che modo la scuola viene a conoscenza delle esperienze passate degli studenti e in che modo queste informazioni sono condivise e utilizzate all'interno della scuola?
1b. In che misura pensi che le persone nella scuola riconoscano i benefici che bambini /nuovi bambini migranti e le loro famiglie apportano alla comunità scolastica? E come lo sai?

Riepilogo delle Risposte chiave	Principali Conclusioni / Messaggi	Punteggio (1-4)
Personale senior		1a
		1b
Personale		1a
		1b
Studenti		1a
		1b
Genitori / tutori		1a
		1b

Argomento 2. Resoconti sull'efficacia della scuola nell'inclusione dei CAM

2a In che modo la scuola viene a conoscenza della frequenza, natura e severità delle esperienze negative dei CAM nella scuola?

2b In che modo la scuola viene a conoscenza della frequenza e della natura di comportamenti positivi pro-sociali nei confronti dei CAM che sarebbe vantaggioso incoraggiare?

Riepilogo delle Risposte chiave	Principali Conclusioni / Mess	Punteggi (1-4)
Personale senior		**1a**
		1b
Personale		**1a**
		1b
Studenti		**1a**
		1b
Genitori / tutori		**1a**
		1b

Argomento 3. Politiche efficaci che riguardano l'intera scuola e strategie per l'inclusione e il supporto

3a Quali politiche/ strategie esistono nella scuola per garantire che tutti si sentano inclusi e supportati? E quanto credi che le persone siano informate di queste politiche?

3b Come pensi che la scuola sappia quanto efficaci siano queste politiche?

Riepilogo delle Risposte chiave	Principali Conclusioni / Messaggi	Punteggio (1-4)
Personale senior		**1a**
		1b
Personale		**1a**
		1b
Studenti		**1a**
		1b
Genitori / tutori		**1a**
		1b

Argomento 4. Leadership scolastica per lo sviluppo

4a Quanto pensi siano informati gli School leader dei bisogni aggiuntivi dei bambini migranti e delle loro famiglie?

4b Cos'altro pensi che gli School leader necessitino di sapere per essere in grado di aiutare i bambini migranti e le loro famiglie?

Riepilogo delle Risposte chiave	**Principali Conclusioni / Messaggi**	**Punteggio (1-4)**
Personale senior		**1a**
		1b
Personale		**1a**
		1b
Studenti		**1a**
		1b
Genitori / tutori		**1a**
		1b

Argomento 5. Inclusione di nuovi studenti all'interno della comunità scolastica

5a Cosa fa la nostra scuola per far sistemare i nuovi studenti al momento del loro primo ingresso?

5b Chi assume la responsabilità di capire quanto bene gli studenti si siano sistemati nella scuola e in che modo questa informazione è raccolta e utilizzata?

Riepilogo delle Risposte chiave	Principali Conclusioni / Messaggi	Punteggio (1-4)
Personale senior		1a
		1b
Personale		1a
		1b
Studenti		1a
		1b
Genitori / tutori		1a
		1b

Argomento 6. Sicurezza e benessere degli studenti all'interno e all'esterno della scuola

6a Quanto si sentono felici e al sicuro gli studenti nella scuola e nel tragitto verso casa e verso scuola? Ci sono pericoli, in particolare per i CAM, e in che modo vengono protetti?

6b Che tipo di attività e procedure sono in atto per assicurare che tutti gli studenti continuino a sentirsi liberi dal male e in che modo la scuola sa quanto queste siano efficaci?

Riepilogo delle Risposte chiave	Principali Conclusioni / Messaggi	Punteggi (1-4)
Personale senior		**1a**
		1b
Personale		**1a**
		1b
Studenti		**1a**
		1b
Genitori / tutori		**1a**
		1b

Argomento 7. Il curricolo SEL “insegnato e afferrato”

7a Come valuteresti la qualità del comportamento di apprendimento degli studenti all’interno della nostra scuola. Come lo sai?

7b In che modo la nostra scuola incoraggia negli studenti uno sviluppo sociale ed emozionale e, allo stesso tempo, accademico?

Riepilogo delle Risposte chiave	Principali Conclusioni / Mess	Punteggi (1-4)
Personale senior		**1a**
		1b
Personale		**1a**
		1b
Studenti		**1a**
		1b
Genitori / tutori		**1a**
		1b

Argomento 8. Supporto aggiuntivo per il SEL dei CAM e benessere generale

8a In che modo la nostra scuola viene a conoscenza dei bisogni aggiuntivi che i CAM potrebbero avere in relazione allo sviluppo del loro benessere e del loro apprendimento sociale ed emozionale?

8b Quali opportunità aggiuntive sono offerte ai CAM per sviluppare l'aspetto sociale, emozionale e cognitivo del loro apprendimento?

Riepilogo delle Risposte chiave	Principali Conclusioni / Messaggi	Punteggi (1-4)
Personale senior		**1a**
		1b
Personale		**1a**
		1b
Studenti		**1a**
		1b
Genitori / tutori		**1a**
		1b

Argomento 9. Sviluppo Professionale Continuo del personale su SEL e bisogni dei CAM

9a Quali opportunità ci sono per il personale per conoscere di più sui bisogni sociali ed emozionali dei CAM e delle loro famiglie, nonché per offrire loro supporto?

9b Come si presenta lo sviluppo professione del personale per l'inclusione dei CAM e quanto è utile?

Riepilogo delle Risposte chiave	Principali Conclusioni / Messaggi	Punteggio (1-4)
Personale senior		**1a**
		1b
Personale		**1a**
		1b
Studenti		**1a**
		1b
Genitori / tutori		**1a**
		1b

Argomento 10. Supporto reciproco degli studenti e inclusione dei CAM

10a In che modo è incoraggiata l'amicizia tra CAM e altri studenti?

10b In che modo gli studenti vengono incoraggiati nel supportarsi a vicenda? Vengono create delle opportunità a tale fine?

Riepilogo delle Risposte chiave	Principali Conclusioni / Messaggi	Punteggi (1-4)
Personale senior		**1a**
		1b
Personale		**1a**
		1b
Studenti		**1a**
		1b
Genitori / tutori		**1a**
		1b

Argomento 11. Supporto e aiuto verso e da parte di genitori/tutori dei CAM per il SEL a casa

11a In che modo la nostra scuola comunica con i genitori / tutori e li supporta nel garantire il loro benessere e la loro istruzione a casa?

11b Quali attività conosci che forniscono supporto e consigli per le famiglie così che si possano integrare nella comunità? E quanto sono efficaci?

Riepilogo delle Risposte chiave	Principali Conclusioni / Messaggi	Punteggi (1-4)
Personale senior		**1a**
		1b
Personale		**1a**
		1b
Studenti		**1a**
		1b
Genitori / tutori		**1a**
		1b

Argomento 12. Coinvolgimento della comunità locale

12a: Che tipo di attività svolge la comunità locale per supportare e coinvolgere famiglie nuove/migranti? E quanto sono efficaci?

12b: Quali organizzazioni e persone, interessate al benessere dei CAM, sono coinvolte nella nostra scuola?

Riepilogo delle Risposte chiave	Principali Conclusioni / Mess	Punteggi (1-4)
Personale senior		**1a**
		1b
Personale		**1a**
		1b
Studenti		**1a**
		1b
Genitori / tutori		**1a**
		1b

Scheda di riepilogo dei punteggi per argomento

Nota: I punteggi sono su una scala 1 – 4, dove 1 è eccellente complessivamente, 2 è buono complessivamente, 3 è buono in parte, e 4 indica che va migliorato

Argomento	Personale senior	Personale	Studenti	Genitori / tutori
Argomento 1. *Consapevolezza delle esperienze presenti e passate dei CAM*				
1a Puoi aiutarci a comprendere in che modo la nostra scuola viene a conoscenza delle esperienze passate degli studenti e in che modo queste informazioni sono condivise e utilizzate all'interno della scuola?				
1b. In che misura pensi che le persone nella nostra scuola riconoscano i benefici che bambini /nuovi bambini migranti e le loro famiglie apportano alla comunità scolastica? E come lo sai?				
Argomento 2. *Resoconti sull'efficacia della scuola nell'inclusione dei CAM*				
2a In che modo la nostra scuola viene a conoscenza della frequenza, natura e severità delle esperienze negative dei CAM nella scuola?				
2b In che modo la nostra scuola viene a conoscenza della frequenza e della natura di comportamenti positivi pro-sociali nei confronti dei CAM che sarebbe vantaggioso incoraggiare?				
Argomento 3. *Politiche efficaci che riguardano l'intera scuola e strategie per l'inclusione e il supporto*				
3a Quali politiche/ strategie esistono nella nostra scuola per garantire che tutti si sentano inclusi e supportati? E quanto credi che le persone siano informate di queste politiche?				
3b Come pensi che la nostra scuola sappia quanto efficaci siano queste politiche?				
Argomento 4. *Leadership scolastica per lo sviluppo*				
4a Quanto pensi siano informati gli School leader dei bisogni aggiuntivi dei bambini migranti e delle loro famiglie?				
4b Cos'altro pensi che gli School leader necessitino di sapere per essere in grado di aiutare i bambini migranti e le loro famiglie?				
Argomento 5. *Inclusione di nuovi studenti all'interno della comunità scolastica*				
5a Cosa fa la nostra scuola per far sistemare i nuovi studenti al momento del loro primo ingresso?				
5b Chi assume la responsabilità di capire quanto bene gli studenti si siano sistemati nella scuola e in che modo questa informazione è raccolta e utilizzata?				
Argomento 6. *Sicurezza e benessere degli studenti all'interno e all'esterno della scuola*				
6a Quanto si sentono felici e al sicuro gli studenti nella scuola e nel tragitto verso casa e verso scuola? Ci sono pericoli, in particolare per i CAM, e in che modo vengono protetti?				

6b Che tipo di attività e procedure sono in atto per assicurare che tutti gli studenti continuino a sentirsi liberi dal male e in che modo la scuola sa quanto queste siano efficaci?				
Argomento 7. *Il curricolo SEL "insegnato e afferrato"*				
7a Come valuteresti la qualità del comportamento di apprendimento degli studenti all'interno della nostra scuola. Come lo sai?				
7b In che modo la nostra scuola incoraggia negli studenti uno sviluppo sociale ed emozionale e, allo stesso tempo, accademico?				
Argomento 8. *Supporto aggiuntivo per il SEL dei CAM e benessere generale*				
8a In che modo la nostra scuola viene a conoscenza dei bisogni aggiuntivi che i CAM potrebbero avere in relazione allo sviluppo del loro benessere e del loro apprendimento sociale ed emozionale?				
8b Quali opportunità aggiuntive sono offerte ai CAM per sviluppare l'aspetto sociale, emozionale e cognitivo del loro apprendimento?				
Argomento 9. *Sviluppo Professionale Continuo del personale su SEL e bisogni dei CAM*				
9a Quali opportunità ci sono per il personale per conoscere di più sui bisogni sociali ed emozionali dei CAM e delle loro famiglie, nonché per offrire loro supporto?				
9b Come si presenta lo sviluppo professione del personale per l'inclusione dei CAM e quanto è utile?				
Argomento 10. *Supporto reciproco degli studenti e inclusione dei CAM*				
10a In che modo è incoraggiata l'amicizia tra CAM e altri studenti?				
10b In che modo gli studenti vengono incoraggiati nel supportarsi a vicenda? Vengono create delle opportunità a tale fine?				
Argomento 11. *Supporto e aiuto verso e da parte di genitori/tutori dei CAM per il SEL a casa*				
11a In che modo la nostra scuola comunica con i genitori / tutori e li supporta nel garantire il loro benessere e la loro istruzione a casa?				
11b Quali attività conosci che forniscono supporto e consigli per le famiglie così che si possano integrare nella comunità? E quanto sono efficaci				
Argomento 12. *Coinvolgimento della comunità locale*				
12a: Che tipo di attività svolge la comunità locale per supportare e coinvolgere famiglie nuove/migranti? E quanto sono efficaci?				
12b: Quali organizzazioni e persone, interessate al benessere dei CAM, sono coinvolte nella nostra scuola?				

Auto-valutazione iniziale di ICAM School Leader sulla conoscenza, la comprensione e le competenze

Nome _____ **Data** _____

Guida per completare l'autovalutazione

Si prega di completare questa auto-valutazione riguardante la propria conoscenza, la comprensione e le competenze relative a questi workshop. È possibile che venga chiesto di condividere la vostra auto-valutazione con gli altri come parte del processo di apprendimento. I risultati complessivi per il gruppo nel suo complesso saranno raccolti per aiutare a monitorare e valutare il programma.

Lo scopo è quello di aiutare a riconoscere i propri punti di forza come ICAM School Leader. È necessario farlo e rendersi conto del proprio apporto al proprio ruolo. La valutazione individuerà anche eventuali aree che si potrebbero migliorare e ti aiuterà a pensare a ciò che è richiesto agli ICAM School Leader.

Le domande utilizzano un approccio focalizzato sulla soluzione e si basano sugli obiettivi del workshop. Vi viene chiesto di indicare le proprie competenze su una scala da 0 -10 e poi pensare:

- perché il vostro punteggio non è un punto in meno - di riconoscere i propri punti di forza
- che cosa si potrebbe fare per aumentarlo di un punto in più - quali misure realizzabili potrebbero prendere per migliorare le vostre competenze.

Anche se ci si aspetta molto da voi come ICAM School Leader, e dovrete mostrare i più alti standard di professionalità, è importante per tutti riconoscere i propri limiti. Non ci si aspetta che siate perfetti o risolviate tutte le difficoltà che incontrerete. Da voi ci si aspetta umanità e che facciate del vostro meglio.

Quindi, quando risponderete alle domande che seguono, siate realistici. Non siate troppo modesti. Più accurata sarà la vostra valutazione, più sarete in grado di acquisire fiducia nelle vostre capacità e identificare le competenze specifiche da migliorare. Fare questo adesso aiuterà a ottenere il massimo beneficio dai workshop, concentrandovi sugli aspetti che sono per voi più significativi.

Dopo aver completato i workshop, sarete invitati a rispondere ancora una volta alle stesse domande. Sarete in grado confrontare le vostre risposte e vedere quanto avete realizzato. Questo vi aiuterà a costruire i vostri successi e il piano per il vostro sviluppo professionale continuo.

PER FAVORE, PORTA CON TE QUESTA AUTOVALUTAZIONE DURANTE I WORKSHOP

Autovalutazione iniziale degli ICAM School Leader

Utilizzando una scala 0 – 10, dove 0 sta ad indicare nessuna abilità e 10 il livello più alto di una data abilità più alta che un ICAM School Leader dovrebbe dimostrare, cortesemente rispondi alle seguenti domande:

1. Come valuti la tua consapevolezza delle esperienze di CAM passate e presenti?	**Valutazione 0-10**
La tua consapevolezza delle storie dei singoli CAM nella tua scuola.	
La tua comprensione dei possibili effetti delle esperienze sul comportamento di CAM nella tua scuola.	
La tua empatia, e il tuo atteggiamento positivo, verso i CAM	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	
2. Come valuti la tua conoscenza e la comprensione dei modi di rivedere l'efficacia della scuola in compresi CAM?	**Valutazione 0-10**
La tua conoscenza e la comprensione dei modi per costruire una revisione della efficacia degli sforzi della scuola per includere CAM	
La tua conoscenza e comprensione dei modi di attuazione di una revisione, coinvolgendo le parti interessate in modo che siano a conoscenza delle azioni della scuola per includere CAM e siano motivati ad aiutare	
La tua conoscenza e comprensione dell'uso di dati di una revisione per rendere noto un Piano di azione	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	
3. Come valuti la tua capacità di creare e attuare politiche e strategie per l'inclusione e il sostegno di studenti, tra cui il supporto per la lingua appropriata ai CAM?	**Valutazione 0-10**
La tua capacità di creare politiche per l'inclusione e il sostegno di studenti, tra cui i CAM	
La tua capacità di pianificare strategie basate sulla politica per migliorare l'inclusione e il sostegno di CAM	
La tua capacità di mettere in atto strategie per migliorare l'inclusione e il sostegno del CAM garantendo l'impegno dei soggetti interessati	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

4. Come valuti la tua capacità di condurre un programma di ICAM?	**Valutazione 0-10**
La tua capacità di condurre e gestire il cambiamento in tutta la scuola	
La tua capacità di utilizzare adeguati stili di leadership per migliorare l'inclusione e creare un clima di convivencia (vivere insieme in armonia)	
La tua capacità di condividere i compiti e le responsabilità di leadership	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

5. Come valuti la tua conoscenza e la comprensione delle strategie efficaci per l'ammissione di nuovi CAM nella scuola?	**Valutazione 0-10**
La tua conoscenza e comprensione dei modi per aiutare CAM sentirsi i benvenuti e i modi per riconoscere e valorizzare la diversità culturale e l'accettazione	
La tua conoscenza e comprensione dei modi efficaci per valutare i bisogni dei CAM quando arrivano nella scuola	
La tua conoscenza e comprensione delle strutture di supporto CAM, compresa l'importanza di un Adulto Chiave (Keay Adult)	
Totale	
Perché il tuo punteggio totale non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

6. Come valuti la tua capacità di creare un ambiente sicuro per l'apprendimento?	**Valutazione 0-10**
La tua conoscenza e comprensione dei modi di riconoscere e valorizzare il contributo dei CAM alla vita della scuola	
La vostra conoscenza e comprensione della salvaguardia dei CAM e la capacità di riconoscere i segni di abuso o abbandono	
La tua conoscenza e la comprensione dei modi di prevenire comportamenti bullismo e di gestirlo quando si verifica	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

7. Come valuti la tua capacità di fornire l'apprendimento sociale ed emozionale attraverso un curriculum, sia formale che informale, progettato per migliorare l'apprendimento, la salute sociale ed emozionale, il benessere e l'inclusione?	**Valutazione 0 –10**
La tua conoscenza e comprensione dell'insegnamento delle abilità sociali ed emotive per migliorare l'apprendimento, la salute sociale ed emozionale, il benessere, e l'inclusione	
La tua capacità di creare un ethos che sviluppa le competenze sociali ed emozionali degli studenti	
La tua capacità di modellare le competenze sociali ed emozionali per il personale scolastico e gli studenti	
Totale	
Perché il tuo punteggio totale non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	
8. Come valuti la tua capacità di fornire sostegno supplementare all'apprendimento sociale ed emozionale di CAM e al benessere generale?	**Valutazione 0 –10**
La tua conoscenza e comprensione dei possibili bisogni sociali ed emozionali aggiuntivi di CAM	
La vostra capacità di identificare se un CAM ha bisogno di un ulteriore sostegno sociale ed emozionale di apprendimento	
La tua capacità di organizzare un ulteriore supporto per l'apprendimento sociale ed emozionale per CAM sia individuale che in un piccolo gruppo	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	
9. Come valuti la tua capacità di fornire il supporto per il personale, compreso lo sviluppo professionale continuo, per l'inserimento di CAM?	**Valutazione 0-10**
La tua capacità di fornire uno sviluppo professionale continuo del personale per migliorare l'inclusione di CAM	
La vostra conoscenza e la comprensione delle strategie per garantire al personale benessere e salute emotiva	
La tua capacità di riconoscere i possibili effetti dello stress traumatico secondario e fornire supporto per apportare miglioramenti	
Totale	
Perché il tuo punteggio totale non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	
10. Come valuti la tua capacità di coinvolgere gli studenti in tutta la scuola a	**Valutazione**

sostenersi a vicenda e l'inclusione di CAM	**0-10**
La tua conoscenza e la comprensione delle modalità per assicurare che il clima in classe supporti l'inclusione	
La tua conoscenza e la comprensione della realizzazione di sistemi di supporto efficace tra pari	
La tua conoscenza e la comprensione dei modi che coinvolgono studenti nel processo decisionale	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

11. Come valuti la tua capacità di ottenere il sostegno e aiuto da e per genitori / tutori di CAM per un SEL continuo in casa?	**Valutazione 0-10**
La tua conoscenza e la comprensione dei modi di comunicare efficacemente con i genitori / tutori	
La tua conoscenza e la comprensione dei modi di coinvolgere genitori / tutori dei CAM nel lavoro della scuola	
La tua conoscenza e la comprensione dei modi per garantire che l'apprendimento sociale ed emozionale continui a casa	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

12. Come valuti la tua capacità di promuovere il coinvolgimento con la comunità locale per migliorare l'inclusione di CAM	**Valutazione 0-10**
La tua capacità di identificare le fonti di sostegno per i CAM e le loro famiglie nella comunità locale	
La tua capacità di lavorare in collaborazione con la comunità locale	
La tua capacità di incoraggiare la valorizzazione del contributo di CAM e delle loro famiglie alla comunità locale	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

Obiettivi per lo sviluppo durante i workshop

Guardando le tue risposte nel loro complesso, quali pensi siano:

i tuoi tre maggiori punti di forza in relazione a questi laboratori?

1.

2.

3.

i tre aspetti che tu hai bisogno di migliorare di più?

1.

2.

3.

Per favore, porta con te questa autovalutazione durante i workshop

Potrete anche farvi riferimento durante il completamento dalla vostra valutazione personale alla fine del workshop. Potrete confrontare le vostre valutazioni prima e dopo i workshop in modo da poter giudicare ciò che avete raggiunto.

