

# Including Children Affected by Migration



## ICAM National Facilitator Additional Handbook

Developed by the Northampton Centre for Learning Behaviour

**“Migrants are the solution, not the problem”**

*Benjamin Waddell American Sociologist*

## ICAM National Facilitator Additional Handbook

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## How to use this Additional Handbook

This Handbook is designed to support ICAM National Facilitators in establishing and maintaining the ICAM Programme in a county or city.

It should be used in conjunction with the ICAM Handbook as it provides guidance and information specifically for ICAM National Facilitators and additional to that in the ICAM Handbook.

It can be used as a reference document before, during and after the School ICAM Leader workshops to promote the dissemination of the programme and to help ICAM National Facilitators with the ongoing support they provide for School ICAM Leaders

Each section of this Additional Handbook focuses on one of six aspects of the role and responsibilities of ICAM National Facilitators

1. The ICAM programme in relation to the EU Erasmus + programme
2. Creating and managing a national ICAM programme
3. Dissemination of the programme
4. Facilitation methodology
5. Preparing for organizing and running a workshop
6. Monitoring and evaluating the CPD programme

This Handbook should be treated as an organic document, subject to regular review and improvement. It should be updated and extended as the programme develops nationally and as ICAM National Facilitators share their experiences of working with it.

**Note:** The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

### Abbreviations used throughout the Handbook

CAM - Children affected by migration

CPD – Continuing professional development

ICAM– Including children affected by migration

LSE - Life Skills Education

SEL – Social and Emotional Learning

UNCRC – United Nations Convention on the Rights of the Child

UNICEF RRS – United Nations Children's Fund. Rights Respecting Schools

### Children and young people

The United Nations Convention on the Rights of the Child defines a child as anyone under the age of 18. This Handbook applies this definition and refers to all young people in school as 'children'.

## **The ICAMnet Programme**

**This handbook is part of a growing suite of materials that support the dissemination through application of the ICAM programme.**

**Too many EU funded projects remain unimplemented at the end of their funding time. To ensure this is not the case for the successfully trialled ICAM programme, the ICAMnet programme will result in models for the successful implementation of the programme in all schools in a county or city in six countries.**

**This ambitious objective will provide ministries and international agencies with a programme which effectively supports the inclusion of CAM in schools so that they receive the education which is their inalienable right in a safe secure and friendly school community supported at home by informed and trained parents and carers.**

**Most importantly, as a result of ICAMnet, national dissemination to all schools by ministries or other national agencies will be informed by the implementation methodology developed by ICAMnet so that the process can be replicated nationwide.**

### **1.The ICAM programme's contribution to EU policy and strategy on inclusion in schools**

#### **1.1The aims and purposes of the Erasmus + programme**

Erasmus+ is the EU Programme in the fields of education, training, youth and sport

It hopes, through work in education, training, youth and sport, to help to address the effects of socio-economic changes and the key challenges that Europe will be facing and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

Too many young people leave school prematurely, running a high risk of being unemployed and socially marginalised. Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education and youth work are key to promoting common European values, fostering social integration, enhancing intercultural understanding and a sense of belonging to a community, and to preventing violent radicalisation.

Erasmus+ is an effective instrument to promote the inclusion of people with disadvantaged backgrounds, including newly arrived migrants.

It is also concerned in the development of social capital among young people, the empowerment of young people and their ability to participate actively in society, in line with the provisions of the Lisbon Treaty to "encourage the participation of young people in democratic life in Europe". This issue can be targeted through non-formal learning activities, which aim at enhancing the skills and competences of young people as well as their active citizenship.

An investment in knowledge, skills and competences will benefit individuals, institutions, organisations and society as a whole by contributing to growth and ensuring equity, prosperity and social inclusion in Europe and beyond.

*(Ref: Erasmus+ Programme Guide, European Commission)*

## 1.2 The contribution of the ICAM programme to EU policy and strategy

### 1.2.1 Fostering inclusion

An objective of Erasmus + is 'Fostering the inclusion of disadvantaged learners, including persons with a migrant background, while preventing and combating discriminatory practices'.

In keeping with this objective, **the purpose of the ICAM programme is to increase the inclusion, and to improve the learning capacity, of children affected by migration (CAM) by enhancing the climate of convivencia (living in harmony) in schools and at home, by raising awareness about children's rights and the law protecting them, and by providing additional support in school and in the family for their social and emotional learning and general wellbeing**

The ICAM partners have worked together on a previous EU-funded programme - *Anti-Bullying strategies in schools (ICAM)*. The experience gained from this has been integrated in the ICAM programme to help overcome the problems of bullying and violence which militate against inclusion and learning for CAM. Violence against children who are seen as being in any way different from their peers is common in schools, and in society in general.

One of the ICAM partners – NCfLB - has worked for 4 years with UNICEF and the Ministry of Education in China to develop a programme of Social and Emotional Learning (SEL) for 500 schools, eventually reaching 65 million children affected by migration because they are left behind by parents moving to cities for work. Results show improved wellbeing and happiness and improved academic progress amongst the pilot group of children affected by migration.

The ICAM programme includes the children of European migrant workers left behind in their country of birth and it is hoped that it will produce similar results for them. In Romania alone there are an estimated 650,000 CAM; left behind by parents migrating for work elsewhere in Europe

A major focus of the ICAM programme is Social and Emotional Learning (SEL) to meet the needs of CAM. There is strong evidence to show that investment in SEL is highly cost effective, particularly in early years, and that, through its application to improved life skills and the ability to learn, it brings major economic benefits in the future, both in terms of productivity and in reduced social welfare/criminal justice costs. In recent years the field has attracted the interest of economists trying to identify ways to reduce poverty and redress socio-economic inequalities.

For example, a recent World Bank multi-country study found that the social and emotional competencies, including resilience and self-confidence, can help people move out of poverty. Their employment potential is affected not only by the acquisition of technical skills, but also the social capacity to work productively, including interpersonal, cooperation, communication and creative skills, particularly in the context of ever more flexible and technological labour markets. (Ref: *World Bank - Lessons learned and not yet learned from a multi country initiative on women's economic empowerment*) Therefore the aims of the ICAM programme relate not only to the key needs of the target group, but also to benefits for the country as a whole by helping to ensure that CAM will become fully integrated and contributory members of society.

### 1.2.2 Three specific EU objectives of Erasmus + that the ICAM programme addresses

**EU Erasmus + Objective 1- *Improving the acquisition of social and civic competences and fostering knowledge, understanding and ownership of democratic values and fundamental rights.***

The ICAM programme supports schools in meeting this objective through a comprehensive SEL programme alongside the UNICEF Rights Respecting Schools programme, ( Ref: [www.unicef.org.uk/rights-respecting-schools](http://www.unicef.org.uk/rights-respecting-schools)) and in help for parent/carers to continue to support SEL in the home.

The UNESCO Learning Metrics Task Force has published a taxonomy of the entitlement curriculum for all children which includes SEL as one of seven domains of learning that encompass the rights of the child to an entitlement education.

The UNICEF Guidance, *Social and Emotional Learning within Life Skills Education – Policy and Guidance Note* defines SEL as:

**‘A process of acquiring social and emotional values, attitudes, competencies, knowledge and skills that are essential for learning, effectiveness, wellbeing and success in life. These qualities include self-awareness, emotional literacy, resilience, persistence, motivation, empathy, social and relationship skills, effective communication, self-esteem, self-confidence, respect and self-regulation.’**

To deliver these qualities in schools, SEL encompass both a formal and an informal curriculum with a focus on child emotional health and wellbeing and with a start in early years. The programme is further enhanced by the provision of small group support to meet the additional SEL needs of CAM.

**EU Erasmus + Objective 2 - Supporting teachers and educators in handling conflicts and dealing with diversity**

A report for UNICEF by NCfLB, one of the partners (*Violence Reduction in Schools – a guide for country offices*) reflects on the rights set out in the UN Convention on the Rights of the Child and follows the UN Secretary General’s Study on Violence against Children. The report notes that 40% of students worldwide regularly experience bullying and other forms of violence in schools. CAM, who may be seen as different in appearance or culture from their peers, are particularly vulnerable

More recently studies identify CAM as being 4 times more likely to suffer from cyberbullying than other children. This fact has led to the development of the ICAM Be Cyber Safe and Responsible programme (ICAMcsr) which adds a resource for schools and families to help CAM develop the Social and Emotional Resilience to be unharmed when they encounter cyberbullying

Bullying is identified as one of the major factors leading to under achievement, non-attendance and drop out by students in school (*UNICEF 2012*). It is commonplace in schools across Europe, particularly where students have not learned the social and emotional skills needed to resist it.

More recently studies identify CAM as being 4 times more likely to suffer from cyberbullying than other children. **This fact has led to the development of the ICAM Be Cyber Safe and Responsible programme (ICAMcsr) which adds a resource for schools and families to help CAM develop the Social and Emotional Resilience so that they are less harmed when they encounter cyberbullying**

The UNODC Report “*Combating violence against migrants*” states:

*“It is important to note that where social, cultural, religious and ideological differences are overlooked in efforts to integrate migrants into societies, the result may be conflicts between them on any or all of those grounds. Moreover, where special needs of individuals within migrant groups are not met, including those who have previously experienced torture or other serious physical, psychological or sexual violence, their risk of violence is heightened. Lack of understanding can aggravate prejudices between migrants and non-migrants, particularly during times of economic hardship. As tensions take on racist, discriminatory or xenophobic dimensions, violence can result, impacting on migrants more than other groups. In some cases, racism, discrimination and xenophobia may lead to hate crimes, i.e. criminal acts motivated by bias or prejudice towards particular groups of people like migrants”.*

*It adds that “Understanding the nature and extent of violence faced by migrants, migrant workers and their families, is severely hampered by the lack of data available. The fact that migrants in irregular situations may not be officially recorded means that their victimization is unlikely to be reflected in surveys”.* Consequently hard facts and figures are not available in respect of the safety and many related social and emotional needs of CAM.

The solutions to this situation are to be found in the approach now widely accepted as essential if schools are to provide the safe and secure climate in which CAM feel included and liberated to restore their capacity to learn

The improvement in convivencia (living together in harmony) in schools is identified as the most effective and positive way to reduce violent behaviour and conflict (*Ref: Violence reduction in schools – how to make a difference Council of Europe*)

To achieve this, the ICAM programme applies the techniques developed by the Daphne III programme “*Anti-Bullying strategies in schools (ICAM)*” which improves the convivencia in schools by promoting the Continuing Professional Development (CPD) of school leaders in whole school development of 10 aspects of school organisation shown to have the most direct influence on creating the climate of convivencia and reducing conflict:

- a) Awareness of the effects of violence on students
- b) School self-review of violent behaviour and organisation for intervention
- c) Policies and strategies for creating a non-violent learning environment
- d) School leadership for development
- e) A formal and informal social and emotional learning curriculum
- f) Creating a safe environment for learning
- g) Involving students
- h) Supporting staff
- i) Involving families
- j) Engagement with and in the community

A similar whole school approach has been adopted for the ICAM programme, providing advice and guidance on how schools can improve in 12 areas relevant to CAM and ensuring that children are protected from becoming targets or instigators of conflict in school.

Furthermore, the CPD for all staff in the ICAM programme includes restorative approaches to conflict resolution, applying tried and tested methods for bringing together targets and perpetrators of violence and conflict in order to restore relationships and maintain convivencia.

**EU Erasmus + Objective 3.** *Enhancing access to quality and inclusive mainstream education and training with a focus on the needs of disadvantaged learners;*

The evidence that the ICAM partners have amassed from their own experience, from reviewing relevant literature, from working with the leading international experts on the long-term effects of displacement on families during World War 2, and by research for UNICEF (*Violence Reduction in Schools – a guide for country offices UNICEF authors NCfLB*) identifies issues for CAM which make them particularly vulnerable to exclusion, both in school and in the community, and suggests how these issues may be addressed.

The programme employs an iterative process and the aim is for participants to be involved fully in improving inclusion by developing and refining approaches and resources in the light of their experience in their contexts.

It advocates a curriculum which recognises cultural diversity and suggests ways of recognising and celebrating this. Whilst not providing detailed guidance on language teaching, it recognises that rapid acquisition of the language of instruction is vital if CAM are to have access to the curriculum. In particular ICAM encourages schools to include in language lessons for CAM an early development of the language needed to express feelings and emotions. This is so that CAM can gain most benefit from opportunities for SEL development in the formal and informal SEL curriculum throughout the school. ICAM also recognises the importance of accurate assessment so that CAM are placed in the school at a level that allows them to build on, and extend, their previous attainments.

A whole school curriculum of formal and informal SEL is advocated by ICAM and is seen by UNESCO, UNICEF and an increasing number of national and international childcare agencies, as an essential component of the entitlement curriculum. CAM need additional support to help them restore the damage to their social and emotional wellbeing, and thus their ability to learn, caused by displacement and the trauma of migration.



The CPD provided for School ICAM Leaders and, through them, for all staff in their schools, helps them to ensure the inclusion of CAM by: creating convivencia in and beyond the classroom; using teaching methods that focus on, and enhance, their SEL being aware of the importance of the implicit, as well as explicit messages they receive when observing the behaviour of staff and students; and recognising and providing for their additional SEL needs in the school and in the family.

A feature of ICAM CPD is advice and support for school staff on working with parents/carers - and, in some cases, other members of the extended family who have an influence on the lives of the children. The CPD encompasses ways of supporting and protecting CAM in the home and reinforcing and extending their SEL in partnership with the school.

## **2. Creating and managing a national ICAM programme**

### **2.1 Positioning the programme within national policies and initiatives for CAM and influencing the improvement of national policy**

It is important, at the outset, for ICAM partners to know about and understand relevant national, regional and local policies and initiatives and not only to comply with these but to use them to inform the development and ICAMnet dissemination of the ICAM programme.

All countries in Europe are signatories to the UN Convention on the Rights of the Child (UNCRC) and should have regulations, statutes and policies uphold it. UNCRC defines a child as anyone under the age of 18.

Applying the UNCRC is the underpinning purpose of the ICAM programme. The UNCRC therefore provides the context for the contribution the ICAM programme can make to national policies and strategies in support of CAM.

Not only will this Convention provide a focus for the work being done in schools, but it will allow establishments working with ICAM to apply to UNICEF for accreditation as a Rights Respecting School (RRS).

ICAM is unable to focus the programme on all the child-related UNCRC articles as some are the responsibility of central governments. However, there are some that are fundamental to the ICAM initiative in schools e.g. Articles 22, 28 and 29 paraphrased here:

**Article 22:** If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

**Article 28:** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

**Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### **2.2 Setting up a Steering Committee - Gaining support from national and local agencies and coordinating ICAM with other national initiatives through ICAMnet**

ICAM is designed to be a national programme adapted to the specific needs of CAM in each participating country so that it can be implemented in any country in Europe and, with further adaptation, any country internationally.

To facilitate its dissemination, through ICAMnet it will be important to ensure that every national ICAM programme has the engagement of national agencies working in the field of migrant and refugee support and the education of children in general. It will be important also to ensure that the programme complements and does not needlessly replicate, or conflict with, other initiatives.

Consequently, National Facilitators should be aware of what is happening already in the country to support the inclusion and wellbeing of CAM, and they should know who is involved in relevant developments in this field. At the same time, it will be important to know what schools are already doing to create convivencia and how the local and national education administration operates to support schools who wish to improve their inclusion of CAM.

ICAM publicity materials outlining the programme are available on the ICAM website along with a range of information to help national agencies understand the purpose and nature of ICAM.

## **A National ICAMnet Steering Committee**

A National ICAMnet Steering Committee should be established.

It is recommended that, at the next stage of the development of an ICAM programme in a country, organisers should:

1. Identify, and where possible visit to meet, all international agencies working in support of CAM in the country. The following have offices in European countries and their addresses can be found on the internet.
  - UNHCR (The United Nations High Commission for Refugees) - a global organisation dedicated to saving lives, protecting rights and building a better future for refugees, forcibly displaced communities and stateless people. They work to ensure that everybody has the right to seek asylum and find safe refuge, having fled violence, persecution, war or disaster at home.
  - UNICEF The United Nations Children's Fund - headquartered in New York City and providing humanitarian and developmental assistance to children and mothers in developing countries. It has offices in 190 developing countries and 34 committees, which are mostly fund-raising organisations in industrialised countries.
  - Save the Children - comprising Save the Children International and 30 member organisations working to deliver change for children in around 120 countries. Save the Children International delivers programmes internationally to ensure they achieve the greatest possible impact for children. They have a small centre in the UK and seven regional offices, one of which is in Brussels and can be contacted to find out about representative organisations in a country.
  - IOM The International Organisation for Migration - the leading inter-governmental organization in the field of migration, working closely with governmental, intergovernmental and non-governmental partners. With 166 member states, and offices in over 100 countries, IOM is dedicated to promoting humane and orderly migration for the benefit of all. It does so by providing services and advice to governments and migrants.
  - Amnesty International - a global movement of more than 7 million people in over 150 countries and territories who campaign to end abuses of human rights.
  - The Red Cross - comprising 28 National Red Cross Societies in the EU, the Norwegian Red Cross and the International Federation of Red Cross and Red Crescent Societies (IFRC). Together, they provide a wide range of services aimed at supporting the dignity and wellbeing of vulnerable people and communities both inside and outside the EU.
  - ECRE The European Council on Refugees and Exiles - an alliance of refugee-assisting organisations working throughout Europe to protect and respect the rights of refugees. With 90 member organisations in 38 countries, ECRE aims to influence the European agenda to promote the protection and integration of all individuals who seek refuge and protection within Europe. Through their office in Brussels, national organisations can be identified.
  - Terre des hommes- Elvetia Foundation - an international child protection NGO with expertise in social inclusion, capacity building and education. For example Tdh Romania has been active since 1992, working on three main intervention areas: (1) Strengthening the child protection and juvenile justice systems, (2) Protection of children affected by migration/trafficking, and (3) Social inclusion of minorities. Every year thousands of children and their families benefit from projects implemented either at a national or regional level.

2. Contact national and regional societies, NGOs, and organisations working in support of CAM and of the education of disadvantaged children and, where possible visit them, to generate interest and support for, or even the adoption of, the programme into their agenda for supporting CAM.
3. Identify and, where possible, visit Government social welfare and education departments who have a responsibility for the education and wellbeing of CAM to make them aware of ICAM and gain support for the programme by explaining how it supports national policy and strategy
4. Establish a Steering Committee of representatives of organisations and individuals who have interest in the welfare. The committee needs only to meet once or twice a year to be informed about progress and encouraged to assist the dissemination of the programme through their own programmes and through other contacts they may have.
5. As further contacts are made, expand the steering committee and, through the representatives on the committee, establish a network of support for the programme. Organisations can be encouraged to adopt the programme or to build elements of it into their work on behalf of CAM

## **2.3 Creating publicity and encouraging interest in the programme**

### **2.3.1 General publicity through the media**

Given the political interest in refugees and migrants across Europe, the press and media in most countries are full of references to, and reports on, the problems arising from migration and the reactions of home populations to the arrival of unwelcome families from other countries.

Whereas it is not within the influence of the programme to make a significant positive change to the workings of the media, or to public attitudes towards CAM and their families, the organisers can attempt to affect this process by encouraging interest in the programme and demonstrating, through publicity, the benefits that migrants bring to schools and to society in general.

### **2.3.2 Publicity to others working in this field**

A vitally important purpose for publicising ICAM is to bring it to the attention of organisations, agencies, schools and individuals who have an interest in, or who are already working in support of CAM. The purpose of publicity to others working in the field is to encourage them in their endeavours through the realisation that the ICAM programme and resources are available to assist their initiatives and that other like-minded people are engaged in support for CAM.

Indeed, one avenue for publicity is through existing organisations who are brought into a partnership with ICAM and make available their communication network whether online, through face to face contacts, or through the national media. One of the purposes of the Steering Committee outlined in 2.2 above, should be to share publicity and opportunities to show a common solution focused approach in support of CAM.

### **2.3.3 The form of publicity suitable for ICAM**

There is a great need for good news and messages that show the positive effects of the presence of CAM and their families on the community and on schools.

Good news stories about the general of CAM schools often have more impact if they relate to the successes or contribution of individual CAM.

They say that “a picture paints a thousand words”. Video for publicity related to ICAM is a very effective medium for showing the inclusion of CAM in a school because it can be used to portray the relationships and behaviours which are at the heart of a programme based on creating convivencia and promoting SEL.

High quality video is now easy to produce using mobile phones and hand-held cameras. Social media linked to the school website now allows for the quick and easy communication of good news stories on video with appropriate commentary.

However, arrangements must be in place to ensure that the school has a well thought out policy which is rigorously implemented to ensure the safeguarding of students and their rights. A trained publicity officer should be the only person to sanction publicity about the success of ICAM in the school

## **2.4 Ensuring the programme is in harmony with cultures and expectations of society**

The ICAM programme aims to help schools create convivencia, and develop SEL for CAM, in order better to include CAM. All three of these concepts (convivencia, SEL and inclusion) are subject to interpretations that are, to a degree, dependent on the prevailing culture of the internal and external society in which the school operates.

However, the programme is founded on the UN Convention on the Rights of the Child (UNCRC) which is universally adopted and is not culturally dependent. It requires schools to respond to the right of children to be able to grow, develop and learn in a safe, secure and inclusive environment where their best interests are always considered and where they have access to a comprehensive education, including SEL.

To meet this universal requirement whilst taking account of the local context, it will be important for National Facilitators to support School ICAM leaders in ensuring that there are agreed and widely understood principles and content for the ICAM programme. There should be clear statements which include;

1. A definition of convivencia and culturally appropriate objectives for achieving improvements in the 12 areas of school organisation which promote it
2. The Social and Emotional skills and attributes to be developed for all students and the age-related stages for that development.
3. The ways in which cultural diversity will be recognised and celebrated in the school and the values and vision of the school that uphold its acceptance.
4. The steps that will be taken to ensure that beliefs are not misrepresented or misinterpreted and that vulnerable students are not misled or encouraged into beliefs which are extremist in relation to any religious or social doctrine.
5. The actions which are taken to ensure safety and to reduce bullying and other forms of violence throughout the school – this includes the implementation of the ICAMcsr programme to reduce danger and damage of cyberbullying.
6. Steps the school takes to implement the UN Convention on the Rights of the Child and to achieve the standards of a UNICEF Rights Respecting School

## **2.5 Communication and the use of the ICAM website to create a learning community**

The guidance in the ICAM handbooks makes it clear that many of the needs of CAM are personal and specific to the child or young person.

Furthermore, schools differ enormously in their capacity and preparedness to include CAM, although all should share a wish to improve, even where the school is already doing very well

Consequently, there is no single formula for intervention that the ICAM programme will recommend for every school. Indeed, within the flexible framework of the programme and through the

partnership working that ICAM encourages and facilitates, schools have the opportunity to learn a great deal from each other.

To achieve individual development programmes in schools, School ICAM leaders will benefit most by forming a learning community of School ICAM Leaders in the county or city covered by the ICAMnet programme. One of the responsibilities of the ICAM National Facilitators is to organise this and to manage its development and maintenance

Effective communication within a learning community has the following features:

1. An easily accessed online forum complemented by occasional opportunities for the School ICAM leaders to meet face to face in small groups so that working relationships are formed from personal knowledge and friendships within the group
2. An online forum which is carefully managed and participants who are encouraged to stay in touch because they are regularly invited to contribute and because accessing the forum is of immediate benefit to their work and to the school.
3. Regular opportunities for ICAM schools to share and to celebrate progress and success'
4. Easy access to, and sharing of, ICAM materials. A well-catalogued database of information and resources offering participants encouragement and useful opportunities to extend their knowledge and understanding.

## **2.6 Developing a national database of materials and good practice for CAM**

An important feature of the ICAM website is the database of information and teaching and learning resources and materials for schools to use when implementing the programme.

Because school administration, organisation, culture, curriculum and education methodology vary from country to country, and sometimes from region to region, it is important for each country team of National Facilitators to build up a database appropriate for the use of schools in that country, not only in terms of language access but also in terms of cultural access and suitability.

It is strongly recommended that full use is made of video and IT to illustrate, and aid the understanding of, concepts and the acquisition of skills in ICAM.

### 3. ICAMnet Dissemination of the programme

#### 3.1 Effective cascading of CPD in a county or city

A lot has been written about the dangers of a cascade method for the dissemination of knowledge, understanding and skills. It is said not to deliver effective CPD because learning is diluted at each stage of the process.

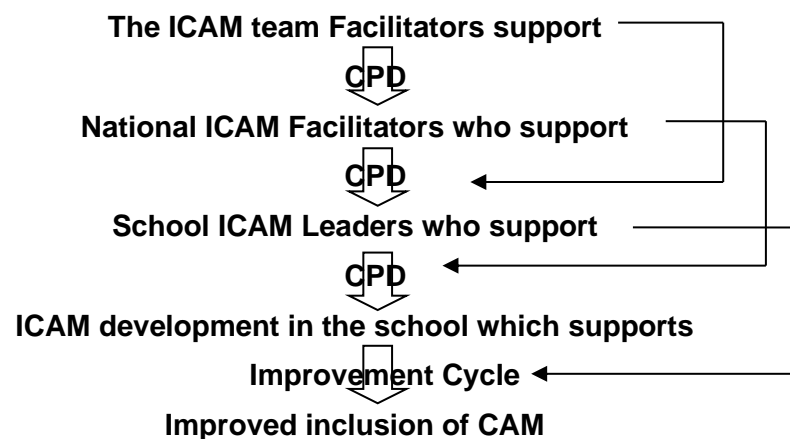
An important feature of the ICAM programme, designed to minimise this risk and maximise the transfer of CPD at each stage in the cascade, is the consistent application of a four stage learning process.

The four stages are

1. **Presentation** - an explanation of knowledge understanding and skills.
2. **Modelling** – illustration of knowledge and understanding or demonstration of skills
3. **Practice** - in simulated or real situations.
4. **Coaching - Application in the school** - practical assistance with the transfer and application of acquired knowledge, understanding and skills to the workplace

Active learning with a minimum of didactic teaching and continued reflection, supported by mentoring as the learning is applied in the workplace, ensure that learning remains potent throughout the cascade.

To help ensure maximum CPD at each stage of a cascade, it is essential that facilitators monitor and support the stage below the one they have led. A CPD workshop is only the starting point for ongoing coaching support from the workshop facilitators to ensure that the intended learning outcomes have been achieved and have impact on practice.



#### 3.2 Extending the team of National Facilitators and providing CPD for them

##### The wave dissemination model for ICAMnet

When the ICAMnet programme is disseminating ICAM in a county or city, it will be necessary to expand the team of facilitators at each stage of the cascade. This can be achieved by up-scaling the CPD of selected facilitators from each stage.

A wave model for development allows each level in the ICAMnet organisation to be planned, costed and brought into play as capacity expands for ICAM

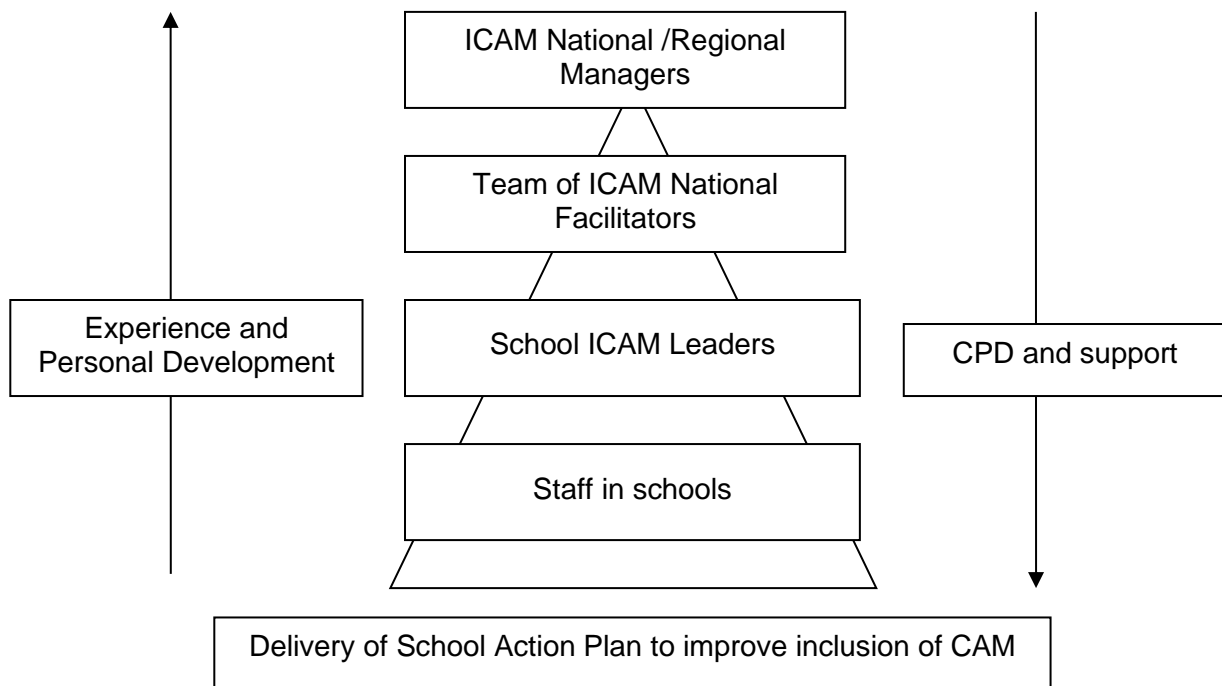
A country or regional agency adopting the programme will need a central manager to coordinate the cascade and to work with their team of ICAM National Facilitators

There should be three levels of facilitators in order to cascade CPD

**1. The ICAM partner teams** in each country will promote dissemination and support **National Agencies** who are coordinating the dissemination of the programme by appointing:

**2. ICAM National Facilitators** to join the national team. The increased number of ICAM National Facilitators are selected from:

**3. School ICAM Leaders** who have made a success of the programme. The increased number of School ICAM Leaders are selected from **School Staff** who have the personal qualities to deliver the programme in support of CAM.



CPD is organised in three stages:

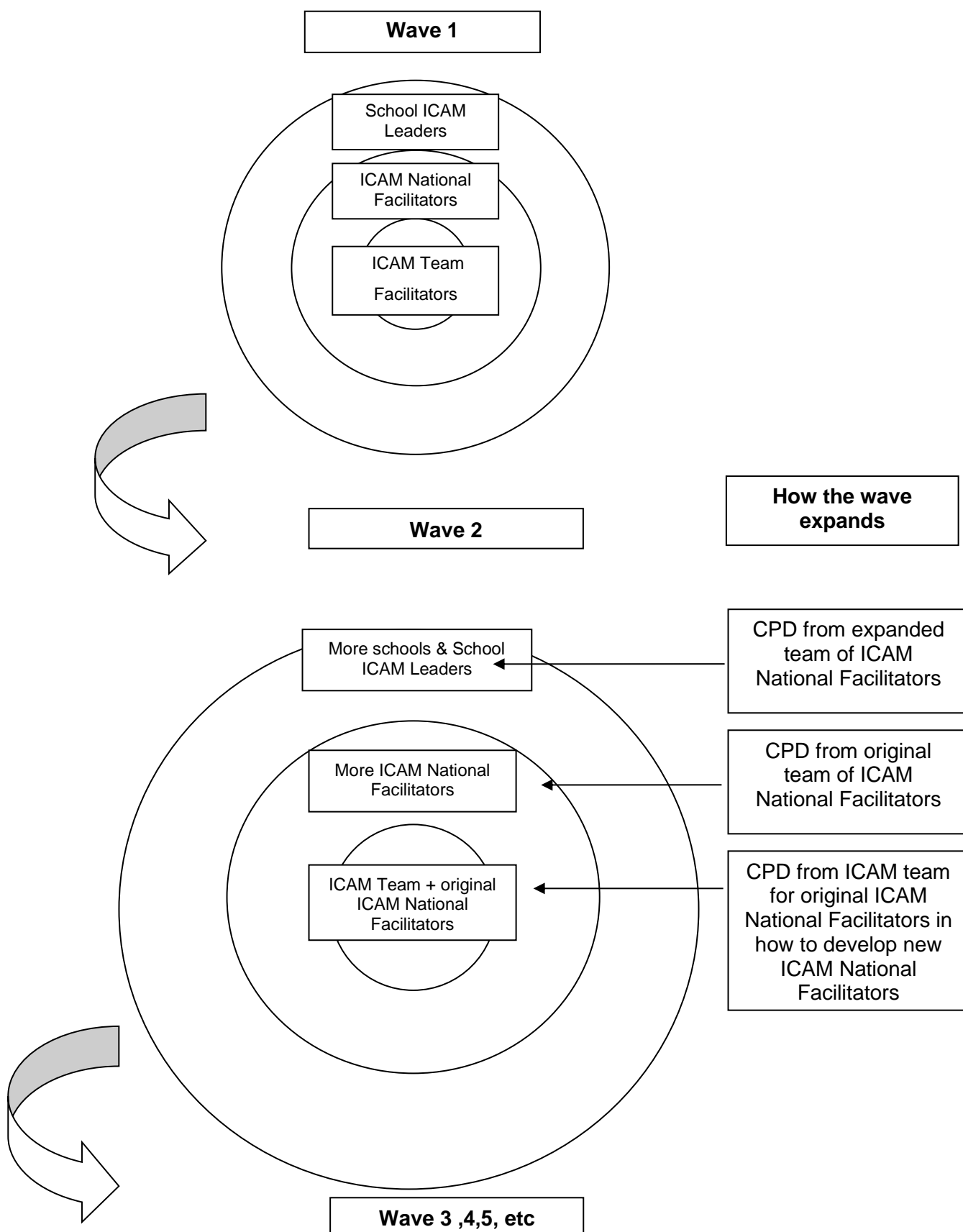
Stage 1 Five day residential workshop for ICAM National Facilitators - learning about facilitation techniques and the CPD programme for School ICAM Leaders

Stage 2 2 x two day workshops for School ICAM Leaders delivered by ICAM National Facilitators with activities to practice delivery in schools between workshops

Stage 3 Ongoing CPD for staff delivered by School ICAM Leaders in support of the school action plan



## The wave dissemination model



### 3.3 Solutions to the problems of engaging busy schools

Teaching is an all-consuming and highly demanding profession. Schools today are under constant pressure to meet the demands of accelerating technological and societal change. Being required to include CAM in circumstances where resources, staff and time are already fully employed, presents a further challenge.

Nevertheless, their tradition of prioritising care and concern for the welfare of children and means that many schools accept the challenge and want to do all they can to include CAM.

The task of the ICAM programme is to encourage this positive attitude and to persuade busy schools that investing some time in developing and implementing an action plan to improve the inclusion of CAM will pay dividends in both the short and long term for the quality of education for all children in the school as a whole. **CAM are not a problem – they are a solution!**

Schools will find the following benefits of the programme attractive and effective in encouraging their participation and willingness to invest in implementing the ICAM programme:

- a) Improving the inclusion of CAM not only improves their education but also saves the time and effort that would otherwise be needed to resolve problems that exclusion creates.
- b) Improving the teaching processes and school systems for including CAM involves approaches which improve school performance overall to the benefit of everybody
- c) In particular, improving wellbeing through creating convivencia and enhancing SEL across the school, has been shown to be the single most effective way of improving overall attainment for all students
- d) If they are helped to overcome the problems they face, many CAM become highly motivated to learn and are very rewarding students to teach.
- e) By including CAM and their families effectively in their school community, schools are setting an example to the rest of society and also playing a major part in reducing the social welfare costs which would otherwise result if a section of society is not enabled to make a valuable contribution to society as a whole.
- f) The ICAM programme resources and expertise, provided free of charge, increase the resources for the school overall
- g) The ICAM network brings school staff into contact with other like-minded people to share experience and expertise.

## 4. Facilitation methodology

### 4.1 Focusing on learning rather than teaching

In workshops for the ICAM programme we are trying to help adults to learn in ways that will have a real impact on their work and will make a difference to the whole school ethos. This is not an easy task but, if the programme is to achieve positive and fundamental changes in thinking and behaviour, it is essential to keep a firm focus on learning – to concentrate, not on what we teach, but on what participants learn.

#### Teaching → Learning

Our role is to facilitate that learning. We therefore use the term “facilitator” rather than “trainer” and “continuing professional development” rather than “training”.

#### Training → Facilitating learning through continuing professional development

Because we are focusing on learning, and working with groups rather than individual participants, this Handbook provides information about how adults learn and how groups function and suggests ways in which they can be helped to learn effectively and co-operatively.

It assumes that a cascade model will be used to develop a national programme i.e. that a small group of national facilitators will run workshops for school leaders who will run workshops for the school staff.

If the workshops at school level (the most important level) are to be successful, it is important that the content and methodology is very clear so that its quality is maintained at each stage of the cascade process. This section therefore explains in some detail the principles and practices of a facilitation methodology that is appropriate for the ICAM programme but may be unfamiliar to some facilitators.

**Solution focused approaches and techniques** (*Ref: ICAM Handbook Section B3*) **are fundamental to such a methodology and are also used for monitoring and evaluating the programme** (*Ref: Section 6 of this Handbook*)

### 4.2 A code of conduct for facilitators

When providing ICAM workshops, it is important to acknowledge that the process is as important as the content covered, and the facilitation methodology and style should be a good example of the social and emotional teaching and learning that we want schools to adopt. All workshops should create a safe and empowering environment for participants and help to ensure their social and emotional health and wellbeing.

Facilitators are expected always to model social and emotional skills and behave in ways that will give participants the very best learning opportunities. They should:

1. Prepare well for the session, write a session plan and organise all materials well in advance to avoid last minute problems.
2. Arrive well ahead of the starting time for a session and ensure that the room and resources are fully prepared.
3. Greet participants warmly when they arrive and create a relaxed and happy environment for learning. Ensure that participants' basic needs are met that they are comfortable, seated in groups around tables rather than in rows facing the front and that refreshments are provided.
4. Start the session on time.
5. Make sure participants can learn each other's names and have an opportunity to say a little about themselves at the beginning of the session.

6. Ensure that they understand and appreciate the needs of participants and respond by adapting the session.
7. Engage all members of the group in learning and treat everyone with equal esteem, making it clear that their input is valued. Encourage the development of openness and trust by using warm-ups and fun activities.
8. Use experiential and interactive activities.
9. Use praise and encouragement frequently so that participants feel confident and satisfied in their learning.
10. Consider the emotional risk to individuals involved in some activities and prepare participants in advance if it appears that a particular area might be difficult for them.
11. Use personal experience and stories appropriately to illustrate the content of the materials.
12. Agree and implement ground rules for the group and abide by them personally at all times.
13. Manage disruption, should it occur, calmly but firmly. When signs of conflict first appear, take steps to reduce and to resolve it while remaining calm and polite at all times.
14. Keep to time for the session and finish promptly, leaving adequate time for explaining any tasks to be completed before the next session.