NOTE It is recommended to organise 2 x 2 day workshops separated by at least one month during which School ICAM Leaders carry out the ICAM School review

First 2 day workshop programme

Giorno 1	
Session 1 1 hr 30 mins **Opening the Workshop** **Starting to build a learning community**	Introductions and welcome The programme Overall aims for the 4 day workshop A working agreement Learning outcomes for Day 1 Processes underpinning the ICAM approach in the workshops The four stage learning process Solution focused approaches to introducing change
	Tea /coffee break
Session 2 1 hr 30 mins **The current situation for children affected by migration (CAM) in our schools**	Who are CAM? The CAM in our schools The benefits the inclusion of CAM brings to our schools Why schools are the most important agents for support of CAM The rights of all children and CAM in particular
	Lunch
Session 3 45 mins **The long term effects of displacement - children displaced in World War 2**	Learning from the experiences of children displaced during the second world war The physical effects of conflict and displacement The psychological effects of conflict and displacement Developing a session for the School ICAM Leader workshop
Session 4 45 mins **Attachment theory and the consequences for CAM**	Our Internal Working Model Background to attachment theory The impact in school What can we do in school**?**
	Tea /coffee break
Session 5 1 hr 30 mins **Understanding whole school development of inclusion for CAM**	12 Key Features of whole school development for convivencia and the inclusion of CAM The importance of Social and Emotional Learning The outcomes of the ICAM approach
30 mins	Review of the day's learning Overnight task

Day 2	
10 mins **Introduction to the day**	Circle time Learning outcomes for Day 2.
Session 6 1 hr 30 mins **Key Feature 1 Awareness of the past and present experiences of CAM and their possible effect**	Listening to the stories of CAM Who needs to know the stories of CAM? Empathy and a positive attitude towards CAM Understanding the possible effects of trauma Understanding the post-migration challenges for families of CAM
	Tea /coffee break
Session 7 1 hr 30 mins **Key Feature 2 Regular reviews of the school's effectiveness in including CAM**	The purpose of school review The process of school review Implementing the school review Ensuring that the school review models convivencia Setting up the review for use in a school Ethical considerations Developing an action plan
	Lunch
Session 8 1 hr 30 mins **Key Feature 3 Effective whole school policies and strategies for the inclusion of and support of students,**	A vision for a school with a climate of convivencia Writing and sharing a school policy Communicating and monitoring a school policy
	Tea /coffee break
Session 9 1 hr 30 mins **Key Feature 4 School leadership for development**	Leadership styles suitable for promoting convivencia and inclusion Distributed leadership and the qualities of a good leader and manager of an ICAM programme Leading and managing change
30 mins	Review of the day's learning
ICAM school review and consequent action plan to be completed before Day 3	

Second 2 Day workshop programme

Day 3	
Session 10 1 hr 30 mins **Learning from implementing the ICAM programme so far**	Welcome and sharing of what has been achieved since the first workshop Sharing outcomes of ICAM School Review and proposed action plans Sharing experience of leading the ICAM programme
	Tea /coffee break
Session 11 1 hr 30 mins **Key Feature 5 Effective strategies for the induction of new CAM into the school community**	Welcoming new students to the school A Key Adult Making assessments
	Lunch
Session 12 1 hr 30 mins **Key Feature 7 A formal and informal) Social and Emotional Learning (SEL) curriculum**	The skills of SEL The structure and main learning outcomes of an SEL programme 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
	Tea /coffee break
Session 13 1 hr 30 mins **Key Feature 8 Additional support for CAM's Social and Emotional Learning and general wellbeing**	What schools can do to support CAM's SEL needs The possible effects of migration experiences How do we respond to signs of trauma? Identifying CAM in need of additional support How small group support can meet the additional SEL needs of CAM A model of Small Group Work The tasks involved in setting up and delivering small group work in SEL
30 mins	Review of the day's learning
Overnight task	

Day 4	
Session 14 1 hr 30 mins **Key Feature 6 Effective strategies to ensure the safety and wellbeing of students in and around the school**	Circle time Learning outcomes for Day4 A whole school approach to creating convivencia and feelings of safety Preventing bullying Dealing with any bullying that occurs Procedures to deal with suspected neglect or abuse outside school
	Tea /coffee break
Session 15 1 hr 30 mins **Key Feature 9 Support for staff including continuing professional development** **Key Feature 10 Involvement of students**	A staff CPD programme based on the 4 levels of providing support for CAM Staff wellbeing and avoiding secondary trauma Relationships in the classroom How can students support one another outside the classroom e.g. at break times? Listening to students
	Lunch
Session 16 1 hr 30 mins **Key Features 11 and 12** Involvement of parents and the local community	Communicating with parents Involving parents/carers, including those who are hard to reach, in the work of the school and continuing SEL in the home Identifying sources of support for CAM in the local community Developing and leading partnerships within the local community
	Tea /coffee break
1 hr 30 mins **Review of learning and planning next steps** **Close of workshop**	Resources for schools available already for each of the 4 stages for supporting ICAM Access to the database Using the ICAM website and continuing as a learning community Sharing resources and experiences – growing the database and staying in touch Reflection on learning during day 4 of the workshop and completion of Daily Evaluation form on learning during days 4 Completing the ICAM self-assessment of knowledge and skills learnt from the workshops and from implementing the ICAM school review Comparison of ICAM self-assessment results before and after the workshop Collation of ICAM self-assessment of results from all participants – for use in the workshop evaluation Developing personal action plans Discussion of experiences during the workshop and completion of Final Evaluation Form Arrangements for support visits by ICAM National Facilitators

Day 1			
Session 1	**Opening the workshop Starting to build a learning community**		
15 mins	**Introduction** **Purpose: to make everyone feel welcome and to set the scene for the workshop**. PPT 1 Welcome! Make sure everyone has a name badge that can be read from a distance. Seat them at tables of between 6 and 8 people. **Formal welcome to the course** set it in the context of the whole ICAM project. Introduce yourselves and ask participants to introduce themselves by saying their name, their job, and one thing that they enjoy about their work. **Go through the programme** for the workshop Days 1 to 4 briefly. Explain that it will cover the 12 features of a school that is well organised for the inclusion of CAM. They are described in Section D of the ICAM Handbook, which they have been given – they were asked to read Sections A-D before coming to the workshop. There will be a break between the first 2 days and second 2 days of the workshop so that participants can reflect on their learning, carry out a School ICAM Review and use the results to draw up an ICAM action plan. The Handbook explains the underlying philosophy and methodology that we will use – it will be a useful source of information and guidance and we will refer to it often. They also have a printout or copy of the PPT slides that we will be using. **Check-ins** PPT 2 **Invite** participants to look at the pictures from Resource Sheet 1.1 on their tables and choose the one which best describes how they are feeling at the moment. Then, if they wish, to tell the others in their group: • which card they picked • what it represents to them • why they picked it PPPT 3 ICAM is about making children feel safe and comfortable so that they can learn. We hope to model an inclusive atmosphere of convivencia in this workshop and will check from time to time so that we can help one another to achieve this. **Overall aims for the 4 day workshop**	PPTs1 – 4 Copy of the workshop programme, the ICAM Handbook and the workshop PowerPoints for each participant. Copy of the cut out pictures from Resource Sheet 1.1 'How am I feeling today?' on each table	

	PPT 4 Introduce the main learning outcomes for the workshop • **Helping you to gain a full knowledge and understanding of strategies for developing convivencia and the inclusion of CAM in a school** • **Modelling facilitation styles and techniques that are appropriate for ICAM** • **Developing your skills so that you are confident leaders for the next steps of the ICAM programme** • **Providing opportunities for you to practise, and receive feedback on, the skills you need to lead an ICAM programme in school.** • **Creating a team of National Facilitators and School ICAM Leaders who will form a learning community, supporting each other as they share their experience and good practice and continue to develop their skills.**		
2 mins	**Explain the Thoughts and Ideas Wall** **Purpose: To ensure that thoughts and ideas are shared even if they occur at inconvenient times** If anything we say is not clear, we hope that people will ask for clarification as we go along. But there may be more general thoughts, ideas and questions that occur to participants and that it would be inappropriate to share them in the middle of some activity. So that we can be sure all questions are answered and any thoughts and ideas are shared, they can be written on a sticky note and put on the Thoughts and Ideas Wall at any time. We will answer these questions and share the ideas after each session.	Flipchart sheet headed 'Thoughts and Ideas'	
10 mins	**Expectations & Concerns** **Purpose: to discover what participants hope to learn and any factors that might inhibit their learning.** **Activity: Explain** that the purpose of the self-assessment that participants were asked to complete was to help them plan exactly what they want to get out of the workshop. We want to maximise the value of our time together. This exercise will help us all to focus on what we need to achieve during the sessions. PPT5 **Ask** participants to work in pairs and briefly discuss: What are your hopes for the workshop? Do you have any worries about it? Write your expectations each on a separate sticky note and concerns each on a sticky note and place them on the appropriate flip chart. If anyone else has had the same thought, stick your note on top of theirs.	PPT 5 2 Flipchart sheets headed 'Expectations' and 'Concerns'. Sticky notes on each table	
	Facilitation tip: You may need to encourage participants to take time to read the other notes on the chart when they are adding their own. That is why you should ask them to put similar notes on top of each other.		

	It is a good idea to stand by the charts as people come up and to comment yourself on what they have said. One of the purposes of this activity is to encourage the group to pay attention to each other's views and needs. **Plenary** – talk through the expectations and seek clarification from participants where necessary. Then talk through the concerns and seek clarification Explain that we will look again at Expectations and Concerns on Day 4 and see how we feel about them by then		
5 mins	**A working agreement** **Purpose: to establish how we will help our group work together so that we can learn as much as possible in the time available to us.** **Activity:** PPT6 When working with a new group it is useful to have a short session agreeing how we will work together. Think of a time when a group you were in worked well and what made it successful Think of a time when a group did not work well and what caused this What do you think would help to make our sessions effective /what stops sessions being effective? What are useful behaviours to make the sessions effective for everyone? Ask participants to work in table groups to make a list of behaviours they would like to see. Look back at our concerns and see if we can suggest any behaviours that might address them. Are there any other behaviours that people would like to suggest? Ask for a volunteer to act as scribe and record our agreement on a flip chart. Ask one group for their list. Then ask the other groups one at a time if they have anything to add. Ask the whole group whether they agree to the final list. When it is agreed, put it up on the wall	PPT 6 Flip chart sheet headed 'Our working agreement' and pens	
3 mins	**Learning outcomes for Day 1** **Purpose: To be clear about our purpose for today!** Today we will consider what we know about CAM and their possible needs and some of the principles that will determine our approach to meeting those needs. PPT7 **The intended learning outcomes for today are** • **Understanding the aims and structure of the workshop**	PPT 7	

	• **Starting to work together effectively as a group with ownership of the group working expectations** • **Understanding the current situation regarding CAM in our context** • **Consideration of the possible long term effects of migration revealed by research into children displaced in World War 2** • **Understanding the benefits to learning in general of a focus on social and emotional learning** • **Defining 'convivencia' – living together in harmony' - and identifying the factors which affect the school's climate for convivencia and inclusion** We have already touched on the first two learning outcomes. We will pause to check on our understanding and reflect on our learning as the day progresses. **Plenary** Ask if there are any questions about what we will be doing this week.		
10 mins	**The four stage learning process** **Purpose: to understand a process that underpins the design of ICAM workshops because it has proved to be most effective in facilitating adult learning. To encourage participants to focus on <u>how</u> they learn as well as <u>what</u> they learn so that can apply these insights in their work as facilitators.** PPT8 **Explain** that, during the workshop, we will focus on learning and will ask participants to reflect not only on what they have learned but also what has helped or hindered their learning so that they can apply any insights they gain to delivering CPD for their colleagues. **Activity** Ask everyone to stand in a circle and then to think about what helps them to learn in a workshop like this. Take a ball and throw it to one person who must say one thing that helps them to learn. They throw the ball to someone else who says what has helped them and so on until everyone has said what they want to say. Discuss the responses. **The four stage learning process** **Presentation:** The facilitation methodology for the ICAM programme is based on current best practice in CPD and research evidence which shows that, unless learning opportunities are active and allow participants to practise and have feedback on that practice, they will have little or no effect on changing what they do.	PPTs 8 -10 A ball (a ball of crumpled paper will do)	

	Unless we engage participants in active partnership in learning, it is unlikely that they will change their behaviour. The work of Bruce Joyce and Beverley Showers (1988) – Section B4 of the ICAM Handbook - transformed thinking about CPD. They identified four key components which, when used in combination, have much greater power than when they are used alone. PPT9 These major components of facilitating learning are: 1. Presentation - an explanation of knowledge, understanding or skills. 2. Modelling – illustration of knowledge and understanding or demonstration of skills 3. Practice - in simulated or real situations. 4. Application with mentoring - practical assistance with the transfer and application of acquired knowledge, understanding and skills to the workplace. PPT10 shows how the four stage process can be applied For the purposes of CPD for ICAM the important point is that, while learners need presentation and modelling, to know about different approaches and to see how they work, it is essential that they develop their skills by practising these approaches and are helped to analyse the outcomes and reflect on them so that their learning has a positive impact on their future practice. The research evidence is very clear that skill acquisition and the ability to transfer skills to a range of situations requires application of what has been learned in real life situations. This implies paying great attention to the way facilitators are supported after their workshop. In particular, this means giving the opportunity for immediate and sustained practice, collaboration and peer support between participants. Research indicates that, when people go to lectures, which require them only to sit and listen or take notes, only 5% of the information given to them is remembered and acted upon. If the four stage learning methodology is used, which involves modelling and practising what has been learned with feedback to develop it further, then about 75% of the information given is internalised and acted upon.		
5 mins	**Solution focused approaches to introducing change** **Solution focused techniques** **Purpose: to understand how solution focused approaches can be applied in our work.** **Presentation:** When introduced to any change, such as a new programme, people will be anxious and unsure. As leaders, it is part of our role to reduce participants' worries and help them to find solutions to	PPTs 11-13	

	any problems that they perceive, whether these problems are large or small, real or imagined. We need to focus on solutions. Part of the role of teachers is to help their students to solve the problems that they perceive in relation creating a climate of convivencia and inclusion in schools and they also need to focus on solutions. So we are going to look at some solution focused approaches and techniques that can be used in the ICAM programme outlined in Section B3 of the ICAM Handbook PPT11 The solution focused approach is based on the solution-focused brief therapy developed by an American psychologist – Steve de Shazer. The approach focuses on the solution, not the problem. PPT12 Adults and children with problems are helped most by: • talking about the future, not the past – dwelling on the solution, not the problem • describing what they want in their lives – describing their preferred future • discovering what has worked for them – doing more of what has proved successful • focusing on what is changeable – understanding and working on what they can change • concentrating on non-problem behaviour, competences, personal strengths – building on success PPT13 We can use questions which help people to focus on solutions.		
15 mins	**Activity: The Miracle Question** PPT14 Participants should work in pairs. **Ask** them to think of a problem that they anticipate in relation to implementing the ICAM programme in their schools and to describe it to a partner. They should make a note of their partner's problem. They have 5 minutes to do this. Tell them when the 5 minutes is up. **Explain** that one solution focused technique is to imagine what would happen if the problem miraculously disappeared. We already used this technique when we imagine a school with convivencia PPT15 We will use the Miracle Question. While you are sleeping in your bed tonight, a miracle happens and your problem disappears. When you wake up tomorrow morning: • What will be different? • How will you know? • What will be the first thing you notice? • Who else will notice? • How will you know that they have noticed? • What might happen?	PPTs 14–15	

	• What small signs have you already seen? They have 5 minutes each to question their partner. Tell them when to begin and when each 5 minutes is up. Now reflect on this activity. What is the purpose of the Miracle Question? It is not suggesting that a problem really can disappear overnight – that would be a miracle and is therefore most unlikely to happen! But the question helps people think more creatively. It helps them to focus on what they are trying to achieve – the perfect future.		
20 mins	**Activity: Scaling** PPT16 The Miracle Question helps us to define what we want to achieve. We then have to decide what to do – the first step towards a solution. PPT17 Scaling is a useful technique for this. Participants should work with a different partner. Ask them to think of a problem that they have at the moment. This could be a problem at work or at home. On a scale of 0 -10, how serious is the problem? They should tell their partner the problem and its score. They have 5 minutes. PPT18 They then have 5 minutes each to ask • What would you notice was different if, the next time you looked at it, the score had moved up one or two points? • How have you have managed to stay off 0? • Why is your score not one less? • What will be different when the score moves towards 10? • Who will notice the difference? • What would need to happen to move up one or two points? **Plenary: Ask** for any comments or questions. Remind participants that they have used scaling in their initial evaluation of skills and we will use it in daily evaluation sheets during the workshop. Scaling helps us to recognise what we have achieved (How we have managed to stay off 0. Why our score is not one point less) and how to improve in small achievable steps (What would need to happen to move up one or two points. What will be different when the score moves towards10.)	PPTs 16-18	
5 mins	**Other solution focused techniques** PPT19 Exception Finding. It is helpful to think of the circumstances in which the problem is reduced or does not occur and then to create those circumstances when possible. PPT 20 Other useful solution focused approaches are:	PPTs 19 – 20	

	• Goal-setting - What do you want to do? • A good day - How do you know if you're having a good day? • Exception-finding -Tell me about the times when it doesn't happen. • Building on strengths - When you faced this sort of problem in the past, how did you resolve it? • Commitment - What would be good enough? • Other perceptions - Where would your friend say you are today? • Managing - What are you doing to stop things getting worse? **Ask** which solution focused approaches might you use if a school principal tells you that, during break times, there is very little integration between the different groups of CAM and other students in the school. **Plenary:** Ask for any comments or questions. Remind participants that they have used scaling in their initial evaluation of skills and we will use it in daily evaluation sheets during the workshop. Scaling helps us to recognise what we have achieved (How we have managed to stay off 0. Why our score is not one point less) and how to improve in small achievable steps (What would need to happen to move up one or two points. What will be different when the score moves towards10.)		
	Tea/coffee break		
Session 2	**The current situation for children affected by migration (CAM)**		
15 mins	**Purpose: To build a portrait of the CAM in our schools, their rights, the benefits which their presence brings to schools and the importance of schools in their lives.** **Who are CAM?** **Purpose: To consider the broad definition of 'children affected by migration' and clarify the focus of ICAM on learning in schools.** Give out **Resource sheet 1 – Introducing CAM** and allow participants a few minutes to read it.	PPTs 21-22 Copy of Resource sheet 1.2– 'Introducing CAM' for each participant	
	Facilitation Tip You might suggest that one member of each table group reads it out to the others so that they go through it together.		
	Explain that it describes a situation which has caused great concern in recent years and has been reported frequently with many poignant and sometimes alarming images in the media. PPT 21 But children have been affected by migration in many different ways, the definition of CAM is very broad. PPT 22 It is therefore essential for ICAM to have a very clear focus, and that focus is on learning. Learning		

	is the business of schools and it is their responsibility to provide conditions which maximise children's capacity to learn. We cannot solve all the problems that CAM face but we can do our best to give them full access to education.		
40 mins	**The CAM in our schools** **Purpose: For everyone to have a better understanding of the context in which the group works. To share the profiles of the CAM populations in our different schools and positive steps towards meeting their needs. To share experience and expertise and begin to build a learning community that will continue to cooperate after the workshops.** **Discussion** – **Ask** participants from each school in turn to describe the population of CAM in their school and any positive points about what they are already doing to include these children that have emerged from the preliminary interviews that they conducted before the workshops. Did any of the interview results surprise them? If so, why? If not, why not? This is an opportunity for participants to learn from one another. Question the speakers where necessary to clarify their situation but otherwise let them do the talking. During the discussion, as they emerge, list on a flip chart, or on a PPT slide, the positive actions that schools are taking to include CAM. **Plenary: Ask** participants what they felt about this activity. Look at the list on the flip chart. Is there anything anyone would add to it now?	Flip chart and pen	
15 mins	**The benefits the inclusion of CAM brings to our schools** **Purpose: To highlight the positive benefits for the school of including CAM.** **Explain** that we are focusing on what schools have to do to include CAM and, because this requires attention, commitment and resources, it can be seen as a problem. But it is important to recognise the positive contribution of CAM and their families to the life of the school. PPT 23 Put a flip chart sheet and pens on each table. Ask each group to make a poster showing the benefits that the inclusion of CAM brings to the school. Display the posters around the room and discuss them with the whole group. **Plenary:** Agree that we should remember to recognise and celebrate the positive benefits for the whole school community of including CAM.	PPT 23 Flip chart sheet and pens for each table group	
10 mins	**Why schools are the most important agents for support of CAM** **Purpose: To think about school from the point of view of CAM.** PPT 24 We have been thinking about the CAM that we know. **Ask** participants to imagine one of these children in their school. Why is the school important in that child's life?	PPTs 24-26	

	They have 5 minutes to discuss this in their table groups and you will then ask each table to tell you one reason for the importance of school to CAM. After 5 minutes, ask each table for their idea. Is there more that anyone would like to add? PPT 25 **Ask** "Is any other organisation outside the home as important in the life of CAM as the school is?" **Plenary:** Agree that schools are important in the lives of all students but have particular importance in the lives of CAM. Schools are well placed to do much to improve the lives of these children and to influence the attitudes of the local community towards them. PPT 26 We will spend time later in the workshop considering ways of doing this but the PPT lists some suggestions.		
10 mins	**The rights of all children and CAM in particular** **Purpose: To focus on the UN Convention on the Rights of the Child (CRC) which underpins the ICAM programme and how the programme supports the aims of Rights Respecting Schools (RRS)** **Activity: The rights of children** Ask participants to stand in two concentric circles so that each of them is facing a partner. **Facilitation Tip**: If there is an odd number of participants, you can join one of the circles. But you will need also to keep time and tell the group what to do. We are going to think about the rights of children, in particular the rights of the children we have been describing this morning. If we were writing a bill of rights for children, what would we want to include? They have a right to life, to grow physically, mentally, socially and emotionally. Think first about the rights that would support their physical development - 2 minutes to talk to the person facing you about this. Then everyone in the inner circle should move one place to the right so that they have a new partner. 2 minutes to talk about the rights that would support children's mental development Then the inner circle should move one place to the right again 2 minutes to talk about the rights that would support children's social and emotional development. **Plenary** Ask for any comments. **The CRC** PPT 27 **Explain** that the CRC is ratified by all countries (except the USA which accepts and has signed it but, because of internal procedural difficulties, has not actually ratified it.) It underpins the ICAM programme as it has at its heart the best interests of the child. Schools should always keep this in mind, have a clear picture of the child's needs so that their interests are served and	PPTs 27 – 28	

	seek the views of children and their parents on matters that concern them There are 54 articles of the CRC. Draw participant's attention to Section 1.4 of the ICAM Handbook which explains the articles of most relevance to ICAM. **UNICEF Rights Respecting Schools** PPT 28 The RRS award recognises the achievement of schools in putting the CRC into practice. Involvement in ICAM will support schools in attaining the award and it is recommended that they investigate this. The ICAM Handbook refers to it in a number of sections.		
	Reflection : Ask participants to spend a moment thinking about what they have learned this morning and making any notes that they wish to make **Thoughts and ideas feedback** Respond to any comments on the Thoughts and Ideas wall		
	Lunch		
Session 3	**The long term effects of displacement - children displaced in World War 2**		
45 mins	Respond to any comments on the Thoughts and Ideas wall **Learning from the experiences of children displaced during the second world war** **Purpose: To consider what research into the experiences of children displaced in a war 70 years ago can tell us about the possible long-term effects of the experiences of CAM** PPT 29 **Explain** that we are going to consider the possible long-term effects of migration experiences. PPT 30 Enormous numbers of children were displaced during World War 2 But the effect on them, and in particular the long term effects of their suffering, were rarely considered. Give out **Resource Sheet 1.3** and ask them to choose one member of each group to read it aloud to the others on their table. **Explain** that, after World War 2, the needs of CAM were not recognised and little was done to reduce the negative effects of their experiences. During the war, many children became separated from one, or even both, of their parents. This may have been unavoidable, e.g. if the father was in the army, or the parents may have chosen to send the child away to a safer place. As a result of the war, some parents, especially fathers, were so emotionally scarred by their experiences that, although physically present, they were unable to provide emotional support for their children, who therefore experienced 'emotional fatherlessness' Mothers also suffered significant traumas as a result of e.g. losing a husband/partner, losing their homes, their careers or perhaps being physically/sexually abused on their journeys. The	PPTs 29 - 42 Copy of Resource sheet 1.3 for each participant	

	repercussions often left the children without loving care and attention. What sometimes remains after extreme trauma is the 'body shell' of the parent, now lacking a spirit. Many children in World War 2 were without a male role model and found it very difficult to relate to male figures in general. In addition, where the father was 'absent' and the mother was left on her own to cope with both parental roles, this caused a breakdown in the traditional mother-child relationship. PPT 31 Research (Parsons and Heinl) shows that the effects of such deprivation can last for three generations. e.g. if a child has a parent or parents who are absent – either physically or emotionally– the child has no model of effective parenting and, when he/she becomes a parent, may be equally emotionally absent, which will adversely affect the next generation and so on. **Ask participants to read the ICAM Handbook Section C4 silently.** PPTs 32 – 42 **A slide show** which shows what schools can do to reduce the long-term effects of displacement and illustrates each of the points made in Section C4 of the Handbook. Take time to discuss each of the points with participants as they look at the images. **Plenary:** What have we learned in this session that will inform our approach to including CAM and supporting their learning in school? Is there anything that has surprised or enlightened you in this session?		
Session 4	**Attachment theory and the consequences for CAM**		
8 mins	**Purpose: To understand attachment theory and its possible relevance for CAM** **Activity: What affects our view of the world|?** **Purpose: For participants to be aware that our world view results from the quality of the attachments we form early on in life (usually to the primary care-giver). To know that this is called the Internal Working Model**. PPT 43 Ask participants to compete the sentences on the PPT with the first words they think of, and share these with a partner (if they are comfortable to do so) I am…. Other people are…. The world is… Make the point that our view of the world is formed largely through our early experiences. **Our Internal Working Model** Give the following examples of how world views can differ: PPT 44 If a child has its needs (for food, warmth, reassurance) met each time it shows that it is	PPTs 43- 47	

	distressed, it is likely to grow up believing that it matters, that it is worth looking after, that adults are reliable and can look after it, and that the world is a predictable and safe place. PPT 45 A child whose parents are unable to meet its needs (perhaps because they have mental health issues or are constantly concerned with survival) learns that it has to rely on itself – adults can't be trusted, and the world is an unsafe and unpredictable place. Our world view results from the quality of the attachments we form early on in life (usually to the primary care-giver). This world view is referred to as the 'Internal Working Model' PPT 46 Ask participants how children with positive or negative Internal Working Models might interpret the action of the clown in the picture. **Facilitator Tip:** You might like to share the saying 'We don't see things as they are, but as how we are' PPT 47 Explain that there is much evidence that our Internal Working Model, and the early experiences which give rise to it, impact on a range of factors throughout life e.g. our ability to learn, our relationships with others, our need for control and our ability to regulate our emotions and deal with stress.		
10 mins	**Background to attachment theory** **Purpose: For participants to understand what the attachment system is and how the key concepts impact on children's educational experience.** PPT 48 **What is the attachment system?** **Explain:** A baby has an innate need to attach to an adult who can meet its needs and ensure its survival – a parallel system exists in the baby's key care-giver, enabling them to respond. Attachment seeking behaviours (crying, smiling etc.) are hard-wired into the baby, and the desire to respond to the baby's needs is hard-wired into the care-giver. The attachment process is designed to result in the baby's survival – it ensures its physical needs are met and keeps the baby safe from danger. Equally importantly however, the attachment system is designed to ensure that the baby receives the nurture and love which will programme its developing brain (which is shaped by experience and only half-formed at birth) to become pro-social and curious, able to manage emotions and control impulses. PPT 49 **Attachment and CAM** **Explain:** For some CAM, primary care-givers may have been absent, dead, or too preoccupied with survival to provide the emotional availability and attuning that is necessary to form a secure attachment. While the Internal Working Model is formed early in life (it is usually thought to be relatively fixed by about 15 months) severe loss and trauma can impact on it at a later stage. Some CAM will have suffered many losses (their home, friends, language etc.) and perhaps been subject to trauma which will contribute to a view of the world which is unsafe and unpredictable.	PPTs 48 – 53 Video of Harlow's monkey	