### **4.3 Professional qualities for facilitators**

The following professional and personal qualities and competencies are required for facilitators. The ICAM workshops should help facilitators develop and apply these qualities and competencies so that they:

1. have a high degree of empathy for the needs of participants, expressing interest and concern for their situation and a wish to help them improve their knowledge and skills
2. use good communication skills by actively listening, using visual aids and practical demonstrations, speaking and writing clearly and concisely, and using appropriate body language and expression to enthuse and involve participants
3. apply the four stage methodology for active learning effectively: making clear and concise presentations; using imaginative modelling; providing good opportunities for practice; and encouraging and facilitating the implementation of the learning
4. are confident and competent in their knowledge and understanding of the subject matter
5. use solution focused approaches in the programme
6. abide by the code of conduct and set high personal standards of behaviour, showing respect for others and expecting high standards and respect from participants in return
7. plan sessions thoroughly with understanding of group and individual needs, responding effectively to address them
8. implement sessions so that learning is maximised in a well organised and purposeful atmosphere, taking account of the variety of individual preferred learning styles and encouraging participants to be independent learners
9. apply an inclusive facilitation style, valuing the needs of each participant equally and respecting cultural, religious, socio-economic and gender diversity
10. regularly monitor the progress of the group to check that their learning will improve their practice. Regularly evaluate their own performance using feedback from the group and from colleagues to build on strengths and implement improvements.

## 4.4 Profound learning

John West- Burnham has identified three modes of learning - Shallow, Deep and Profound.

*(Reference: Modes of Learning - West-Burnham and Coates 2005)*

**Shallow** learning is the sort of learning we gain when listening to a lecture. It is:

- focused on the memorisation and replication of information; uncritical acceptance of facts; rote learning; seeing information as unrelated and isolated themes; learning that is passive; emphasis is on coverage of content; where content is quickly forgotten. Shallow learning is controlled by the teacher with the learner compliant and dependent.

**Deep** learning comes when we work with the knowledge we have gained. It is:

- focused on the creation of knowledge through the demonstration of understanding; the analysis and synthesis of facts to create conceptual models and frameworks; integrating prior learning and cross-referencing to other themes and subjects; learning that is active and based in relationships; where content is remembered and codified. Deep learning is controlled by the learner, who understands the learning process with the teacher as facilitator, mentor and co-constructor of knowledge.

**Profound** learning is achieved when we take the knowledge right into ourselves. It is:

- the situation where knowledge becomes wisdom, i.e. intuitive and fundamental to the identity of the person; the capacity to create new meaning in changing situations and contexts; developing a holistic awareness of the relationship between themes, subjects, principles and practice. The teacher becomes the guide, inspiration, friend and counsellor.

John West-Burnham says:

“Shallow learning is playing the notes; deep learning creates the melody; profound learning enables the great performance. Shallow learning gives access to vocabulary and the rules of grammar; deep learning allows conversations; profound learning enables engagement with poetry, ideas and thinking.”

We are aiming to facilitate profound learning, to guide, inspire and counsel participants so that what they learn makes real sense to them, they make the knowledge their own and can apply it effectively in their context.

## 4.5 The four stage learning process

As explained in Section B4 of the ICAM Handbook, unless learning opportunities are active and allow participants to practise and have feedback on that practice, workshops will have little or no effect on what they do in their daily work. *(Reference: Reasons for the Failure of In-Service Education – M. Fullan, 1991:316).*

The work of Bruce Joyce and Beverley Showers *(Reference: Joyce and Showers – Student Achievement through Staff Development 1988 ASCD)* helps to identify four key components which promote active and profound learning:

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.

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.

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 participants are supported after workshops as part of their continuing professional development.

In particular, this means giving the opportunity for immediate and sustained practice, collaboration and peer support between participants.

Sessions should therefore involve the facilitator in:

**presenting** an outline of the subject so that basic information is understood

**modelling** the information e.g. through examples, stories, photographs, video and actions so that participants can conceptualise their understanding.

Participants then:

**practise** the skills between themselves to start learning the techniques and approaches

**are supported as they apply** what they have learned so that it becomes embedded in their work. Their learning can become more profound with the ongoing mutual support of other participants.

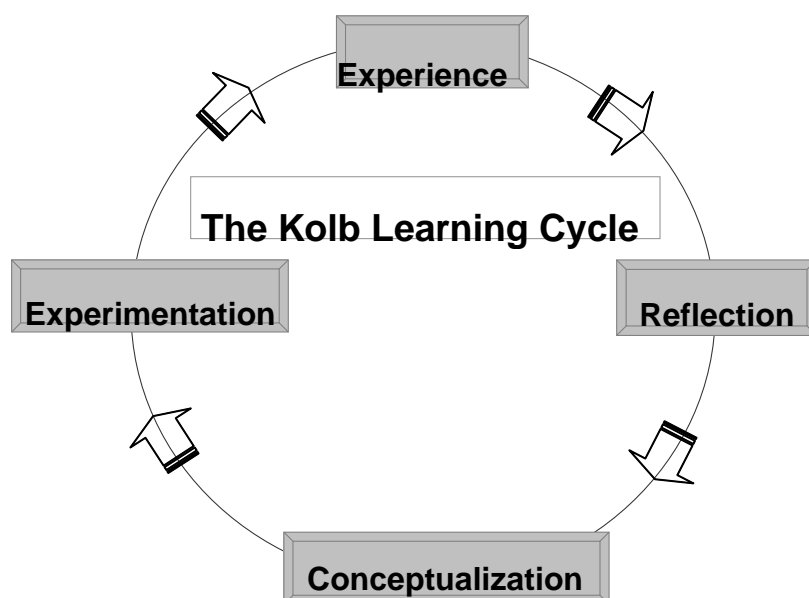
## 4.6 Learning styles

Different people learn in different ways. Learning is facilitated most effectively if the facilitator takes account of the variety of learning styles that individual learners prefer.

### 4.6.1 Kolb's Learning Cycle

David Kolb suggested that, when we learn, we move round a cycle involving experience, reflection, conceptualisation, and experimentation. Experimentation feeds into new experience, and so on.

*(Reference: David Kolb - Experiential Learning: Experience As The Source Of Learning And Development 1984)*



Reflection, thinking about your experience, leads to forming ideas about it which you can try out thus adding to your experience.

Kolb said that everyone develops their own learning style and each of us will depend more heavily on some parts of this cycle than on others. He identified two pairs of extremes that show in the way we prefer to learn.

Some people find it easier to learn by feeling than by thinking and vice versa

Experience \_\_\_\_\_ Conceptualisation  
(Feeling) (Thinking)

At the same time, some people find it easier to learn by doing than by watching and vice versa.

Experimentation \_\_\_\_\_ Reflection  
(Doing) (Watching)

By combining these two continuums, Kolb defined four different learning styles. These can be described as Enthusiastic, Imaginative, Logical and Practical

	Experimentation	Reflection
Experience	Doing and feeling <b>Enthusiastic</b>	Watching and feeling <b>Imaginative</b>
Conceptualisation	Thinking and doing <b>Practical</b>	Watching and thinking <b>Logical</b>

#### 4.6.2 Honey and Mumford's Learning Styles

Peter Honey and Alan Mumford adapted Kolb's ideas and defined four learning styles:

- Activist.
- Reflector.
- Theorist.
- Pragmatist.

*(Reference: Peter Honey and Alan Mumford - Using Your Learning Styles 1983)*

The Activist :

Jumps in at the deep end; is enthusiastic; looks for new experiences; likes to be centre of attention.

Strengths - flexible and open-minded; happy to "have a go"; enjoys new situations; optimistic about anything new - therefore unlikely to resist change .

Weaknesses - tendency to take the immediately obvious course of action without weighing up other possibilities; tendency to do too much themselves; tendency try to attract attention; often takes unnecessary risks; goes into action without sufficient preparation; gets bored with implementation and consolidation.

Key Questions for an Activist are:

Will I learn something new?

Will there be a variety of different activities?

Will it be OK to relax and have fun?

Will it be OK to make mistakes?

Will there be other like-minded people to mix with?

### The Reflector :

Chews things over; is thoughtful and analytical; is a good listener; adopts a low profile; is likely to procrastinate.

Strengths - careful; thorough and methodical; thoughtful; good at listening and assimilating information; rarely jumps to conclusions.

Weaknesses - tendency to hold back from direct participation; slow to reach a decision; tendency to be too cautious and not take enough risks; not usually assertive.

Key Questions for a Reflector are:

Will I be given adequate time to think things through?

Will there be the opportunity to assemble all the relevant information?

Will there be a wide cross-section of people with a variety of views?

Will I be under pressure to get things done quickly?

### The Theorist :

Is logical and objective; is systematic and analytical; thinks things through; is a perfectionist.

Strengths – logical thinker; rational and objective; disciplined approach; good at asking probing questions.

Weaknesses - restricted in lateral thinking; low tolerance for uncertainty, disorder or ambiguity; intolerant of anything subjective or intuitive; often says "should", "ought" and "must".

Key Questions for a Theorist are:

Will there be opportunities to ask questions?

Is there a clear structure and purpose?

Will I encounter complex ideas and concepts that will stretch me?

Are the approaches to be used and concepts to be explored "valid"?

Will there be other people of similar calibre to myself?

### The Pragmatist:

Experiments with new ideas; looks for practical application; is down-to-earth; is a problem-solver.

Strengths - Keen to test things out in practice; practical and realistic; down-to-earth and business-like; gets straight to the point; technique-oriented.

Weaknesses - tendency to reject anything that does not have an obvious application; not very interested in theory or basic principles; tendency to seize on the first expedient solution to a problem; impatient with "waffle"; task-oriented rather than people-oriented.

Key Questions for a Pragmatist are:

Will there be opportunities to practice and experiment?

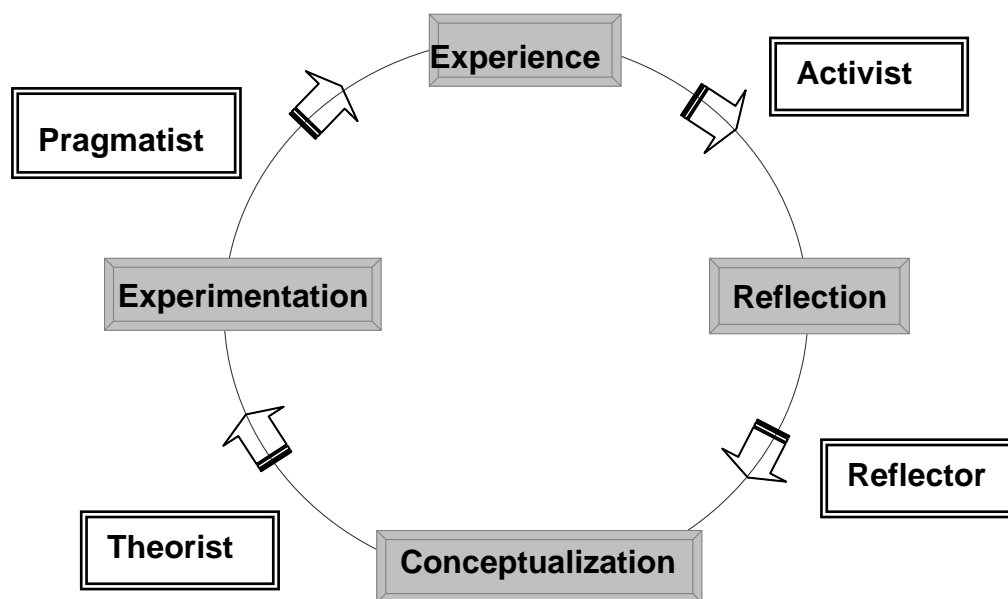
Will there be lot of practical tips and techniques?

Will we be addressing real problems?

Will I be mixing with "hands-on" experts who have shown they can do it themselves?



Honey and Mumford's model relates to Kolb's model.



Facilitators can take account of all these learning styles by giving participants a variety of new activities with opportunities to explore feelings, to watch, think and analyse, to experiment and solve problems.

#### 4.6.3 Visual, Auditory and Kinaesthetic Learners

In addition to the Kolb analysis and Honey and Mumford's model, another helpful way of thinking about learning styles is to look at the preferred medium through which learners gain knowledge. This analysis is based on the work of Howard Gardner, whose theories on intellectual ability have helped shaped education policy around the world for more than 20 years. He says that there is not just one kind of intellectual strength but at least eight (logical, linguistic, musical, visual/spatial, kinaesthetic, intrapersonal, interpersonal and naturalistic) (*Howard Gardner 1983 :Frames of Mind. The theory of multiple intelligences*)

This enables us to recognise three learning styles – Visual, Auditory and Kinaesthetic.

##### Visual learners

Visual learners prefer to see information in written or diagrammatic form.

To engage visual learners, apart from letting them read information, we need to illustrate, or encourage the group to represent information and concepts through drawings, diagrams, flow charts etc. Using colour and pictures will help them remember information and understand concepts.

##### Auditory learners

These learners prefer to listen to information and discuss issues within the group. To engage auditory learners, we need to provide information through an oral presentation followed by opportunities for discussion. When doing this, it is important to:

- be clear with the information you give
- speak clearly
- check that the information has been understood by group members
- ask and encourage questions.

## Kinaesthetic learners

These learners prefer practical, hands-on learning experiences. To engage kinaesthetic learners, we need to provide practical activities that allow a hands-on approach e.g. role play, case studies. We should present tasks in the form of real life situations that kinaesthetic learners can relate to familiar situations and experiences in real life.

Learners do not permanently remain in one style; most people move between the three styles depending on the subject, situation and their motivational levels. Every individual will, however, have a preferred learning style.

It is therefore important that facilitators offer participants different types of activity during the workshop to suit a variety of preferred learning styles.

## 4.7 Motivating adult learners

It has been shown that, as learners, adults:

- are self-directed – they decide what they want to learn
- use previous knowledge and experience to shape their learning
- learn for specific purposes and must be motivated to want to learn
- want to apply what they have learned to solve problems.

It is therefore important that adult workshops are focused, address the problems that participants have identified and motivate them to go on learning in the future.

In order to maximise participants' motivation and involvement facilitators should:

1. encourage participants to feel personally involved by treating them as individuals, getting to know them, showing an interest in them and responding with enthusiasm to their questions
2. use solution focused approaches so that there is a positive atmosphere in the group and that problems are shared in a positive way
3. maintain progress and keep up the energy levels in the group and avoid distractions. Respond to questions and interests as they arise so that the group is able to discuss matters that interest them, but keep their focus on the key learning for the session
4. be clear about the purpose of activities and the content of the session and explain this to participants so that they understand the reasons for choosing the subject being studied
5. agree ground rules for the group so that everybody understands what is expected of them
6. demonstrate personal enthusiasm and commitment to the programme and its content
7. involve all members of the group, quietly encouraging those who are shy and controlling those who dominate discussions
8. steadily increase the involvement of participants throughout the programme, moving them towards self-motivated learning
9. above all, celebrate learning and success frequently and openly, so that participants feel confident and encouraged in what they learn.

## 5. Preparing for and running a workshop

### 5.1 Before the workshop

**Facilitators** should complete their own plan for each session of the workshop. Their input will be impersonal if they rely totally on the ICAM guidance for the sessions. They should also take account of the inter-relationship between all sessions in the programme and point out any cross-references to other topics. They need to be well versed in the content of the sessions, the information provided in the ICAM Handbook and the resources available on the ICAM website.

The first thing facilitators should do when preparing a session is to be clear in their own minds about its purpose. The Facilitator Guide lists the learning outcomes for the session and explains the purpose of each activity. It is essential that these outcomes are achieved, but facilitators may wish to adapt activities to fulfil their purposes in a different manner.

The planning for the session must take account of the four stages of learning described above as well as the group's prior knowledge and understanding and learning needs.

The session guide has a column for facilitators to make their own notes before, during or after a session and to record e.g. the times activities actually took, what went well, anything they want to do differently in future.

It is essential for facilitators to ensure that all the practical arrangements are made, to demonstrate the principles of inclusion that underpin CAM, to follow the Code of Conduct and embody the professional characteristics outlined in Sections 4.2 and 4.3 of this Handbook.

**Participants** should be informed well in advance about the practical arrangements for the workshop. Before the first session they should be sent the ICAM *Initial self-assessment of knowledge, understanding and skills*, included in the workshop guide, together with an explanatory letter asking them to complete it and bring it to the workshop. The assessment is based on the learning outcomes for the workshop and encourages participants to reflect on what they already know and what they want to learn. It also begins to familiarise them with the content of the workshop.

### 5.2 The advantages of co-facilitation

The ICAM methodology requires the programme to be well structured - so that learning is active - and for facilitators to be very well prepared and organised - so that all four stages of learning are covered.

Sessions can be delivered by a single facilitator but there are significant advantages if two facilitators work together:

- while one facilitator is organising activities the other can deal with individual questions or issues – the flow of the session is more efficient
- larger numbers can be accommodated while keeping working group sizes manageable – two facilitators can share support for group activities. Groups can be smaller and learning more individualised
- while one facilitator is presenting, the second facilitator can check on understanding and help with modelling the concept by showing pictures or actively demonstrating a technique
- while participants are practising during an activity, there are two facilitators, twice as many opportunities, to give feedback to groups or individuals to help them embed the learning
- when distractions occur or things go wrong, one facilitator can sort out the problem while another carries on with the session

- facilitators working together can apply the four- stage CPD methodology to their own development. Mentoring with feedback from a colleague, before, during and after a session leads to constantly improving application of the facilitation process
- facilitating can be a demanding and lonely experience at times. The support of a colleague can be invaluable.

### **5.3 Using warm-up activities, energisers and closure activities**

**In order for groups to function and learn well together, people need to feel comfortable with each other, and develop trust in others within the group. We do not learn easily if we do not feel safe, valued and that we belong.**

It is useful to start and end sessions with a Circle time to give participants the opportunity to reflect upon, and consolidate, their learning and to share ideas and feelings. Facilitators and participants sit in a circle and the rules for Circle time are explained

Participants should:

- signal if they wish to speak, or speak only when holding a 'speaking object' (an item which is passed around the circle from speaker to speaker)
- listen when others are talking
- speak positively – avoid putting other people down
- pass if they do not wish to contribute – nobody has to share any information they do not wish to.
- agree that what is said in the circle is confidential and respect this

Facilitators should speak as little as possible - this time is for the participants – but should respond to show that they have heard what has been said and to encourage further discussion.

Circle time at the beginning of sessions can be used to remind participants of what they bring in terms of their previous learning or experience and help them to focus on the topic to be considered. Circle time at the end of sessions can be used to help participants not only to reflect on what they have learned, but also to think about what they will do next.

#### **5.3.1 Using short activities in groups**

Short activities to support the group process are sometimes called ice-breakers, warm ups, energisers, closing activities and 'mix-ups' (to get people working together).

They can be used to:

- help participants learn each other's names
- help participants get to know each other
- build trust and rapport
- build a sense of inclusion and belonging
- ensure that everybody works with a number of different people
- promote learning through varying the pace of the day
- energise when energy is flagging
- promote a relaxed and optimistic state of mind that facilitates learning.

Facilitators should:

- be very clear about the purpose of the activity (see the list of possible uses above) and make sure that participants understand the purpose and any 'rules'. Where possible, relate the activity to the content of the session.
- choose activities carefully to suit the group. At the beginning of a course of workshops, choose low-risk activities (those that don't involve touching each other, invading personal space or too much self-disclosure). As the group members get to know each other better higher-risk activities may be used
- try out activities before using them in a group. Always model the activity before expecting others to do it
- never force anybody to join in an activity.

### 5.3.2 Getting to know one another

Purpose: for people to introduce themselves and get to know each other better.

#### a) Someone who .....

The facilitator makes a sheet such as the one below.

Enjoys growing plants Name.....	Has a pet animal that you would like to have (or already have) Name.....
Can speak more than one language Name.....	Likes watching two of the same television programmes as you Name.....
Has never smoked Name.....	Is wearing a watch Name.....
Is wondering why we are playing this game Name.....	Has visited a country that interests you Name.....
Has an interesting hobby Name.....	Likes a film that you like Name.....