	PPT 50 **Attachment versus Exploration** The primary care-giver becomes a 'secure base' (developing the Attachment System) the presence of which will allow the child to feel safe to explore the environment around it – a requirement for learning (developing the Exploratory System). The Attachment System is linked in an 'on-off' relationship to the Exploratory System - when the Attachment System is switched to 'on' (when the baby feels stress – is hungry, frightened etc) the Exploratory System is switched to 'off'. This on-off switch lasts throughout life – even adults do not learn if they are scared – and has a major impact on students' functioning at school. If students are feeling uncomfortable, unhappy or unsafe at school, their Attachment System will become activated and they will not be able to learn, as learning is a function of the Exploratory System. PPT 51 **The adult as the secure base** Another key concept of attachment theory is that the primary adult functions as a secure base. Ask participants to consider what they see when young children are out with their parent or carer – when the child is unsure, he or she will cling closely to the adult, and as they relax will venture a little further (but keep glancing back at the adult). As the child feels more secure in an environment, they will venture further away, a little at a time. PPT 52 **VIDEO: Harlow's monkeys demonstrating the secure base, attachment and exploratory behaviours.** **Explain** that Harry Harlow, a behavioural scientist working in the 1950s in England demonstrated the attachment / exploratory link with baby monkeys. While the experiments are now considered unethical, the video offers a clear picture of the processes in action. **https://www.youtube.com/watch?v=RcHc6K6MjjM** PPT 53 In the first few months of life the brain is wiring itself up in response to the environmental conditions with which it has to cope. The impact of poor attachment and trauma is long-lasting, and not 'solved' by the child's move to e.g. a caring foster home, or a 'safe' country. It is important that we recognise this. What can schools do? Research shows that we can impact on these negative effects and we will look at how it can be done.		
	Facilitator Tip: Participants may express the view that there is nothing they can do if the brain is hard-wired to react in certain ways. It is important to emphasise that people can continue to learn new ways of coping and thus change their brain-wiring. It is not easy, and takes a long time, but it is important that educationalists understand that it can be done.		

15 mins	**The impact in school** **Purpose: For participants to understand how attachment/trauma difficulties might manifest itself within the school environment and consider some strategies for lessening the impact.** PPT 54: **Activity: How might a child's Internal Working Model affect their day at school?** **Explain** that we tend to assume that children will arrive in school with the attributes listed on the left hand side of the slide (the attributes of children with a secure attachment), i.e. that they will: • trust adults • believe that they are safe • cope with changes to routine • be ready to learn • be able to try something new and risk failure we also expect them to: • comply with reasonable requests Most children quickly work out the link between cause and effect and are able to manage their behaviour so that they don't get into trouble • They can cope with the shame/guilt induced if they are reprimanded. For securely attached children the effect of shame or guilt is to motivate them to change their subsequent behaviour. The experience of school for children with a negative Internal Working Model, will be very different. Run briefly through the list of characteristics associated with a negative Internal Working Model. **Explain** Children without secure attachments already have an overwhelming sense of shame. Therefore shame has a different effect – rather than motivating change it may make them over-react and feel angry. **Activity Resource sheet 1.4 Ask** half the group to discuss in pairs how a child with a positive Internal Working Model might experience the school day and how they might behave. Ask the other half to consider how a child with a negative Internal Working Model might experience it. Some examples of the sort of everyday events are given on the Resource Sheet but participants can think of their own. PPT 55 **Ask** participants to read the list of typical behaviours of children with attachment/trauma issues and ask a) Did those who completed the previous activity for children with negative Internal Working Model come up with any of these behaviours/ characteristics?	PPTs 54 – 56 A copy of Resource Sheet 1.4 for each participant	

	b) Have they have taught or known a child who exhibits these behaviours? PPT 56 **Understanding the behaviour and learning of children with a negative Internal Working Model** Give participants time to read the slide and discuss briefly in pairs if they believe that these key points are understood within their school. Are all children treated exactly the same for example? **Emphasise** that there are a whole range of behaviours which children with attachment difficulties might display. It is important that that their behaviour is understood by everybody within the school as a result of their experiences, as representing strategies that make sense to the students themselves, given the challenges they have faced, even when they do not appear to make sense to others. The behaviours can be understood as driven by the needs of the students and as an attempt at communication. It is of the utmost importance that they should not be regarded simply as 'naughty students' in need of firmer discipline and stronger sanctions.		
10 mins	**What can we do in school?** **Purpose: To ensure that participants are aware of some strategies for supporting students with attachment/trauma related difficulties.** PPT 57 **The needs of children with attachment difficulties** **Explain** that there are three key needs of students with attachment difficulties which schools will need to consider if inclusion and learning are to be achieved. These three needs relate to the key concepts considered at the beginning of the session. They are: • The need for an additional attachment figure - a Key Adult to fulfil the role of the 'secure base' and enable the student to switch off their attachment system and switch on their exploratory system in order to learn. • The need to foster feelings of safety. This is important to reduce the hypervigilance which prevents students from being able to focus and concentrate on learning. • The need for support in developing self-concept and reducing the impact of shame We must keep these in mind as we examine ways of increasing convivencia and the inclusion of CAM in our schools PPT 58 **What can we do in school? Some strategies** Give out Resource Sheet 1.5 Strategies for working with CAM with attachment difficulties. **Ask** participants in pairs/small groups to choose one of the three areas on the previous slide and look at the strategies that are listed. Suggest that participants read the handout following the session and try out one or more of the strategies	PPTs 57- 58 Copy of Resource Sheets 1.5 for each participant	

	with a student in their school.		
2 mins	**Plenary** PPT 59 **Ask** participants to think about what they want to remember from this session and share with a partner either: • One thing that will make a difference to something they do in school or • One strategy they will use to support a student who may have attachment/trauma difficulties.	PPT 59	
	Tea/coffee break		
Session 5	**Understanding whole school development for inclusion of CAM**		

20 mins	**12 Key Features of whole school development for convivencia and the inclusion of CAM** **Warm up activity** **Purpose: to encourage the group to know one another better and to introduce the topic of the session.** **Find someone who…** Give each participant a copy of Resource Sheet 1.6. When told to start, they should move around the room, find people who fulfill the criteria and write the name of the person who fulfills the criterion in the box. They should ask their first question of somebody who is not sitting at their table. They have 5 minutes to collect as many names as possible. Ask them to stand. Say “Start”. After 5 minutes say “Stop”. Ask who has collected the most names. You can ask that person to read out the names of each of the people in the boxes to check accuracy. Or, to make it more challenging, you can take the person’s sheet and ask them to try to remember whose name they put in each box, by reading out the categories one at a time. **Explain** that we are now going to consider how to encourage a welcoming, happy, harmonious atmosphere in our schools. The inclusion of CAM relies on a positive atmosphere of convivencia – living together in harmony. **Factors affecting the school climate for convivencia** **Purpose: To help participants understand the factors that affect convivencia by thinking about their schools** **Activity :** PPT 60 Ask participants to use Resource sheet 1.7 to list the factors that influence convivencia in schools (large legible writing please – we all want to be able to read the lists)	PPT 60 A copy of Resource Sheet 1.6 for each participant A copy of Resource Sheet 1.7 for each table group	
	Facilitation tip: You may find that many suggestions on the slips will be negative examples of behaviour which destroys ‘convivencia’. Discuss why this should be and suggest ways of thinking about more positive influences. Most people think negatively about this issue and ignore the positive factors in the school which are working well. It often pays to build on these positive influences and then see how the negative influences can be turned around. We will return to this method for achieving improvement on frequent occasions in the programme so it is worth raising the issue now;		
	Then ask them to place their sheets in in order of importance and note the order on the top of the sheet. Ask each group the order they have chosen and discuss the reasons Place the sheets on a table or on the floor in 4 groups ‘Student Related’, ‘Adult Related’, ‘Facilities		

	Related', 'Outside School/Community Related' Ask participants to stand near the sheets so that they can read what others have written. Discuss the results. **Plenary:** the purpose of this exercise was to give us a deeper understanding of convivencia. Have we achieved it?		
20 mins	**What are we doing already to affect convivencia?** **Purpose: to raise awareness of activity in the school that promotes conivencia** **Activity:** PPT 61 Give each participant a copy of Resource sheet 1.8 They should list on it the activities or systems in their school that support convivencia. **Facilitation tip:** encourage participants to think widely about what their schools are already doing. Sometimes strengths are not recognised. They should discuss their response with a partner and list any areas that could be improved. (They should keep this list as it will be useful when they come to make an action plan later in the workshop). **Plenary:** What did they feel about this activity? Are there things their schools are doing to promote convivencia that did not fit the boxes on the sheet? What boxes would they add?	PPT 61 A copy of Resource Sheet 1.8 for each participant	
30 m	**The model of a well organised school** **Purpose: to understand a model on which a school review and action plan can be based.** Explain that, in the review and in order to develop an action plan, we need to look at what the school is already doing to promote convivencia and inclusion of CAM and what more it needs to do. Ask participants to look at the model in the ICAM School Handbook Section D. PPT 62 The 12 outcomes described in the model of a school that is successful in promoting convivencia and the inclusion of CAM **Activity:** Ask participants to explore this model by completing Resource sheet 1.9 individually. **Plenary:** Ask for any comments or questions. Explain that we will use this model to structure this workshop – we will work on each of the Key Features in turn- and the ICAM School Review.	P*P*T 62 A copy of Resource Sheet 1.9 for each participant	
15 mins	**The importance of Social and emotional Learning (SEL)** **What gets in the way of learning?** **Purpose: Energiser. To demonstrate that social and emotional learning underpins all cognitive skills**	PPTs 63 - 69 Flip chart and pens	

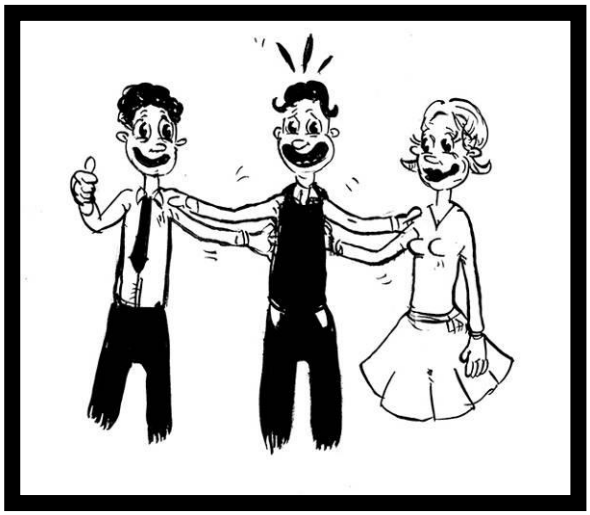
	Activity: PPT 63 Participants stand up and work in pairs with someone they have not worked with before. In turn, they ask their partner to solve a mental arithmetic problem. (e.g. (6x5) +3+9+7).		
	Facilitation tip Rather than using a mathematical problem, participants could ask their partner to undertake a different task e.g. sing a song, recite a poem or explain the meaning of a difficult word. The point is to choose a task that is quite difficult for anyone working in unfamiliar circumstances.		
	PPT 64 **Ask** the pairs to discuss the feelings they experienced during the task, any strategies they used to manage them and the social skills they used. Explain that it might be easier to talk about the social skills they saw their partner using rather than those they used themselves. Then ask them to sit at their tables again. Ask for a volunteer to act as scribe and record the feelings on the flip chart as participants name them. Try to elicit as broad a range of feelings as possible (some people may have felt panic, while others enjoyed the challenge). Make the point that in a class, pupils will have different responses to the tasks we set. Ask for another volunteer to record social skills on the second chart as participants name the skills they used to manage their feelings e.g. smiling, eye contact, humour. We all employ a range of sophisticated social skills, often without being aware of it. However, many pupils have not yet acquired these skills. Did any of this get in the way of their ability to complete the task?		
	Facilitation Tip: If time, you could ask them to consider how they would have felt if we had made it less safe – e.g. shouting at them or telling them we were going to judge them or publically share the results .		
	As adults, we found strategies for managing the feelings we experienced (we didn't, for example, run out of the room, hide under the table or tell the facilitator that 'this is rubbish and I'm not doing it') Emotions that are not dealt with, you might call it 'emotional static', can get in the way of learning, as can a lack of social skills. PPT 65. If children do not have the social skills to engage with others and the emotional skills necessary to identify their feelings, as well as strategies for managing those feelings, they will not be able to engage with the cognitive task required. It is therefore the job of the school to help children learn these skills as they underpin all cognitive tasks.		
	Facilitation tip If time, you can ask participants if they can think of any task in school that doesn't involve some social or emotional skill		
	PPT 66 **Social and Emotional Learning (SEL) is a process of acquiring the social and emotional knowledge, understanding and skills which are essential for learning, emotional health and**		

	wellbeing, effectiveness, and success in the workplace and in life. Research shows **two key things** that we need to bear in mind when considering SEL: 1. PPT 67 SEL isn't just absorbed – the skills need to be taught in a structured way, just as for reading or maths. The explicit teaching of SEL shows a positive impact: 2. PPT 68 A safe, facilitative environment is necessary for learning SE skills, just as for any other form of learning. **Reflection** PPT 69 In the session, later in the workshop, on Key Feature 7, you will be looking at HOW we learn, and can best teach the skills of SEL. We will Consider 5 aspects of SEL: • self-awareness • managing feelings • motivation • empathy • social skills. **Ask** participants to discuss with a partner Were you taught SEL when you were at school? Would more explicit teaching have helped you? Ask for any comments.		
5 mins	**The outcomes of the ICAM approach** **Purpose: To conclude the day by looking at the overall intentions of the ICAM programme and to draw together the themes that we have addressed today** PPT 70 Ask participants to look at the ICAM Handbook Section A which lists the intended outcomes of the ICAM programme. We have already touched on a number of these today and will return to them. Are there areas here which they feel are already strong in their schools and will need little additional attention? Conversely, which of these will be most important for their school? **Facilitation tip**: These questions are intended to help participants read and understand the PPT. There are no right or wrong answers!	PPT 70	
30 mins	**Thoughts and ideas feedback** Respond to any comments on the Thoughts and Ideas wall **Circle time - Reflection on learning during Day1 of the workshop** **Purpose: To encourage a reflective approach to learning and model the use of Circle Time** (described in the ICAM National Facilitator Additional Handbook Section 5.3). **Ask** participants to sit in a circle. Use a 'talking object'. Participants pass it around. Only the person holding it is allowed to speak.	PPT 71 A 'talking object' – e.g. a soft toy, a flower, a stone A copy of the Day 1 Evaluation Sheet for	

	PPT 71 **Ask** participants to think about what we have done today. 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 1 Evaluation Sheets** Collect them for use in considering anything you should take into account on Day2. Thank everyone for their contribution to the workshop	each participant.	
Overnight Task: Read the sections on Key Features 1,2,3 and 4 in the ICAM Handbook			

Foglio delle Risorse 1.1 Come mi sento oggi?

(Per preparare l'attività ritagliare le immagini)



Foglio delle Risorse 1.2

Introdurre i CAM

Un rifugiato è qualcuno che è riconosciuto come costretto a lasciare il proprio paese a causa della guerra o della paura per la persecuzione per ragioni di razza, religione, nazionalità, appartenenza a un determinato gruppo sociale o opinione politica.

Un richiedente asilo è una persona che è fuggita dal proprio paese a causa di conflitti armati o di violenze ma che non è ancora stato riconosciuto come rifugiato dal governo del paese ospitante.

Uno sfollato interno (IDP - Internally Displaced Person) è una persona che è costretta a fuggire dalla propria casa a causa di conflitti armati o di violenza ma che non ha attraversato un confine internazionale e quindi rimane sotto la protezione del proprio governo, anche se il loro governo è la causa del suo allontanamento.

La determinazione dello status di rifugiato di una persona non può essere effettuata unicamente sulla base della sua nazionalità.

È necessaria una valutazione individuale.

La Legge Internazionale sui Diritti Umani garantisce ai rifugiati il diritto di:

- un alloggio adeguato
- istruzione
- libertà di movimento
- lavoro

Alcune statistiche dal 2016

Secondo l'Alto Commissariato delle Nazioni Unite per i Rifugiati (UNHCR):

Nel 2016 sono arrivati in Europa altri 347.000 rifugiati e migranti, in aggiunta ai più di un milione di rifugiati e migranti che hanno intrapreso un viaggio in mare nel 2015. La maggior parte di costoro è giunto in barca dalla Libia all'Italia o dalla Turchia in Grecia attraverso il Mar Egeo.

Nel 2016, 4.690 rifugiati e migranti sono morti o sono stati segnalati come dispersi nel Mar Mediterraneo, il 25% in più rispetto al 2015.

Gli arrivi in Italia e in Spagna sono aumentati costantemente nel corso del 2016, con un totale di 170.973 e 4.971 rispettivamente.

Nel primo trimestre del 2016, un totale di 151.452 persone ha raggiunto la Grecia dalla Turchia, tuttavia, dopo la dichiarazione UE-Turchia del 18 marzo 2016, questi numeri sono scesi drasticamente. Tra il 1° aprile e il 31 ottobre, poco più di 18.000 persone hanno completato questo pericoloso viaggio via mare.

La maggioranza di queste persone è in cerca di sicurezza e protezione, dal momento che quasi il 60% di quelli che arrivano in Europa nel 2016 provengono dai dieci paesi di principale provenienza dei rifugiati, e soprattutto dalla Siria (Siria), dall'Afghanistan e dall'Iraq.

La maggior parte degli arrivi ci si aspetta che restino in Grecia, Italia e Spagna con una probabile richiesta di asilo in questi paesi. Alcuni di costoro saranno eleggibili per il trasferimento in un altro paese in Europa, o in alternativa il reinsediamento.

Secondo le stime di Save the Children Romania:

ci sono fino a 350.000 bambini "abbandonati" in Romania - si tratta di bambini con genitori che vivono e lavorano all'estero. In circa il 40% dei casi, entrambi i genitori sono partiti per lavorare all'estero.

Foglio delle Risorse 1.7

Bambini sfollati 70 anni fa durante la Seconda Guerra Mondiale

All'inizio della seconda guerra mondiale, 1.5 milioni di bambini nel Regno Unito furono mandati via (evacuati) dalle loro case, in città che probabilmente sarebbero state bombardate, per vivere con stranieri in piccole città e villaggi "sicuri".
Hanno viaggiato con etichette che mostravano il proprio nome, il loro indirizzo di casa e il nome della loro scuola.

Molti sono ritornati a casa dopo poche settimane, ma altri sono rimasti separati dai loro genitori per tutta la durata della guerra. La ricerca (Rif: *'I'll take that one'; and 'I'll Take That One Too!' Professor Martin Parsons DSM 2013*) mostra che le conseguenze di questo evacuazione non sono state riconosciute o trattate a dovere al momento e hanno avuto effetti a lunga durata.

Martin Parsons scrisse:
"Ci sono persone che non possono guardare avanti finché non hanno guardato indietro, e questo è molto importante. Avere una moglie, i figli e i nipoti può essere meraviglioso, ma non toglie il dolore, non riempie quella enorme perdita e quel vuoto nella propria vita "

Betty Rose, disse: sfollata

“Anche adesso, piangerei quando ci penso. Ma perché? Perché non mi ha colpita all'epoca. Ma guardando indietro, mi colpisce ore. Provi dispiacere per d per te stessa, c'è stato un grande spazio vuoto o nella tua vita. No, non mi ha mai colpito davvero per anni, e anni, e anni in avanti.”

Un sfollato anonimo disse:
"Quello che sperate è di non essere trattato con crudeltà e picchiato, e fatto sentire ancora peggio. Le tue "circostanze" sono già un mistero profondo e scuro e c'è un'enorme colpa di aver fatto qualcosa di terribile per essere stato respinto dai tuoi genitori "

Jim Bartley, sfollato, disse:
"Per tutto il tempo in cui sono stato uno sfollato, mi dicevo che un giorno la guerra sarebbe finita e che sarei potuto tornare a casa. Dopo la guerra abbiamo vissuto in una zona diversa di Londra e ho percorso la strada che mi portasse a dove abitavo prima. L'intera area era stata completamente cancellata durante i primi giorni del blitz e non ero riuscito a trovare il punto in cui c'era una volta la mia casa. Ciò è accaduto più di 70 anni fa. Ho vissuto in molti altri luoghi. Adesso ho una famiglia e sono un nonno. Ora ho una bella casa, ma in qualche modo sto ancora aspettando di tornare a casa!"

Un anonimo figlio della guerra ha spiegato che:
ora a 82 anni si nasconde da qualche parte in casa sua ogni qual volta gli amici e o qualcuno della famiglia parte. Avendo dovuto dire tanti dolorosi addii durante guerra, non può sopportare di dirne ancora.

Un’altra figlia della guerra ha spiegato che:
dopo 15 anni di matrimonio felice chiese al marito il divorzio. Avendo perso molte persone che erano vicine a lei, semplicemente non poteva credere che il rapporto sarebbe durato e ha ritenuto che sarebbe stato meglio se ne avesse preso il controllo e lo avesse chiuso. Il marito non era d'accordo e il loro matrimonio è sopravvissuto.

Molti bambini hanno perso la loro infanzia perché dovevano assumere ruoli da adulti in età precoce. Questa ragazza si è presa cura del fratello e della sorella minore quando sono stati fatti sfollare. Durante la loro vita, ha continuato a sentirsi responsabile di ciò che è successo loro.

Foglio delle Risorse1.4

Come potrebbe il modello di lavoro interno di un bambino influenzare la sua giornata a scuola?

• Il suo insegnante è assente e un altro, a lui sconosciuto, farà lezione nella sua classe

• I bambini vengono informati all'ultimo minuto che andranno in una piscina diversa, poiché quella dove vanno solitamente è chiusa per riparazioni.

• Al bambino che sta parlando viene chiesto di sedersi di fronte al resto della classe

• Ai bambini viene detto di chiudere gli occhi e lasciare che un altro bambino li guidi in giro per l'aula come parte di un'attività

• L'allarme antincendio scuola si spegne e l'insegnante dice ai bambini di mettersi in fila in silenzio

• Altri eventi scolastici quotidiani ...