Give each participant a sheet. When told to start, they must 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 must 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.

#### b) Nicknames.

Sit or stand in a circle. Ask everyone to think of a nickname for themselves beginning with the same sound as their name e.g. Marvellous Mary. The nickname should show something special about the person, or something they like. One person introduces themselves to the group "Hello, I'm Jolly Julie". The next person says "Hello Jolly Julie, I'm Clever Chris". The next person says "Hello Jolly Julie and Clever Chris, I'm Dancing Donna" and so on round the circle.

Model the activity by giving yourself a lighthearted nick-name. The main purpose is not remember all the names, but to get the group to help each other. 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. You can use this game again until names are well established.

The use of name-badges or stickers is always helpful when groups are forming (and for some time afterwards!) and can be linked to the game, by asking people to write their nick-name on their badges.

### **c) Who am I?**

You need a scarf to act as a blindfold for this activity.

Sit or stand in a circle. Ask for a volunteer and blindfold him/her with the scarf. Lead him/her round the circle until he/she says 'Stop.' The person nearest to him/her says 'Hello .....' naming the blindfolded person. He/she must reply 'Hello ...' naming the person who has spoken.

### **d) Balloon in the air**

You need an inflated balloon for this activity.

Stand in a circle. Throw the balloon into the air within the circle and call someone's name. That person must hit the balloon to keep it in the air and call another name, and so on. If anyone lets the balloon fall to the floor they must leave the circle.

## **5.3.3 Working with the group**

### **a) How do I feel right now – what are my hopes and fears about this session?**

Purpose: to encourage people to express feelings about the session; to encourage empathy within the group; to gain an understanding of each other's personal feelings about the session.

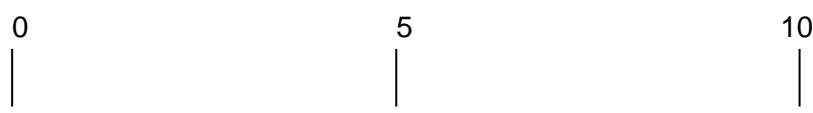
Each participant quickly writes down on a piece of paper their hopes and fears related to the session. They fold up their papers and put all the comments in a pile in the middle of the group. The facilitator asks individuals to pick a paper and read the comments out one at a time. It is important to set ground rules for this activity e.g. no one has to identify themselves unless they wish to; all comments are valid and are to be taken seriously. As each fear is read out, the group discuss how the fear can be minimised. The hopes are shared and returned to at the end of the session.

### **b) The agree – disagree continuum (sometimes known as 'a living graph')**

Purpose: to reinforce the content of the session; to support the facilitator's understanding of individuals' opinions and feelings related to the topic.

The facilitator asks the group to rate, on a scale of 1-10 (1 being low and 10 being high), how much they agree with a set of statements made by the facilitator and prepared prior to the session. These can be fun statements such as 'girls are cleverer than boys' 'chocolate is good for us' or serious statements relating to the session content.

The facilitator draws a scale on the floor -



and reads out each statement in turn. People move to the point on the scale that shows how strongly they agree with it. The facilitator should ask group members to say a bit more about the position they have taken and to respond to the comments from those taking other viewpoints.

### **c) Compliments**

Purpose: Used when group members have spent some time together, this activity can be a very powerful way to promote feelings of well-being and self-esteem.

You need some sweets for this activity.

Give a sweet to each person. Ask them not to eat it! Explain that you will ask one person to offer their sweet to the person on their left and to give that person a compliment e.g. “I like your shoes” or “I have worked with you for twenty years and I have never told you you are the best teacher I have ever met” or “Thank you for making me laugh today”. The receiver should establish eye contact and simply say “Thank you”. Give people a few minutes to decide what they will say before you start the activity.

#### **d) The Tower**

Purpose: To encourage the development of teams and help participants to bond. To support an awareness of group working skills

You need, for each team of 4 people:

6 sheets of newspaper

a roll of sticky tape

a pair of scissors

6 paper clips

a tape measure

a copy of the ‘Group Self-Review’ for each participant (See Appendix 3 of this Handbook).

Arrange participants in groups of 4. Explain they have 5 minutes to build the highest tower possible using 6 sheets of newspaper, some sticky tape, a pair of scissors and six paperclips. Clarify any rules you want to agree with the group e.g. Can the tower be held up or must it be free standing? When they are ready, say “Start”. After five minutes say “Stop”. Measure the towers to find the tallest. Congratulate the teams but say that, more important than the outcome, was the way teams worked together.

Give each participant a copy of the Group Self Review and ask them to complete it individually then discuss their answers with the group.

Ask groups to award themselves a mark out of 10 based on their review, and to identify one way in which they would improve their score next time.

You might like to explain that the self-review sheet is a useful SEL resource and can be used regularly by students following a group task in a curriculum area (science, P.E. etc.)

#### **e) Swap chairs if.....**

Purpose: to provide an opportunity for group members to express feelings or thoughts in a non-verbal way to provide the facilitator with an idea of how group members are feeling

Sit on chairs in a circle. Explain that you are going to make some suggestions about how participants might be feeling. If they have that feeling they should stand up and change chairs with anybody else who does so.

Swap chairs with someone who.....

- Feels happy.
- Would rather be at home.
- Is looking forward to the session today.
- Feels they have something to contribute to the session.
- Is nervous.
- Enjoys working with this group.
- Had a good day yesterday.
- Had a difficult day yesterday.

Participants can add to this list.

#### **f) The train**

Purpose: to build confidence, have fun, share ideas.

Two rows of chairs are placed facing each other, making sure there is one for each participant. If there is an uneven number of people the facilitator will need to join in.

Alternatively, the chairs can be placed facing one another in two concentric circles.

The facilitator identifies a discussion topic, for example, 'People learn best in the morning' or 'The most important quality for a teacher to have is a sense of humour' or a topic related to the subject of the session. Each pair facing one another on the chairs discusses for two minutes. Then each group member in row one moves one place to the right so that they are facing another person. Another discussion topic can then be presented.

#### **g) What are we doing?**

Purpose: to encourage group observation skills, build confidence and relationships. To discuss what it feels like when you are not included in a group.

The group decides on a topic that they can easily discuss e.g. 'The weather this year' or 'What I feel about holidays'. The facilitator asks for a volunteer who will leave the room. The person is told 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.

The person leaves the room.

The group sits in a circle and agrees a 'rule'. This might be, for example:

- 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.

The volunteer is invited back into the room. He/she has a few minutes to try to find out the rule. If the volunteer guesses the rule correctly then he/she can choose a new rule that the group should follow for the next five minutes of the session.

It is important to discuss what the volunteer felt like – being excluded by not knowing what the group had decided.

### **5.3.4 Arranging groups**

Purpose: to get participants into groups

#### **a) Sport actions**

Choose a number of sports equal to the number of groups you require. Write these on cards. Distribute them randomly so that everyone has a card with a sport on. On the word "Start" everyone has to mime their sport as they move around the room, finding others of the same sport. First complete group wins.

#### **b) Animal noises**

As above but with types of animals –participants must make animal noise to find others. When they find someone making the same noise they join hands and continue searching and joining hands with others until their group is complete.



### **c) Sweets**

Have a number of different types of sweet (or fruit if you are health-conscious!) equal to the number of groups you require, one sweet for each participant. Ask them to choose a sweet, find people with the same sweet and form a group.

### **d) Pictures**

You need a picture for each group. Cut the pictures into pieces – the number of pieces must equal the number of people required in each group e.g. if you want four groups of six people you need four pictures each cut into six pieces.

Put the pieces in a box or bowl and ask each participant to take one. They must then find the people with the other pieces of their picture and reassemble it.

## **5.3.5 Energisers**

Purpose: to re-focus the participants with an activity that engages their full attention. To build group relationships.

### **a) Hello**

Shake hands with everyone in the room.

### **b) Birthdays**

Divide participants into two groups (if there are enough – if not, it can be done in one group). When you say “Start” each group is to line up in order of their birthday date (month and day i.e. March comes before May and June 2<sup>nd</sup> comes before June 6<sup>th</sup>). They must do this without speaking.

Show them where the ends of the lines will be and which end is January and which end is December.

When they think they are in the correct order they should wave their hands.

Walk down the winning line asking each person in turn to state their birthday loudly. Anybody in the wrong place should quickly find their correct place - without talking. Repeat for the second line and encourage the teams to applaud themselves.

Then ask each person to turn to their neighbours and share something interesting about themselves. After two or three minutes stop the conversation and ask for volunteers to share their partner's ‘interesting fact’.

### **c) High Fives**

Sit in a circle and take it in turns to complete the sentence “One thing that I feel excited about is....” When the round is complete, ask one person to “high five” the person on his/her left. This person then turns to the next and so on round the circle. You can use different sentences to reflect a current reason for celebration. ‘I feel pleased with myself for....’, ‘I am proud that we have....’ etc. You can speed up the ‘high-five’ round by asking the group to see how quickly they can complete it. If the exercise is used on subsequent occasions the group can be asked to beat their best time. Tell them that, if you watch the other person’s elbow your high five you will hit their hand square on. Ask whether this tip helps. The high-five can be changed to a hand-shake or even a Mexican Wave to add further variety.

### **d) Thunderstorm**

Sit participants in a circle. Tell them that this is one of the SEL activities that can be used with students in circle time. The idea is to create a thunderstorm sound by all working together. They must copy what you do.

Walk round the circle ‘conducting’ the storm. First rub your hands; as you walk past each participant, they begin to rub their hands. When you get back to the starting point, click your fingers with participants copying you as you move past them so that the noise level gradually

increases. Next clap your hands then stamp your feet until the storm is very loud. You can repeat the sounds in reverse order as the 'storm' dies away.

### **e) Music sharing**

You need a computer or other device that will play music for this activity. You need to be able to stop and start the music easily. The participants will need space to move around the room.

Ask everyone to stand up. Explain that you will play some music and they must move around the room (dancing, skipping, walking, running). When the music stops they must stand still. You will ask a question e.g. What is your favourite colour and why? They must shake hands with the person standing nearest to them and take it in turns to answer the question. When the music starts again they must move around until it stops and you ask the next question.

Start with topics that will relax people and do not present a risk, for example, 'The best film I have ever seen' or 'My favourite animal' or 'Somewhere I would like to visit /go on holiday'

Make the stops short. As participants become more relaxed and comfortable you can judge whether to ask them to share more relevant and/or personal information such as "A time that I felt embarrassed" or "The quality I most admire in a person" or use topics related to the subject of the session 'I think the most important thing to remember is....'

### **f) Making a sentence.**

Everyone stands in a circle. The first person says a word. The next person says another word which would go next to it in a sentence, the next person does the same...e.g.

"The".."banana"... "was"... "very"... "tasty" "and"..... This should speed up as people gain confidence. The aim is to keep adding words to make the sentence as long as possible.

### **g) Counting**

Sit or stand in a circle. The idea is for the group to count to twenty, one person saying one number at a time. Somebody is chosen to start the count. Anybody can say the next number - but if two or more people speak at the same time, counting must start again from the beginning.

### **h) Pass the squeeze**

Before you begin the session you need to ask one person to be your helper. Explain the activity to him/her but he/she must not tell anyone else.

Sit or stand in a circle and hold hands. Nobody must speak. Explain that you have a secret helper. When you say the game has begun this person will, when ready, gently squeeze the hand of the next person who will then squeeze the hand of the next person and so on. They must pass the squeeze secretly so that no-one can tell where it is by looking. See whether you can pass the squeeze right round the circle. It is not as easy as it sounds. When the squeeze gets back to the helper he/she can say 'Finish'.

### **i) Clapping**

Sit or stand in a circle. You start by clapping your hands once. The person next to you claps his hands and so on round the circle. The aim is to pass the clapping round the circle as fast as possible. Or you can clap a short rhythm and the next person joins in and so on round the circle until everyone is clapping together.

### **j) I went to market**

Sit in a circle. Everybody must think of an object. You say 'I went to the market and I bought a .....' (naming your object) e.g. 'I went to the market and I bought an egg' The next person repeats what you said and adds another object e.g. 'I went to the market and I bought a egg and a coat' and so on round the circle until the list of objects is so long that nobody can remember them. A more challenging version of this activity could be used at the end of a session 'In this session we learned....'

### 5.3.6 Closure

Purpose: To use at the end of a session or course to celebrate the skills and qualities of the group. To build self-esteem. To give closure.

Several of the activities described above can be used at the end of a session e.g. Compliments, High Fives or Music Sharing. It is important to allow time for reflection at the end of a session or course and to consolidate learning.

#### Self-esteem Team

You will need a sheet of A4 paper for each participant for this activity.

Seat participants at tables and give them each a sheet of paper. Give them the following instructions, leaving time for them to complete each one:

“Write your name on the sheet of paper and draw a small picture of yourself in a box in the centre, using the hand that you don’t normally write with. (The reason for this is that, whether or not you are confident about drawing, we are all at an equal disadvantage when we use the hand that we don’t usually use. We just want a quick picture, not a masterpiece!)

Pass your sheet to the person sitting on your right.

When you receive a sheet, write something about the person whose name is on it – you might mention a quality that you admire or thank them for something they have done.

Now pass the sheet to the next person and continue until everyone has written something on every sheet.

When all the sheets arrive back at the people whose names are on them, everyone can read their sheets. Say “Please don’t read your sheet until everyone is ready. You can then all read your sheets together.”

If a person is missing from the group, make sure to complete a sheet for them and give it to them later.

## 5.4 Valuing participants’ contributions – listening and questioning

### 5.4.1 Active listening and responding to participants’ comments

It is important for the facilitator to use active listening skills in both formal and informal parts of the programme by:

- reflecting back and paraphrasing to show individuals that their contribution has been heard and understood
- using verbal contributions from group members to reinforce ideas
- noting links between what the group has said and the session content
- noting or writing down comments and key points
- emphasising key learning points and important issues
- being aware of how body language, particularly eye contact, indicates active listening.

It is useful to develop a range of positive responses to suggestions.

For example:

- ‘Yes and ....’ rather than ‘No because .....’
- ‘That is interesting – tell us more.’
- ‘How do you think we could develop that?’
- ‘What do others feel about that?’

- 'I am glad you brought that up...'

Facilitators' responses, both verbal and non-verbal, will have an impact on the outcomes of discussion. Verbal responses can be subjective or objective, critical or constructive. Subjective and critical responses are not helpful. Objective and constructive responses do not place the facilitator's opinion at the centre of discussion but encourage the group to make further consideration of the issue. A reflective response by the facilitator invites the group to look at their own experience and practice in order to explore possible solutions.

### 5.4.2 Asking questions

Questions are an essential tool for facilitators to use in supporting and deepening the learning process. Positive questioning can be used to draw in those individuals who may place themselves on the edge of the group (either intentionally or unintentionally).

A variety of different types of question have a part to play in facilitating learning and it is important for facilitators to use a range of them and to practise and develop their questioning skills.

Closed questions require a single short response and can be used to provide instant feedback e.g.

- Does everybody understand that?
- How many people know this already?
- Has everybody finished this activity? Can we move on?

Open questions allow for, and encourage, discussion and elaboration around an issue e.g.

- So what would be the next step?
- How is this related to what we learned in the last activity?
- Why is this significant in this situation?

Probing questions help people to think more deeply about their answers e.g.

- What did you mean by that?
- Why did you use the word...?
- What made you choose that example?

Hypothetical questions help people to extend their ideas by applying them to a different situation e.g.

- What would happen if the criteria changed?
- Suppose you were in a different school, how would that work?
- If you were the ICAM Leader in that school, what would you feel about this?

Reflective and summarising questions help people to reflect and come to a conclusion e.g.

- So are we saying that all schools should do this?
- What are the main things you have learned from today's session?
- What issues does this raise in relation to bullying?

In all forms of questioning it is important to allow participants time to think about their responses and not to jump in too soon with either a follow-up question or a possible answer.

Benjamin Bloom (*Reference: B. Bloom, Taxonomy of educational objectives: the classification of educational goals 1956*) created a taxonomy (or categorisation) which identifies levels of thinking - from simply remembering and recalling what has been learned, through understanding, analysing, applying and evaluating it to being able to use it to create new ideas.

Facilitators can use questions to help participants to deepen their learning by moving up through the taxonomy e.g.

- Remembering - What did we say about this when we discussed it yesterday?
- Understanding – What did we mean when we said that?
- Analysing – How does that relate to what we learned about ....?
- Applying – How would this help you in your work?
- Evaluating – How effective would this be as a way of achieving your aim?
- Creating – In what other ways could you use this strategy?

### 5.4.3 Reviewing and summarising

At the end of each session, facilitators will need to review what participants have learned. Reviewing should capture concisely the key issues raised within the session and provide a focus for any next steps

Summarising enables group members to reflect on the different perspectives and viewpoints that have been offered; to explore unexpected ideas that have arisen; to consider and further develop key areas or to introduce missing elements.

In a programme that extends over several days It is useful to begin each day with time for reflection on what has been learned so far. Circle time, described above gives a chance for everyone to collect and articulate their ideas and creates a respectful and thoughtful atmosphere at the start or end of a session.

## 5.5 Collecting, arranging, recording and sharing ideas in groups

### 5.5.1 Collecting and arranging ideas

Having generated ideas by discussion, it may be necessary to collect them, analyse them, or arrange them. Participants can be asked to group their ideas, prioritise them or sequence them.

#### a) Avoiding interruptions – using a Thoughts and Ideas Wall

Participants may have a lot of questions at the beginning of a programme. A ‘Thoughts and Ideas Wall’ allows everyone to share questions and thoughts as they arise without interrupting the work of the group.

Participants write their queries or ideas on sticky notes and place them on a flip chart sheet on the wall. Facilitators collect and discuss the notes with the group at regular and convenient times. It is a good idea to do this at the beginning of every morning and afternoon session. People will use the Thoughts and Ideas Wall if they know that their comments will receive a response.

**b) Reading together** - Sometimes it is useful to present participants with a lot of information in written form. They can be asked to read it by themselves between one session and the next but, if it is to be read and absorbed during a session, it is useful to share the reading so that it can be completed in the time available.

The text can be broken into sections and each participant in a group is responsible for reading a different section. They can then share the information they have by

- each summarising and telling the other members of the group what they have read – teaching one another

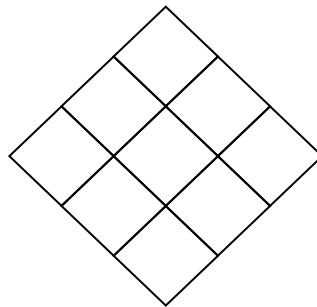
or

- as a group, answering a set of questions provided by the facilitator that test their understanding of the text and build a composite picture of the whole so that everyone learns the answers to all the questions.

**c) Prioritising using a balloon debate** -participants imagine that their ideas are to be launched in a hot air balloon, There is only room for a given number of them. They must debate and decide which to keep and which to leave behind.

**d) Prioritising using a Diamond Nine** - participants choose twelve of their ideas and write each one on a separate card. They must choose the nine most important ones and arrange them in a diamond with the most important one at the top, the two next most important next. The three next most important next - and so on.

Most important



Least important

It does not really matter which order the participants choose – there is rarely a right or wrong sequence – but this exercise generates a lot of very good discussion about the relative merits of different ideas.

**e) Sequencing** - participants can write the ideas on cards and arrange them in a logical sequence.

This is particularly useful for planning e.g. the steps in writing a school development plan.

Groups can each be given a different issue to discuss, they decide on the steps, write them on cards (but do **not** number them) and agree their logical sequence. They then shuffle the cards and hand them to another group who must arrange them in what they consider to be the logical sequence. Groups can then compare and discuss their sequences.

**f) Grouping ideas** - e.g. a SWOT analysis can be used to identify Strengths, Opportunities, Weaknesses and Threats related to a particular issue e.g. an educational initiative.

A large piece of paper is given to each group who fold the paper so that the creases divide it into 4 sections and label them 'Strengths' 'Opportunities' Weaknesses' and 'Threats'.

They identify and discuss what to put in each section and write their ideas on the paper before sharing them with the whole group..

A SWOT Analysis can be used to identify how the participants are feeling about a particular issue and can form the basis of the next steps e.g. "How can we use the identified strengths to help us work on the weaknesses?"

Strengths	Opportunities
Weaknesses	Threats

### 5.5.2 Recording ideas

There are a number of different and interesting ways of getting groups record and display ideas or information.

#### a) Flip charts

Flip charts are very useful for recording ideas where everyone can see them. Displaying participants' work around the room shows that it is valued and gives a constant reminder of the work that has been done.

All groups can be given the same task e.g. "List the most important qualities for School ICAM Leaders to possess". The lists can then be displayed and compared

Alternatively, each group can be given a different aspect of a topic - e.g. "The qualities that School ICAM Leaders need for planning, organising, motivating, communicating etc." – so that, when they are displayed together they complement one another and build a complete picture.

Another use is to have each point the facilitator wants the group to address as a heading on a separate piece of flip chart paper and to place the papers around the room. Each small group is given a pen and invited to visit the papers in turn, writing down their ideas before moving on.

Groups can be asked to show their understanding of a topic by drawing, rather than writing, on a flip chart. This enables them to express their views and feelings about the topic.

Flow diagrams, mind maps and spidergrams are useful for organising ideas and planning actions to be taken. Depending on the issue, a flow diagram can be used to show how ideas or actions could flow through a logical sequence. Or a mind map or spidergram can be used - the issue is placed in the middle of the flip chart sheet and the ideas or actions are grouped around it.

#### b) Sticky notes

Sticky notes are useful when the facilitator wants to collect ideas from all participants quickly.

One possible way is to have different coloured sticky notes available. Each colour is designated for a specific purpose

e.g. pink – what staff must do to ensure the success of an initiative; yellow – what students must do; green – what parents must do

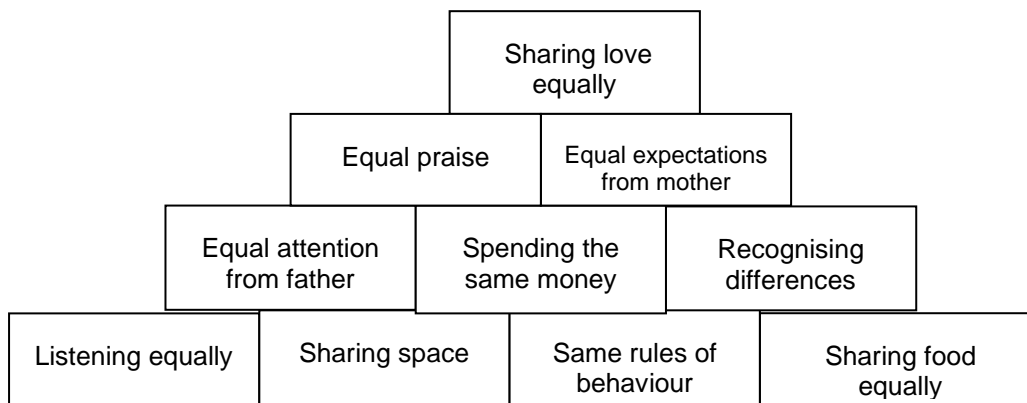
Participants write down their ideas on the appropriate sticky notes. There are three large sheets of paper on the wall, one for each colour. Participants place the sticky notes on the appropriate pieces of paper. If someone else has already put a note with the same idea, they must put their note on top of it.

Participants are invited to look at each sheet to view the collated ideas. There can be a discussion following the viewing. This is a good activity to do before a break as participants can view the notes during the break.

The activity can be further developed by rearranging the notes (e.g. into 'things we already do well' and 'things we need to do better') or prioritising them.

### c) The wall of bricks

Participants are provided with paper cut to into brick shapes. The facilitator can either put key words or pictures on the bricks or ask the group to develop the ideas and write or draw them on the bricks. They are then asked to make a wall from the ideas. The facilitator can use this method to prioritise ideas, as in the example below about creating equal self esteem for children in a family



### d) Speech bubbles

Speech bubbles can be used as a way of recording thoughts and feelings.

Speech bubble shapes can be cut out from paper ready prepared. On a large piece of paper an outline picture of one or more people (School ICAM Leader, member of staff, or group of students) in a situation is drawn. (Alternatively the facilitator could use photographs or pictures from a magazine). The group writes the possible thoughts or feelings of the people in the speech bubbles, and places them on the picture. They can then discuss them.

#### 5.5.3 Sharing ideas

There are a number of ways to share ideas after an activity so that members of the whole group learn from each other:

- in smaller groups, or pairs, participants write or draw ideas on flip chart paper and then one member of the group is nominated to present the ideas to the whole group
- individual participants write down or draw ideas on sticky notes and then stick them on flip chart paper. The group is then invited to look at the flip chart and note similarities and differences or make comments on issues arising
- the facilitator gives the groups the flexibility to feed back in the way they feel most appropriate e.g. words, pictures, charts, role play, poems, songs etc.
- participants work in pairs to identify ideas. They then join another pair to discuss the ideas. The fours then join another four and so on until the whole group is together
- the facilitator can ask for a volunteer to answer questions – as themselves or in another role – so that the participants can explore particular issues or viewpoints
- after discussion in groups, one participant from each group ‘visits’ another group to share and discuss the ideas
- a marketplace - flip charts are displayed on the wall and one member of the group stays with their flipchart and ‘sells’ the ideas to the other participants as they move around the room to look at the charts
- when time is short, it is a good idea to display feedback sheets/ charts etc around the room and invite people to circulate or look at them during a coffee/tea break . Alternatively, facilitators can offer to collect short feedback summaries and copy them, if possible, for circulation during the break or before the close of the session.



## **5.6 Monitoring and evaluating learning outcomes from a workshop**

The aim of CPD is to help adults to learn in ways that will have a real impact on their work and will make a difference to the achievement of students.

Consequently ICAM monitoring and evaluation instruments (*described in Section 6 of this Handbook*) are designed to assess the improvement in the confidence and competency of the participants, the learning outcomes of the workshops. They are not used to measure the “performance” of the facilitator.

Sometimes participants give positive feedback after a session because they have found the session amusing and enjoyable rather than challenging and useful. They have had a good time but have not learned much.

The aim is for participants to enjoy sessions and also learn in ways that change what they do in their schools and monitoring should assess the extent to which this has been achieved.

## 6. Monitoring and evaluating the CPD programme

### 6.1 The purposes of monitoring and evaluating cascade CPD

**Monitoring** involves collecting information with a purpose, in a planned, organised and routine way.

**Evaluation** uses monitoring and other collected information to make judgements about performance

Monitoring and evaluation take time and effort. To ensure that this time and effort are well invested it is essential that:

**Monitoring:**

- is designed to inform facilitators about the outcomes of the CPD.
- helps the facilitators improve the impact of the CPD on the knowledge, understanding and skills of the participants
- helps the organisers assess and support the work of facilitators
- in the longer-term, assesses the impact on students' education resulting from the programme.

**Evaluation:**

- collates and analyses monitoring data for the organisers
- helps the organisers identify improvements resulting from the programme
- helps the organisers review and improve educational policy and strategy.

**Too often monitoring and evaluation are seen as being about control – and control is seen as being threatening. Their real purpose, however, is developmental and it is important to stress this. The purpose of monitoring and evaluation is primarily to identify and to celebrate and build on success so that all involved are motivated to continue improvements.**

In order to achieve this purpose, clear guidelines must be provided for all stages of development and CPD, and monitoring and evaluation instruments must be designed to ensure and continually improve the quality of all components of the programme i.e.

- the development of policy to recognise the importance of the programme and CPD
- the development of standards providing clear objectives and outcomes for the CPD
- the development of an evaluation process and format
- the carefully designed methodology and programme for CPD for facilitators
- the cascade of the CPD
- the subsequent further CPD for participants through online communities
- the outcomes for students' education resulting from the impact of the programme.

## 6.2 The principles underpinning monitoring and evaluation

### 6.2.1 The importance of feedback

As explained in Section 4.5 of this Handbook, effective CPD methodology applies a four stage learning process: Presentation, Modelling, Practice, and Application with mentoring. Feedback is an essential part of this process.

During workshops, feedback *from* participants is important for monitoring and evaluating, and then improving, the programme

Furthermore, during and after the workshops, regular feedback *to* participants is an important part of the four stage learning methodology which should underpin the programme.

Monitoring to collect evidence for feedback should be an integral part of the programme so that facilitators can develop participants' skills, develop their own skills and help to develop the programme.

Some important points about feedback for monitoring and evaluation:

- feedback should be collected regularly
- everybody's opinions should be respected
- the most useful feedback is about outcomes and not outputs. It is not sufficient to deliver a programme (an output), it is necessary to know that it has impact (an outcome)
- therefore feedback on the effectiveness of achieving the programme's intended learning outcomes is particularly valuable
- feedback is most helpful when it is specific
- feedback on what is going well is as important as feedback on what could be improved
- feedback should always result in improvements which are achieved by building on strengths as well as rectifying weaknesses
- the evaluation based on the feedback should be clear and concise so that improvements can follow
- the evaluation should lead to an action plan which targets the most important improvements
- the improvements should be planned in small steps.

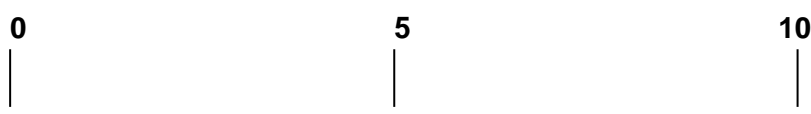
### 6.2.2 Using solution focused questions

The programme should promote solution focused approaches, approaches which focus on solutions rather than on problems. Solution focused questions can be used to help make monitoring and evaluation a positive experience and to boost confidence in participants.

One solution-focused technique that is very useful for collecting evidence for monitoring is scaling.

Scaling questions should form the basis of pre- and post- testing of workshop objectives e.g.

*"On a scale of 0-10, with 0 being no knowledge/understanding/skill and 10 representing the most competent anyone could become, how do you rate your knowledge/understanding/skill in this area before the course / session?"*



Few people answer this question with 0. This immediately gives the opportunity to identify strengths and areas for development by asking:

- a) "Why is your score not one point lower?" – leading to the answer - " Because I already know/can do...."

- b) “What do you need to learn to make the score one point higher?” – leading to the answer - “I want to know/learn how to.....”

### **6.2.3 Achieving profound learning and applying Bloom’s Taxonomy**

The programme should aim to secure profound learning, learning which affects participants’ subsequent behaviour (*Ref: Section 4.4 of this Handbook*)

To this end, facilitators are encouraged to use questions which enable participants to move up Bloom’s Taxonomy (*See Section 5.4 of this Handbook*), questions which enable them to remember, understand and analyse their learning, apply it, evaluate it and find new ways of using it.

Such questions are particularly relevant in monitoring and evaluation. The process of monitoring and evaluation not only provides evidence of the effectiveness of a programme, it can also help participants to identify, summarise, internalise and plan to use what they have learned.

## **6.3 The process for monitoring and evaluation of CPD**

### **6.3.1 Components of the monitoring and evaluation system**

In order to fulfill the stated purposes of monitoring and evaluation, to meet the needs of organisers, facilitators, and participants, and to triangulate evidence, the assessment processes needs three instruments:

- a) Structured questionnaires to generate data that can be scored. These include:
  - pre- and post-workshop structured questionnaires for participants to assess what they have learned
  - post-session and post-programme feedback forms to assess participants’ and facilitators’ perception of the effectiveness of the CPD.
- b) Structured schedules for observing facilitators and monitoring the effectiveness of workshops.
- c) Structured interviews of groups of participants to correlate results from questionnaires and observations.

The responses can be used to:

- give feedback at personal and group level to participants and facilitators to encourage further development
- generate evaluation reports for the programme as a whole.

Note: Sample forms are given in the Appendices

### **6.3.2 Monitoring Instruments**

The monitoring instruments should be designed to:

- be easy and quick to complete
- collect data numerically where possible for easy collation and analysis
- allow for triangulation of data
- be based on outcomes
- be effective in identifying success
- be effective in identifying necessary improvements.

### **6.3.3 Collecting monitoring data for evaluation**

The system is most efficient if all the monitoring instruments are designed to be transferred onto an online network. Data collected online can be stored in a database run by a network manager and used to provide instant monitoring of the programme with up-to-date information on outcomes and regular evaluations of impact of the CPD.

#### **6.3.4 Assessing progress in key learning. Pre- and post-workshop questionnaires**

Some of the most useful evaluations gather data on improvements that participants feel they have made. They show how satisfied participants are with the CPD session/programme and demonstrate how much added confidence participants have developed.

One of the ways of measuring this customer satisfaction is to ask participants to complete a pre-session/programme questionnaire about their level of confidence and understanding for each of the session/programme key learning points. Participants then answer the same questionnaire for a second time at the end of the session/programme and an analysis of the improvement in the scores for each of the key learning points shows which parts of the session/programme are most successful and which need to be targeted for improvement in future.

The questionnaires can be designed as a solution focused scaling exercise. Questions cover all the learning objectives of the workshops and are grouped in categories.

Participants score their answers on a scale of 1 to 10 and then total their scores for the group of questions in each category.

Each group of questions is followed by two solution focused questions:

“Why is your combined score not one point lower?”

“What do you need to learn or do to raise your combined score by one point?”

These questions are used in the pre-workshop context to help participants identify existing strengths and their expectations and concerns prior to the workshop and, in the post-workshop context, to celebrate their learning and generate their subsequent action plan.

It is preferable for the questionnaires to be treated as confidential to the participants so that they are seen as a self-assessment instrument for personal development. However, the facilitator can collect the overall results and a copy of the participants’ action plans as evidence for the overall assessment of group learning and achievement of planned outcomes

The organisers can collate the results and identify the achievement of the learning objectives by the group as a whole and the pattern of achievement within the group and within sections of the workshop.

Group results may be collected and collated to generate an evaluation of learning as a whole.

#### **6.3.5 Assessing participants’ and facilitators’ perceptions of a session/programme – feedback forms**

Feedback forms are useful for gathering information about participants’ overall gains from a session/programme and their feelings about the experience. These feelings are important because, if they have been fully involved and sufficiently (but not excessively!) challenged by the process, and have enjoyed it, they will be able to learn effectively and be motivated to continue learning and apply what they have learned when they return to work.

Like the pre- and post-workshop questionnaires, feedback forms can use solution-focused scaling. They ask participants to consider what has helped and what has hindered their learning, what went well and what would have made their learning even better. There is also space for them to add any other comments they wish to make.

The questions on the feedback form are therefore sufficiently open to allow facilitators to obtain a broad picture of the impact of the CPD. They may raise issues that had not previously been considered.

The scaling allows facilitators to collate the results and have a numerical comparison of the overall responses of participants to different sessions and programmes and a form is provided for them to do this.

These group results may be collected and collated to generate an evaluation of responses as a whole.

### **6.3.6 Structured Observation Schedules**

The code of conduct and list of competencies for facilitators (*See Sections 4.2 and 4.3 of this Handbook*) both have a focus on achieving learning outcomes and can form the basis of an observation schedule to be used during workshops. This schedule provides clear evidence for individual coaching, giving constructive feedback to the facilitator, noting strengths, celebrating success and identifying areas for development.

Results from individual observations can be collated as a measure of the standards and effectiveness of the overall facilitation of the programme.

### **6.3.7 Structured group interviews (sometimes called focus groups)**

The purpose of group interviews is to help triangulate data collected from feedback forms about the effectiveness of the facilitation and from questionnaires about the effectiveness of the learning and its impact on practice.

They are best conducted some time after the workshops and conducted by two people – one to facilitate the interview and one to analyse what is being said. Where this is not possible, it is a good idea to record the interview and then analyse the discussion afterwards.

It is helpful to provide a format for facilitating and recording the outcomes of structured group interviews.

More informal group interviews to give oral feedback can be conducted by:

- the facilitator at the end of a session or course in order to elaborate on the learning outcomes and action plans of the group either by a whole group interview (e.g. at the end of a session each participant can be asked to state the most useful thing they have learned and also the first thing they will do from their action plan) or by a sample group interview (a smaller group of participants can be asked to remain at the end of a session/programme to answer questions about the learning outcomes, how they will implement the action plan and their experience of the workshop)
- the facilitator at the start of the next session using a whole group interview (e.g. during introductions at the start of a session, each participant can be asked to state the most useful thing they remember from the last session and also which of their action plan tasks they have completed) .

The general principles described below for conducting structured group interviews are very relevant to the process and, indeed, to conducting any discussion.

The interviewer should not act as an expert or dominate the conversation. His or her role is to stimulate and support discussion and:

- introduce the discussion - introduce themselves to the group and invite the participants to introduce themselves too; put the participants at ease and explain the purpose of the interview, the kind of information needed, and how the information will be used; ask permission if they intend to record the discussion
- encourage discussion - be enthusiastic, lively, and humorous and show interest in the groups' ideas; formulate questions and encourage as many participants as possible to express their views; remember there are no 'right' or 'wrong' answers; react neutrally to both verbal and non-verbal responses
- encourage involvement - avoid a question-and-answer session. Some useful techniques include:

asking for clarification ( e.g. 'Can you tell me more about. . . ?')

re-orienting the discussion when it goes off the track (e.g. 'Interesting point, but how about. . . ?')

when dealing with a dominant participant, avoiding eye contact or turning slightly away to discourage the person from speaking, or thanking the person and changing the subject.

when dealing with a reluctant participant, using the person's name, requesting his/her opinion, making more frequent eye contact to encourage his/her participation.

- build rapport - observe non-verbal communication, be aware of his or her own tone of voice, facial expressions, body language, and those of the participants
- avoid being placed in the role of expert - direct questions back to the group by saying: 'What do you think?'; set aside time, if necessary, after the session to give participants the information they have asked for; avoid commenting on everything that is being said; avoid saying something during every pause in the discussion, wait a little to see what happens
- control the rhythm of the meeting - listen carefully and move the discussion from topic to topic so as to maintain interest
- take time at the end of the meeting to summarise, check for agreement and thank the participants summarise the main issues raised, check whether all agree and ask for additional comments; thank the participants and let them know that their ideas have been a valuable contribution and will be used for planning the programme.

## **6.4 Guidance on using monitoring and evaluation instruments**

### **6.4.1 Using pre-workshop questionnaires**

Guidance on completing the questionnaire should include:

- the purpose of the questionnaire – to help participants plan their learning and articulate their expectations of the programme
- the confidentiality of the questionnaire should participants wish it – but an encouragement to discuss their scores and answers with colleagues
- an explanation of how to answer the solution focused questions ( some participants find this difficult)
- a statement that they will complete the questionnaire again at the end of the workshop
- a stress on the importance of bringing the questionnaire to the workshop and keeping it for comparison at the end of the workshop
- reassurance that any questions or issues arising from completing the questionnaire can be discussed at the start of the workshop.

Questionnaires may be sent to participants before the workshop or time for completing them may be set aside at the start of the workshop. In this case, facilitators will need to adopt a pace setting leadership style otherwise they will find that some participants spend an unnecessarily long time on the task.

### 6.4.2 Using post-workshop questionnaires

Effective facilitators always leave adequate time at the end of a session and the end of a programme for group and personal reflection on what has been learned – and also for planning for how participants will implement what has been learned.