Comportamenti associati al Modello di Lavoro Interno Positivo:

- Si aspetta di potersi fidare degli adulti.
- Crede di essere al sicuro.
- Affronta le modifiche alla routine.
- Pronto a imparare (soddisfa le esigenze di base).
- In grado di assumere un rischio o provare qualcosa di nuovo / fallimento del rischio.
- Risponde positivamente a richieste ragionevoli (causa - effetto).
- Se rimproverato, può affrontare il senso di vergogna / colpa indotto e usarlo per motivare il cambiamento nel suo successivo comportamento.

Comportamenti associati a un Modello di Lavoro Interno Negativo:

- Non può fidarsi degli adulti – sono imprevedibili.
- Non si sente al sicuro – scruta costantemente l'ambiente per paura del pericolo (è in stato di allerta).
- I cambiamenti alla routine rappresentano una minaccia.
- Ha bisogno di avere il controllo di sé (assicurarsi di soddisfare le proprie esigenze).
- Non è pronto a imparare.
- Incapace di correre il rischio o provare qualcosa di nuovo.
- Le richieste ragionevoli sono viste come una perdita del controllo.
- Se rimproverato, la vergogna è pesante, schiacciante (troppa!). Ha una crisi emotiva.

Strategie per lavorare con CAM con difficoltà di attaccamento

Sebbene non tutte i CAM possano avere difficoltà di attaccamento, è probabile che una parte di loro ne soffrirà. Ciò dipende da una serie di esperienze pre-, durante e post-migrazione (come la perdita di significative figure di attaccamento, coesione familiare, disponibilità emotiva genitoriale in circostanze avverse, e fattori di personalità / temperamento). Yolanda Van Ecke (2005) ha dimostrato che i CAM hanno più probabilità, rispetto ad altri bambini, di generare una rappresentazione di attaccamento insicura.

Per i professionisti potrebbe risultare utile avere una comprensione degli stili di attaccamento e ciò che è efficace nel sostenere i bambini con questi problemi all'interno della scuola, da una prospettiva accademica e sociale ed emotiva.

La maggior parte del personale vedrà i bambini che hanno difficoltà di attaccamento nelle loro aule, nel cortile della scuola, nelle associazioni, e così via, e potranno trarre vantaggio da questa Guida, la quale fornisce i punti da considerare indicati dai seguenti titoli:

1. Adulto chiave

2. Promuovere i sentimenti di sicurezza

3. Costruire l'autostima

Il termine «problemi/difficoltà di attaccamento» qui viene utilizzato per descrivere i modelli tipici del comportamento e le esigenze di base dei bambini le cui precedenti esperienze portano a difficoltà sufficientemente severe da influire sulle relazioni e sulla vita quotidiana.

1. Adulto chiave

Problemi che coinvolgono l'intera scuola

- assicurarsi che lo studente abbia l'opportunità di entrare in contatto con un adulto "chiave" fin da quando inizia la scuola
- assicurarsi che esista un "back-up" nel caso in cui l'adulto chiave sia lontano
- assicurarsi che sia disponibile un supporto per il lavoratore chiave
- assicurarsi che l'adulto chiave sia coinvolto in qualsiasi riunione riguardante il bambino

L'importanza dell'Adulto chiave per il bambino. Scopi:

- imparare ad avere fiducia negli adulti
- imparare che ci si "ricorda di loro" anche quando l'adulto non è presente
- imparare è una cosa buona (e utile!) chiedere e ricevere aiuto
- imparare a rinunciare al controllo - sapere che gli adulti possono essere persone fidate, in grado di soddisfare le loro esigenze e garantire la loro sicurezza (questo aspetto è talvolta definito come "promuovere la dipendenza" ed è uno stadio temporaneo che porterà alla reale indipendenza del bambino)
- imparare a contenere e regolare il loro stato emotivo
- sviluppare una idea di se stessi migliore

Compiti e ruoli dell'Adulto chiave

- conoscere e capire il bambino (armonizzare)
- essere disponibili per registrazione supporto ad hoc
- fornire una base sicura per il bambino - mostrando una "presenza non ansiosa"
- far in mondo che il bambino si senta sempre considerato
- gestire problematiche di controllo
- fornire un'interpretazione della realtà scolastica attraverso attività di mediazione (*scaffolding*)
- aiutare il bambino a mettere in pratica le nuove abilità acquisite – in particolare quella di chiedere aiuto
- modellare la "costanza" (dimostrare che gli adulti possono essere affidabili e prevedibili)
- gestire i momenti di ansia (e.g. quando c'è un insegnante supplente)
- essere coinvolti nella pianificazione degli incontri riguardanti il bambino
- essere in contatto con i genitori / tutori
- supporto con esperienze di apprendimento differenziate
- lavorare con il bambino durante / dopo negativi episodi comportamentali

Alcuni strumenti e tecniche utili

- pensare ad alta voce - "Mi chiedo se si sente un po' spaventato nel ..."
- la grande domanda - "So che è una cosa grande da chiedere - vediamo se possiamo ..."
- oggetti transitori. Dare al bambino qualcosa di tuo da custodire fino a quando non ti rivedrà, come un bigliettino o un oggetto da casa
- scelte strutturate. "Penna rossa o blu?", "Qui o dal computer" ...
- commento - "Vedo che stai diventando un po' ansioso perché ...", "Il Signor X sta facendo questo per assicurarsi che tutti siano al sicuro"
- debriefing (i.e. valutazione finale di un processo)
- scrittura e segnali compresi in privato

Foglio delle Risorse 1.5 Adulto chiave (continua)

E ricorda!

- non scoraggiare lo studente se non si impegnerà fin dall'inizio - continuare ad accettare e a provare a essere amichevole
- gli studenti devono imparare che, non importa ciò che fanno o dicono perché non te ne andrai!
- avere aspettative realistiche. Focalizzarsi sul fare piccoli passi avanti e celebrare ogni segno di successo.
- assicurarsi, laddove sia possibile, che gli studenti siano a conoscenza di eventuali cambiamenti / se si sta andando via per un periodo di tempo prolungato.
- ricordare che il bambino si aspetta di essere deluso e sfidare questa convinzione richiederà molto tempo e molto lavoro attivo ed esplicito

2. Promuovere i sentimenti di sicurezza

L'importanza di sentirsi al sicuro

I bambini con difficoltà di attaccamento sono spesso "iper-vigilanti", sempre attenti al pericolo potenziale. Questo loro atteggiamento è una conseguenza delle loro esperienze iniziali. A differenza della maggior parte dei bambini, hanno bisogno di un ulteriore supporto per sentirsi sicuri e protetti.

Esistono due sistemi: il sistema di attaccamento (che assicura il nostro stato di sicurezza) e il sistema esplorativo (che stimola la curiosità e promuove l'apprendimento). Quando uno è acceso l'altro è spento. Pertanto, se un bambino non si sente sicuro, il sistema di attaccamento sarà acceso e il sistema esplorativo - necessario all'apprendimento - sarà disattivato e il bambino non sarà in grado di apprendere.

Alcuni modi per promuovere sentimenti di sicurezza

- Prendere misure per garantire che i bambini con difficoltà di attaccamento si sentano al sicuro mostrando esplicitamente le misure di sicurezza nella scuola.
- Esprimi giudizi sull'utilizzo dei badge o fa registrare i visitatori facendo firmare loro un registro quando arrivano, assicurati che solo adulti fidati possano accedere nell'edificio
- Fare riferimento frequente e regolare alle misure di sicurezza e al ruolo degli adulti nel tenere i bambini al sicuro.
- Assicurarsi che i bambini possano vedere cosa succede nell'aula dalla postazione in cui sono seduti. Se è necessario disporli frontalmente, metti delle sedie laterali piuttosto che direttamente al centro dell'aula, dove è possibile vedere molto poco di quello che altri stanno facendo.
- Comprendere che il bambino possa trovarsi nella condizione di essere l'ultimo a sedersi. Avrà bisogno di trovare dei modi per tenersi occupato finché gli altri non si saranno seduti – pianificali.
- Organizzare le modalità di punizione/ isolamento che non richiedono al bambino di sedersi di fronte al muro dove non riesce a vedere cosa sta succedendo.
- Non aspettarti che il bambino si inserisca bene immediatamente in un ambiente nuovo o diverso (ad esempio, con un insegnante supplente o in una nuova aula), consentendogli di "valutare il rischio".
- Essere consapevoli dello stress che potrebbe essere causato da una classe "troppo occupata" - questo potrebbe provocare ansia perché porterebbe a una sensazione di sovraccarico che rende meno sicuri gli studenti.
- Essere prevedibili, coerenti e ripetitivi. Gli studenti con disordine di attaccamento sono molto sensibili ai cambiamenti nei programmi, nelle transizioni, nelle sorprese e nelle situazioni sociali caotiche. Essere prevedibili e coerenti aiuterà lo studente a sentirsi sicuro e protetto e ciò, a sua volta, ridurrà l'ansia e la paura.
- I periodi di transizione e persino il cambiamento più piccolo possono essere motivo di preoccupazione per un bambino che non ha mai sperimentato sicurezza e stabilità e che ricordi di cambiamenti traumatici. Pertanto, considera come organizzare la giornata scolastica in modo che la routine contribuisca a creare un forte senso di sicurezza e familiarità. Pensa ai momenti del giorno più stressanti per il bambino e cerca di avere a disposizione qualcuno che sia disponibile per offrire un ulteriore supporto emotivo. Ricorrere a un calendario che sia visibile e preparare i bambini in anticipo su qualsiasi cambiamento può anche aiutare
- Creare un "posto sicuro / angolo tranquillo" per il bambino a cui ricorrere utilizzare, quando necessario.

Resource Sheet 1.5

3. Costruire l’autostima

Perché i bambini con difficoltà di attaccamento reagiscono in modo diverso agli elogi e alla l vergogna

L'autostima dei bambini con difficoltà di attaccamento è danneggiata dalle loro prime esperienze. Come esseri umani noi non confidiamo in ciò che non conferma quello che crediamo e quindi la lode può essere problematica per i bambini che credono che essere "cattivi" o "inutili". Provare vergogna è un processo normale, utile per la maggior parte dei bambini nell'aiutarli a comprendere che hanno fatto qualcosa di sbagliato e hanno bisogno di correggersi. Tuttavia, i bambini con difficoltà di attaccamento già soffrono di quantità tossiche di vergogna e rispondono in modo diverso (e in modo molto negativo) alle esperienze di vergona previste o involontarie.

Alcuni modi per costruire l'autostima e per evitare la vergogna

- Offrire prova tangibile dei successi per contrastare un'idea di se stessi negativa. Creare un registro dei successi
- Ridurre le probabilità di fallimento facendo in modo che gli obiettivi siano raggiungibili
- Lodare in un modo che sia adatto alla persona, ad es. con discrezione o con una comunicazione non verbale oppure pubblicamente ed esagerando (impara a conoscere il bambino!)
- Assicurati che l'elogio sia specifico e concreto, in modo che non possa risultare scontato
- Evita espressioni come "bravo ragazzo" o "brava ragazza" poiché queste sono in contraddizione diretta con l'idea di se stesso del bambino e possono causare reazioni negative. Loda il compito non la persona - es. "uno scritto brillante" o "che scrivania ordinata".
- Loda gli sforzi piuttosto che il raggiungimento. Riconosci che un compito potrebbe essere stato " molto difficile".
- Utilizza la frase "ottimo lavoro" o "buona scelta" (per il comportamento).
- Utilizza attività che consentono al bambino di prendere a sua volta il controllo - come ad esempio "segui la mia guida" o "Marco dice". L'auto-efficacia (provare un senso di potere) è una componente centrale dell'autostima.
- Fa' presente che è giusto non sapere qualcosa o per entrare in una confusione - commentare la tua insicurezza e le strategie che usi quando fai qualcosa di sbagliato
- Parla esplicitamente delle diverse "parti" di noi stessi- "la parte della condivisione" e "la parte arrabbiata" e commenta quale tu o il bambino state usando al momento.
- Un senso di "appartenenza" è anche fondamentale per l'autostima, quindi utilizza attività che includono il bambino come parte della classe, un membro apprezzato del gruppo ecc.
- Ricorda che l'espressione "hai commesso un errore" può essere interpretata come "sei una persona cattiva". Se questo accade, bisogna rendere esplicita la differenza “oh, stavo parlando della somma dell'operazione, ma le tue orecchie hanno sentito "penso che sei stupido".
- Utilizza frasi in prima persona (i.e. frasi che si concentrano sui sentimenti o le credenze del parlante piuttosto che sui pensieri e le caratteristiche che il parlante attribuisce all'ascoltatore - N.d.T.) e parla sempre del comportamento non della persona.
- Un senso di "appartenenza" è anche fondamentale per l'autostima, quindi utilizzare le attività che includono il bambino
- Evitare di usare le parole "mentire" o "manipolare" e sostituire con queste parole con "imbrogliare" o "ingannare" (e.g. "stai cercando imbrogliarmi per turbarmi?").
- Evitate di esporre i bambini, usando il sarcasmo o attivando la vergogna delle esperienze precedenti - risponderanno con paura e panico (i.e. "attacco o fuga")

Si noti che la vergogna potrebbe essere attivata in situazioni correttive o disciplinari.

Foglio delle Risorse 1.6

Trova qualcuno che ……

Ama il giardinaggio Nome ……..	Ha un animale domestico che hai o vorresti avere Nome ……..
Sa parlare più di due lingue Nome ……..	Ama cucinare Nome ……..
Non ha mai fumato Nome ……..	Indossa un orologio Nome ……..
Si sta chiedendo perché stiamo facendo questo gioco Nome ……..	Ha visitato un paese che ti interessa Nome ……..
Ha un hobby interessante Nome ……..	Gli/le piace un film che piace anche a te Nome ……..

Foglio delle Risorse 1.7

Fattori che influenzano la convivencia

Studenti	Ordine
e.g. il modo gli studenti parlano gli uni con gli altri	

Foglio delle Risorse 1.7

Fattori che influenzano la convivencia

Adulti	Ordine
e.g. il modo in cui i membri del personale parlano gli uni con gli altri	

Foglio delle Risorse 1.7

Fattori che influenzano la convivencia

Correlati a edifici / strutture	Ordine
e.g. l'effetto della larghezza dei corridoi sul movimento degli studenti	

Foglio delle Risorse 1.7

Fattori che influenzano la convivencia

Fuori la scuola / correlati alla comunità e.g. comportamento sugli autobus scolastici	**Ordine**

Foglio delle Risorse 1.8 Cosa sta facendo la scuola attualmente per incoraggiare la convivencia?

Area di attività / sistema	Approcci / sistemi / abilità
Risposta alle esigenze, alle iniziative e ai programmi nazionali	
Politiche scolastiche e codici di condotta della classe	
Curricolo e stili di insegnamento	
Inserimento di nuovi studenti	

Supporto individuale per gli studenti	
Ambiente fisico	
Disposizioni per la sicurezza	
SPC del personale	

Foglio delle Risorse 1.9 Esplorare il modello di una scuola ben organizzata

Questa attività si riferisce alla descrizione nella *Sezione D* del *Manuale ICAM* di una scuola che riusce a includere i CAM e promuovere la convivencia.
Rispondere alle seguenti domande può aiutare a esplorare questo modello di scuola di successo.

Quanto bene il modello descrive l'organizzazione della tua scuola?
Ci sono aspetti dell'organizzazione della tua scuola che mancano rispetto questo modello?
Ci sono aspetti che mancano in questo modello rispetto all'organizzazione della tua scuola?
Cosa ti dice questo riguardo alle aree dell'organizzazione scolastica che dovrebbero essere riesaminate per scoprire quanto siano efficaci nel promuovere la convivencia e l'inclusione di CAM?

Giorno 1 - Scheda di valutazione per i Partecipanti

Pensa a quello che abbiamo fatto insieme oggi. Come giudichi questa giornata? Quanto hanno contributo le sessioni ad aumentare la tua conoscenza, la tua comprensione e le tue abilità?

Su una scala da 0 -10, dove 0 indica "pessimo" e 10 indica "ottimo", come giudicheresti la qualità del tuo apprendimento oggi? Disegna un cerchio sul punteggio.

1 2 3 4 5 6 7 8 9 10

Cosa ti ha aiutato a imparare? Perché il tuo punteggio non è di un punto più basso?

Cosa avrebbe reso il tuo apprendimento ancora migliore? Cosa farebbe aumentare di un punto la tua valutazione?

Altri commenti che vorresti fare.

Nome:_____ Data: _____

Day 2			
10 mins	PPT1 **Welcome** **Circle Time** **Purpose: To reflect on the experience of learning yesterday and prepare for what we will do today. To strengthen group relationships.** Ask participants to think back on what we did on Day 1. Is there anything that stands out in their memory of that experience? Did they find the ICAM Handbook helpful? Ask the group to decides on a topic that they can easily discuss e.g. 'The news this week' or 'My favourite meal'. Ask for a volunteer who will leave the room and explain that, while he/she is gone, the group is going to decide on a rule and that, when he/she returns, he/she must try to guess what it is. When the volunteer has left, agree a group rule e.g.: all sitting with legs crossed (or heads down or arms folded) coughing before speaking looking every few seconds at the person sitting next to them. Invite the volunteer back into the room and begin discussion of the agreed topic. The volunteer has a few minutes to try to find out the rule.	PPTs 1- 2	
	Facilitation tip. If there is time, you can repeat this with different volunteers and different rules and topics of conversation.		
	Ask the volunteer what he/she felt – being excluded by not knowing what everyone else knew. Is this what CAM must sometimes feel? PPT2 **Learning outcomes for Day 2.** Understanding of: • the importance of awareness of the past and present experiences of CAM and their possible effects • how to conduct a school review of convivencia and inclusion of CAM • the creation of school policy and an action plan, based on the outcomes of the school review, to promote convivencia and inclusion of CAM • leadership styles and strategies for managing change whilst modelling social and emotional skills		
Session 6	**Key Feature 1 - Awareness of the past and present experiences of CAM and their possible effects**		

5 mins	PPT3 **Explain** that we are looking for general principles and strategies for supporting CAM but it is important to see them as individuals with individual stories. It is important also to know those stories if they help us to understand the learning needs of CAM – we need to remember the school's focus on learning. We cannot solve all the problems CAM and their families face but we may be able to help CAM to learn better **Activity :Listening to the stories of CAM** **Purpose: To think about how to listen to the stories of CAM** Ask participants to write down the names of three people who they consider to be good listeners. Has anyone written the name of someone they don't like? How would they describe their feelings about these people? Do they like, love or respect them? Do they trust them? Why? PPT4 Agree that CAM need good listeners but they also need to trust the listener. CAM and their families will probably be accustomed to telling their stories to officials whose questioning is hostile and who appear not to believe them. Just by accepting them without question into the school community will help to build trust. Their stories may emerge gradually and in a fragmented way and sometimes unexpectedly. Staff need to be patient, to listen and to appear empathetic but not over-emotional.	PPTs 3 – 4	
15 mins	**Who needs to know the stories of CAM?** **Purpose: To think about what is done with any information that CAM and their families provide** PPT5 **Activity:** How do we learn of the experiences of CAM and their families. What do we do with the information we are given? Give a flip chart to each group and ask them to divide it into two columns. In the first they should describe how, in their schools, they learn the stories of CAM. In the second they should describe how they communicate them and to whom. Ask two members from each group to move to the next table with their sheet and share and discuss their ideas. **Plenary:** Discuss the outcomes of this activity. What strengths have participants discovered in their schools. Is there anything they would want to improve in this area?	PPT 5 A flip chart sheet and pens for each table	
15 mins	**Empathy and a positive attitude towards CAM** **Purpose: To think about what school do to engender empathy and a positive attitude towards CAM**	PPT 6 2 flip chart sheets and	

	PPT6 Empathy and a positive attitude to CAM is a necessary (if not sufficient) condition for their successful inclusion. Therefore schools should take steps to engender empathy for, and positive attitudes towards, CAM in all teaching and support staff, and all students. Give each table group two flip chart sheets and ask them to work in two groups. Refer them to Sections 1.2 and 5.1 of the ICAM Handbook. Group 1. should describe what their schools do to engender empathy and a positive attitude towards CAM in all staff Group 2. should describe what their schools do to engender empathy and a positive attitude towards CAM in all students Group 1 members from all tables then share their ideas. Group 2 members do the same. Ask them to choose one person from their Group who will feed back their ideas to the whole group. **Plenary:** Take and discuss feedback from each group. What strengths have participants discovered in their schools. Is there anything they would want to improve in this area?	pens for each table	
20 mins	**Understanding the post-migration challenges for families of CAM** **Purpose: to raise awareness of the stresses that CAM and their families may experience in their host country** Ask participants to read the ICAM Handbook Section 1.3 Ask for, and discuss, any comments **Video : Wali's story** **https://www.theguardian.com/world/2017/mar/01/left-afghanistan-family-of-nine-arrived-uk-family-of-two** **Note:** This video is in English. It shows how migration has affected the child and his father. You may wish to use one that is relevant to your context. Explain that all migrant children will have experienced loss – of their familiar home surroundings, cultural environment, belongings, friends and extended family. Some will also have experienced traumatic events pre- trans- or post- migration and have witnessed e.g. war, natural disasters, danger, death, extreme hardship. Most children will cope with the losses but a few will have needs which persist and require additional support. Ask participants to list the losses and traumas that Wali has suffered in his experiences. **Facilitator Tip:** If, for any reason, it is not possible to use a video, Wali's story is given in the ICAM	Video of effects of migration on a child and its family	

	Handbook Section 1.1		
20 mins	**Understanding the possible effects of trauma** **Purpose: To recognise that not all CAM will have suffered trauma but some will have done so and it is important to recognise possible effects and provide any necessary support.** **Presentation:** PPT7 Define what we mean by a traumatic event PPT8 The after-effects of trauma are disabling PPT9 Traumatic experiences produce high levels of cortisol (the 'fight or flight' chemical) in the brain. Cortisol is necessary to prepare us to deal with threatening situations, its constant production produces a build-up in the brain which can become toxic and lead to the brain functioning less efficiently on a long-term basis. PPT10 Stress that not all CAM will have experienced traumatic events. But some will have done so – some will have done so repeatedly - and the closer they were to the event, the more threatening and disruptive it was for them, the more likely it is that the effects will be long-lasting. They will not magically disappear when the child is in its new safe environment. **How do we respond to signs of trauma?** **Purpose: To build practitioners' confidence in how to respond when children display signs of trauma.** PPT11 **Activity - How should we respond when a child talks about traumatic events?** Give out Resource Sheet 2.1 and ask participants.to read it and talk with a partner about whether they, or staff in their school, might find it useful to have similar information available for adults in the school. Further information on supporting CAM who have suffered trauma can be found in the ICAM Handbook Section 8.1.3. PPT12 CAM who have suffered severe trauma may also suffer Post Traumatic Stress Disorder. This requires professional treatment. Possible symptoms include: constant hyperarousal; re-experiencing e.g. intrusive memories or nightmares; and withdrawal, avoidance and numbness **Activity**: Ask participants to share in their table groups any examples of CAM whose behaviour appeared to be the result of traumatic stress. What behaviour did they show? How did the school respond? **Plenary:** PPT 13 'Needs of children with attachment/trauma- related difficulties' The needs of children who have suffered trauma are similar to those of children with attachment difficulties (which may also be the result of traumatic events). We looked at these needs on Day1. What can schools do to help students who have suffered trauma? Take ideas from each table in turn and discuss them.	PPTs 7 -13 Copy of Resource Sheet 2.1 for each participant	

5 mins	**Plenary** Ask for, and discuss, any comments		
	Tea/coffee break		
Session 7	**Key Feature 2 - Regular school reviews of the school's effectiveness in including CAM**		
5 mins	**Regular school reviews of the inclusion of CAM and the school's organization for intervention** Share and respond to any questions, thoughts or ideas on the **Thoughts and Ideas Wall** **Purpose: to energise and focus participants.** **Energiser:** Ask participants to stand up and find a partner they have not worked with before. We are going to think about monitoring and evaluation. One person in each pair has1 minute to tell their partner what they feel about being observed and assessed when they are teaching or running a workshop. Say "Begin" and after 1 minute "Stop." The other member of the pair now has 1 minute to tell their partner how they feel about collecting evidence for monitoring and evaluation e.g. statistics about grades. Say "Begin" and after 2 minutes "Stop." Ask whether the feelings expressed were mainly positive or negative and briefly discuss the reasons. We are going to consider how inclusion of CAM in a school can be monitored and evaluated and how this can be done using appropriate social and emotional skills so that the process models the behaviour that we are trying to achieve, is effective and makes people feel good about it.		
15 mins	**The purpose of school review** **Purpose: to introduce participants to the school review and to emphasise that monitoring and evaluation are essential, positive developmental processes.** **Presentation:** PPT14 – 15 The improvement cycle shows the processes that we must go through to improve convivencia and inclusion of CAM in school. The process of introducing an ICAM programme raises issues that are common to all school improvement and we hope that this workshop session is useful, not only for this programme but also to help us think about the leadership and management of change in general – the continuous improvement cycle of planning, implementation and review. We are already engaged in the workshop for school leaders. We are going to discuss a review process that will inform action planning and lead to implementation of an ICAM programme. An essential aspect of any successful initiative is effective monitoring and evaluation so that planning is based on a clear picture of what is already going well and what else needs to be done. An initial review informs planning and also provides a baseline against which progress can be assessed.	PPTs 14 - 22	

	Facilitation tip There is a lot of information to cover in this short presentation and you should set a fast pace. To save time and help both visual and auditory learning in the group you should avoid reading from the slide – rather allow the participants to read it while you comment or raise questions.		
	PPT16 A review : Here are some off the benefits of a school review • Raises awareness of everybody about important issues • Helps a school community to be clear about what it is doing • Provides evidence of current successes to celebrate • Provides evidence that further improvements are having a positive impact • Helps a school community identify problems • Supports a school community in working together to improve Invite everyone to read the list of benefits and then ask for other benefits **Emphasise that the main benefit of a review is that it saves time in the long run by identifying the most needy areas for improvement and avoiding action on less important issues** PPT17 If the review is to be effective, it is important that everyone is committed to it and understands its purpose. It is also essential that the results are useful and are used. It should be simple to do and not too time-consuming. The school should have full control of it, own the results and decide what to do with them PPT 18 The review will explore 12 features for a model school which is successful in creating convivencia and including CAM. Participants These should be familiar to participants so a quick look at the slide is all that is needed The model of a school that is effective in including CAM describes our aims – the outcomes that we want to achieve. In order to assess how successful we are in achieving them we need to ask questions. PPT19 The outcomes in a school development plan can be turned into statements from which stem questions are derived. These are then used to devise questions that are appropriate for students, teachers, school leaders, parents (known as stakeholders) **The process of school review** **Purpose: to understand how a school review can be organised** The process of review is as important as the results because, if everyone is involved in it, it will raise their awareness of the issues involved and secure their commitment to finding solutions. PPT 20 Explain that the review that we will examine has two stages. The main stage is totally questionnaire-based and the secondary stage allows the school to confirm or refute findings that might be ambiguous, fragmented or polarised in the questionnaire results.		