The post-workshop personal questionnaire should be included at this stage as an aid to reflection and action planning.

One way to do this is to allow time for participants to complete the questionnaire and compare their results with the pre-workshop questionnaire and then offer them the opportunity to share their findings with a colleague in the group before they complete their action plan.

The facilitator can then ask participants to share with the group one thing they have learned and the first thing they will do from their action plan. Not only does this help motivate participants, it also gives the facilitator an early idea of what went well and, most importantly, an opportunity to celebrate the success of learning in the group – a key purpose for monitoring and evaluation.

### 6.4.3 Using feedback forms

Participants should be encouraged to reflect on their learning and it is useful to ask them to spend a few minutes at the end of a session or programme writing down any thoughts that they want to remember.

In order to focus their thoughts before they settle down to write their feedback, they can be asked to share one thought with the whole group.

Alternatively, a 'speed-dating' exercise can be used: before they write their feedback, participants form two circles of equal numbers, one inside the other. They will have a discussion with the person opposite them about the question provided by the facilitator e.g.

Q1. Tell each other what you liked best about today's sessions and why.

*The outer circle then move one place to the left.*

Q2. Tell this person what you liked least about today's sessions and why.

*The outer circle move one place to the left.*

Q3. Tell each other something you have learned today.

*The outer circle move one place to the left.*

Q4. Tell each other something you will do differently as a result of today.

Participants should then be given adequate time to complete their feedback forms on their own.

### 6.4.4 Observing a CPD session

#### a) Pre-observation Meeting

In order for observation to be effective, it is necessary to have consultations beforehand so that the observer has some background on the group and that the facilitator observed has some input into the observation process. For these reasons, it is a good idea to hold a pre-observation meeting to discuss:

- the time and place of the observation - this should be arranged so as to minimise any potential impact on participant's learning
- the composition and history of the group
- the location of the session within the programme as a whole (how it fits within the structure)
- the aims and objectives of the specific session
- learning outcomes (what participants are intended to learn)



- potential difficulties or areas of concern (an opportunity for the person observed to flag up any specific areas to be observed)
- any specific focus, such as session management or questioning technique
- assessment instruments to be used
- any particular concerns the observer might have
- ground rules for confidentiality and feedback.

#### b) Preparing the group

It can be disconcerting for participants if someone else attends the session without warning, and it is sensible for the facilitator to explain:

- that a colleague will be attending the session
- that he or she will be there to help the professional development of the facilitator
- that he or she will play no part in the session.

#### c) Observing the session

The observer should

- be unobtrusive, i.e. not in the direct line of vision of the facilitator or the group, but able to see both
- be discreet and diplomatic, e.g. not leap in to correct what is viewed as error of fact or interpretation!
- focus upon facilitation and learning
- continuously check the interaction between facilitators and participants
- be mainly concerned with gathering evidence for later interpretation.

#### d) The recording process

The observer should have spent time preparing by becoming very familiar with the observation form. It is essential that recording is accurate, that the observer watches and listens carefully throughout the session.

The aim of the observation is to collect as much evidence as possible so that the observer can make judgments about the facilitator's performance in relation to the criteria listed on the monitoring form. To do this, the observer should delay making judgments as long as possible and concentrate on recording on the monitoring form what facilitators say and do during the session.

Although body language is revealing, it is important not to get diverted into speculating too much about its significance and to resist getting too involved in the psychological analysis of what facilitators do, but to note any behavioural signals that have a clear impact on the others involved.

#### e) Giving feedback

If it is to be useful, feedback should be:

- constructive and solution focused
- accurate and specific
- based on evidence – therefore it is important to agree the criteria beforehand and to observe carefully.

When giving feedback, it is best first to ask the person for their views so that the feedback can be built on their perceptions. People often give an accurate assessment of their own performance although facilitators are often very self-critical and may be more ready to accept criticism than they are to accept praise.

A useful framework for feedback is to first describe **“What went well”** and then suggest some points for improvement – **“It will be even better when...”**

It is important to stress what went well and to encourage facilitators to take positive feedback seriously (they will do this more readily if the feedback is specific and is based on accurate observation).

**In order to achieve improvement, it is as important (or possibly more important) to recognise and build on strengths as it is to recognise and work to reduce weaknesses.**

Solution focused approaches are particularly effective as an aid to evaluation. If observers use solution focused questions when collecting or giving feedback, they will get information that can be used for direct improvements because it will tell them what will be different in an improved session.

Although there will be problems to be addressed in every session, the most effective way of making improvements is to build on what is working well. The answers to solution focused questions help identify the successes in a session as well as the less successful aspects.

Scaling techniques can be very useful, as mentioned above. For example, when discussing the session, facilitators can be asked on a scale of 1 – 5 how they rate a particular aspect of it and then asked why their score is not one less, and what would make it a score of one more. This will help the facilitator to see what is positive about the session and what they can do to make a small improvement.

#### **6.4.5 Conducting structured group interviews**

If possible, one person should act as ‘facilitator’ or ‘moderator’ for the group interview. One should serve as ‘recorder’. If there is no-one available to act as recorder, the facilitator could do it or record the discussion (with the permission of the group) and complete the evaluation form by listening to it afterwards.

It is suggested that the interview is conducted some time after the end of the workshops when participants have had time to reflect on what they have learned and apply their learning in practice. Thus their answers to the questions will give evidence of the real impact of the CPD on participants’ behaviour. The evidence will supplement that from a post-workshop questionnaire which participants complete at the end of the session when it is very fresh in their minds.

It is to be hoped that facilitators will be able to meet with participants and continue to support their learning. The structured interview can give a focus to their discussions of their needs for support and/or further CPD as well as providing evidence for evaluation of the longer-term effects of the CPD.

A group of between four and six participants is ideal for the structured interview. It should be explained to them that the questions are under the same headings as those in their pre- and post-workshop questionnaires and are designed to help them think about how much they learned from the workshop. The purpose is not a test of their memory! It is to evaluate the CPD programme.

Before using the specific questions provided, the facilitator might start the discussion by asking what the participants have done since the workshop and what they now feel was their most useful learning from the workshop. He/she should then move on to work through the questions on the interview form and the recorder should note the responses.

Finally the facilitator could ask the participants what they plan to do next to continue their professional development and thank them for their contribution to the evaluation of the programme

## 6.5 Assessment instruments provided *(See samples in the Appendices)*

1. Pre-workshop monitoring and evaluation questionnaire.
2. Post-workshop monitoring and evaluation questionnaire.
3. Summary sheet for monitoring and evaluation.
4. Daily evaluation sheet for participants.
5. Evaluation form for collating daily participant feedback.
6. Final evaluation sheet for participants.
7. Evaluation form for collating final participant feedback.
8. Daily evaluation sheet for facilitators.
9. Final evaluation sheet for facilitators.
10. Group interview form.
11. Facilitation observation form.

### Summary of monitoring and evaluation instruments for cascade CPD

Form	Given out by	Completed by	Collected by	Used by
Pre-workshop self-assessment	Organisers at least one week before the workshop or at the start of the workshop	Participants before or when the workshop starts	Not collected. Kept by participants.	Participants to identify what they need to learn from the workshop
Post-workshop self-assessment	Facilitators in the final session of the workshop	Participants during the final session of the workshop	Not collected. Kept by participants.	Participants to identify what they have learned from the workshop and to plan their further learning
Summary sheet	Facilitators in the final session of the workshop	Participants during the final session of the workshop	Facilitators and handed to organisers	Participants to summarise their learning. Facilitators/organisers to evaluate the efficacy of elements of the workshop and identify any need for development of the programme
Daily evaluation sheet for participants	Facilitators in the final session of the day	Participants during the final session of the day	Facilitators	Participants to reflect on how they have learned. Facilitators to collect feedback and plan any necessary changes to further sessions in response to it.
Evaluation form for collating daily feedback from participants	Organisers	Facilitators	Organisers	Facilitators to see how they have helped participants to learn and plan any changes to their

				<p>practice.</p> <p>Organisers to assess participant satisfaction with the workshop, to evaluate the work of facilitators and to identify any need for development.</p>
Final evaluation sheet for participants	Facilitators in the final session of the workshop	Participants during the final session of the workshop	Facilitators	Participants to reflect on how they have learned. Facilitators to collect feedback and plan any necessary changes to further CPD in response to it.
Evaluation form for collating final feedback	Organisers	Facilitators	Organisers	<p>Facilitators to see how they have helped participants to learn and plan any changes to their practice.</p> <p>Organisers to assess participant satisfaction with the workshop, to evaluate the work of facilitators and to identify any need for development</p>
Daily evaluation sheet for Facilitators	Organisers	Facilitators	Organisers	Facilitators to assess their own performance, plan any necessary changes. Organisers to gain feedback about the efficacy of the programme and to identify any need for development.
Final evaluation sheet for facilitators	Organisers	Facilitators	Organisers	<p>Facilitators to assess their own performance, plan any necessary changes.</p> <p>Organisers to gain feedback about the efficacy of the programme and to identify any need for development.</p>
Structured group interview form	Organisers	Facilitators	Organisers	Participants to identify the impact of their learning and to plan

				<p>their further learning.</p> <p>Facilitators/organisers to evaluate the longer-term effect of elements of the CPD and identify any need for development of the programme</p>
Facilitation observation form	Organisers	Organisers	Organisers	<p>Organisers to monitor and evaluate the performance of facilitators and plan any additional support or CPD for them.</p> <p>Facilitators to gain feedback on their performance and plan their further CPD.</p>

## 6.6 Creating new monitoring forms

It is hoped that the programme will enable all those involved to develop their professional skills, whether as school staff, School ICAM leaders, facilitators, or organisers.

An important skill for running any programme is the ability to devise effective and efficient instruments for monitoring, evaluation and review so that the programme can grow and improve as its impact is assessed.

These instructions provide a structure and format for comprehensive collection of evidence by monitoring, and collation of that evidence for evaluation. This structure and format can be applied to any CPD programme and may prove useful in other programmes in which participants may be involved.

Tailoring the instruments to a specific programme involves careful and thoughtful application of the objectives, the desired learning outcomes, of each workshop session and this is useful in itself as a way of considering exactly what the programme is trying to achieve. It can help to clarify and refine the learning outcomes themselves.

### 6.6.1 Objectives

Monitoring and evaluation should look at outcomes. Therefore, it is important to know what outcomes are expected – to have clear objectives.

Objectives are the incentives, the motivators which help us to persist in making necessary changes.

Objectives should be:

- positive – we want to achieve them
- relevant – how will they improve things?
- measurable – how will we know we have achieved them?
- involve some action – what will we see done differently?
- realistic and achievable – how will we manage to make small stepped improvements?
- clearly conceptualised – the purpose of the objective is explained. “We will.....in order to achieve.....”

The monitoring forms for a workshop are based on the learning objectives of that workshop and it may be necessary to simplify these objectives and word them so that they provide clear, specific, realistic and appropriate criteria for assessment.

The purpose of the programme is to improve the quality and effectiveness of education for students by improving the quality and effectiveness of a school's efforts to create an inclusive climate of convivencia . Whilst CPD will benefit participants by developing their skills, and thus increasing their effectiveness and the satisfaction that they gain from doing their work well, the most important beneficiaries are their students. Therefore, wherever possible, the outcomes of the CPD should be clearly related to the longer-term impact on students' education.

### **6.6.2 Using objectives as criteria for assessment**

When writing the objectives of a programme it is tempting to try to make them sound as impressive as possible by using language that is technical and complicated. In fact, the desired outcomes of the programme may be quite simple, but that does not make them any less important.

For the purposes of assessment we need clear, observable outcomes described in words that everyone understands.

For instance, in a session on the use of monitoring, an objective might be:

“To help participants to improve their ICAM leadership by developing techniques for collecting and analysing data, using evidence effectively and writing reports to communicate information about student achievement .”

A session on “ Using IT in leading an ICAM programme” might be devoted achieving these learning outcomes and the question used for monitoring would be:

“How has the workshop increased participant's ability to use IT in leading an ICAM programme:

- to collect data on inclusion
- to analyse data to evaluate the effects of the ICAM programme
- to communicate information about ICAM achievements to appropriate audiences?”

If, as is suggested in this Handbook, scaling is to be used and participants are asked to score their abilities on a scale of 0-10, it is useful to have the same number of criteria, of approximately equal significance, for each segment of the workshop so that a numerical comparison can be made of their effectiveness.

It is suggested that, as in the example above, there are three criteria for each workshop session.

### **6.6.3 Writing the monitoring forms**

Blank forms are provided in Appendix 2 for participants' pre- and post-workshop self-assessments summarising the outcomes and conducting group interviews after the workshop. There are instructions in blue italic font showing where to add information to customise the forms for a particular workshop. Every form in this set of forms for a workshop uses the same criteria. ( See *example in Appendix1 of this Handbook*)

There is space for six topics on each blank form and it will be necessary, and easy, to edit them to fit the actual number of objectives for the workshop.

There is a complete set of sample forms for monitoring the CPD for School ICAM leaders and these may be helpful as models. (See *Appendix1 of this Handbook*)

a) Pre - and post-workshop self-assessment forms

You should:

Fill in the title of the workshop on the first page

List the objectives of the workshop on the second page, ensuring that they are positive, relevant, measurable, involve some action, are realistic and achievable and that their purpose is explained.

List the questions participants should answer in the grids on subsequent pages. To do this you should look at how the each objective is achieved in the programme. The topics for workshop sessions should cover the objectives and you want to monitor how effective those sessions have been in increasing participants' learning.

For each topic you should list three questions, the criteria for assessment.

The criteria for both pre- and post- workshop assessments are the same so that participants can compare their answers and assess what they have learned.

b) Monitoring summary form

You should:

Fill in the title of the workshop on the first page.

List the topics from the pre- and post- workshop assessments in the grid provided.

A sample is attached in Appendix 1

c) Group Interview form

You should:

Fill in the title of the workshop on the first page.

List the topics from the pre- and post- workshop assessments in the grid provided.

A sample is attached in Appendix 1

#### **6.6.4 Ethical dimensions in data-gathering**

All those involved in data generation (as informants or as facilitators or researchers) should be aware of the ethical issues surrounding any kind of data capture in formal or informal research settings in education. The materials provided in this document assume an agreed acceptance of ethical protocols, which relate to the following key issues:

- Informed consent.
- Confidentiality.
- Safety and security of participants (including emotional well-being).
- Security of data storage.
- Dissemination and use of data.

*(Further information on aspects of these issues are contained in Ethical Guidelines for Educational Research BERA (2004) and Framework for Research Ethics ESRC (2012))*

## Appendix 1

### Forms for monitoring CPD of School ICAM leaders

#### School ICAM Leader's initial self-assessment of knowledge, understanding and skills

Name \_\_\_\_\_ Date \_\_\_\_\_

### Guidance for completing the self-assessment

Please complete this self-assessment of your knowledge, understanding and skills related to these workshops. You may be asked to share your self-assessment with others as part of the learning process. The overall results for the group as a whole will be collated to help monitor and evaluate the programme.

**The purpose** is to help you to recognise your strengths as a School ICAM Leader. It is essential to do this and to realise how much you bring to your role. The assessment will also identify any areas that you could improve and it will help you think about what is required of School ICAM Leaders.

**The questions** use a solution focused approach and are based on the objectives of the workshop. You are asked to score your competencies on a scale of 0 -10 and then to think:

- why your score is not one point lower – to recognise your strengths
- what you could do to make it one point higher – what achievable steps you could take to improve your competencies.

Although a great deal is expected of you as an School ICAM Leader, and you should show the highest standards of professionalism, it is important for us all to recognise our own limitations. You are not expected to be perfect or to solve all the difficulties you encounter. You are expected to be human and to do your best.

So, when you answer the questions below, be realistic. Do not be too modest. The more accurate your assessment is, the more you will be able to build your confidence in your abilities and identify the specific skills that you could improve. Doing this now will help you to gain maximum benefit from the workshops by focusing on the aspects that are most significant for you.

**When you have completed the workshops, you will be invited to answer the same questions again. You will be able compare your answers and see how much you have achieved. This will help you build on your achievements and plan for your continuing professional development.**

**PLEASE KEEP THIS SELF-ASSESSMENT WITH YOU DURING THE WORKSHOPS**



## School ICAM Leader's initial self-assessment

Using a scale of 0-10, with 0 being no ability at all and 10 being the highest ability that a School ICAM Leader could demonstrate, please answer the following questions:

<b>1. How do you rate your awareness of the past and present experiences of CAM, and their possible effects?</b>	<b>Rating 0-10</b>
Your awareness of the past experiences of individual CAM in your school	
Your understanding of the possible effects of their experiences on the behaviour of CAM in your school	
Your empathy for, and positive attitude towards, CAM	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	
<b>2. How do you rate your knowledge and understanding of ways of reviewing the school's effectiveness in including CAM?</b>	<b>Rating 0-10</b>
Your knowledge and understanding of ways of constructing a review of the effectiveness of the school's efforts to include CAM	
Your knowledge and understanding of ways of implementing a review, involving stakeholders so that they are aware of the school's actions to include CAM and are motivated to help	
Your knowledge and understanding of the use of data from a review to inform an action plan	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	

<b>3. How do you rate your ability to create and implement policies and strategies for the inclusion and support of students, including appropriate language support for CAM?</b>	<b>Rating 0-10</b>
Your ability to create policies for the inclusion and support of students, including CAM	
Your ability to plan strategies based on the policy to enhance inclusion and support of CAM	
Your ability to implement strategies to enhance inclusion and support of CAM securing the commitment of stakeholders	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
<b>4. How do you rate your ability to lead an ICAM programme?</b>	<b>Rating 0-10</b>
Your ability to lead and manage change across the school	
Your ability to use appropriate leadership styles to enhance inclusion and create a climate of convivencia (living together in harmony)	
Your ability to share leadership tasks and responsibilities	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	

<b>5. How do you rate your knowledge and understanding of effective strategies for the induction of new CAM into the school?</b>	<b>Rating 0-10</b>
Your knowledge and understanding of ways of helping CAM feel welcome and ways of recognising and celebrating cultural diversity	
Your knowledge and undeerstanding of effective ways of assessing the needs of CAM when they arrive in the school	
Your knowledge and understanding of structures to support CAM, including the importance of a Key Adult	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
<b>6. How do you rate your ability to create a safe environment for learning?</b>	<b>Rating 0-10</b>
Your knowledge and understanding of ways of recognising and celebrating the contribution of CAM to the life of the school	
Your knowledge and understanding of the safeguarding of CAM and ability to recognize signs of abuse or neglect	
Your knowledge and understanding of ways of preventing bullying behavior and of dealing with it when it occurs.	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	

<b>7. How do you rate your ability to provide for social and emotional learning through a curriculum, both formal and informal, designed to improve learning, social and emotional health and wellbeing, and inclusion?</b>	<b>Rating 0 –10</b>
Your knowledge and understanding of the teaching of social and emotional skills to improve learning, social and emotional health and wellbeing, and inclusion	
Your ability to create an ethos that develops students' social and emotional skills	
Your ability to model social and emotional skills for staff and students	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
<b>8. How do you rate your ability to provide additional support for CAM's Social and Emotional Learning and general wellbeing?</b>	<b>Rating 0 –10</b>
Your knowledge and understanding of the possible additional social and emotional needs of CAM	
Your ability to identify CAM in need of additional Social and Emotional Learning support	
Your ability to organize additional small group or individual Social and Emotional Learning support for CAM	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	

<b>9. How do you rate your ability to provide support for staff, including continuing professional development, for the inclusion of CAM?</b>	<b>Rating 0-10</b>
Your ability to provide continuing professional development for staff to enhance the inclusion of CAM	
Your knowledge and understanding of strategies to ensure staff emotional health and wellbeing	
Your ability to recognise the possible effects of secondary traumatic stress and provide support to ameliorate them	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
<b>10. How do you rate your ability to involve students throughout the school in supporting each other and the inclusion of CAM</b>	<b>Rating 0-10</b>
Your knowledge and understanding the contribution students can make to the inclusion of CAM	
Your knowledge and understanding of the implementation of effective peer support systems	
Your knowledge and understanding of ways of involving students in decision making	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	

<b>11. How do you rate your ability to gain support from, and help for, parents/carers of CAM in continuing SEL in the home?</b>	<b>Rating 0-10</b>
Your knowledge and understanding of ways of communicating effectively with parents/carers	
Your knowledge and understanding of ways of involving parents/carers of CAM in the life of the school	
Your knowledge and understanding of ways of ensuring that social and emotional learning continues in the home	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	
<b>12. How do you rate your ability to promote involvement with the local community to enhance the inclusion of CAM</b>	<b>Rating 0-10</b>
Your ability to identify sources of support for CAM and their families in the local community	
Your ability to work in partnership with the local community	
Your ability to encourage celebration of the contribution of CAM and their families to the local community	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	

## **Targets for development during the workshops**

**Looking at your answers as a whole, what do you think are:**

**your three greatest strengths in relation to these workshops?**

**1.**

**2.**

**3.**

**the three aspects that you most need to improve?**

**1.**

**2.**

**3.**

### **Please keep this assessment with you during the workshops**

You will also want to refer to it when you are completing your personal assessment at the end of the workshops. You will compare your ratings before and after the workshops so that you can judge what you have achieved

### **School ICAM Leader's post-CPD self-assessment of knowledge, understanding and skills and action plan**

Name \_\_\_\_\_ Date \_\_\_\_\_

## Guidance for completing the post-CPD self-assessment

**You will need the Initial self-assessment which you completed at the start of this workshop**

Please complete this self-assessment of your knowledge, understanding and skills after the workshops. You may be asked to share your self-assessment with others as part of your end of workshop reflection. The overall results for the group as a whole will be collated to help monitor and evaluate the programme.

**The purpose** is to help you to recognise what you have learned about your strengths as a School ICAM Leader. It is essential to do this and to realise how much you bring to your role. The assessment will also identify any areas that you could improve and it will help you think about what is required of you after the workshops.

**The questions** are the same as those in your initial assessment. They use a solution focused approach and are based on the objectives of the workshop. You are asked to score your competencies on a scale of 0 -10 and then to think:

- why your score is not one point lower – to recognise you have learned
- what you could do to make it one point higher – what achievable steps you could take to continually improve your competencies after the workshops?

Although a great deal is expected of you as a School ICAM Leader, and you should show the highest standards of professionalism, it is important for us all to recognise our own limitations. You are not expected to be perfect or to solve all the difficulties you encounter. You are expected to be human and to do your best.

So, when you answer the questions below, be realistic. Do not be too modest. The more accurate your assessment is, the more you will be able to build your confidence in what you have learned and identify the specific skills that you could improve further after the workshops. Doing this now will help you to gain maximum benefit from the CPD by focusing on the aspects that are most significant for you.

**You will be asked to compare the answers you give here with those you gave before the workshops and see how much you have achieved as a result of them. This will help you plan to build on your achievements in your continuing professional development.**

Please copy your initial and final scores and your three targets from your action plan onto the summary sheet.



## School ICAM Leader's self-assessment after CPD

Using a scale of 0-10, with 0 being no ability at all and 10 being the highest ability that a School ICAM Leader could demonstrate, please answer the following questions:

<b>1. How do you rate your awareness of the past and present experiences of CAM, and their possible effects?</b>	<b>Rating 0-10</b>
Your awareness of the past experiences of individual CAM in your school	
Your understanding of the possible effects of their experiences on the behaviour of CAM in your school	
Your empathy for, and positive attitude towards, CAM	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	

<b>2. How do you rate your knowledge and understanding of ways of reviewing the school's effectiveness in including CAM?</b>	<b>Rating 0-10</b>
Your knowledge and understanding of ways of constructing a review of the effectiveness of the school's efforts to include CAM	
Your knowledge and understanding of ways of implementing a review, involving stakeholders so that they are aware of the school's actions to include CAM and are motivated to help	
Your knowledge and understanding of the use of data from a review to inform an action plan	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	

<b>3. How do you rate your ability to create and implement policies and strategies for the inclusion and support of students, including appropriate language support for CAM?</b>	<b>Rating 0-10</b>
Your ability to create policies for the inclusion and support of students, including CAM	

Your ability to plan strategies based on the policy to enhance inclusion and support of CAM	
Your ability to implement strategies to enhance inclusion and support of CAM securing the commitment of stakeholders	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
<b>4. How do you rate your ability to lead an ICAM programme?</b>	<b>Rating 0-10</b>
Your ability to lead and manage change across the school	
Your ability to use appropriate leadership styles to enhance inclusion and create a climate of convivencia (living together in harmony)	
Your ability to share leadership tasks and responsibilities	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	

<b>5. How do you rate your knowledge and understanding of effective strategies for the induction of new CAM into the school?</b>	<b>Rating 0-10</b>
Your knowledge and understanding of ways of helping CAM feel welcome and ways of recognising and celebrating cultural diversity	
Your knowledge and undeerstanding of effective ways of assessing the needs of CAM when they arrive in the school	
Your knowledge and understanding of structures to support CAM, including the importance of a Key Adult	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
<b>6. How do you rate your ability to create a safe environment for learning?</b>	<b>Rating 0-10</b>
Your knowledge and understanding of ways of recognising and celebrating the contribution of CAM to the life of the school	
Your knowledge and understanding of the safeguarding of CAM and ability to recognize signs of abuse or neglect	
Your knowledge and understanding of ways of preventing bullying behavior and of dealing with it when it occurs.	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	



<b>9. How do you rate your ability to provide support for staff, including continuing professional development, for the inclusion of CAM?</b>	<b>Rating 0-10</b>
Your ability to provide continuing professional development for staff to enhance the inclusion of CAM	
Your knowledge and understanding of strategies to ensure staff emotional health and wellbeing	
Your ability to recognise the possible effects of secondary traumatic stress and provide support to ameliorate them	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
<b>10. How do you rate your ability to involve students throughout the school in supporting each other and the inclusion of CAM</b>	<b>Rating 0-10</b>
Your knowledge and understanding the contribution students can make to the inclusion of CAM	
Your knowledge and understanding of the implementation of effective peer support systems	
Your knowledge and understanding of ways of involving students in decision making	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	

<b>11. How do you rate your ability to gain support from, and help for, parents/carers of CAM in continuing SEL in the home?</b>	<b>Rating 0-10</b>
Your knowledge and understanding of ways of communicating effectively with parents/carers	
Your knowledge and understanding of ways of involving parents/carers of CAM in the life of the school	
Your knowledge and understanding of ways of ensuring that social and emotional learning continues in the home	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	
<b>12. How do you rate your ability to promote involvement with the local community to enhance the inclusion of CAM</b>	<b>Rating 0-10</b>
Your ability to identify sources of support for CAM and their families in the local community	
Your ability to work in partnership with the local community	
Your ability to encourage celebration of the contribution of CAM and their families to the local community	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	

## **Action Plan**

**Looking at your answers as a whole:**

**What are the three most important improvements you have made during the CPD?**

**1.**

**2.**

**3.**

**To build on your achievements, what are your three key targets for further improvement?**

**What will you do first to start achieving each target?**

**Target 1.**

**What I will do first**

**Target 2.**

**What I will do first**

**Target 3.**

**What I will do first**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

## Summary sheet for monitoring and evaluation of an ICAM workshop

Please summarise below your scores from your pre- and post- workshop self-assessments and the difference between those two scores.

Also please list the three targets for further improvement that you have set yourself.

Topic	Score before workshop	Score after workshop	Difference in scores
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

To build on your achievements, what are your three key targets for further improvement?

Target 1

Target 2

Target 3



## Group interview for evaluating outcomes from an ICAM workshop

<b>Facilitator:</b>	<b>Date:</b>
<b>Location:</b>	<b>Number of participants in group:</b>

### Note to the facilitator

Thank you for completing this feedback form. It is designed for use with a group of about five participants to help you and them think about the key learning points from this workshop and how their learning has impacted on their practice.

It is suggested that you do this together some time after the end of the workshop, when they have had the opportunity to reflect on their learning and apply it.

Please ask and encourage the group to discuss each of the questions on the form and record the changes they report by ticking the appropriate box.

In the last column you should note comments that explain their responses.

e.g. suppose that you ask participants how, as a result of what they learned, their leadership skills have changed. If two say there has been no improvement, one says there has been some improvement and two say there has been a big improvement, the form will look like this:

<b>4. How has your ability to lead an anti-bullying programme in a school changed?</b>				
Worse	No improvement	Some improvement	A big improvement	Comments
	✓✓	✓	✓✓	<p>I think I was already very good at leading and managing new developments and I applied these skills to our ICAM programme</p> <p>I have a better understanding of ways of improving inclusion and this has helped me organise activities for staff and students specifically related to this.</p> <p>The workshop inspired me to invest in further CPD for myself and my colleagues</p>

**After the ICAM workshop, and having applied what you have learned**

<b>1. How has your awareness of the past and present experiences of CAM, and their effects, changed?</b>				
<b>Worse</b>	<b>No improvement</b>	<b>Some improvement</b>	<b>A big improvement</b>	<b>Comments</b>
<b>2. How has your knowledge and understanding of ways of reviewing a school's effectiveness in including CAM changed?</b>				
<b>Worse</b>	<b>No improvement</b>	<b>Some improvement</b>	<b>A big improvement</b>	<b>Comments</b>
<b>3. How has your ability to create and implement policies and strategies for the inclusion and support of students changed?</b>				
<b>Worse</b>	<b>No improvement</b>	<b>Some improvement</b>	<b>A big improvement</b>	<b>Comments</b>
<b>4. How has your ability to lead an ICAM programme changed?</b>				
<b>Worse</b>	<b>No improvement</b>	<b>Some improvement</b>	<b>A big improvement</b>	<b>Comments</b>

## After the ICAM workshop and having applied what you have learned

<b>5. How has your knowledge and understanding of effective strategies for the induction of new CAM into the school changed?</b>				
<b>Worse</b>	<b>No improvement</b>	<b>Some improvement</b>	<b>A big improvement</b>	<b>Comments</b>
<b>6. How has your ability to create a safe environment for learning changed?</b>				
<b>Worse</b>	<b>No improvement</b>	<b>Some improvement</b>	<b>A big improvement</b>	<b>Comments</b>
<b>7. How has your ability to provide for social and emotional learning through a curriculum, both formal and informal, designed to improve learning, social and emotional health and wellbeing, and inclusion changed?</b>				
<b>Worse</b>	<b>No improvement</b>	<b>Some improvement</b>	<b>A big improvement</b>	<b>Comments</b>
<b>8. How has your ability to provide additional support for CAM's Social and Emotional Learning and general wellbeing changed?</b>				
<b>Worse</b>	<b>No improvement</b>	<b>Some improvement</b>	<b>A big improvement</b>	<b>Comments</b>

## After the ICAM workshop and having applied what you have learned

9. How has your ability to provide support for staff, including continuing professional development, for the inclusion of CAM changed?				
Worse	No improvement	Some improvement	A big improvement	Comments
10. How has your ability to involve students throughout the school in supporting each other and the inclusion of CAM changed?				
Worse	No improvement	Some improvement	A big improvement	Comments
11. How has your ability to gain support from, and help for, parents/carers of CAM in continuing SEL in the home changed?				
Worse	No improvement	Some improvement	A big improvement	Comments
12. How has your ability to promote involvement with the local community to enhance the inclusion of CAM changed?				
Worse	No improvement	Some improvement	A big improvement	Comments

## Daily Evaluation Sheet for Participants

Think of what we have done together today. How would you rate the day? How much did the sessions increase your knowledge, understanding and skills?

On a scale of 0-10 where 0 is very bad and 10 is very good, how would you rate the quality of your learning today? Put a circle round your score.

1      2      3      4      5      6      7      8      9      10

What helped you to learn? Why was your score not one point lower?

What would have made your learning even better? What would make your score one point higher?

Any other comments you would like to make

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Evaluation form for collating daily participant feedback

Workshop \_\_\_\_\_ Date \_\_\_\_\_ Venue \_\_\_\_\_

Name of Facilitator(s) \_\_\_\_\_

Total number of participants \_\_\_\_\_

Using the daily feedback forms from the participants please record the score given by each one in the table below e.g.

Score	1	2	3	4	5	6	7	8	9	10
<b>Number of participants with this Score</b>		I	II	I	III	IIII II	IIII IIII I	IIII III	III	
<b>Total</b>	0	1	2	1	4	7	11	8	3	0

Score	1	2	3	4	5	6	7	8	9	10
<b>Number of participants with this Score</b>										
<b>Total</b>										

What helped the participants to learn? Please summarise their comments

What would have made their learning better? Please summarise their comments

Please summarise any other comments that the participants made

## Final Evaluation Sheet for Participants

Think of what we have done together this week. How would you rate the workshop as a whole?  
How much did the workshop increase your knowledge, understanding and skills?

On a scale of 0-10 where 0 is very bad and 10 is very good, how would you rate the quality of your learning this week? Put a circle round your score.

1      2      3      4      5      6      7      8      9      10

What helped you to learn? Why was your score not one point lower?

What would have made your learning even better? What would make your score one point higher?

Any other comments you would like to make

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Evaluation form for collating final participant feedback

Workshop \_\_\_\_\_ Dates \_\_\_\_\_

Venue \_\_\_\_\_

Name of facilitator(s) \_\_\_\_\_

Total number of participants \_\_\_\_\_

Using the final feedback forms from the participants please record the score given by each one in the table below e.g.

Score	1	2	3	4	5	6	7	8	9	10
Number of participants with this Score		I	II	I	III	IIII II	IIII IIII I	IIII III	III	
Total	0	1	2	1	4	7	11	8	3	0

Score	1	2	3	4	5	6	7	8	9	10
Number of participants with this Score										
Total										

What helped the participants to learn? Please summarise their comments

What would have made their learning better? Please summarise their comments

Please summarise any other comments that the participants made

## Daily Evaluation Sheet for Facilitators

Think of what you have done with the group today. How would you rate the day? How effective do you think the sessions were in increasing their knowledge, understanding and skills?

On a scale of 0-10 where 0 is very bad and 10 is very good, how would you rate the quality of their learning today? Put a circle round your score.

1      2      3      4      5      6      7      8      9      10

What helped them to learn? Why was your score not one point lower?

What would have made their learning even better? What would make your score one point higher?

Any other comments you would like to make

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Final Evaluation Sheet for Facilitators

Think of what you have done with the group during this programme. How would you rate the CPD as a whole? How much did the workshop increase their knowledge, understanding and skills?

On a scale of 0-10 where 0 is very bad and 10 is very good, how would you rate the quality of their learning this week? Put a circle round your score.

1      2      3      4      5      6      7      8      9      10

What helped them to learn? Why was your score not one point lower?

What would have made their learning even better? What would make your score one point higher?

Any other comments you would like to make

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Facilitator Observation Form

Facilitator \_\_\_\_\_ Venue \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_

Session \_\_\_\_\_

## Notes for the observer about using this form

When planning an observation, please first read the Facilitator Handbook section on Monitoring and Evaluation. This observation form is based on the code of conduct and professional competencies required of facilitators that are defined in it.

It also places emphasis on the use of the methodology described in the Facilitator Handbook.

**Please comment on the objectives and content of the session on the sheet provided and complete the table on the following pages while you observe the session.**

Score each section on a scale of 1 to 4 (where 4 is high and 1 is low) by placing a tick in the appropriate column. Write brief comments in the second column.

You do not need to score each separate criterion, although this helps to make feedback more specific. You may choose to give one overall score for the whole section e.g. "Prepares" or "Includes everybody".

After the session please give the facilitator clear feedback based on your observations. Remember that feedback is most effective if it is specific so it is helpful if you give examples of what you saw during the session to illustrate the points you are making.

First discuss how the facilitator thinks the session went. Then go through the form together and discuss what went well - what was most successful - and what could have been better – what was least successful.

Summarise your observations on the last page.

Agree and note down what the facilitator will do to continue to develop his/her skills by building on his/her strengths and trying to rectify any weaknesses.

Finally, both you and the facilitator should sign the form.

**What were the objectives for the session? What did the facilitators intend that the participants would learn?**

**Were the objectives appropriate?**

**Were they achieved?**

**Was the content of the session appropriate and sufficiently challenging for the participants to gain significant, relevant, useful learning from it?**

Observe the extent to which the facilitator:	Comments	Score ✓			
		low	→	high	
		1	2	3	4
<b>Prepares</b> Has prepared well for the session. Is confident and competent in his/her knowledge and understanding of the subject matter Has written a clear session plan Has organised all materials well in advance to avoid last minute problems. Arrives well ahead of the starting time for a session Ensures that the room and resources are fully prepared.					
<b>Keeps to time</b> Starts the session on time. Delivers the session at an appropriate pace. Finishes promptly, leaving adequate time for reflection and explaining any tasks to be completed before the next session.					
<b>Uses good communication skills</b> Listens actively Uses visual aids and practical demonstrations well Speaks and writes clearly and concisely Uses appropriate body language and expression to enthuse and involve participants.					
<b>Develops good relationships so that participants can learn</b> Greets participants warmly and creates a relaxed and happy environment for learning. Shows empathy for participants and understanding of their needs. Uses praise and encouragement frequently.					
<b>Includes everybody</b> Understands group and individual needs, responding effectively to address them taking account of the variety of individual preferred learning styles Encourages participants to be independent learners Engages all members of the group in learning, treats everyone with equal esteem and values their contribution. Differentiates the learning to meet the needs of participants with varying skills, knowledge and experience. Applies an inclusive facilitation style, respecting cultural, religious, socio-economic and gender diversity.					

Observe the extent to which the facilitator:	Comments	Score ✓			
		low → high			
		1	2	3	4
<b>Manages the group</b> Agrees and implements ground rules for the group and abides by them personally. Sets high personal standards of behaviour, showing respect for others and expecting high standards and respect from institution leaders in return. Manages any disruption firmly, remaining calm and polite. If and when signs of conflict first appear, take steps to reduce and to resolve it Uses solution focused approaches both in the taught part of the programme and also in supporting participants with problems.					
<b>Applies the four stage learning methodology</b> Makes clear and concise presentations Uses imaginative modeling Provides good opportunities for practice, giving clear instructions for activities Gives useful feedback Helps and encourages participants to apply their learning in their work Facilitates the session so that learning is maximised in a well organised and purposeful atmosphere,					
<b>Makes good use of monitoring and evaluation.</b> Takes account of the results of previous evaluations when implementing the session Monitors the progress of the group to check that their learning is improving their practice. Shows willingness to evaluate his/her own performance Uses feedback from participants and from colleagues to build on strengths and implement improvements.					
<b>Additional Observations</b>					



## Summary by Observer

**What went well....**

**It will be even better when ....**

**What the facilitator will do to continue to develop his/her skills**

**Signed: Facilitator**\_\_\_\_\_ **Observer** \_\_\_\_\_

## Appendix 2

### A framework for writing forms for monitoring CPD

#### Initial self-assessment of knowledge, understanding and skills

#### Pre-workshop monitoring and evaluation questionnaire for *please add here the title of the workshop*

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Guidance for completing the self-assessment

Please complete this self-assessment of your knowledge, understanding and skills related to this workshop. You may be asked to share your self- assessment with others as part of the learning. The overall results for the group as a whole will be collated to help monitor and evaluate the programme.