	In deciding who to ask to complete questionnaires, and how many of each group, there will always be a tension between the fullness of the review and the time and resources it takes to complete. PPT 21 It is important that it is seen as a positive process that acknowledges what is already being achieved and that everyone is involved from the outset so that they have a full understanding of the process and what will be done with the results. PPT 22 Stress again the benefits of the review process itself in helping develop convivencia – by raising awareness amongst all stakeholders about the importance of convivencia to all learning. Ask participants if they have any other positive suggestions about how the review can make a wider contribution to the success of the ICAM programme.		
30 mins	**Implementing the school review** **Purpose: to understand how a review can be implemented effectively and efficiently** **Presentation:** PPTs 23 -25 **The ICAM School Review is completed on-line**. Stakeholders can enter responses to questionnaires directly into the computer database via a computer, a tablet or a smartphone. For places where IT is scarce, or not available, it is easy, though time consuming, to enter results manually on a single computer connected to the internet to generate a database for an analysis of the review results. **Activity:** PPT 26 In their table groups ask participants to discuss the following 3 questions and write down their ideas. 1. To gain the maximum benefit from the review, what should the school organiser do to prepare the staff, students, school leadership team, parents and members of the local community before starting to implement a review? 2. What concerns might each stakeholder group have? 3. How can these concerns be lessened? Some ideas; (to help stimulate discussion if necessary) • Share examples of questionnaires and observation schedules with staff. • Describe the experiences of stakeholders in other schools. • Discuss sample questions with students. • Announce to students and parents. Explain the process and offer to answer any concerns**.** To collect ideas, go round the groups and ask for one answer to Question 1 from each group in turn. Treat it like a game – groups may not repeat any ideas that have already been offered. The group that wins is the one which can keep giving answers when others have no further ideas.	PPTs 23 -28	

	Repeat the game for a second round putting Questions 2 and 3 together – groups should say what stakeholder the concern might be and how the concern can be lessened. **Analysing and using the results from the review** **Purpose: To understand how the results of the review will be presented and how they can be used** **Presentation:** PPT 27 The programme will represent the results graphically e.g. this graph shows the average scores for two questions in each of the twelve areas related to the model school. From this the relative strengths and weaknesses in each of the areas can be identified easily. PPT 28 explains some of the advantages of collating results via a database; • Where results between stakeholders are consistent, then strengths and areas for improvement can be highlighted in the results analysis. • Where they are inconsistent, then the questions concerned can be collected as the basis for structured group interviews to find the reasons for the discrepancy. • Individual school results can be compared with national and local norms derived from the collated results of many schools. **Plenary:** Briefly discuss how the school can make the practical arrangements for interviewing groups in order to find out why answers to some questions reveal differences of opinion e.g. between students and parents.		
20 mins	**Ensuring that the school review models convivencia** **Purpose: to appreciate the importance of modelling good social and emotional skills when conducting a review.** **Presentation:** Remind the group that everything we do in the ICAM programme should model the principle of convivencia and that the school review provides a good opportunity to show all participants that their feelings and needs are understood and cared for. PPT 29 Use the PPT to have a brief discussion about the benefits of the review to convivencia and the opportunity it provides to bring people together with as common purpose and to be considerate about their situation in answering the review questionnaires. PPT 30 Explain the need to prepare well, publicise the school review, involve and reassure stakeholders and consider their needs in order to make the review effective and efficient. PPT 31 - 32 Students are the most important contributors to the review. All the evidence is that students provide the most valuable data about their own learning. Involving them is at the heart of principles underpinning convivencia. PPT 33 Ask the participants to briefly discuss in pairs how they would set about ensuring students are	PPTs 29 -33	

	willing participants and value the review. Share 2 ideas per table group		
15 mins	**Setting up the review for use in a school** **Purpose: To see what the review looks like in practice and explain the support available to those using it.** Go to the review website www.icamreview.com Enter using your National Admin password Show participants the content of the site While they are there, take the opportunity to set up the school admin information and to allocate passwords Explain that there are a series of on-line videos explaining how to set up the review and how to give stakeholders password protected access Show some examples Explain that there will also be an email helpline and, if needed, a Skype call facility for resolving any problems School ICAM Leaders may have	A computer connected to the internet and to the projector	
2 mins	**Ethical considerations** **Purpose: To stress the importance of an ethical approach to the review** Refer to the ICAM Handbook section 2.3 and ask participants to note the importance of ensuring that everyone's rights, particularly those of children, are protected		
3 mins	**Developing an action plan** **Purpose: To think of next steps – the whole purpose of the review is to inform change.** The outcome of the review should be an action plan PPTs 34 – 37 A very quick presentation about the key considerations when making an action plan. Give time for participants to read the slides and ask for any comments or questions. We will consider action planning in more detail in the next session. **Thoughts and ideas feedback** Respond to any comments on the Thoughts and Ideas wall	PPTs 34-37	
	Lunch		
Session 8	**Key Feature 3 - Effective whole school policies and strategies for the inclusion**		

	and support of students		
20 mins	**A vision for a school with a climate of convivencia** **Purpose: to focus on what we are trying to achieve by improving the inclusion of CAM** **Ask** everyone to read the Introduction of the ICAM Handbook sections A2 – A6 **Explain** that it is important to have a clear vision of what we are trying to achieve. Ask participants to work in their table groups to carry out a miracle question exercise. PPT 38 "You wake up in the morning and there is convivencia in your school" • What core values would be applied in the school? • What would members of the school community be doing and how would they be speaking or relating to one another? • How would the school be organised in key areas such as curriculum, support systems, environmental space – inside and out? Ask them to discuss these questions with a partner. PPT 39 They should then work in table groups to share their vision of a school with convivencia. "In a school with a climate of convivencia we all …." Everyone should write the words they would use to complete this sentence on a flip chart sheet. They should all **write in silence and at the same time**. They should record as many different ideas as possible. They should then look at what everyone else in the group has written and add any further ideas that they have to the lists. They then pass their sheet to the next table and discuss the neighbouring group's ideas. **Plenary: Ask** for any comments or questions. Has this activity helped us to clarify what we are trying to achieve by improving inclusion of CAM?	PPT 38 – 39 Flip chart sheet for each table	
60 mins	**Writing and sharing a school policy** **Purpose: to understand the important elements of a school policy for creating a climate of convivencia.** **Presentation:** Explain that we are going to consider how to write and present a policy on inclusion. It may be that inclusion of CAM would not be ensured by a single policy but would be a theme that ran through other policies, reflecting the values and vision of the school. Draw their attention to the ICAM Handbook Section 3.2.2.	PPT 40 A copy of Resource Sheet 2.2 for each participant	

	However, whether in a single policy or in several policies, we want to be sure that the school has clear statements of what it intends to do and how it intends to do it in order to secure the inclusion of all children and, in particular, of CAM. The language needs of CAM will be a particular concern. The school may have a separate language policy or embed language provision in many policies. **Activity:** PPT 40 Divide the group into three and give everyone a copy of Resource sheet 2.2. They will work together in their groups and use the resource sheet to define the main issues covered by a school policy for inclusion. They will then prepare a 10 minute presentation to explain the important elements of the policy. Group 1 will explain to staff Group 2 will explain to students Group 3 will explain to parents and members of the wider community.		
	Facilitation tip: If the group is large, you could carry out this activity in table groups, dividing each group into three sub-groups of 2 or 3 people who will then present to the others at their table.		
	When they have prepared their presentations, they should deliver them to the other participants who will play the role of staff, students, or parents and the wider community. Stress the fact that they only have 10 minutes for the presentation, you will time them and signal when they have 1 minute remaining. After each presentation, allow the audience to raise any questions or comments from their perspective as stakeholders.		
10 mins	**Communicating and monitoring a school policy** **Purpose: having considered the content of a school policy for inclusion, to consider how it would be communicated to students, all staff, parents and interested members of the local community and how they would know whether it was effective.** **Explain** that a policy is of no use unless it is communicated, understood, implemented and monitored. PPT 41 Divide participants into groups of 3 with a member from each of the three groups – Group 1, Group 2, Group 3, in the previous activity. Ask them to discuss how their school policy on including CAM would be a) communicated to all stakeholders b) monitored **Plenary**: Ask the group to share any thoughts or ideas arising from this activity	PPT 41	

	Tea/coffee break		
Session 9	**Key feature 4 - School leadership for development**		
40 mins	**Purpose: To consider the qualities that participants need to manage change in their schools for the ICAM programme.** **A good leader** **Purpose: A quick warm-up activity to focus on leadership qualities** **Ask** participants to think of a leader that they admire, a leader who was successful at managing change – someone they worked with or someone they know or have observed. Ask them to stand up, find a partner on another table and tell them why they chose that leader, what qualities made that person a good leader. Summarise by agreeing that we have begun to define good leadership. Seat participants in groups of six. **Leadership styles suitable for promoting convivencia and inclusion** **Purpose : To understand different leadership styles and their usefulness** To get everyone's attention while they are settling into groups of six, shout at them and use an inappropriate coercive style. **Ask** how they would describe the leadership style you have just demonstrated. Was it appropriate? How did it make them feel? Apologise for having alarmed or surprised them. **Explain** that, leadership can be demonstrated in different ways, different styles. It is most effective if the style is appropriate for the circumstances. PPT 41 Daniel Goleman, an American writer who became famous for his work on Emotional Intelligence, has defined six styles: 1. Coercive 2. Authoritative 3. Affiliative 4. Democratic 5. Pace-setting 6. Coaching **Purpose: To help participants understand that leaders need to use all six of Goleman's styles and to choose the style that is most appropriate for each situation.** **Activity:** Goleman's leadership styles **Explain** that there is a lot for them to do in this activity and that it is important that they keep to time. You	PPTs 42- 44 Resource sheet 2.3 – one copy (or two copies if the group is very large)	

	will tell them how much time they have for each action and remind them when the time is up. In their groups of six, ask each participant to choose one of Goleman's six styles of leadership They should look at the ICAM Handbook Section 4.2 and read about the style they have chosen and then explain it to the other members of the group so that they all understand the six styles. They have 12 minutes to do this. (You keep the time, warn them when there are two minutes left and stop them after 12 minutes.) The next steps in the activity will help them to apply what they have just learned. **Ask** participants each to think about themselves as a leader and a situation where they took the lead, a situation that sticks in their mind and that they would be willing to describe briefly to a few other members of this group. Ask them not to say anything but to make a brief note for themselves about the situation. Explain that they will only have two minutes to describe it so they must be brief. They have 5 minutes to think of a suitable situation. You time them. While participants do this, clear spaces at the end of the room, in a line on the floor. Using the large sheets provided by Resource Sheet 2.3 , put a sheet labelled "Coercive" at one end and at the opposite side/end "Coaching". Put the other sheets in order between them on the floor. PPT 43 **Ask** participants to work in groups of three and to work standing up. They take turns to tell their story – the example of their own leadership behaviour that they thought of. They have no more than two minutes to do this. The other two members of their group listen and then, without speaking, move to the place on the 'line' that they think represents the dominant style being demonstrated in the story. They discuss why they have positioned themselves where they are. (Different people may decide to position themselves at different places. This should lead to analysis and discussion of the styles). When the discussion has reached a conclusion, they move on to the next story and so on until all three people have told their stories.		
	Facilitation tip: It is useful if you model this activity first briefly so that participants are clear about what they have to do.		
	They have10 minutes. You time them, giving a two minute warning as before.		
	Facilitation tip: To identify the group's preferred leadership styles, you could observe the activity and count the number of times each leadership style is chosen. You could then discuss the results with the group.		
	Plenary –PPT 44 **Agree** that no styles are 'good' or 'bad' they all have their uses. But, to be effective, a leader has to use the style that is appropriate for the situation. Good leaders use a range of styles. Lead a brief discussion to decide on the styles that will be most appropriate for School ICAM Leaders .		
30 mins	**Distributed leadership and the qualities of a good leader and manager of an ICAM**	PPTs 45 - 49	

	programme **Purpose:** to help participants to identify the skills that they will need to lead the improvement of convivencia and inclusion and to make it clear that people other than the school principal can take the leadership role. **Emphasise** the fact that, although the involvement and commitment of the school principal is essential, there will be other people who will take important leadership roles in the development of an ICAM programme . We are going to consider the qualities needed to lead and manage an ICAM programmes. Explain what we mean by 'quality' it includes skills, competencies, attributes. During the warm-up activity we discussed some of these qualities. **Activity:** PPT 45 **Ask** participants, In pairs, to write down the qualities – as many as they can think of – of a good leader and manager (Ask them to be specific e.g. Interpersonal skills are certainly necessary but this is a general term. If someone was told that they should improve their interpersonal skills, how would they know what to do? They would need to know the specific skills that make up interpersonal skills e.g. being a good listener) PPT 46 They should then think which of those qualities is most important for leading and managing an ICAM programme. PPT 47 Give each table a flip chart sheet and pen and ask them to agree and list the ten most important qualities of a good leader of an ICAM programme Put the flipcharts up on the wall and ask everyone to walk round and compare the lists. It is unlikely that they will be identical. Ask participants to think, as they look at the other sheets, whether there anything they would now want to change on their lists **Plenary:** PPT 48 **Agree** that, by sharing their ideas, they have collected an impressive list of qualities. One could argue for a long time about which are the most important ones. But effective leaders need more than ten. It is unlikely that one person will have them all. This is one of the reasons that sharing the leadership and management of an ICAM programme is effective.	Flipchart and pens for each table	
	Facilitation tip: There is no right answer to this exercise. The point of it is to make participants think about the qualities a leader and manager of an ICAM programme needs. Sharing their ideas with an increasingly large number of people helps them to broaden their thinking.		
	Now reflect on this activity We have used a variety of leadership skills this morning. PPT 49 lists some skills we have used 1. Making clear and precise presentations		

	2. Listening actively and showing that you have heard 3. Identifying significant content in a presentation, activity or discussion 4. Being well-organised and keeping to time Which of these do you consider to be your greatest strength? Tell the person sitting next to you why.		
20 mins	**Leading and managing change** **Explain** that there is a large body of research and advice about leading and managing a change such as the development of an ICAM programme. Sections 4.3 – 4.4 of the ICAM Handbook suggest ways of motivating others and overcoming resistance to change whilst modelling good social and emotional skills and promoting convivencia. PPT 50 When faced with change, people's reactions usually follow the transition curve, going through stages of shock, denial, awareness, acceptance, experimentation, searching for meaning integration. Ask participants to think of a change that they have experienced – a change that they resisted at first but then accepted and implemented successfully. Do they recognise these stages? PPT 51 What helped them to overcome shock and denial, move to awareness and acceptance and then experiment, search for meaning and integrate the change? They should discuss this and then each group must tell us one thing that leaders can to move others along the curve. **Plenary:** Ask participants to spend a few minutes reflecting on what they have learned this afternoon and making any notes they wish to make.	PPTs 50 - 51	
30 mins	**Thoughts and ideas feedback** Respond to any comments on the Thoughts and Ideas wall **Circle time - Reflection on learning during Day2 of the workshop** **Purpose: To encourage a reflective approach to learning** PPT 52 – Intended learning outcomes for Day 2. Ask participants to think about what we have done today. 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 2 Evaluation Sheets** collect them and use the feedback when planning Days 3 and 4 **School Review** Discuss arrangements for completing the ICAM school review – Communication, use of the website and helpline **Ask participants to read the ICAM Handbook sections on Key Features 5,7 and 8 before Day 3 of the workshop**	PPT 52 A 'talking object' A copy of Day 2 Evaluation Sheet for each participant.	

	Thank everyone for their contribution to the workshop **Note: Keep the Expectations and Concerns, Thoughts and Ideas and Group Rules sheets for Days 3 and 4**		

Before Day 3 - School leaders carry out the ICAM school review in their schools and develop an action plan

Foglio delle Risorse 2.1 Rispondere ai bambini che parlano di traumi

1. Dovrei parlare di un evento traumatico?

Non tentare deliberatamente di suscitare ricordi di eventi difficili nella vita del bambino, ma non avere paura di parlare dell'evento traumatico quando viene sollevato dal bambino, utilizzando il linguaggio giusta e ricorrendo a spiegazioni. I bambini non beneficiano dal "non pensarci" o "allontanando il ricordo". Una buona regola pratica è lasciare guidare il bambino quando si parla. Se il bambino non lo chiede o lo menziona, non fatelo voi, ma quando il bambino ne parla o sembra pensarci (vedi sotto), non evitate la discussione.

Quando un bambino presenta l'argomento, la cosa più importante da ricordare è quella di agire come "presenza non ansiosa di fronte ai traumi" - se un bambino penserà che gli adulti siano sconvolti dall'evento, questo apparirà più spaventoso e non ne parlerà più. Ascolta il bambino, rispondete alle domande, e fornite conforto e supporto. Non abbiamo spesso spiegazioni adeguate sulla morte senza senso o sugli eventi traumatici. È opportuno dire ai bambini che non si sa perché sia accaduto qualcosa o che questo rattrista anche te. Alla fine, ascoltare e dare conforto a un bambino senza evitare o avere reazioni avrà effetti positivi di lunga durata sulla capacità del bambino di affrontare il trauma.

La "normalizzazione" delle emozioni è utile. Spiegare che i loro sentimenti e le loro risposte sono comuni e comprensibili, poiché le loro esperienze possono essere enormemente utili ai bambini che soffrono gli effetti del trauma. Con i bambini più grandi può essere utile spiegare gli effetti tipici del trauma e offrire una semplice spiegazione "scientifica".

2. Come dovrei rispondere a ciò che i bambini dicono?

Ricordati che i ricordi saranno frammentati e possono essere contraddittori. Quando le informazioni vengono elaborate in condizioni traumatiche, il cervello non è in grado di accogliere tutti i dettagli - questi possono essere riempiti in seguito e i bambini presentano uno “sfasamento temporale” (noto come fenomeno “time-skew” – N.d.T.) - una sequenza errata degli eventi quando richiamano il comportamento. L'importanza di accettare e credere le storie dei bambini è stata precedentemente enfatizzata in questo manuale (si veda la Sezione X). Ricorda sempre che lo scopo è aiutare il bambino a elaborare i ricordi, non di stabilire una "verità oggettiva". Accetta le incoerenze.

Tuttavia, i bambini piccoli spesso fanno false ipotesi sulle cause degli eventi importanti e in queste circostanze è importante sfidare il pensiero del bambino. Purtroppo questi presupposti possono includere un senso di colpevolezza dell’evento - inclusa la morte di una persona amata. Gli adulti spesso sostengono che la causalità è chiara - morire in un incidente automobilistico, essere sparato in una sparatoria, morire in un incendio. Il bambino può facilmente distorcere l'evento e trarre le conclusioni sbagliate sulla causalità. Esempi: "La persona che ha sparato mio fratello mi ha sparato e ha colpito mio fratello perché era nella mia stanza”, “il tornado era il modo di Dio di punire la mia famiglia ". In molte di queste spiegazioni distorte, i bambini assumono un certo grado di responsabilità per l'evento traumatico. Questo può portare a sentimenti di colpa molto distruttivi e inappropriati.

Sii chiaro. Esplora il senso di causalità nel bambino. Correggi e chiarifica ragionamenti falsi che si sviluppano nel bambino. Col tempo, la capacità del bambino di superare i traumi di sarà correlata alla capacità di comprendere.

Mentre alcuni elementi del trauma sembrano al di là della comprensione, altre possono essere spiegate a un bambino, anche che ci sono cose che non sappiamo. Non lasciare che il bambino sviluppi l'idea senso che ci sia un segreto che avvolga l'evento - questo può essere molto distruttivo. Lascia che il bambino sappia che gli adulti non possono e non capiranno delle cose.

Nella maggior parte dei casi, i timori e le fantasie del bambino sono molto più spaventosi e inquietanti della verità. Di' al bambino la verità, anche quando è emotivamente difficile. Se non si conosci la risposta, dillo al bambino. L'onestà e l'apertura aiuteranno il bambino a sviluppare la fiducia.

3. Proteggere il bambino.

Non esitate a interrompere o porre fine ad attività che sconvolgono o traumatizzano nuovamente il bambino. Se si osserva un crescendo di sintomi nel bambino in una determinata situazione o dopo l'esposizione a determinati argomenti, attività e così via, evitare queste attività. Cercare di ristrutturare o limitare le attività che causano l'intensificazione dei sintomi nel bambino.

Foglio delle Risorse 2.2

Scrivere una scuola politica di inclusione che contribuirà a creare un clima di convivencia

Un modo per elaborare una politica è quello di scrivere un paragrafo che risponderà ad ognuna delle seguenti domande.
Come risponde la tua politica alle seguenti domande? Pensate ai CAM e a come promuovere la loro inclusione mentre rispondete. La politica è per l'inclusione di tutti gli studenti, ma vogliamo essere sicuri di soddisfare le esigenze dei CAM.
Scrivi UNA frase in ogni casella. Potrai utilizzarla per la tua presentazione in pubblico.

Qual è la tua definizione di inclusione? Qual è lo scopo di questa politica?
Quali sono i principi alla base di questa politica e come si applicano all'intera comunità scolastica?
In che modo questi principi sono messi in relazione agli obiettivi generali della scuola e al curricolo?
In che modo questa politica promuove un apprendimento efficace e un insegnamento di inclusione?

Quali sono i ruoli e le responsabilità dell’amministrazione scolastica, del personale, degli studenti e dei genitori/tutori nel promuovere l’inclusione e generare convivencia?
In che modo la scuola stabilisce gli standard di assistenza e attenzione per tutti gli studenti?
Come vengono utilizzati i riconoscimenti per incoraggiare la convivencia e l'inclusione di tutti gli studenti?
Come vengono utilizzate le sanzioni per scoraggiare i pregiudizi, il bullismo e altre forme di comportamento che inibiscono l'inclusione di tutti gli studenti?
Che supporto è messo a disposizione dei nuovi studenti per aiutarli a stabilirsi nella scuola e ad accedere al loro diritto all'istruzione in un clima di convivencia?
Quale supporto e quale tipo SPC sono disponibili per aiutare il personale a sostenere e includere tutti gli studenti della scuola?

Cosa viene fatto per far sentire i genitori / tutori inseriti nella comunità scolastica e per aiutarli a sostenere il benessere e la formazione continua dei loro figli in casa?
Come vengono coinvolti e consultati i collaboratori, i genitori / tutori e gli studenti quando viene formulata o rivista la politica?
Quali risorse investe la scuola nella creazione della convivencia e nel sostegno dell'inclusione?
Come viene monitorata e riveduta la politica? Come saprà la scuola che è efficace?

Coercitivo

Autoritario

Affiliativo

Democratico

Incalzante

Leader-coach

Giorno 2 - Scheda di valutazione per i Partecipanti

Pensa a quello che abbiamo fatto insieme oggi. Come giudichi questa giornata? Quanto hanno contributo le sessioni ad aumentare la tua conoscenza, la tua comprensione e le tue abilità?

Su una scala da 0 -10, dove 0 indica "pessimo" e 10 indica "ottimo", come giudicheresti la qualità del tuo apprendimento oggi? Disegna un cerchio sul punteggio.

1 2 3 4 5 6 7 8 9 10

Cosa ti ha aiutato a imparare? Perché il tuo punteggio non è di un punto più basso?

Cosa avrebbe reso il tuo apprendimento ancora migliore? Cosa farebbe aumentare di un punto la tua valutazione?

Altri commenti che vorresti fare.

Nome:_____ Data: _____

Day 3			
20 mins	**Welcome and sharing of what has been achieved since the first workshop** PPT1 **Welcome** **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** **Circle Time: Ask** everyone to think of a nickname for themselves beginning with the same letter as their name and showing something special about the person, or something they like. One person introduces themselves to the group "Hello, I'm Footballing Fred". The next person says "Hello Footballing Fred, I'm Cooking Chris" The next person says "Hello Footballing Fred and Cooking Chris, I'm Dancing Donna" and so on round the circle. If someone forgets a person's name, ask the person to mime their nick-name and then allow others to call out to help the person. **Ask** everyone to think back to our first workshop. Is there anything that they took away from that experience that has been helpful to them in their work since then? Share ideas. **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 • Learning from one another's experience of applying the ICAM school review and constructing an action plan • Consideration of the experience to date of leading ICAM in school and any leadership skills to be developed further • Understanding of the needs of CAM when they first arrive in school and ways of meeting those needs	PPT 1- 2 Participants should have the programme for days 3 and 4 Flip chart sheets headed 'Thoughts and Ideas', 'Expectations and Concerns' and 'Our Working Agreement' from Days 1 and 2. Display them on the wall	

	• Understanding of SEL and how social and emotional skills can be both learned and assimilated by students through the structured and unstructured curriculum • Understanding of ways of the possible additional SEL needs of CAM and ways of meeting them **Ask** participants to look at these. We have already worked on the first two. Of the other three is there one that they think they might find most useful?		
Session 10	**Learning from implementing the ICAM programme so far**		
65 mins	**Purpose: This session is an opportunity for participants to learn from one another as they share experiences of :** **1. implementing the ICAM School Review and the analysing the results** **2. creating school action plans and proposals for achieving the outcomes desired** **3. using skills to implement the programme – including leadership skills** Allow about 20 minutes for each topic. 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 School Review** • What went well? What benefits did you see in doing the review? • What could have been better? What would you change if you did the review again? • Did the review confirm your view of convivencia and inclusion in your school? If so how? • Were there any surprises. If so, why? **Action planning following the review** • How did you use the review to inform the action plan? • How do the priorities in the action plan fit with the priorities in your overall school improvement plan? • What would you say was the most urgent or important outcome you would like to see from your action plan? **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?		

5 mins	**Plenary** Ask participants to reflect on the discussion we have had and note anything they want to remember.		
	Tea/coffee break		
Session 11	**Key Feature 5 - Effective strategies for the induction of new CAM into the school community**		
10 mins	**Warm up activity** **Purpose: Energiser. To think about the assumptions we make about people we meet, the assumptions we might make about CAM.** PPT 3 **Explain** that we are going to see how easily we guess things about someone we don't know very well. Ask participants to write down two things about themselves, things they have done or things they like to do, things that another person might not guess. Then to add something that is possible but untrue. PPT 4 Then ask them to stand up and find a partner who does not know them. In turn they should share the three 'facts' about themselves in any order and their partner should guess which statement is false. **Facilitation tip:** It is useful to model this activity. Tell the group three things about yourself. How many guessed which statement was false? **Ask** how many people guessed correctly. What did it feel like when someone guessed correctly? What did it feel like when they didn't guess correctly? What was the basis for our judgements? We make all sorts of judgements about people we meet, many of them unconscious e.g. sometimes they remind us of someone we already know because they look similar - but may be very different. When welcoming CAM to our schools we need to guard against making unfounded judgements and to have a sound basis for the decisions we make for them.	PPTs 3- 4	
30 mins	**Welcoming new students to the school** Draw participants' attention to Key Feature 5 in the ICAM Handbook **Explain** that one of the fundamental rights in the UN Convention on the Rights of the Child (CRC) is the right to education. Schools exist to fulfil that right. But, in welcoming CAM, Rights Respecting Schools can also fulfil the underlying principle of CRC – that everything should be done in the best interests of the child. – if they are aware of the child's situation, make good assessments of the child's previous attainment and current needs, and do their best to make arrangements to meet those needs. **Purpose: To consider what CAM and their families need when they join a new school and what schools do to meet these needs.**	PPT 5 Flip chart sheets and pens for each of 4 groups	

	Activity PPT 5 Divide the group into 4 – people from the same school should be in different groups. Give each group a flip chart and pens. Each group has a different task. Group 1 Imagine that you are a child affected by migration who is about to join your school. What questions, expectations or worries would you have? Group 2 Imagine that you are the parents/carers of a child affected by migration who is about to join your school. What questions, expectations or worries would you have? Group 3 What does your school do to inform and welcome CAM who join it? Make a list and number it 1,2 etc.. Group 4 What does your school do to inform and welcome the parents/carers of CAM who join it? Make a list and number it1,2 etc They should list as many ideas as they can. Use large writing so that we can read it when the list is displayed. They can use more than one sheet if necessary. Display Group 1 and 3 lists together. Ask everyone to look at them and one volunteer to record the numbers on Group 3's list of actions that meet the needs on Group 1's list. Are any of the actions more important than others? Are any of the needs unmet? Is there more that schools could/should do? Repeat the process with Groups 2 and 4. **Plenary** – ask for any comments. Draw participants' attention to the ICAM Handbook Section 5.1 which describes what schools need to do to ensure that everyone is prepared to welcome CAM. We have already talked about raising awareness of the experiences of CAM and this is an important aspect of readiness.		
20 mins	**A Key Adult** **Purpose; To realise, from the point of view of CAM and their families, the importance of a key point of contact in the school** PPT 6 **Ask** participants to discuss in their table groups "If I were the parent of three new CAM in your school, how would I know who to contact to give or receive information or help? How many people would I need to know? Is there a key contact person?" Allow 5 minutes for the discussion. Then point out that we have already talked about the importance of a Key Adult for children with attachment difficulties. It is very helpful if, at the beginning of their relationship with the school, the family have a single point of contact. **Activity:** PPT 7 Ask them to work with the colleague from their school to write a brief job description and person specification for a Key Adult for CAM and their families.	PPTs 6- 7 Flip chart and pens for each table	

	Ask them to share and discuss their description and specification with another pair. **Plenary** – Ask for any comments		
20 mins	**Making assessments** **Purpose: To consider what assessments are necessary when CAM arrive in a school and how they can be carried out** PPT 8 **Stress** that assessment is a process not a single event. It should be ongoing and formative. PPT 9 **Ask** participants to discuss in their table groups the assessments that they make when new CAM enter the school. How do they find out about their: • Fluency in the host language and need for language support • Previous educational experience and attainment and where to place them in the school • Social, emotional and behavioural needs and whether any additional support is necessary • Physical health and any factors that impact on the child's school life How are these assessments reviewed and, if changes then appear necessary, how are they made?	PPTs 8- 9	
10 mins	**Plenary**: **Ask** for comments – what did they learn from the discussion. Has anyone thought of any changes they would make in practice in their school as a result of it? **Thoughts and ideas feedback** Respond to any comments on the Thoughts and Ideas wall		
	Lunch		
Session12	**Key Feature 7 - A formal and informal Social and Emotional Learning (SEL) curriculum**		
5 mins	**Introduction** **Purpose: To provide a rationale for the implementation of an SEL programme in terms of its benefits for academic learning and children's emotional health and wellbeing.** **Explain** that the session today is going to look at how we learn social, emotional and behavioural skills and habits and that this will help us to consider how best they can be fostered in schools. **Ask participants, if they are wearing a watch, to take it off** and replace it on the hand/wrist that they do not normally wear it on. You will explain later why we are doing this. (The purpose of this is to illustrate how many repetitions are needed to learn a new behaviour, but **do not explain this** at this point.	PPTs 10 -13	

	PPT 10 **What do we want children to be able to do as adults? Ask** participants to read this quote and comment. Is there anything else that should be included? Anything that shouldn't be on there? **Facilitator Tip:** You might ask participants how well they are able to do these things, and draw attention to the fact that few adults have ever explicitly learnt these skills as they were not taught in schools. For schools the impact on academic achievement is an important driver In addition to academic achievement, SEL can impact on many issues that affect young people. Research about children's well-being and mental health needs underlines the intrinsic value of fostering SEL. PPT 11 **The benefits of SEL for CAM Explain** that for CAM there are a number of specific benefits in addition to this. (Reference: ICAM Handbook: Section C.7) They can be summarised 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 recognise 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 practise social and emotional skills in a safe, nurturing environment. PPT 12 As we have already stressed, children need to feel happy and secure if they are to learn well		
15 mins	**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 13 **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. 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	PPT 13 – 14 Copy of Resource Sheet 3.1 for each participant	

	• 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 PPT 14 **Activity: What skills does SEL aim to develop? (5 mins)** **Remind** participants of the activity they completed in the previous session when they worked in 4 groups to consider what CAM and their families need when they join a new school and the list of social and emotional challenges that we have just compiled. Give out **Resource Sheet 3.1 SEL skills** and ask participants, in pairs, to tick the skills on the given list that they used in the activity. Ask them to then assign the abilities to each of the 5 Goleman domains of SEL. **Explain** that, while in real life our responses draw on all 5 domains, we need to have clarity about WHAT we want children to learn, and that therefore a framework and a list of Learning Outcomes is essential for planning and delivering learning in this area (just as it is for maths or science).		
5 mins	**The core elements of an effective SEL programme**	PPT 15-16	

	Purpose: To introduce the 4 core elements of an effective SEL programme **Presentation**: PPT 15: Introduce the 4 core elements of an effective SEL programme • A positive ethos of convivencia • Staff who have good SEL skills and who model the skills for young people • A structured curriculum to teach the skills • The reinforcement and celebration of the skills in every curriculum area Explain that as well as teaching a structured SEL curriculum it is essential to create an ethos for SEL and convivencia, to model social and emotional skills and to reinforce them in all lessons. The ethos and the way staff behave underpin the more explicitly taught aspects of SEL. Ensure that participants understand that the structured curriculum to teach the skills is an Entitlement Curriculum for ALL students, not just for those with 'problems'. PPT 16: Explain that an effective programme cannot be 'bolted on', and depends not just on what is taught (the explicit curriculum) but the underpinning elements. The effective teaching of SEL (the taught programme) has to rest on the foundations below it, like an iceberg. Explain that we will look at the four core elements in turn.		
20 mins	**Core Element 1: A positive ethos of convivencia** **Purpose; To consider the factors that create a positive ethos and how they can be strengthened** **Presentation:** PPT 17 Remind participants that we have already considered the factors that affect a climate of convivencia and what schools are already doing to create it. 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) PPT 18 **Relationships** Emphasise 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. PPT 19 **Sample activity: Promoting positive relationships in the classroom (8 mins)**	PPT 17 – 21 Before the session, choose one participant and warn them that you will reprimand them during the session. Ask them not to warn anyone else that this will happen.	

	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.		
	Facilitator Tip: If there is time, ask each person to turn to the person next to them and tell them one interesting thing about themselves (give examples such as 'someone famous you have met', 'something you have done', 'something you know a lot about or have won an award for'). Ask for volunteers to share their partner's 'interesting fact'.		
	Make the point that knowing about people supports positive feelings and attitudes towards them.		
	Facilitator Tip: This activity can take more time if there are a lot of people, but is a powerful and energizing experiential learning opportunity for adults. If time is running short, replace the activity by referring back to the 'warm-up' activities that have been used in previous sessions and ask participants to reflect on how they might have impacted on the group ethos/ relationships within the group.		
	Explain that there are many resources available to support teachers in forming a safe classroom environment and promoting peer relationships. Many of these do not demand fluency in the home language and thus provide useful ways of including CAM. PPT 20 **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 in an emotionally facilitative environment, we need to demonstrate valuing and respect, and we do this through ensuring that the words we use, our body language and our tone of voice always maintain the self-esteem of others. 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. The emotional aftermath of dealing with the feelings elicited can override their ability to learn for some time afterwards.		
	Facilitator Tip: You may like to share with participants that the way that adults often speak to students is only experienced in two other contexts. You can ask them to guess what they are. They are: the		

	armed forces and prisons! PPT 21 **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. For CAM, it will be particularly important to see their home culture (and perhaps language) displayed in the environment. **Activity:** Give participants 2 minutes to talk about what they might see in schools which would demonstate a positive environment.(e.g student helpers in the playground; welcome signs in different languages, displays of SEL work) If time you could flip-chart a list, or just take quick-fire verbal feedback.		
10 mins	**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.** **Presentation:** PPT 22 **Video** Show https://www.youtube.com/watch?v=7d4gmdl3zNQ (2 ½ minutes) Ask participants what they think the key message for schools and teachers is? (The video graphically displays children copying what they see): They 'do as we do, not as we say'. PPT 23 Children copy adult behaviour PPT 24 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 apologising 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. PPT 25 Explain that the strategies listed are from a primary SEL Curriculum – the skills that primary students are taught in order to manage anger. 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. PPT 26 **The importance of staff Emotional Health and Wellbeing** Explain: Staff are unlikely to model positive social and emotional skills if their own emotional health and wellbeing at work is neglected, or if they have no CPD. What do they believe the significance of the picture is? Many will be familiar with the instruction when travelling on a plane to put their own oxygen mask on before helping others, the key message being that we cannot look after others if we are not in good shape ourselves!	PPT 22 – 26 Computer with access to the internet attached to the projector	

	Staff wellbeing has been demonstrated in the research to directly impact on student's achievement. This area is considered further in Key Feature 9.		
15 mins	**Core Element 3: A taught SEL curriculum** **Purpose: For participants to understand the key features of an effective taught SEL curriculum** PPT 27: Remind participants that they will have seen a sample SEL programme in the ICAM Handbook Section 7.2.3 Go through the list on the slide, drawing attention to the words in bold below which are the main characteristics of an effective programme. 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** • 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.** PPT 28: A continuum of provision, Explain that another key success factor for an explicit curriculum is that it should provide a continuum of provision. This slide shows how such a continuum might be organised within a whole school framework. It is important that participants understand that the initial taught programme is designed for all students (not just those with particular difficulties or additional needs). The further support is additional (not replacement) to the curriculum being offered to all students. The additional support is covered in Key Feature 8. PPT 29 **Discussion: Considerations for School Leaders** Ask participants to spend 3 minutes discussing one or two of the issues listed on the slide in pairs or small groups. Explain that some of the elements will be explored further in later sessions. This brief discussion will represent their first thoughts. • Do we put the same thought into providing a structured and progressive curriculum for SEL as we do for maths and science? • Do we provide it for ALL students?	PPT 27 -30	

	• Do we provide a continuum of provision? • What programmes do we/might we use? • What CPD do teachers need to deliver such a curriculum? • How might families be involved? Leaders might like to consider these questions with management teams when back in their schools, and refer to the information in the ICAM Handbook for further information.		
15 mins	**Core Element 4: Reinforcing the taught SEL curriculum.** **Purpose: For participants to understand the importance of reinforcing SEL learning outcomes across the school day.** **Presentation:** PPT 30: After a lesson on healthy eating, someone might be able to tell you what they *should* eat. But all the research suggests that this does not necessarily impact on behaviour. In SEL, cognitively 'knowing' is not enough - we need to put the knowledge into practice for it to be useful. Many repetitions are needed of any behaviour before it becomes habitual. **Ask, How are we doing for time?** It is likely that many participants will automatically look at the wrist on which they generally wear their watch, having forgotten that they have changed it over earlier. We need many repetitions to form a new habit. PPT 31: 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 You might compare this to learning to drive, to type, to playing a musical instrument - activities in which practice is the key element. Ask participants to share ideas about how a school might reinforce the learning outcome shown across the school day. You only need to gather three or four examples. You might add (if these ideas are not suggested by participants) • Noticing when students demonstrate these skills or attributes – and praising them and celebrating their achievements in class or school assemblies.	PPT 30-31 Copy of Resource Sheet 3.2 for each participant 2 or 3 gold stars (optional!)	

	• Posters around the school to remind everyone of SEL skills • Adults reminding children whenever possible of the skills they have learnt in explicit SEL sessions Appropriate opportunities occur in all subject areas – dealing with frustration in maths, disappointment in a sport, the need for group cooperation in a history lesson task etc. **Facilitator Tip:** You can demonstrate the power of reinforcement through acknowledgement by randomly giving out two or three gold stars to group members, explaining why you are giving them to them (i.e. choosing a pro-social skill they have demonstrated in the group e.g.'I noticed that you made X feel really supported when you said…. and so I am giving you this star'. **Activity: The Group Checklist (3 mins)** 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.		
5 mins	PPT 32 **Plenary** Encourage participants, in table groups, to reflect on the session and to address the key questions: • Which of the four areas of an effective SEL programme are already strong in your school? Which need developing? • What next steps might you take to develop a whole school programme of SEL in your school or adapt the programme you use already?	PPT 32	
	Tea / Coffee Break		
Session13	**Key Feature 8. Additional support for CAM's Social and Emotional Learning and general wellbeing**		
25 mins	**Purpose: To recognise 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** PPT 33 - Some of the SEL needs of all children, but particularly of CAM whose SEL is affected by 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	PPT 33 6 Flip charts each headed with one of the needs listed on PPT 34	

	from their experience. **Explain** that schools do a lot already to meet these needs, and that the following activity will enable them to share practice before looking at what else schools might do. **Activity - What do we already do to support CAM with additional SEL needs?** Remind participants of the Resource Sheet 1.5 from the session on Day 1 - Strategies for working with CAM with attachment difficulties. They might like to have this to hand to refer to as a check-list. Take six flip charts 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 **Divide the group** into six subgroups and give each one of the headed flip charts and a pen. They have 5 minutes to write what schools do, and might do more of, to meet those needs. 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. **Plenary** When they have passed the sheets round every group and received their original sheet back, ask them to put the sheets on the wall. Summarise the key activities that they have come up with. You might include some of the strategies listed in the ICAM Handbook Section 8.1.3 as well as in Resources Sheet 1.5 if they are not suggested by participants. 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.		
20 mins	**The possible effects of migration experiences** **Purpose; To be aware of the possible effects of traumatic experiences and how to recognise children who may be suffering from trauma**	PPTs 34-35	

	PPT **34 Assessing current levels of confidence:** Ask participants to indicate with a thumbs up, thumbs horizontal, or thumbs down how confident they feel in the following three areas. • dealing effectively in school with the possible traumatic effects of the migration experience? • knowing how to respond when children talk about traumatic memories or events? • providing effective small group support to CAM who they suspect have suffered trauma? **Explain** that this session aims to build practitioners' confidence in recognising and responding to those CAM who they believe may be suffering from trauma and for participants to share some strategies and good practice in doing so. **Facilitator Tip:** Some of this may have been covered on Day 2 in 'Awareness of the past and present experiences of CAM and their possible effects'. Facilitators may remind participants of this and explain that this session builds on the previous session. PPT 35 **Remind** participants of the key features of trauma listed on the ppt. seen on Day 2 **Explain** that we cannot process events that are traumatic (our brains do not have the capacity to file and store memories which are outside of normal human experience) and that they therefore stay in short-term memory, always at the forefront of our mind. Emphasise that, as with Attachment difficulties, the effects of these experiences do not immediately disappear when the child reaches a place of safety. **How can we tell if a child is traumatised and may need additional support? What signs might they show?** Explain that all children coming to a new school, especially CAM for whom everything may be new and unfamiliar **–** the language, the culture, the way schools operate – are likely to demonstrate some signs of anxiety, withdrawal or distress. **It is important not to assume that all CAM will be traumatised** The key issue for schools is therefore how to identify those students who may be traumatised and require additional support. Remind participants of the importance of listening to the stories of CAM and their families. The stories will give a clue as to whether a child may be likely to suffer trauma (although the extent to which a person is affected by any given experience depends on many factors – not all will react in the same way and so we need to be sure that we treat each child as an individual). PPT 36Ask participants to read the slide and then discuss it in their table groups. Have they come across children who have displayed these signs of trauma? If so, how did the school support the child? Suggest that a useful strategy is to keep a record of any behaviours which staff may consider to be		

	trauma-related. Explain that all traumatized children exhibit some combination of these symptoms in the acute post-traumatic period. Many exhibit them for years after the traumatic event. The symptoms will wax and wane - sometimes for no apparent reason. Keeping some record of the behaviours and emotions staff observe and trying to observe patterns in the behaviour of CAM who may have been traumatised will help to identify those in need of additional support.		
10 mins	**Identifying CAM in need of additional support** **Purpose: To consider what small group work schools provide and which CAM might benefit from such small group opportunities** PPT 37 **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 such small group support. They should look at the ICAM Handbook Section 8.2.1. **Plenary** Ask the group if they would they add anything to the bulleted list in the ICAM Handbook.	PPT 36	
5 mins	**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 38 **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. Emphasise that small group work can offer the conditions for all these factors to be provided. PPT 39 **What are the benefits of small group work in SEL for CAM?** PPT 40 Link the benefits to the needs of CAM that we previously identified.	PPTs 38 - 40	
10 mins	**A model of small group work** **Purpose: To present a model of the key elements of small-group work**	PPT 41	

	PPT 41 – One model of a plan for small group work We have modelled a lot of this approach in our sessions together. Before and after the core activity there are opportunities for individual reflection. How does this model compare with that for any other small group work in participants' schools?		
20 mins	**The tasks involved in setting up and delivering small group work in SEL** **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** PPT 42 **The tasks involved in setting up and delivering small group work in SEL** 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. Some of the tasks are listed on the PPT. PPT 43 **Activity: Planning for small group SEL work** Give out Resource Sheet 3.3 and ask participants to consider which of the questions are relevant to their own context. Acknowledge that schools will be in very different situations, with some providing group work opportunities already that can be easily adapted, and others with no current provision. **Facilitator Tip:** Remind participants that adapting and adopting new initiatives takes time, and that it is important to factor in time for the planning rather than jumping in at the action stage. Recognise that such a list can appear rather overwhelming, but that it can be planned in one step at a time. Ask them to talk to a partner and list three next steps to implement or adapt small-group SEL provision within their context.	PPTs 42 - 43 A copy of Resource Sheet 3.3 for each participant	
10 mins	PPT 44: **Plenary** **Explain** that we have focused in this session on small group work for SEL but, as outlined in Section 8.2.2 of the ICAM Handbook, there may be some CAM who need more specialised professional help on a one to one basis and it is important for schools to be able to recognise when to refer such children for further assessment and to know what help is available. Ask them to discuss, in their table groups, the systems used in their schools to recognise children in need of specialist help and refer them to external agencies. How effective are these systems on a scale of 1-10? Why is there score not one point lower? What would make it one point higher? PPT 45 **Ask** participants to discuss their confidence levels in relation to the three questions asked at the beginning of the session, and then, when asked, to demonstrate this through using the thumbs up, horizontal or down method.	PPT 44 - 45	

	Ask for any comments on what we have discussed. **Facilitator tip:** Be prepared for some participants to express a lower confidence rating than previously. Often understanding the extent of the issue can increase feelings of being overwhelmed. Reassure participants that the issues will be there and that their feelings are a positive first step towards addressing the needs. Remind them that support and resources will become available to them in this area in the ICAM database.		
30 mins	**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** PPT 46 – Intended learning outcomes for Day 3. Ask participants to think about what we have done today. 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	PPT 46 Copy of Day 3 Evaluation Sheet for each participant	
Overnight task - Read the sections on Key Features 6,9,10,11 and 12 in the ICAM Handbook			

Foglio delle Risorse 3.1

Competenze SEL

• Posso comprendere il punto di vista di un'altra persona e come potrebbe sentirsi • Posso dirti di alcune cose in cui sono bravo e di alcune in cui non sono molto bravo.	Auto-consapevolezza e autovalutazione
• Posso lavorare bene in un gruppo, cooperando con gli altri per raggiungere un obiettivo comune. • So riconoscere i sentimenti degli altri. • Sono in grado di riprendermi dopo una delusione, dopo aver commesso un errore o non aver avuto successo in qualcosa.	Gestione dei sentimenti
• Ho una gamma di strategie per gestire le mie preoccupazioni e altri emozioni spiacevoli. • Sono in grado di indentificare e riconoscere una gamma di emozioni quando le vivo. • Posso scegliere quando e dove indirizzare la mia attenzione, concentrarmi e resistere alle distrazioni per periodi prolungati.	Motivazione
• Riesco ad adattare il modo in cui mi esprimo in base alle persone o a situazioni particolari. • Sono in grado di calmarmi quando ne ho bisogno.	Empatia
• So essere amichevole – sono in grado di essere amichevole, essere un bravo ascoltatore, dare e ricevere complimenti, e fare cose per altri • Posso essere di support agli altri e provare ad aiutarli quando lo richiedono.	Abilità sociali

Foglio delle Risorse 3. 2

Review. Lavoro di gruppo.