**The purpose** is to help you to recognise your strengths. It is essential to do this and to realise how much you bring to your role. The assessment will also identify any areas that you could improve and it will help you think about what is required of you.

**The questions** use a solution focused approach and are based on the attached objectives of the workshop. You are asked to score your competencies on a scale of 0 -10 and then to think:

- why your score is not one point lower – to recognise your strengths
- what you could do to make it one point higher – what achievable steps you could take to improve your competencies?

Although a great deal is expected of you in your role, and you should show the highest standards of professionalism, it is important for us all to recognise our own limitations. You are not expected to be perfect or to solve all the difficulties you encounter. You are expected to be human and to do your best.

So, when you answer the questions below, be realistic. Do not be too modest. The more accurate your assessment is, the more you will be able to build your confidence in your abilities and identify the specific skills that you could improve. Doing this now will help you to gain maximum benefit from the workshop by focusing on the aspects that are most significant for you.

**When you have completed the workshop, you will be invited to answer the same questions again. You will be able compare your answers and see how much you have achieved. This will help you build on your achievements and plan for your continuing professional development.**

**PLEASE BRING THIS SELF-ASSESSMENT TO THE WORKSHOP AND KEEP IT WITH YOU**

## Objectives for this workshop

*Please list here the objectives for the workshop.*

*Ensure that they are worded clearly and simply so that they relate directly to the topics covered in the workshop and you can use them to write criteria for the assessment.*

## Initial Self-assessment

Using a scale of 0-10, with 0 being no ability at all and 10 being the highest ability that a could be demonstrated, please answer the following questions:

	Rating 0-10
<b>1. How do you rate your ability to <i>enter an objective here</i></b>	
<i>enter an element of the objective here</i>	
<i>enter an element of the objective here</i>	
<i>enter an element of the objective here</i>	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
<b>2. How do you rate your ability to</b>	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	

	<b>Rating 0-10</b>
<b>3. How do you rate your ability to</b>	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	
<b>4. How do you rate your ability to</b>	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
.	
<i>What would you need to do to raise your total rating by one point?</i>	

	<b>Rating 0-10</b>
<b>5. How do you rate your ability to</b>	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
<b>6. How do you rate your ability to</b>	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	

## **Targets for development during the workshop**

**Looking at your answers as a whole, what do you think are your three greatest strengths in relation to this workshop?**

**1.**

**2.**

**3.**

**the three aspects that you most need to improve?**

**1.**

**2.**

**3.**

**Please bring this assessment with you to the workshop.**

You will also want to refer to it when you are completing your personal assessment at the end of the workshop. You will compare your ratings before and after the workshop so that you can judge what you have achieved.

# Self-assessment of knowledge, understanding and skills and action plan

## Post- workshop monitoring and evaluation questionnaire for *please add here the title of the workshop*

Name \_\_\_\_\_ Date \_\_\_\_\_

### Guidance for completing the post-workshop self-assessment

**You will need the Initial self-assessment which you completed at the start of this workshop**

Please complete this self- assessment of your knowledge, understanding and skills after the workshop. You may be asked to share your self-assessment with others as part of your end of workshop reflection. The overall results for the group as a whole will be collated to help monitor and evaluate the programme.

**The purpose** is to help you to recognise what you have learned about your strengths. It is essential to do this and to realise how much you bring to your role. The assessment will also identify any areas that you could improve and it will help you think about what is required of you after the workshop.

**The questions** are the same as those in your initial assessment. They use a solution focused approach and are based on the objectives of the workshop. You are asked to score your competencies on a scale of 0 -10 and then to think:

- why your score is not one point lower – to recognise you have learned
- what you could do to make it one point higher – what achievable steps you could take to continually improve your competencies after the workshop?

Although a great deal is expected of you in your role, and you should show the highest standards of professionalism, it is important for us all to recognise our own limitations. You are not expected to be perfect or to solve all the difficulties you encounter. You are expected to be human and to do your best.

So, when you answer the questions below, be realistic. Do not be too modest. The more accurate your assessment is, the more you will be able to build your confidence in what you have learned and identify the specific skills that you could improve further after the workshop. Doing this now will help you to gain maximum benefit from the workshop by focusing on the aspects that are most significant for you.

**You will be asked to compare the answers you give here with those you gave before the workshop and see how much you have achieved as a result of the programme. This will help you plan to build on your achievements in your continuing professional development.**

Please copy your initial and final scores and your three targets from your action plan onto the summary sheet



Using a scale of 0-10, with 0 being no ability at all and 10 being the highest ability that could be demonstrated, please answer the following questions:

	Rating 0-10
<b>1. How do you rate your ability to <i>enter an objective here</i> :</b>	
<i>enter an element of the objective here</i>	
<i>enter an element of the objective here</i>	
<i>enter an element of the objective here</i>	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
<b>2. How do you rate your ability to:</b>	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	

	<b>Rating 0-10</b>
<b>3. How do you rate your ability to:</b>	
<b>Total</b>	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	
<b>4. How do you rate your ability to :</b>	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
.	
<i>What would you need to do to raise your total rating by one point?</i>	

	<b>Rating 0-10</b>
<b>5. How do you rate your ability to:</b>	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
<b>6. How do you rate your ability to:</b>	
<b>Total</b>	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	

## **Action Plan**

**Looking at your answers as a whole:**

**What are the three most important improvements you have made during the workshop?**

**1.**

**2.**

**3.**

**To build on your achievements, what are your three key targets for further improvement?  
What will you do first to start achieving each target?**

**Target 1.**

**What I will do first**

**Target 2.**

**What I will do first**

**Target 3.**

**What I will do first**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Summary sheet for monitoring and evaluation of *please enter the title of the workshop here***

**Please summarise below your scores from your pre- and post- workshop self-assessments and the difference between those two scores.**

**Also please list the three targets for further improvement that you have set yourself.**

*Please enter the topics from the pre- and post-workshop self-assessments here*

<b>Topic</b>	<b>Score before workshop</b>	<b>Score after workshop</b>	<b>Difference in scores</b>
1.			
2.			
3.			
4.			
5.			
6.			

**To build on your achievements, what are your three key targets for further improvement?**

**Target 1**

**Target 2**

**Target 3**

## Group interview for evaluating outcomes from *please enter the title of the workshop here*

<b>Facilitator:</b>	<b>Date:</b>
<b>Location:</b>	<b>Number of participants in group:</b>

### Note to the facilitator

Thank you for completing this feedback form. It is designed for use with a group of about five participants to help you and them think about the key learning points from this workshop and how their learning has impacted on their practice.

It is suggested that you do this together some time after the end of the workshop, when they have had the opportunity to reflect on their learning and apply it in their work.

Please ask and encourage the group to discuss each of the questions on the form and record the changes they report by ticking the appropriate box.

In the last column you should note comments that explain their responses.

e.g. suppose that you ask participants how, as a result of what they learned, their communication skills have changed. If two say there has been no improvement, one says there has been some improvement and two say there has been a big improvement, the form will look like this:

How have your communication skills changed?				
Worse	No improvement	Some improvement	A big improvement	Comments
	✓✓	✓	✓✓	I think I was already a good communicator, as a teacher you have to be. I have tried to listen, and show that I hear, and that makes me a better facilitator. I was very nervous about speaking to a big group and I have overcome that.

After the workshop and having applied what you have learned:






















1. How has your ability to <i>please enter the first objective from the pre-workshop self-assessment form here</i> changed?				
Worse	No improvement	Some improvement	A big improvement	Comments
2. How has your ability to <i>please enter the second objective from the pre-workshop self-assessment form here</i> changed ?				
Worse	No improvement	Some improvement	A big improvement	Comments
3. How has you ability to <i>please enter the third objective from the pre-workshop self-assessment form here</i> changed?				
Worse	No improvement	Some improvement	A big improvement	Comments

4. How has your ability to <i>please enter the fourth objective from the pre-workshop self-assessment form here</i> changed?				
Worse	No improvement	Some improvement	A big improvement	Comments
5. How has your ability to <i>please enter the fifth objective from the pre-workshop self-assessment form here</i> changed?				
Worse	No improvement	Some improvement	A big improvement	Comments
6. How has your ability to <i>please enter the sixth objective from the pre-workshop self-assessment form here</i> changed?				
Worse	No improvement	Some improvement	A big improvement	Comments



## Appendix 3 Working together self-review

Please tick or colour in the appropriate face in each row.

Did everyone feel OK about being in the group?			
Did you make sure that everyone had a chance to say what they wanted to, maybe asking a question or answering one? Did you all take turns?			
Before you started, did you talk to each other about what you were going to do? Did everyone listen to what other people said?			
Did you have a chance to tell the group what you thought and why you thought that? Did you decide together how you were going to tell the rest of the group what you did in your small group?			
Did everyone listen to what other people thought and what they would like to do? Did you agree together what each person had to do next?			
Did you think about different ways of doing things and agree on the best one?			
Did you feel OK to ask a question if you didn't understand? Did people say if they agreed with or liked something someone said or did?			

## ICAM - Including Children Affected by Migration (CAM)



## An outline for schools interested in the ICAM Programme

### Note:

The Acronym CAM (Children Affected by Migration) is used throughout this guide when referring to children who are refugees, asylum seekers, economic or social migrants or those left behind by family moving to another country.

### Contact

ICAM partners seek to benefit all CAM through further partnerships with, and support from, organisations and individuals who share our determination to find and implement ways of alleviating the effects of the growing humanitarian crisis caused by migration, both now and in the longer term.

### Please contact:

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## An invitation

The ICAM team organisers of this European Programme in support of children affected by migration (CAM) will be inviting selected schools to share their experience with others in one county or city and to help improve and develop the way CAM are included in schools. The combined contribution of these trial schools will help the programme to have a profound effect on the wellbeing and life chances of the 10.5 million CAM across Europe

## Who are CAM?

The United Nations Convention on the Rights of the Child defines *child* as anyone under the age of 18.

The ICAM programme intends to help any children affected by migration. They and their families may be asylum seekers, refugees, economic or social migrants. They may have been accompanied by their families, travelled alone or been left behind by parents working elsewhere. They may have been fleeing war or other disasters and may have encountered great difficulties on their journeys. They may know that their future is now secure in their new host country or be uncertain how long they will stay.

**Because each student's story and experiences will be different, it is important to recognise their individuality and not to treat CAM as a homogeneous group.** Each school may describe their population of CAM differently. However, the task of the programme will be to draw on participants' experience, extract some common themes and suggest ways of meeting the needs that are identified that will be of general use to schools with CAM.

## The purpose of the ICAM Programme

At the heart of this Programme, Including Children Affected by Migration, is the concept of 'convivencia' – a Spanish word meaning 'living together in harmony' and the knowledge that children do not learn well if they are unhappy, insecure or frightened.

The purpose of the ICAM Programme is to increase the inclusion, and to improve the learning capacity, of CAM by enhancing the climate of convivencia in schools and at home, by raising awareness about children's rights and the law protecting them, and by providing additional support in school and in the family for their social and emotional learning and general wellbeing.

The Programme will achieve this through the professional development of School ICAM Leaders so they can increase the capacity of schools to maintain a safe and secure learning environment and enhance Social and Emotional Learning (SEL). Trained School ICAM Leaders will work to improve the learning capacity of all students and provide for the additional SEL needs of those affected by migration, helping them to overcome the disadvantage they face as a result of the separation, trauma and loss they have suffered.

An important feature of ICAM is the integration of parent/carer education with the school based programme in order to provide additional support for those families affected by migration and to encourage on-going SEL for the whole family in the home.

## The issues addressed by ICAM

There are 72 million people classified as migrants living in Europe according to the UNODC. Ongoing migration has declined from a peak in the 2015, when more than 644,000 people had arrived in Europe from countries such as Syria, Eritrea and Libya. The total of those arriving in Europe in recent year approaches 2 million. Of these displaced people approximately 8 million are children

The UNHCR reports that this situation has fuelled a rise in racism, xenophobia, gender-based violence and intolerance all of which will result in the exclusion of children from the education and learning which is their entitlement.

Because they also face trauma from separation and disruption, the ICAM Programme includes the children of European migrant workers left behind in their country of birth. It is estimated that there are a further 2.5 million children left behind by parents migrating for work elsewhere in Europe.

There is strong evidence to show that investment in SEL and the creation of a safe and secure learning environment in school is highly cost effective, and that, through the application to improved life skills and the ability to learn of all children, these initiatives bring major economic benefits in the future, both in terms of productivity and in reduced social welfare/criminal justice costs.

This Programme not only meets key needs of the target group, it also benefits countries as a whole by helping to ensure that it is not only CAM who will become fully integrated and contributory members of society.

## The European ICAM partnership

The 7 partners in the ICAM programme, The Northampton Centre for Learning Behaviour (NCfLB) and Achievement for All (AfA) in the UK, Accessophia in Spain, ICARO in Italy, the Inspectorate in Ploesti (ISJP) and Terre des Hommes (TdH) in Romania, Eurochild in Brussels together with the Associate Partners in each country include some of the leading international experts in the field of inclusion in schools, the creation of a school climate of convivencia and the needs of CAM. The team includes experts on the effects of evacuation and displacement on families during World War 2 and the programme applies the solutions they have identified in order to prevent similar long term effects from separation and deprivation by meeting the special social and emotional needs of the current generation of CAM

The partnership has previously worked closely together for 2 years developing and implementing the Daphne 2 Project Action Anti –Bullying (AAB). The experience has forged a close working relationship and a shared passion to improve the inclusion of all children in schools and to uphold their rights to an education free from fear and disruption under the UN Convention on the Rights of the Child and the European Convention on the Exercise of Children's Rights

### The IT Team

**Icaro** is a non-profit consortium of social cooperatives created in 1995 with the aim of formulating a concrete answer to the problems of groups at risk of social exclusion. In recent years, the Icaro Consortium has expanded its sphere of interest – with a focus on children at risk of involvement in criminal activities – and the socially vulnerable (elderly, children, mentally and physically disabled, drug addicts, immigrants, unemployed young people etc.), creating “personal services”, socio-educational support and social services, employment, education, national service, as well as managing residential and semi-residential care facilities intended for these clients. Icaro also manages services and projects on behalf of the Presidency of the Council of Ministers, in the Campania Region, working with Local Authorities providing health and social services. In recent years, Icaro has expanded into Europe, by creating and strengthening partnerships with public and private bodies from different Member States, helping to analyse social problems and work out together the best methods for their resolution. We have managed, projects funded by the European Commission, as well as the present ICAM programme. For the realisation of this programme, Icaro, thanks to the collaboration of local associations, has identified different partner schools with Children Affected by Migration (CAM).

## Enhancing Social and Emotional Learning and Wellbeing.

UNICEF defines SEL as:

*A process of acquiring social and emotional values, attitudes, competencies, knowledge and skills that are essential for learning, effectiveness, wellbeing and success in life. These qualities include self-awareness, emotional literacy, resilience, persistence, motivation, empathy, social and relationship skills, effective communication, self-esteem, self-confidence, respect and self-regulation.*

Research has shown that promoting students' emotional health and wellbeing has a positive impact on overall academic achievement and attainment

The ICAM Programme supports schools in developing the social, emotional and civic competencies and understanding of democratic values and fundamental rights of all students and other members of the school community by including an enhanced and comprehensive Social and Emotional Learning programme alongside the UNICEF Rights Respecting Schools programme, in the formal and informal school curriculum.

A programme of social and emotional learning is seen by UNESCO, UNICEF and an increasing number of national and international childcare agencies as an essential component of the entitlement curriculum. CAM need additional support to help them restore the damage to their social and emotional wellbeing caused by displacement and the trauma of migration.

Included in the ICAM training programme is guidance and instruction to enable school staff to work with and to train parents/carers. Parents/carers will learn how to support and protect CAM and how to reinforce and extend their SEL and wellbeing in partnership with the school.

## Improving the whole school climate of convivencia

A report for UNICEF notes that approximately 40% of students worldwide regularly experience violence in schools. Bullying accounts for approximately 80% of violence against them resulting in their exclusion from learning.

Unless schools take specific steps to protect them, CAM are particularly vulnerable to violence and abuse – mainly bullying (including cyber-bullying), which is notoriously meted out by children, young people and adults on members of any community who are seen as different in appearance, circumstance, or culture.

The improvement in convivencia in schools is identified as the most effective and positive way to improve inclusion

To achieve this, ICAM applies the techniques developed by their previous AAB Programme which improves the convivencia in schools by training School ICAM Leaders in whole school development of 12 aspects of school organisation shown to have the most direct influence on creating the climate of convivencia. The training, which is cascaded to all staff, includes restorative approaches to conflict resolution.

## The outcomes of the ICAM approach

Consequently ICAM develops a child and family support programme for schools which:

- a) Increases the awareness of CAM who are potential victims of exclusion and those who are in contact with them, so that all understand and benefit from their rights under the UN Convention on the Rights of the Child and the European Convention on the Exercise of Children's Rights

- b) Applies lessons learned about the long term effects of displacement and bereavement on CAM who were evacuees during World War 2
- c) Through training and support, reinforces the capacities of educators and families to ensure the inclusion of CAM in mainstream schools.
- d) Develops the whole school formal and informal curriculum for Social and Emotional Learning (SEL) and wellbeing with extra support that meets the additional SEL needs of CAM.
- e) Improves inclusion and safe learning in school by improving the whole school environment of convivencia concentrating on 12 areas of school organization which combine to create the climate of convivencia.
- f) Develops peer-led initiatives for children / young people in schools that promotes their ownership and responsibility for including all students fully in the life of the school
- g) Applies an on-line ICAM school review instrument of SEL and the school's organisation for convivencia and inclusion, involving input by all stakeholders.
- h) Reinforces cooperation between schools, families, NGOs and other agencies/organisations that are in contact with CAM

## Upscaling the ICAM Programme to other schools and organisations

ICAM has cost effective national to school level cascade professional development programmes, with comprehensive materials and handbooks to help school staff and parents /careres create the convivencia and SEL which restores the ability of CAM to learn.

Through the contacts and influence of the partners, the ICAMnet programme will develop and test the upscaling and dissemination of ICAM to all schools at county or city level in 6 European countries so that national education and welfare agencies across Europe have tried and tested models for disseminating the ICAM programme to all their schools and homes

Networking and upscaling to further schools and organisations is promoted throughout the two years of the programme through planned communication, a website and the use of social media, articles in professional journals, conference input and the engagement with national and local education administration and allied organisations who will adopt and upscale the programme starting in 2020.

There is a growing European awareness of the importance of SEL and school climate for improving the learning capacity and wellbeing of students and a widespread concern for the integration in school of those affected by migration. This Programme provides a set of solutions to these combined issues in a programme for schools throughout Europe to adopt and to continue developing.

### What the ICAM team will provide for schools:

1. Professional development for at least two School ICAM Leaders of inclusion, convivencia and SEL, including a four day professional development workshop and six visits for ongoing coaching from ICAM experts.
2. A school handbook and database for school ICAM development together with teaching and learning materials.
3. A comprehensive, easy to administer, on-line, ICAM school review instrument with a help line for any technical issues.
4. A full analysis of results and comparative data from other schools nationally and locally.
5. Access to a European network of schools for the sharing of good practice.

**What schools are expected to do:**

1. Identify and support two School ICAM Leaders meeting the person specification provided and allow their involvement in the funded professional development for the programme.
2. Carry out the ICAM school review at least annually and share the results online as part of a national database.
3. Develop an action plan (integrated into the school improvement plan) based on the results of the ICAM review.
4. Carry out the action plan and improve the inclusion of CAM as a result, also becoming a Silver or Gold level UNICEF Rights Respecting School (if not already achieved).
5. Share experiences with other schools in Europe and be prepared to offer expertise to promote the ICAM programme nationally (Any release of staff to become trained as ICAM National Facilitators will be fully funded).