Pensate a come avete lavorato in gruppo durante questa sessione.

Per favore, barrate or colorate la faccina appropriata per ogni fila.

Si sono sentiti tutti a proprio agio nel gruppo?	
Vi siete assicurati che tutti avessero la possibilità di dire ciò che volevano, magari facendo domande o rispondendo? Tutti hanno preso parola?	
Prima di iniziare, avete parlato gli uni con gli altri riguardo quello stavate per fare? Tutti hanno ascoltato ciò che gli altri dicevano?	
Avete avuto la possibilità di dire al gruppo che cosa pensavate e perché lo pensavate? Avete deciso insieme in che modo avreste detto al resto del gruppo cosa era stato nella vostra piccola parte di gruppo?	
Tutti hanno ascoltato ciò che gli altri pensavo e cosa avrebbero voluto fare? Avete concordato su ciò che ogni persona doveva fare in seguito?	
Avete pensato a modi differenti di fare le cose e poi concordato sul modo migliore?	
Vi siete sentiti a vostro agio nel chiedere chiarimenti su qualcosa che non avevate capito? Le persone hanno detto se erano d'accordo o piaceva loro qualcosa che altri avevano detto o fatto?	

Foglio delle Risorse 3. 3

Checklist per la creazione di piccolo gruppi di SEL

- Sono stati convolti tutti i membri del personale nella decisione di gestire il piccolo gruppo?
- I vostri piani di insegnamenti di competenze sociali, emozionali e comportamentali all’intero gruppo sono efficaci e ben implementati?
- Le risorse e il personale sono stati assicurati? E la scelta dei facilitatori del gruppo è stata presa?
- È stata organizzata una formazione aggiuntiva necessaria per i facilitatori di gruppo, ad esempio sulle abilità di ascolto attivo o su come funzionano i gruppi?
- Il tempo di gestione del gruppo è stato programmato con una pianificazione, un resoconto (i.e. Review) e una supervisione settimanale?
- Avete un sistema solido per la selezione dei bambini da inserire nel gruppo?
- Tale sistema coinvolge il personale chiave, incluse le agenzie esterne (se necessarie)?
- È stata fatta o ricercata una disposizione alternativa per i bambini per i quali c'è preoccupazione ma che non sono inclusi nel gruppo (ad esempio perché si necessitano un supporto più specializzato)? C'è la disponibilità di una stanza adatta predisposta per facilitare un lavoro di gruppo efficace?
- Sono state concordate le procedure di valutazione? Tutte le valutazioni necessarie sono state svolte prima dell'inizio delle sessioni? I genitori / tutori sono stati coinvolti nella selezione dei loro figli alla partecipazione?
- I bambini sono stati attivamente consultati riguardo al gruppo? Sono consapevoli del perché sia stata loro offerta questa opportunità e hanno accettato di aderire al gruppo?
- I bambini comprendono lo scopo del gruppo e gli esiti di apprendimento previsti?
- I bambini sono consapevoli del calendario del gruppo e della composizione del gruppo?
- È stato concordato un piano per coinvolgere i genitori / tutori nel gruppo?
- È stata concordata la struttura complessiva dell'intervento?
- Avete programmato le sessioni settimanali e l'attività principali per ogni settimana?
- I facilitatori sanno cosa fare se hanno bisogno di chiedere aiuto e sostegno e di parlare con gli altri - ad esempio, se una sessione non è andata bene o se risulta chiaro che un bambino ha bisogno di aiuto da qualcuno con competenze specifiche?
- Esistono rischi che impediscano l'identificazione efficace del lavoro del gruppo?
- Ci sono dei piani per gestirli?

Giorno 3 – Scheda di valutazione per i Partecipanti

Pensa a quello che abbiamo fatto insieme oggi. Come giudichi questa giornata? Quanto hanno contributo le sessioni ad aumentare la tua conoscenza, la tua comprensione e le tue abilità?

Su una scala da 0 -10, dove 0 indica "pessimo" e 10 indica "ottimo", come giudicheresti la qualità del tuo apprendimento oggi? Disegna un cerchio sul punteggio.

1 2 3 4 5 6 7 8 9 10

Cosa ti ha aiutato a imparare? Perché il tuo punteggio non è di un punto più basso?

Cosa avrebbe reso il tuo apprendimento ancora migliore? Cosa farebbe aumentare di un punto la tua valutazione?

Altri commenti che vorresti fare.

Nome:_____ Data: _____

Day 4			
10 mins	PPT 1 **Welcome** **Warm up activity - Musical chairs** Arrange chairs in two rows back to back –the number of chairs is one less than the number of participants. Ask participants to stand in a circle round the chairs. When the music starts they must move round the circle. When the music stops they must sit down. The person without a chair must go out of the room and wait outside the door. Remove one chair and repeat the process until there are 5 or 6 people outside the room. Invite everyone back into the room and seat them in a circle. **Ask** what they felt during the activity. Divide the flip chart into two columns headed Inside and Outside. List under these headings the feelings people had when they were inside or outside the room. Discuss what this tells us about how CAM and their families feel about being included or excluded. **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 You need to be able to play – start and stop – music e.g. on a laptop, amplified so that everyone can hear it. Flip chart and pen.	
Session 14	**Key Feature 6 - Effective strategies to ensure the safety and wellbeing of students**		

	in and around the school		
10 mins	**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 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) PPT 5 in a violent environment there may be both physical and emotional bullying of students by one another and by staff; of staff by one another and by students. **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. Suggest that, as we gather responses in a brief feedback session, participants make notes of any ideas they find useful. 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	PPTs 3 - 6	

	• Regular focused monitoring by staff		
40 mins	**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 a PowerPoint slide or slides and then 5 minutes each to use the slides feed back to the whole group on their allocated area. As they present, ask the audience to consider any additional material that they can integrate into the advice. If we think of CAM in particular, is there more to add? Provide time for the groups to include any additional suggestions on their slide. Participants can then take copies of the slides if they wish to. 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. 2. Relationships between students • SEL taught and reinforced throughout the curriculum • Buddying systems • Teachers creating opportunities for students to discuss issues respectfully and listen to one	PPT 6 Flip charts, pens and A4 paper available for any groups who require it.	

	another • Shared learning experiences that enable the development of social behaviours • Team events • 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 **Plenary** Explain that, although the measures we have just discussed should help to reduce bullying and other forms of violence, some will inevitably occur. We will consider how to deal with this effectively. We will also consider how we keep students safe by recognising and responding to signs of child abuse or neglect.		
20 minutes	**Dealing with bullying** **Purpose: to consider what we already do to deal with bullying and whether there is more we should do, particularly regarding CAM** PPT 7 **Explain** that bullying is systematic abuse of a weaker person by a stronger person. It may involve verbal, physical or psychological aggressive behaviour.	PPTs 7-9	

	CAM are particularly vulnerable to being the targets of bullying as they are new to the school, and its group dynamic, and they may be perceived by other students as being different. Additionally, their past experiences may lead them to behave aggressively to other students. Attitudes in society at large to migrants may also have an influence on behavior in school. **Ask** Do your schools have clear procedures for recognizing, reporting and dealing with bullying? How do they compare with the suggested procedure on PPT 8? PPT 8 **When bullying has occurred it is most effective if:** • Conversations with the students involved take place individually and in this order: conversation with the target conversation with each perpetrator on their own conversation with the perpetrators together • There are follow-up conversations with each party, at the end of which the parties may meet. • Parents are involved. • The message is clear - the bullying has to stop. • Conversations are characterised by respect. • It is clear that it is the behaviour, not the students, that the school rejects. **Discussion** Thinking of what we have considered about the experiences of CAM and their possible effects, their SEL needs and effective strategies for their induction, are there any additional issues that we should address if CAM are involved in bullying either as targets or perpetrators? PPT 9 **Bystanders** Dan Olweus, one of the pioneers in international anti-bullying work, has described students involved in or witnessing a bullying situation as having roles in a Bullying Circle a) students who bully b) followers or henchmen c) supporters or passive perpetrators of bullying d) passive supporters or possible perpetrators of bullying e) disengaged onlookers f) possible defenders g) defenders Divide participants into seven groups and ask each to spend 5 minutes considering one of these roles. What can teachers and the school do to involve bystanders in stopping bullying? **Plenary: Ask** each group to share their ideas and note anything they want to remember.		

	Agree that students know more about any bullying in their school than the adults do. With appropriate support, they can do much to prevent it. We want them all to be defenders. Refer participants to the AAB School Handbook in the Action Antibullying website www.actionantibullying.eu for more information about preventing and dealing with bullying.		
10 mins	**Procedures to deal with suspected neglect or abuse outside school** **Purpose: to ensure that participants know what to do if any students in their school appear to suffer child abuse or neglect and to discover whether there are any special considerations in this respect concerning CAM in their context.** Schools are often the only place where signs of neglect and abuse in the home may be noticed. They therefore have a duty to ensure that staff know what to look for, and are vigilant, and that there are robust procedures for dealing with any suspected neglect or abuse and involving outside agencies as necessary. Are there any special considerations in this respect for CAM? Refer participants to the ICAM Handbook Section 6.2. This does not include information about procedures because these differ in our different countries.		
	Tea/ Coffee Break		
Session 15	**Key Feature 9 -Support for staff, including continuing professional development on SEL and ways of meeting the additional SEL needs of CAM**		
25 mins	**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, 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. PPT 11 Frederick Herzberg (1959) suggested that there were some basic needs in the workplace that, if they were not met, would lead to dissatisfaction. He called these Hygiene Factors, without them the organisation would not be healthy.	PPTs 10-13 flipcharts headed 'How can staff awareness of the importance of their own wellbeing be promoted?' 'How can staff be helped to identify their own wellbeing needs?' 'What provision will support staff wellbeing?'	

	They were necessary but not sufficient. In order to feel engaged, people needed Motivational Factors of which a sense of achievement was by far the strongest. PPT 12 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** How might working on the ICAM programme provide for these motivational needs? Point out the positive focus of the programme on recognising and building on existing achievements and on solution focused approaches. PPT 13. 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. Did the school review provide any insights into the perceptions of staff and the leadership team in their schools about staff wellbeing? **Activity: Personal wellbeing Ask** 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 consider what their thoughts tell us about staff wellbeing in general. We will record our ideas under the three headings – Awareness, Need and Response.		

	Ask for a volunteer to scribe on a flip chart as the group suggests and discusses ideas under the heading 'How can staff awareness of the importance of their own wellbeing be promoted?' Repeat with a second and then a third volunteer to complete flip charts headed 'How can staff be helped to identify their own wellbeing needs?' 'What provision will support staff wellbeing?' **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.		
10 mins	**Avoiding secondary trauma** **Purpose: To understand that staff who work with CAM may need additional support and to understand what support may be helpful.** PPT 13 **Explain** that, as a result of working closely with students and families who have endured difficult and traumatic circumstances, teachers and support staff may present signs of Secondary Traumatic Stress (STS). Ask participants to read Sections 9.2 and 9.3 of the ICAM Handbook and discuss the answers to the following questions with a partner: On a scale of 1 -10, how prepared is your school to notice and provide support if any staff suffer STS? Why is your score not 1 point lower? What could you do to make the score 1 point higher? **Plenary Ask** what participants think they might do in their schools to address any issues raised in this session	PPT 13	
15 mins	**Continuing Professional Development (CPD)** **Purpose: To consider the CPD that the ICAM programme will provide** PPT15 Like SEL, CPD is both 'taught' and 'caught'. It 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. PPT16 **Explain** The ICAM programme uses a cascade model – Our UK team provided a workshop for National Facilitators to prepare them to provide workshops like this for School ICAM leaders who ,like you, will provide CPD for their colleagues. It is this last step that is the most vital because it will have the most impact on the CAM in your schools. We have already discussed the four levels of staff CPD for the programme. We will support these with	PPTs 15 - 21	

	resources for you to use with your colleagues. **A staff CPD programme based on the 4 levels of providing support for CAM** **Purpose: To explain the 4 levels of staff CPD and consider which levels will need most attention in participants' schools. To provide a lecture and then consider how effective it was in delivering the content, and facilitating understanding of it.** **Presentation:** PPT 17 The professional development materials for School ICAM Leaders to use with their colleagues are divided into 4 incremental levels so that schools can decided on the areas to which they need to pay most attention. This will be a short lecture! Participants should consider, as they listen, how the levels will apply to their schools. Refer participants to the ICAM Handbook Section 9.1 **Level 1: Raised awareness and understanding of the past experiences of CAM** Before we can begin to improve the SEL of CAM, and thus their capacity to learn in school we need to have a good understanding of their possible experiences and the effects of these experiences PPT1 8 An understanding of the individual past and present lives of CAM helps to develop empathy and build positive relationships with them. This appreciation includes an understanding that experiences vary greatly from person to person. It also requires school staff to know and understand something about the cultures of the countries represented in their classrooms. A growing appreciation of the experiences that CAM bring to the school should stimulate actions to improve both the formal and informal SEL/Life skills (LSE) curriculum and, through this, to encourage all members of the school community to develop positive attitudes towards, and empathy for, CAM. **Level 2**: **Improved SEL provision for all CAM integrated into lessons and the school environment** Learning cannot take place when SEL is compromised. Although CAM will have different stories and different individual needs, all children need a sense of safety, acceptance and belonging if they are to learn in school PPT 19 Staff can apply their greater empathy for, and understanding of, CAM and their experiences to the task of developing trusting and constructive relationships with CAM to help them access learning. This can be achieved by adapting teaching styles and the management of learning in the classroom and around the school in ways that will promote the SEL of CAM and their greater inclusion in the school community. **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** Some CAM, as a result of pre, trans or post-migration experience may require additional support to repair or improve their SEL. They will need enhanced support in class and around the school over and above the school norms, to meet their additional needs.		

	PPT 20 A greater understanding of the possible additional SEL needs of CAM (as a result of migration experiences) and improved provision to meet them in lessons and during unstructured times around the school requires procedures and processes in the school to • identify additional SEL needs of CAM • construct individual SEL development plans specific to CAM • ensure that all staff are aware of the plans and have the necessary knowledge, understanding and skills to differentiate teaching and learning so that the Individual SEL plans are implemented and the additional SEL needs of CAM are met. **Level 4 Small-group/individual interventions for students identified as having the most severe additional SEL needs** Some CAM may require small group or individual intervention to enable them to function optimally in school. PPT 21 Some staff should be chosen to develop skills in leading such interventions, identifying CAM for whom they would be appropriate and referring them to external agencies for help when this is necessary. **Plenary** **Ask** for any comments or questions. This was a lecture – was it an effective way of imparting information. What did participants think of it as a learning experience?		
	Key Feature 10 - Involvement of students		
20 mins	**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.** PPT 22 **Energiser Ask** participants to stand up, hold their nose with their right hand and hold their right ear with their left hand. Then change hands – hold their nose with their left hand and their left ear with their right hand. Repeat this as fast as possible. **Explain** that, as many CAM will not be fluent in their host language, activities in the classroom which do not require language can provide relief, fun and engagement between students. We are going to consider ways in which students can support one another and CAM in particular. **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.** PPT 23 In a Rights Respecting School students will be aware that having rights means also having	PPTs 22 -23 4 flip chart sheets headed '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	

	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 group into 4 Put 4 flip charts round the room headed: 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 Each group is allocated one flip chart on which to list as many ideas as possible. They then move round to the next group's chart and add any further ideas and so on until everyone has worked on all four lists. **Plenary**: **Ask:** Looking at these lists, what do they tell us about ways of involving other students in improving the inclusion of CAM?	they do outside class' 'Opportunities for students to help one another outside class'	
15 mins	**Listening to students** How do we ensure that students have a voice? **Purpose: To consider how we ensure that we listen to students, including CAM, and involve them in the development of the ICAM programme** PPT 24 **Ask** participants, in table groups, to discuss how students can be involved in developing the ICAM programme. They should choose one person to chair the discussion and to be prepared to report back to the whole group. They may find ICAM Handbook Section 10.3.1 helpful. They have 10 minutes for the discussion. Then ask the chosen person from each group to share the ideas they have discussed with the whole group.	PPT 24	
5 mins	**Plenary** Ask participants to share with a partner anything they will take away from this morning's sessions that will be particularly important or useful in their work. **Thoughts and ideas feedback** Respond to any comments on the Thoughts and Ideas wall		
	Lunch		

Session 16	Key Features 11 and 12 - Involvement of families and the local community		
10 mins	**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.** 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** **Purpose: To consider effective ways of communicating with the parents of CAM** **Explain** that we are going to think about how schools communicate with parents/carers, and particularly with parents/carers of CAM who may not be fluent in the host language and may not be literate in their home language. **Activity:** Ask table groups to write on sticky notes their top tips for effective school communication with parents/carers – putting each idea on a separate sticky note - and to stick them on a flip chart. If they have the same idea as another group they should stick their note on top. Ask everyone to stand around the chart. Explain that you will read out each tip in turn and, when you say 'Clap' participants will clap to indicate how important they think the tip is. 1 clap for important 2 claps for very important 3 claps for extremely important. Agree that this is not a very scientific procedure! – the point is for all of us to consider the most effective ways of communicating with parents and whether we need to make any changes in order to involve those who are hard to reach. **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? **Plenary** Share any comments. Is there anything participants now intend to do to improve communication with the families of CAM?	Sticky notes on each table Flip cart sheet on the wall headed 'Effective communication'	

20 mins	**Involving parents/carers, including those who are hard to reach, in the work of the school** **Purpose: To consider ways of involving parents/carers of CAM, particularly those who are hard to reach, and valuing their contribution to their children's education and the life of the school** PPT 25 **Ask** participants to discuss for 5 minutes how they have tried to engage hard to reach parents/carers (not just CAM parents) What has worked and what has been less successful for them? Take brief feedback by asking for one example of a successful and one example of a less successful strategy from each group in turn. **Presentation: A model of parental engagement.** PPT 26 Explain that involving parents can be considered as a series of stages – Wanting , Getting, Keeping, Engaging, Empowering. Ask participants to consider individually which stage their school has reached. PPT 27 Ask participants to talk briefly with a partner about the benefits that involvement of parents/carers of CAM brings to children, school and family. PPT 28 There is a wealth of evidence that involvement of parents has a greater impact on achievement than almost every other factor. PPT 29 Explain that one of the key findings of the research is that the establishment of trust is a key issue for schools. Remind participants why the families of CAM may have difficulties establishing trust (prior experiences with official organisations, cultural differences and assumptions etc.) and explain that, although schools may have to work hard with each family initially, the rewards are great. PPT 30 **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. PPT 31 Explain that this is an impossible exercise! There is no right answer. All the strategies are important. The point of the exercise is to help us to think about the strategies. Ask if, as a result of the activity, there is anything participants intend to do in their schools? PPT 32 It is the initial stages of Wanting and Getting that take the most effort, developing motivation and efficient and effective methods of involving parents/carers.	PPTs 20 – 27 Resource sheet 4.2 cut into a set of 16 diamonds for each table group.	

	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. We are going to consider how working with parents/carers on SEL can provide these stages of involvement.		
15 mins	**Involving parents/carers, including those who are hard to reach, in continuing SEL in the home** **Purpose: To consider ways of involving parents/carers of CAM in continuing the SEL work that the school does in the home.** PPT 33 **Explain** that two ways of continuing and developing SEL in the home are to send home activities for the families to do together, and (when trust has been built up) to run small family learning groups focusing on SEL. PPT 34 **Ask** participants to consider in pairs which 3 SEL related skills, knowledge or understanding they would wish for the parents of CAM (and other parents) to have developed (if a miracle had happened). Take brief feedback. PPT 35 **Ask** participants to share examples of any small group family provisions they make which include parenting or SEL skills, emphasising that you are not talking about specifically academic topics (e.g. reading with your child, maths). Any available programmes may need adapting to be attractive to, and suitable for parents/carers of CAM, and suggest that this may be a task for us all, to find and share suitable strategies and materials through the ICAM website. PPT 36 **Explain** that four schools in Lewisham, an area of London, ran an experimental SEL programme for parents. They pooled their experiences and tips for running such groups. These are the questions that schools need to answer when planning such groups. PPT 37 Advice was provided about running the sessions and evaluating their success. PPT 38 lists the success factors that the Lewisham case study identified and may be a useful resource for schools considering doing something similar. PPT 39 **Next Steps** Ask participants to identify one or two steps that they might take when they return to their schools. PPT 40- 41 Working with parents/carers may take a lot of thought, energy and time, particularly at the essential first stages of Wanting and Getting, but they do deserve support in their difficult and crucial role – and so do their children!	PPTs 33 - 41	
20 mins	**Identifying sources of support for CAM in the local community**	PPTs 42 – 50	

	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 PPT 42 Explain that we are going to consider how the local community might support ICAM. Schools may be very influential in their local communities and can benefit from drawing on its support and resources. But this is can be time-consuming and it is important that input of effort is matched by an outcome of benefits to students. **Purpose: To consider what we mean by 'local community'** **Energiser:** Ask participants to move to stand in two equal concentric circles facing one another so that they each have a partner. Explain that we are going, in this session, to consider working with the local community. But we first have to answer the question; "What is' the local community' for a school?" They have 2 minutes to discuss this. The outer circle then moves one place to the right so that they have a new partner. They then have 2 minutes to discuss a second question: "How do members of the local community you live in find out about what goes on in their local schools?"	Sheets of A4 paper and flipchart pens for each table	
	Training tip: This exercise should be carried out at a brisk pace. Tell participants the question for discussion and say 'Begin'. After 2 minutes say 'Stop', ask the outer circle to move one space to the right, and repeat the procedure with the second question.		
	Summarise the warm up by making the points: • If schools are to work in partnership with their local community they should first be clear about who comprises that community and they should be aware of how they communicate with them. • In most cases communication is via the students, and members of the community judge the school by what the students say and how they behave outside the school. Violent incidents are therefore often portrayed through the eyes of the students. **Purpose: to recognise the value of local partnerships which can support the school's work. To plan the development of a local resource directory. To understand the dynamics of action groups and how to lead them.** **Presentation: The stages in developing a community partnership programme.** Schools can provide havens of peace for students in a troubled world but they are also at the heart of their local community and cannot be divorced from it. They need to work to create and sustain partnerships with their local community. PPT 43 – 48 Go through the five stages of developing a community partnership programme quickly, pointing out that they form a development cycle similar to the one we discussed in relation to the whole anti-bullying programme.		

	1. Preparation 2. Diagnosis 3. Action planning 4. Implementing and monitoring 5. Evaluation PPT 49 In a true partnership, all partners are fully informed, committed and involved in action. The group needs a facilitator who can employ appropriate skills : • Respecting and valuing members' expertise builds confidence and capacity • Agreeing a common process and focus minimises conflicts • Ongoing monitoring and evaluation improves the effectiveness of individual members and the team for the future It is important for the facilitator to adopt an appropriate leadership style (See ICAM Handbook Section 4.2) **Purpose:** to consider who might be included in partnerships with the school to reduce bullying and other forms of violence **Activity: A Community Resource Directory** PPT 50 **Explain** that we are going to think about who should be included in a community partnership and a community resource directory for schools who wish to set up a local partnership programme to increase convivencia and inclusion of CAM and their families. Participants should work in their table groups to 1. Briefly discuss who should be included in a community partnership. 2. Draw up a list of who you would include in a community resource directory for a school – people or organisations that you could call upon for support in a local partnership programme to increase convivencia and inclusion of CAM and their families 3. Put each entry for the community resource directory on a separate "brick" – make the bricks by tearing a sheet of A4 paper into 4 pieces. You should write in large letters that can be read easily. Record the name of the person or organisation and note briefly what they can contribute e.g. the local youth centre – advice on activities to engage young people 4. When you have finished, place your bricks to make a wall. You should read what others have put and, if a brick is the same, place your brick on top of it 5. You may wish to make your own directory from ideas in the wall of bricks You could start by filling out columns 1 and 3 on Resource sheet 4.3 Ensure that everyone reads what other groups have written and discusses where they are going to place		

	each brick so that they are sharing ideas. Ask the whole group to join in placing the bricks and discussing the results.		
25 mins	**A good news story** **Purpose: to practise explaining to the local community the positive contribution that CAM and their families make** **Activity:** PPT 51 Explain that we are going to practise spreading good news about a school in an interview for a local radio station. Divide participants into two groups – local radio interviewers and School ICAM Leaders. They must prepare separately	PPT 51 Copy of Resource Sheet 4.4 Half the group should have the sheet for the local radio interviewer. The other half should have the sheet for the School ICAM Leader.	
	Facilitator tip: If there is another room available, you could send one group there.		
	Give them the appropriate copy of Resource Sheet 4.4.They have 10 minutes to read the scenario it describes and to discuss, in pairs or small groups, with other people with the same role, what they will say. Tell them when to begin, when they have one minute left, and when 10 minutes have passed. Then pair each interviewer with a School ICAM Leader and ask them to sit back to back so that they can hear but not see one another (as if they were on the telephone). Seat each pair as far from other pairs as possible. They have 5 minutes for the interview.		
	Facilitator tip If there is another room available, so that Interviewers and School ICAM Leaders are separated, they could add realism, if they wish to, by using their mobile phones to conduct the interview. **Facilitator tip**: They may wish to record the interview on their mobile phones so that they can listen again to what happened.		
	Tell them when to begin, when they have one minute left and when the 5 minutes have passed. **Plenary:** Ask the Interviewers 'How did you feel?' 'Were your questions answered?' 'Did you ask the right questions?' Ask the School ICAM Leaders 'How did you feel?' 'Did you say what you wanted to say?' What have we learned from this activity about spreading the good news about our schools?		
	Tea/coffee break		
75 mins	**Thoughts and ideas feedback** Respond to any comments on the Thoughts and Ideas wall PPT52 **Reflection** on learning during day 4 of the workshop and completion of Day4 Evaluation form **Watch the UNICEF video** (3 mins) https://youtu.be/ZNnEHsrBakI (or a suitable alternative) 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	PPT 52	

	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 • The ICAM website and growing alearning 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 and from implementing the ICAM school review Comparison of ICAM self-assessment results before and after the workshop Collation of ICAM self-assessment of results from all participants – for use in the workshop evaluation Developing personal action plans Discussion of experiences during the workshop and completion of Final Evaluation Form **Arrangements** for support visits by ICAM National Facilitators		
15 mins	**Close of workshop** **Final Circle Time.** Thank participants for their contribution to the workshop.		

Foglio delle Risorse 4.1

My personal wellbeing

Consapevolezza: Come faccio a sapere quando il mio benessere è positivo o che necessita di supporto?

Bisogno: Quali sono le mie esigenze di benessere attuale (fisico, mentale e sociale) in relazione alla mia vita professionale?

Risposta: Quali sono i modi per rispondere ai miei bisogni di benessere?

Foglio delle Risorse 4.2

Diamond 9

Le comunicazioni sono tradotte

Ci sono chiari punti di contatto all'interno della scuola per le famiglie dei CAM

È stato reclutato personale dotato di competenze linguistiche appropriate

Il personale è consapevole delle sfide affrontate con le famiglie dei CAM

Il personale è sicuro di sé nel coinvolgere e supportare le famiglie dei CAM

Esistono solide procedure mirate all'inclusione di CAM quando costoro si iscrivono alla nuova scuola

L'ambiente scolastico aiuta le famiglie dei CAM a sentirsi le benvenute

La scuola ha forti legami con la comunità e le organizzazioni culturali

Foglio delle Risorse 4.2

Diamond 9

La scuola dà alle famiglie dei CAM informazioni su enti previdenziali/sup

La scuola offre opportunità ai genitori dei CAM di sviluppare le proprie competenze

La scuola aiuta i genitori dei CAM a tessere relazioni con altri genitori

Gli incontri e le attività per i genitori sono utili per loro

Foglio delle Risorse 4.3 - Il mio elenco risorse

Risorsa	Dati del contatto	Possibile contributo a una partnership

Foglio delle Risorse 4.4 - Per l'intervistatore/-trice della radio locale

Sei un giornalista per una stazione radio locale.

Tra 10 minuti condurrai un'intervista radio telefonica con uno School Leader ICAM della scuola della tua città. La scuola serve una zona con un elevato tasso di deprivazione sociale, bassi livelli di occupazione e precarietà di alloggi. Negli ultimi cinque anni si è registrato un forte aumento della popolazione immigrata a livello locale.

La prossima settimana ci saranno delle elezioni per il consiglio locale e una dei candidati è stata oggetto di molta pubblicità e interesse sul social media. Recentemente l'hai intervistata per il tuo programma. Nell'intervista, ha detto che non è razzista, ma che lei e il suo partito credono che l'immigrazione dovrebbe essere controllata e che ci siano stati troppi immigrati che si riversano in quella zona. Dice che hanno accettato lavori di scarsa qualità e preso abitazioni che sarebbero dovute essere consegnate a persone vivono in quella zona da generazioni.
In particolare, si lamenta che la scuola locale era diventata sovraffollata e gli insegnanti hanno dovuto prestare molta attenzione ai bambini con problemi linguistici, così che gli altri studenti non hanno imparato nulla di nuovo e gli standard stanno scendendo. Dice che si trascorre troppo tempo in classe per affrontare argomenti come l'amicizia e le emozioni, invece di concentrarsi su cose importanti come la matematica. Dopo l'intervista, ti ha detto che suo figlio va bene a scuola perché era un ragazzo molto intelligente ma l'insegnante spesso lo ignora e non risponde alle sue domande.
L'ultimo giorno delle vacanze scolastiche e il figlio ha partecipato a un workshop per le famiglie a scuola. È stata invitata ma non è potuta andare in quanto impegnata con le elezioni e il figlio è andato da solo. Pensava che fosse vergognoso che, nonostante il pranzo fosse stato offerto, ci fosse solo «cibo straniero», nulla che piacesse al figlio, e quindi non c'era niente da mangiare. Il figlio ha anche giocato e imparato un'altra lingua che lei ritiene non userà mai. Insomma, è stato uno spreco di tempo. Ritiene che il figlio avrebbe dovuto imparare più matematica, che è la materia in cui è più debole, e che la festa dovrebbe essere per cose importanti, non "solo giocherellare".

Hai telefonato alla scuola per chiedere "come affrontare la situazione dei migranti" e il dirigente scolastico ti ha detto che dovresti intervistare lo School Leader ICAM che ha organizzato il club per le vacanze.
Avrai 5 minuti per l'intervista. Quali domande farai?

Foglio delle Risorse 4.4 - per School Leader ICAM

È l'ultimo giorno delle vacanze scolastiche e sei venuto a scuola per preparare l'inizio del semestre. Il dirigente scolastico ti ha appena chiesto di fare un'intervista per la radio locale. Non ama parlare con i media e ha detto che sa che saresti molto bravo a parlare a tutti del grande lavoro che la scuola sta facendo.
L'intervistatore vuole parlare di "come la scuola gestisce la situazione dei migranti" e ti telefonerà tra 10 minuti per un'intervista radio in diretta. Per la scorsa settimana, hai organizzato un workshop per le famiglie a scuola. È la prima volta che viene organizzato e ha avuto un grande successo. Lo scopo era quello di promuovere la convivencia e un ethos inclusiva nella scuola. Genitori e bambini si sono uniti in attività che includono:

- imparare le lingue degli altri,
- cucinare e mangiare insieme
- giochi attivi che hanno incoraggiano la condivisione e la cooperazione
- suonare insieme
- sessioni artistiche e artigianali

I genitori e il personale hanno lavorato insieme per pianificare e gestire le sessioni.
Al workshop hanno partecipato molte famiglie di CAM, c'era una meravigliosa atmosfera felice e tutti dicevano quanto si stessero divertendo. Un gruppo di genitori ha chiesto se sarebbe stato possibile organizzare attività continuative una sera a settimana durante il semestre.
Ne sei assolutamente felice. Non sai per quale motivo la radio locale ne sia interessata o se hanno sentito parlare del workshop.
Il riferimento principale più recente alla scuola nella stampa locale e sui social media riguarda la madre di un ragazzo della tua classe che si è candidata alle elezioni locali della prossima settimana. Il suo partito ha generato molta agitazione, lamentando che i livelli di immigrazione nella zona sono molto alti e che c'è un elevato tasso di deprivazione sociale, bassi livelli di occupazione e precarietà di alloggi. La scuola, che aveva registrato un calo nel numero di studenti prima della venuta degli immigrati cinque anni fa, ora è piena. I livelli degli standard dei risultati conseguiti sono aumentati e la scuola è stata elogiata in una recente ispezione per il suo ethos inclusivo, l'eccellente comportamento degli studenti e il loro atteggiamento positivo all'apprendimento.
Il figlio della consigliera nella tua classe sta ottenendo buoni risultati, ma è sempre in cerca di attenzioni in classe e tu stai cercando di insegnargli a lavorare in maniera più indipendente. Sua madre spesso ti telefona per lamentarsi che non apprende abbastanza ma gli ispettori sostengono che hai differenziato molto bene il lavoro, spronando tutti gli studenti della tua classe.

Ti è stato detto che, qualunque cosa l'intervistatore ti chiederà, è importante che tu dirai ciò che vorrai dire e darai le buone notizie sulla scuola.
Cosa dirai? L'intervista dura 5 minuti.

Giorno 4 - Scheda di valutazione per i Partecipanti

Pensa a quello che abbiamo fatto insieme oggi. Come giudichi questa giornata? Quanto hanno contributo le sessioni ad aumentare la tua conoscenza, la tua comprensione e le tue abilità?

Su una scala da 0 -10, dove 0 indica "pessimo" e 10 indica "ottimo", come giudicheresti la qualità del tuo apprendimento oggi? Disegna un cerchio sul punteggio.

1 2 3 4 5 6 7 8 9 10

Cosa ti ha aiutato a imparare? Perché il tuo punteggio non è di un punto più basso?

Cosa avrebbe reso il tuo apprendimento ancora migliore? Cosa farebbe aumentare di un punto la tua valutazione?

Altri commenti che vorresti fare.

Nome:_____ Data: _____

Autovalutazione post- workshop di School Leader ICAM sulla conoscenza, la comprensione, le competenze e il Piano di Azione

Nome _____ **Data** _____

Guida per la compilazione dell'autovalutazione post-SPC

Sarà necessaria l'autovalutazione iniziale, che sarà completata all'inizio di questo workshop.

Si prega di completare questa auto-valutazione della vostra conoscenza, comprensione e abilità dopo i workshop. È possibile che venga chiesto di condividere la propria autovalutazione con gli altri come parte finale della riflessione sul workshop.

Saranno raccolti i risultati complessivi per l'intero gruppo per aiutare a monitorare e valutare il programma.

Lo scopo è quello di aiutare a riconoscere ciò che si è imparato a conoscere riguardo i punti come ICAM School leader. Sarà essenziale sia a tale scopo che per valutare quanto voi apportiate a questo ruolo. La valutazione sarà utilizzata anche individuare eventuali aree che si potrebbero migliorare e vi aiuterà a pensare a ciò che viene richiesto a ciascuno dopo i workshop.

Le domande sono le stesse di quelle della valutazione iniziale. Usano un approccio focalizzato sulla soluzione e si basano sugli obiettivi del workshop. Vi viene chiesto di segnare le vostre competenze su una scala da 0 -10 e poi a pensare:

- perché il vostro punteggio non è un punto più basso - di riconoscere che avete imparato
- che cosa si potrebbe fare per farlo aumentare di un punto - quali misure realizzabili si potrebbero prendere per migliorare continuamente le vostre competenze dopo i workshop?

Anche se ci si aspetta molto da voi come ICAM School Leader, e dovrete mostrare i più alti standard di professionalità, è importante per tutti riconoscere i propri limiti. Non ci si aspetta che siate perfetti o risolviate tutte le difficoltà che incontrerete. Ci si aspetta da voi umanità e che facciate del vostro meglio.

Quindi, quando risponderete alle domande che seguono, siate realistici. Non siate troppo modesti. Più accurata sarà la vostra valutazione, più sarete in grado di acquisire fiducia nelle vostre capacità e identificare le competenze specifiche che da migliorare. Fare questo adesso vi aiuterà a ottenere il massimo beneficio dallo SPC, concentrandovi sugli aspetti che sono più significativi per voi.

Vi verrà chiesto di confrontare le risposte fornite qui con quelle che date prima dei workshop e di vedere quanto avete ottenuto come risultato. Questo vi aiuterà a pianificare la costruzione dei vostri successi nel vostro sviluppo professionale continuo.

Si prega di copiare i vostri punteggi iniziali e finali e i vostri tre obiettivi dal Piano di Azione sul foglio di riepilogo

Autovalutazione post- SPC di School Leader ICAM

Utilizzando una scala 0 – 10, dove 0 sta ad indicare nessuna abilità e 10 il livello più alto di una data abilità più alta che un ICAM School Leader dovrebbe dimostrare, cortesemente rispondi alle seguenti domande:

1. Come valuti la tua consapevolezza delle esperienze di CAM passate e presenti?	**Valutazione 0-10**
La tua consapevolezza di esperienze passate di individui CAM nella tua scuola.	
La tua comprensione dei possibili effetti delle esperienze sul comportamento di CAM nella tua scuola.	
La tua empatia, e il tuo atteggiamento positivo, verso i CAM	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

2. Come valuti la tua conoscenza e la comprensione dei modi di rivedere l'efficacia della scuola in compresi CAM?	**Valutazione 0-10**
La tua conoscenza e la comprensione dei modi per costruire una revisione della efficacia degli sforzi della scuola per includere CAM	
La tua conoscenza e comprensione dei modi di attuazione di una revisione, coinvolgendo le parti interessate in modo che siano a conoscenza delle azioni della scuola per includere CAM e siano motivati ad aiutare	
La tua conoscenza e comprensione dell'uso di dati di una revisione per rendere noto un Piano di azione	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

3. Come valuti la tua capacità di creare e attuare politiche e strategie per l'inclusione e il sostegno di studenti, tra cui il supporto per la lingua appropriata ai CAM?	**Valutazione 0-10**
La tua capacità di creare politiche per l'inclusione e il sostegno di studenti, tra cui i CAM	
La tua capacità di pianificare strategie basate sulla politica per migliorare l'inclusione e il sostegno di CAM	
La tua capacità di mettere in atto strategie per migliorare l'inclusione e il sostegno del CAM garantendo l'impegno dei soggetti interessati	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

4. Come valuti la tua capacità di condurre un programma di ICAM?	**Valutazione 0-10**
La tua capacità di condurre e gestire il cambiamento in tutta la scuola	
La tua capacità di utilizzare adeguati stili di leadership per migliorare l'inclusione e creare un clima di convivencia (vivere insieme in armonia)	
La tua capacità di condividere i compiti e le responsabilità di leadership	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

5. Come valuti la tua conoscenza e la comprensione delle strategie efficaci per l'introduzione di nuovi CAM nella scuola?	**Valutazione 0-10**
La tua conoscenza e comprensione dei modi per aiutare CAM sentirsi i benvenuti e i modi per riconoscere e valorizzare la diversità culturale	
La tua conoscenza e comprensione dei modi efficaci per valutare i bisogni dei CAM quando arrivano nella scuola	
La tua conoscenza e comprensione delle strutture di supporto CAM, compresa l'importanza di un Adulto Chiave (Keay Adult)	
Totale	
Perché il tuo punteggio totale non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

6. Come valuti la tua capacità di creare un ambiente sicuro per l'apprendimento?	**Valutazione 0-10**
La tua conoscenza e comprensione dei modi di riconoscere e valorizzare il contributo dei CAM alla vita della scuola	
La vostra conoscenza e comprensione della salvaguardia dei CAM e la capacità di riconoscere i segni di abuso o abbandono	
La tua conoscenza e la comprensione dei modi di prevenire comportamenti bullismo e di gestirlo quando si verifica	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

7. Come valuti la tua capacità di fornire l'apprendimento sociale ed emozionale attraverso un curriculum, sia formale che informale, progettato per migliorare l'apprendimento, la salute sociale ed emozionale, il benessere e l'inclusione?	**Valutazione 0 –10**

La tua conoscenza e comprensione dell'insegnamento delle abilità sociali ed emotive per migliorare l'apprendimento, la salute sociale ed emozionale, il benessere, e l'inclusione	
La tua capacità di creare un ethos che sviluppa le competenze sociali ed emozionali degli studenti	
La tua capacità di modellare le competenze sociali ed emozionali per il personale scolastico e gli studenti	
Totale	
Perché il tuo punteggio totale non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	
8. Come valuti la tua capacità di fornire sostegno supplementare all'apprendimento sociale ed emozionale di CAM e al benessere generale?	**Valutazione 0 –10**
La tua conoscenza e comprensione dei possibili bisogni sociali ed emozionali aggiuntivi di CAM	
La vostra capacità di identificare se un CAM ha bisogno di un ulteriore sostegno sociale ed emozionale di apprendimento	
La tua capacità di organizzare un ulteriore supporto per l'apprendimento sociale ed emozionale per CAM sia individuale che in un piccolo gruppo	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	
9. Come valuti la tua capacità di fornire il supporto per il personale, compreso lo sviluppo professionale continuo, per l'inclusione dei CAM?	**Valutazione 0-10**
La tua capacità di fornire uno sviluppo professionale continuo del personale per migliorare l'inclusione di CAM	
La vostra conoscenza e la comprensione delle strategie per garantire al personale benessere e salute emotiva	
La tua capacità di riconoscere i possibili effetti dello stress traumatico secondario e fornire supporto per apportare miglioramenti	
Totale	
Perché il tuo punteggio totale non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

10. Come valuti la tua capacità di coinvolgere gli studenti in tutta la scuola a sostenersi a vicenda e l'inclusione di CAM	**Valutazione 0-10**
La tua conoscenza e la comprensione che il contributo degli studenti può dare all'inclusione di CAM	
La tua conoscenza e la comprensione della realizzazione di sistemi di supporto efficace tra pari	
La tua conoscenza e la comprensione dei modi che coinvolgono studenti nel processo decisionale	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

11. Come valuti la tua capacità di ottenere il sostegno e aiuto da e per genitori / tutori di CAM per un SEL continuo in casa?	**Valutazione 0-10**
La tua conoscenza e la comprensione dei modi di comunicare efficacemente con i genitori / tutori	
La tua conoscenza e la comprensione dei modi di coinvolgere genitori / tutori dei CAM nella vita della scuola	
La tua conoscenza e la comprensione dei modi per garantire che l'apprendimento sociale ed emozionale continui a casa	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

12. Come valuti la tua capacità di promuovere il coinvolgimento con la comunità locale per migliorare l'inclusione di CAM	**Valutazione 0-10**
La tua capacità di identificare le fonti di sostegno per i CAM e le loro famiglie nella comunità locale	
La tua capacità di lavorare in collaborazione con la comunità locale	
La tua capacità di incoraggiare la valorizzazione del contributo di CAM e delle loro famiglie alla comunità locale	
Totale	
Perché il tuo punteggio totale sulle abilità non è un punto più basso?	
Cosa è necessario fare per aumentare di un punto la valutazione delle tue competenze?	

Piano di Azione

Guarda le loro risposte nel loro complesso.

Quali sono i tre più importanti miglioramenti raggiunti durante la formazione SPC?

1.

2.

3.

Al fine di beneficiare dei tuoi successi, quali sono i tre obiettivi chiave per un ulteriore miglioramento? Cosa farai prima, per iniziare il raggiungimento di ciascun obiettivo?

Obiettivo 1.

Cosa farò prima

Obiettivo 2.

Cosa farò prima

Obiettivo 3.

Cosa farò prima

Nome _____ **Data** _____

Scheda di analisi per il monitoraggio e la valutazione di un laboratorio ICAM

Si prega di riepilogare qui di seguito i punteggi ottenuti dalle vostre autovalutazioni pre- e post-workshop e la differenza tra questi due punteggi.
Inoltre si prega di elencare i tre obiettivi per un ulteriore miglioramento che avete vi siete fissati.

Argomento	Punteggio prima del workshop	Punteggio dopo il workshop	Differenza tra i punteggi
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Al fine di beneficiare dei tuoi successi, quali sono i tre obiettivi chiave per un ulteriore miglioramento?

Obiettivo 1

Obiettivo 2

Obiettivo 3

Scheda di Valutazione Finale per i Partecipanti

Pensa a quello che abbiamo fatto insieme questa settimana. Come giudichi il workshop nel suo complesso? Quanto ha contribuito il workshop ad aumentare la tua conoscenza, la tua comprensione e le tue competenze?

Su una scala da 0-10, dove 0 indica "pessimo" e 10 indica "ottimo", come giudicheresti la qualità del tuo apprendimento di questa settimana? Disegna un cerchio sul punteggio.

1 2 3 4 5 6 7 8 9 10

Cosa ti ha aiutato a imparare? Perché il tuo punteggio non è di un punto più basso?

Cosa avrebbe reso il tuo apprendimento ancora migliore? Cosa farebbe aumentare di un punto la tua valutazione?

Altri commenti che vorresti fare.

Nome:_____ Data: _____